QUALITY ASSURANCE MONITORING: READINESS REPORT
CERTIFICATE IN BAKING AND PATISSERIE AND CULINARY ARTS

LE CORDON BLEU COLLEGE OF CULINARY ARTS
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MAIN
Le Cordon Bleu College of Culinary Arts
Austin, Texas
ACICS ID Code: 00021352

June 18, 2014

Projected Enrollment in the New Program During Its First Year of Operation:

Mr. William Roy  Baking and Culinary Arts  EDMC  Indianapolis, IN
Ms. Chinita Ray  ACICS Coordinator  ACICS  Washington, DC
## REPORT QUESTIONS

### MISSION

**3-1-100—MISSION: PURPOSE AND OBJECTIVES**

Every institution must have a mission which is its specific purpose for existing. This mission, together with a set of objectives to accomplish it, must be summarized in a mission statement. The objectives should be devoted substantially to career-related education and should be reasonable for the program of instruction, mode of delivery, and facilities of the institution.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>QUESTIONS</th>
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</thead>
<tbody>
<tr>
<td>R.01</td>
<td>Is the mission statement appropriate for the type of new credential offered?</td>
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<td></td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS

#### RELATIONS WITH STUDENTS

**3-1-410—ADMISSIONS AND RECRUITMENT**

It is up to an institution to establish its own admissions criteria. It is the responsibility of ACICS to ensure that all who are enrolled are accorded equal educational opportunity.

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<thead>
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<th>CRITERIA</th>
<th>QUESTIONS</th>
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<tbody>
<tr>
<td>R.02</td>
<td>Does the campus have appropriate admissions criteria for this program?</td>
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<td>If No, insert the section number in parentheses and explain:</td>
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<tr>
<td>R.03</td>
<td>Are there any admissions requirements unique to this program?</td>
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<tr>
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<td>If Yes, describe the unique admissions requirements.</td>
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</tbody>
</table>

### GENERAL COMMENTS
### EDUCATIONAL ACTIVITIES

#### R.04
Is licensure, certification or registration required to practice in the specific career field?
- Yes
- No (Skip to Question R.06.)

#### R.05
Does the program provide the students with the necessary skills to obtain the above licensure, certification or registration?
- Yes
- No

If Yes, what is the pass rate for the past two years of program graduate? If pass rates are unavailable, please explain.

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

#### R.06
Who is assigned to administer all academic programs, and what are this person’s qualifications?

#### R.07
Does this individual possess appropriate academic or experiential qualifications?
- Yes
- No

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

#### R.08
Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person’s qualifications?

#### R.09
Does this individual possess appropriate academic or experiential qualifications?
- Yes
- No

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

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#### 3-1-500-EDUCATIONAL ACTIVITIES

For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.

#### 3-1-511. Program Administration.

The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrations or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.
3-1-512. Program Planning. Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, coursework, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.

R.10 Does the program administrator have sufficient authority and responsibility for the development and administration of the educational program(s)?

☐ Yes        ☐ No

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

R.11 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☐ Yes        ☐ No

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

R.12 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?

☐ Yes        ☐ No

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

R.13 Are appropriate provisions made in the new program for individual differences among students?

☐ Yes        ☐ No

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

R.14 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to the academic credential?

☐ Yes        ☐ No

If No, insert the section number in parentheses and explain:
instruction. For practica, externships, and internships, institutions are required to develop a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria. The Council's expectations for detailed syllabi, independent study, practica, externships, and internships are outlined in the Glossary.

(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.

Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Guidelines for English as a Second Language).

R.15 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☐ Yes ☐ No

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

R.16 Are course prerequisites appropriate?
☐ Yes ☐ No

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

R.17 Is an appropriately detailed syllabus on file for each course in the program?
☐ Yes ☐ No

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

R.18 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☐ Not Applicable (these elements are not part of the program or no student is at that point in the program)

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

R.19 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?
☐ Yes ☐ No
☐ Not Applicable (no courses are offered via independent study)
3-1-516. Course and Program Measurement. The Council recognizes that institutions must provide for their students a learning environment in which achievement is encouraged. It further recognizes the legitimacy of both traditional (e.g., lecture/laboratory/practicum) and nontraditional (e.g., distance education or independent study) educational delivery methods. A framework for transfer of credit and consistent application of academic credit awards should apply to all of these varied forms of educational delivery.

Institutions, therefore, must demonstrate a knowledge of appropriate academic course and program measurement and correct application of the measurement.

(a) Credit in traditionally delivered programs measured in credit hours must be calculated based on one of the following attribution formulas:

(i) One quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of practicum. The formula for calculating the number of quarter credit hours for each course is: (hours of lecture/10) + (hours of lab/20) + (hours of practicum/30); or

(ii) One semester credit hour equals, at a minimum, 15 classroom hours of lecture, 30 hours of laboratory, and 45 hours of practicum. The formula for calculating the number of semester credit hours for each course is: (hours of lecture/15) + (hours of lab/30) + (hours of practicum/45).

R.20 Is credit appropriately converted in relation to total student contact hours in each class?

☐ Yes ☐ No

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

3-1-521. Conferring of Credentials. The conferring of certificates, diplomas, or degrees by an institution shall be consistent with its mission and objectives and in compliance with applicable state laws.

R.21 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

☐ Yes ☐ No

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

3-1-540 - FACULTY

R.22 Are official transcripts for all credentials held on file for all instructors in the program?

☐ Yes ☐ No

If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:
must be graduates of institutions recognized by their government and
their 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.

3-1-542. Verification of Credentials. Institutions must maintain
evidence of the credentials that qualify faculty members to teach
their assigned courses. Official transcripts for all academic
credentials held by all faculty members shall be on file in the
administrative offices at the campus location nearest to where the
faculty member is primarily employed. An official transcript is
sent from the registrar's office at the institution where study
was completed directly to an employing institution. Any transcript
bearing the notation "issued to student" is not an official transcript
for employment purposes.

3-1-543. Faculty Development. Institutions are required to establish
faculty development plans including both in-service and professional
growth activities to enhance faculty expertise. There shall be
documented evidence on an annual basis of these development plans
and their implementation. For those faculty who are trained in
teaching methodology on the postsecondary level and who possess
limited related outside employment, the plan should concentrate on
content update, e.g., new software, equipment, techniques, etc.
Institutions are responsible for demonstrating that these plans are
appropriate given each faculty member training, education, and
related work experience and that they provide the proper mix of in-
service training and professional growth based on the academic and
experiential background of the faculty. (See Glossary for definitions
of "in-service training", "professional growth", and "faculty
development").

3-1-544. Faculty Meetings. Regularly scheduled faculty meetings
or department meetings, with participation by full-time and part-time
faculty, shall be held. Discussions and attendance shall be

R.23 Have all foreign transcripts been translated into English and
evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States?

[ ] Yes [ ] No

If No, insert the section number in parentheses, list faculty
names, degrees, and awarding institutions and explain:

R.24 What is the campus’ plan to continue to provide qualified
faculty to teach in the new program?

R.25 Is there documented evidence of a systematic program of
in-service training at the campus?

[ ] Yes [ ] No

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

R.26 Is there evidence that appropriate faculty development
plans have been developed and implemented on an annual
basis, including documentation to support completed
activities listed on the plans?

[ ] Yes [ ] No

If No for missing plans or documentation of
implementation, insert the section number in parentheses,
list faculty names, and explain:

R.27 Is there evidence that full-time and part-time instructors in
this program participate in regularly scheduled faculty
meetings?

[ ] Yes [ ] No

If No, insert the section number in parentheses and
explain:
3-3-200 EDUCATIONAL ACTIVITIES

3-3-201. Objectives. The objectives of an occupational associate's degree program are an extension of the institution's awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate's degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.

3-3-202. Education Requirements. The minimum number of credits required for the occupational associate's degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.

There shall be a minimum of 10 semester hours, 15 quarter hours, or their equivalent in general education or applied general education courses. The catalog must identify the courses that satisfy the general education requirements, and it must provide an explanation of the course numbering system.

The Council's expectations for general education and applied general education are outlined in the Glossary section.

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

R.28 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?

☐ Yes  ☐ No

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

R.29 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent but less than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?

☐ Yes  ☐ No

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

R.30 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?

☐ Yes  ☐ No

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

R.31 Are the courses that satisfy the general education requirements identified in the catalog?

☐ Yes  ☐ No

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

R.32 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions
technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate’s degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.

R.33 Is there evidence that curricular offerings require the appropriate use of library resources?

Yes  No

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

FOR ACADEMIC ASSOCIATE’S DEGREES ONLY

R.34 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?

Yes  No

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

R.35 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?

Yes  No

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

R.36 Are all general education courses appropriate for the program and do they meet Council standards?

Yes  No

If No, insert the section number in parentheses and explain:
R.37 Are the courses that satisfy the concentration and general education requirements identified in the catalog?

[ ] Yes [ ] No

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

3-4-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curricula, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

R.38 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

[ ] Yes [ ] No

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

R.39 Is there evidence that curricular offerings require the appropriate use of library resources?

[ ] Yes [ ] No

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

3-5-202. Education Requirements. The minimum number of credits required for the bachelor's degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system.

FOR BACHELOR'S DEGREES ONLY

R.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

[ ] Yes [ ] No

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

R.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education
courses?
☐ Yes       ☐ No

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

R.42 Are all general education courses appropriate for the program and do they meet Council standards?
☐ Yes       ☐ No

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

R.43 Are the courses that satisfy the concentration, general education, and upper division requirements identified in the catalog?
☐ Yes       ☐ No

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

R.44 If the campus offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly and accurately describe the requirements for admission?
☐ Yes       ☐ No
☐ Not Applicable (campus offers all four years of the degree)

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

3-5-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

R.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☐ Yes       ☐ No

If No, insert the section number in parentheses and explain:
R.46 Is there evidence that curricular offerings require the appropriate use of library resources?

☐ Yes  ☐ No

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

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FOR MASTER’S DEGREES ONLY

R.47 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of this graduate degree program?

☐ Yes  ☐ No

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

 R.48 Who will oversee the new program and what are this person’s qualifications?

 R.49 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes  ☐ No

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

 R.50 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required?

☐ Yes  ☐ No

If No, insert the section number in parentheses and
R.51 Does the program take at least three semesters, five quarters, or the equivalent to earn the degree?  
☐ Yes  ☐ No  
If No, insert the section number in parentheses and explain:

R.52 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
☐ Yes  ☐ No  
If No, insert the section number in parentheses and explain:

R.53 Is there evidence that curricular offerings require the appropriate use of library resources?  
☐ Yes  ☐ No  
If No, insert the section number in parentheses and explain:

R.54 Is the enrollment sufficient to support regularly scheduled and conducted classes and laboratory work?  
☐ Yes  ☐ No  
If No, insert the section number in parentheses and explain:

R.55 Does the campus accept no more than one-half of the credits required for the degree as transfer credits?  
☐ Yes  ☐ No  
If No, insert the section number in parentheses and explain:
3-7-403. Education Requirements. The number of credits required for the doctoral degree shall be, at a minimum, 90 semester hours, 135 quarter hours, or their equivalent, of course work beyond the bachelor's degree. This includes credit for the research project/dissertation or other required academic or professional activities.

The doctoral degree normally is earned over three to five years or the equivalent for full-time students. Limitations on the time to degree for part-time students need to be clearly outlined. Statutes of limitations for program completion and course work must be clearly disclosed to students and included in the institutional catalog, as well as on the enrollment agreement.

For certain first-professional degrees whose structure differs from that of other professional doctoral degrees, the required credit hour total and expected time to degree shall conform to what is typical for the field.

The catalog must provide a detailed explanation of the required courses in the program, as well as a description of the required activities and research elements necessary to complete the program.

FOR DOCTORAL PROGRAMS ONLY

R.56 Does the doctoral program require?
(a) At least 90 semester hours, 120 quarter hours, or their equivalent, of course work beyond the bachelor's degree.
   □ Yes □ No
(b) A capstone or equivalent project.
   □ Yes □ No
(c) Three to five years to complete.
   □ Yes □ No

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

R.57 Is a statute of limitations for program completion included in the campus catalog and on the enrollment agreement (if one is used)?
   □ Yes □ No

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

R.58 Does the catalog explain the required courses and describe the required activities and research elements necessary to complete the program?
   □ Yes □ No

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

R.59 Does the campus accept no more than 20 percent of the credits required for the degree as transfer credits?
   □ Yes □ No

If No, insert the section number in parentheses and explain:
R.60 Does the campus avoid granting credit for experiential learning in the doctoral program?

☐ Yes  ☐ No

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

3-7-800—PUBLICATIONS

There shall be a separate section in the institution’s catalog describing the doctorate degree program requirements, admissions procedures, transfer policies, graduation requirements, regulations, and course descriptions.

R.61 Is there a separate section in the catalog describing the doctoral program?

☐ Yes  ☐ No

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

GENERAL COMMENTS

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

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

R.62 Is the campus’ established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

☐ Yes  ☐ No

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

R.63 What is the amount of the current year’s library budget?
R.64 What portion of the current year's library budget has been spent and how has the money been allocated?

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

R.65 Does the faculty inspire, motivate, and direct student usage of the library resources?

☐ Yes  ☐ No

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

R.66 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

☐ Yes  ☐ No

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

R.67 Are records of physical and/or online resources and circulation accurate and up to date?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:
evaluating the adequacy and utilization of the holdings.

Physical and/or on-line, full-text library materials and services must be available at times consistent with the typical student’s schedule in both day and evening programs. If computer software is utilized, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library’s collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college’s library must contain, at a minimum, a core collection of physical and/or on-line reference materials appropriate for the offerings of the institution.

R.68 Are the library holdings for this program, including full-text online collections, up-to-date and adequate for the new program?

☐ Yes  ☐ No

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

R.69 Describe the campus’ plans for continuing to provide library and instructional resources to support the new program?

R.70 Describe any full-text online collections available to students:

☐ Not Applicable (online resources are not utilized)

FOR ACADEMIC ASSOCIATE’S AND BACHELOR’S DEGREES ONLY

R.71 Is there a professionally trained individual (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) on staff who supervises and manages the library and instructional resources, facilitates their integration into all phases of the
campus’ curricular and educational offerings, and assists students in their use?

☐ Yes  ☐ No

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

R.72 Is documentation on file to evidence the librarian participates in professional growth activities?

☐ Yes  ☐ No

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

R.73 Who is the on-site librarian, what are this person’s qualifications, and what are his or her hours on-site?

R.74 Is there a trained individual, who is competent to both use and aid in the use of library technologies and resources, on duty to supervise the library and to assist students with library functions during scheduled library hours?

☐ Yes  ☐ No

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

3-4-403 & 3-5-403. Function. The library function is shaped by the educational programs of the college. Appropriate reference, research, and information resources must be made available to provide basic support for curricular and educational offerings and to enhance student learning.

R.75 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

☐ Yes  ☐ No

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

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 who holds a M.L.S. degree or the equivalent, with special qualifications to aid students in research. The professionally trained individual must participate in

FOR MASTER’S AND DOCTORAL DEGREES ONLY

R.76 Who is the onsite librarian, what are this person’s qualifications, and what are his or her hours onsite?
documented professional growth activities.

3-7-01. 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 M.L.S. degree or the equivalent, with special qualifications to aid students in research. The professionally trained individual must participate in documented professional growth activities.

R.77 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?

☐ Yes ☐ No

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

R.78 Have library staff transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degrees to degrees awarded by institutions in the United States?

☐ Yes ☐ No

☐ Not Applicable (staff do not hold foreign credentials)

R.79 Is documentation on file to evidence the librarian participates in professional growth activities?

☐ Yes ☐ No

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

3-3-401. Staff. An individual with the ability to maintain the resources and to assist students and faculty shall be designated to oversee the resources of the institution.

R.80 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?

☐ Yes ☐ No

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

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

R.80 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:
3.3-403. Function. The library function is shaped by the educational programs of the institution. Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective. The ultimate test of the library’s adequacy is determined by the extent to which its resources support all the courses offered by the institutions.

R.81 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of the new program?

☐ Yes  ☐ No

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

GENERAL COMMENTS:

SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

<table>
<thead>
<tr>
<th>Number</th>
<th>Citation(s)</th>
<th>Summary Statement</th>
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Note: The citation number should be in bold. The summary statement should be followed by the report page number in parenthesis.

RECOMMENDATIONS

The evaluation team offers the following recommendation(s) for the institution’s consideration (Recommendations are not included in the report seen by the Council):
Table of Contents

1. NEW PROGRAM APPLICATION

2. NEW PROGRAM NARRATIVE

3. ACADEMIC CREDIT ANALYSIS
This application is to be completed for all new programs. All information is required unless otherwise indicated. All new program applications must be in English, typed, tabbed, and submitted electronically. Approval letters will be sent via e-mail to the person who prepared the application.

Is this application being submitted in response to a team visit?  
Is this an application for the first new program at this credential level at this campus?  
Is this application a result of an existing program revision totaling more than 25%?  
If this program is delivered via non-traditional education, select percentage

<table>
<thead>
<tr>
<th>Application preparer information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: KIMBERLY VELASQUEZ</td>
</tr>
<tr>
<td>Title: CAMPUS PRESIDENT</td>
</tr>
<tr>
<td>Organization: LE CORDON BLEU COLLEGE OF CULINARY ARTS</td>
</tr>
<tr>
<td>Telephone: 916-830-6230</td>
</tr>
<tr>
<td>Fax: 916-285-9483</td>
</tr>
<tr>
<td>Email: <a href="mailto:KVELASQUE@SACRAMENTO.CHEFS.EDU">KVELASQUE@SACRAMENTO.CHEFS.EDU</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of program: Le Cordon Bleu Culinary Arts</td>
</tr>
<tr>
<td>Program CIP code: 12.0503</td>
</tr>
<tr>
<td>Certificate [ ] Diploma [X] Occupational [ ]</td>
</tr>
<tr>
<td>Academic [X] Associate’s [ ] Bachelor’s [ ]</td>
</tr>
<tr>
<td>Master’s [ ] Doctorate [ ]</td>
</tr>
<tr>
<td>Proposed start date: January 2014</td>
</tr>
<tr>
<td>New programs and modes of delivery must be initiated within one year of the planned start date. Programs which are not initiated within one year of their planned start date will no longer be considered an approved program at the campus in question.</td>
</tr>
<tr>
<td>Total credit hours awarded: 107 [X] Quarter [X] Semester [ ] Trimester [ ]</td>
</tr>
<tr>
<td>Number of contact hours: MINIMUM 1550 MAXIMUM 1550 (required)</td>
</tr>
<tr>
<td>Program length in weeks: 84 (required)</td>
</tr>
<tr>
<td>Program length in academic years: 2.8 (required)</td>
</tr>
<tr>
<td>Weeks per academic year: 30 (required)</td>
</tr>
</tbody>
</table>

If this program is identical to programs submitted for multiple locations at the same time, list the primary campus and the ACICS unique ID (000xxxxx) for all other locations.

<table>
<thead>
<tr>
<th>ACICS ID for 1st application location (Fee = $1,000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00023522</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Below list the ACICS ID for each additional location (Fee = $500 each location)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
INSTITUTIONAL MISSION

1. What is the mission of the institution? (Restrict text box to 1,500 characters with spaces)

Le Cordon Bleu College of Culinary Arts is an institution of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

2. What are the objectives of the new program? Describe how these objectives conform to the mission of the institution. (Restrict text box to 1,500 characters with spaces)

The program has five objectives.

- Demonstrate professional-level cooking techniques
- Demonstrate sanitation principles as they apply to the professional kitchen
- Demonstrate professionalism appropriate to the hospitality industry
- Apply basic management principles to the demands of a hospitality business
- Exhibit college-level reasoning skills

This ties seamlessly into the mission of the college as it broadens the education choices available to students and provides more options to those seeking to further develop their culinary skills.

COMMUNITY/PROFESSIONAL RESOURCES UTILIZED IN PROGRAM DEVELOPMENT

1. What types of community or professional input were utilized to develop the program? Please upload as one document copies of all minutes of advisory board meetings pertinent to this application and include the names and qualifications of members. (See step 3 in the New Program Application Process)

The idea to further develop courses and programs was brought forth by the College’s Program Advisory Board. Additionally, this program mirrors an existing program at another Career Education Corporation campus, Le Cordon Bleu College of Culinary Arts in Austin, Texas.

The curriculum for Le Cordon Bleu College of Culinary Arts in Sacramento, CA was constructed in collaboration with the entire network of Le Cordon Bleu North America (LCBNA) campuses. LCBNA formed a curriculum development committee led by Kirk T. Bachmann, currently the president of Le Cordon Bleu College of Culinary Arts, Chicago (at the time of this curriculum development, he was Vice President of Academics for LCBNA). This committee was comprised of industry experts, teachers and school administrators.

2. State the qualifications for persons who: (Restrict text box for each of the responses below to 1,000 characters with spaces)

a) designed the curriculum

The program was designed by a team of education leaders representing the culinary schools in Career Education Corporation operating under the Le Cordon Bleu program brand. Kirk T. Bachmann, currently the president of Le Cordon Bleu College of Culinary Arts, Chicago (at the time, Vice President of Academics for LCBNA), supervised the curriculum design. Mr. Bachmann is a Certified Executive Chef by the American Culinary Federation and holds a Master’s degree in Education.

b) will supervise the new program
The program will be supervised by the Director of Education at Le Cordon Bleu College of Culinary Arts in Sacramento, Chef Richard Jensen. Chef Richard Jensen has earned his AOS degree in Culinary Arts from the California Culinary Academy. He is currently pursuing his Bachelor’s in Culinary Management from Le Cordon Bleu Scottsdale with an estimated completion date in 2014. Chef Richard Jensen has over 12 years of industry experience in the culinary arts.

INSTITUTIONAL READINESS

1. What resources are needed and available to offer the proposed program at full operation at the campus submitting this new program application, including:
   a) existing and new courses needed to implement the program:

<table>
<thead>
<tr>
<th>Existing Courses (at this campus)</th>
<th>New Courses (at this campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCBC105 Food Safety and Sanitation</td>
<td>LCBC100 College Success and Career Portfolio</td>
</tr>
<tr>
<td>LCBC110 Culinary Foundations I</td>
<td>LCBC125 Cost Control and Purchasing</td>
</tr>
<tr>
<td>LCBC122 Culinary Foundations II</td>
<td>LCBC135 Nutrition</td>
</tr>
<tr>
<td>LCBC132 Culinary Foundations III</td>
<td>LCBC215 Hospitality Supervision and Entrepreneurship</td>
</tr>
<tr>
<td>LCBC152 Baking and Pastry</td>
<td>LCBC222 Catering and Buffets</td>
</tr>
<tr>
<td>LCBC212 Cuisine Across Cultures</td>
<td>LCBC225 Wine and Beverage</td>
</tr>
<tr>
<td>LCBC250 Externship I</td>
<td>LCBC232 Contemporary Cuisine</td>
</tr>
<tr>
<td>LCBC240 Restaurant Rotation</td>
<td>LCBC255 Externship II</td>
</tr>
<tr>
<td>LCBC250 Externship II</td>
<td>COM115 Communication Methods</td>
</tr>
<tr>
<td>ENG105 English Composition</td>
<td>LIT215 Topics in Literature</td>
</tr>
<tr>
<td>MTH135 College Mathematics</td>
<td>PSY105 Psychology</td>
</tr>
<tr>
<td>PSY105 Psychology</td>
<td></td>
</tr>
</tbody>
</table>

b) existing and new physical resources needed (e.g., classrooms, libraries, institutional resources and equipment, and clinical sites):

<table>
<thead>
<tr>
<th>Existing Physical Resources (at this campus)</th>
<th>New Physical Resources (at this campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 fully-equipped culinary laboratories</td>
<td>3 demonstration kitchens</td>
</tr>
<tr>
<td>4 lecture classrooms</td>
<td>Reference library and resource center with study areas</td>
</tr>
<tr>
<td>1 demonstration kitchen for Foundations class (knife skills) or visiting lectures</td>
<td>3 lecture classrooms</td>
</tr>
<tr>
<td>Computer library—Virtual library</td>
<td></td>
</tr>
<tr>
<td>All necessary equipment including ovens, ranges, grills, tables, refrigerators, pots, pans, and smallwares</td>
<td></td>
</tr>
</tbody>
</table>
NEW PROGRAM NARRATIVE

PROGRAM DESCRIPTION

1. What are the entrance requirements or methods used to determine whether prospective students will be able to fulfill program requirements? How do these requirements compare with requirements for existing programs? (This text box is limited to 1,000 characters)

• Execute all enrollment documents including the Application for Admission and Enrollment Agreement.
• Possess a standard high school diploma or recognized equivalent or completion of a home education program pursuant to the requirements of the state of residence in which the home schooling took place.
• Payment of application fee or approved fee waiver form.
• Interview with an Admissions representative.

2. If there is a practicum component? (Upload practicum agreement)

   a) please identify potential practicum sites:

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walt Disney World Resorts</td>
<td>Lake Buena Vista, FL</td>
</tr>
<tr>
<td>Ella Dining Room &amp; Bar</td>
<td>Sacramento, CA.</td>
</tr>
<tr>
<td>Grange Restaurant</td>
<td>Sacramento, CA.</td>
</tr>
<tr>
<td>Chops Steaks, Seafood &amp; Bar</td>
<td>Sacramento, CA.</td>
</tr>
<tr>
<td>Biba</td>
<td>Sacramento, CA.</td>
</tr>
</tbody>
</table>

   b) Describe student responsibilities and method of supervision, and attach a copy of the practicum agreement. (Limited to 1,000 characters)

   Students must submit a completed and signed Externship Agreement and Supervisor Data Sheet to the Le Cordon Bleu Sacramento Career Services Office by the first day of working at the site. Students must complete and submit weekly time sheets including hours worked with signed verification of those hours and submit according to due dates. Students must submit an Externship Project in week 5 of each Externship course. The site supervisor will complete the Externship Evaluation on the student and student will submit in Week 5 along with their Time Sheet.

   The student is supervised both by the site supervisor and the campus externship instructor. The site supervisor supervises the work performed daily by the student. The site supervisor submits an evaluation of the student at the end of the course. The externship instructor evaluates the student’s hours and addresses any problems encountered by the student or the site. The externship instructor also completes an evaluation at the end of the course.

3. Is licensure or certification required for persons employed in this field in your state?  ____ Yes  ____ No

   If yes, describe how the curriculum will develop the competencies to enable students to meet the licensing or certification requirements of the state.

4. Does the state licensing agency require new programs to be approved?  ____ Yes  ____ No

   If yes, describe previous or concurrent evaluation procedures that the state approval agency requires and submit evidence of state approval received (or proof of exemption from state approval). All institutions must submit copies of official documentation issued by their state.
The Bureau for Private Postsecondary Education requires ACICS approval first.

5. Does the program include training conducted by a third party?  Yes  X  No

If yes, explain, including percentage offered. See Section 2-2-505 of the Accreditation Criteria for more information.
(Limited to 1,500 characters)

DOCUMENTS PREPARATION

6. Prepare and upload to ACICS Electronic Document Management system (EDM) the following documents (see Step 3 of the New Program Application process):
   - New Program Application
   - Narrative
   - Letter of state approval (or exemption from state when state approval is not required)
   - Draft catalog addendum including program description and outline (The program description must follow the guidelines as outlined in Appendix C of the Accreditation Criteria - the program outline should be by quarter/trimester/semester)
   - Academic Credit Analysis
   - New Program Faculty Information forms as a single document for upload using MS Word (2003 or 2007) or .pdf format
   - Course Syllabi. Syllabi must meet elements established in the Accreditation Criteria Glossary. See "Model Curricula Guidelines" at Model Curricula Guidelines for examples: (Prepare all syllabi as a single document upload using MS Word (2003 or 2007) or .pdf format)
   - Advisory Board Meeting Minutes (if applicable)
   - Practicum Agreements (if applicable)
   - Evidence of state licensing agency approval or exemption (if applicable)
   - Transition Plan to Add a Higher Credential form (if applicable)

FOR NON-TRADITIONAL NEW PROGRAM APPLICATIONS ONLY (See Appendix H in the Accreditation Criteria):
1. Please provide a narrative statement that responds fully to each area identified in Appendix H of the Accreditation Criteria (Limited to 2,000 characters) (Restrict to 2,000 characters with spaces)
### ACADEMIC CREDIT ANALYSIS

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions, Revised: Sep 2013

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Titles</th>
<th>Gen Ed (Y/N)</th>
<th>DE (Y/N)</th>
<th>Lecture</th>
<th>Lab</th>
<th>Practicum Internship Externship</th>
<th>Clock (contact hours)</th>
<th>Total Credits Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCBC100</td>
<td>College Success and Career Portfolio</td>
<td>N</td>
<td>N</td>
<td>10.00</td>
<td></td>
<td></td>
<td>10.00</td>
<td>1.00</td>
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<tr>
<td>LCBC105</td>
<td>Food Safety and Sanitation</td>
<td>N</td>
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<td>LCBC122</td>
<td>Culinary Foundations II</td>
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<td>LCBC125</td>
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<td>N</td>
<td>30.00</td>
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<td>LCBC132</td>
<td>Culinary Foundations III</td>
<td>N</td>
<td>N</td>
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<td></td>
<td>100.00</td>
<td>7.55</td>
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<td>LCBC135</td>
<td>Nutrition</td>
<td>N</td>
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<td></td>
<td>30.00</td>
<td>3.00</td>
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<tr>
<td>LCBC152</td>
<td>Baking and Pastry</td>
<td>N</td>
<td>N</td>
<td>51.00</td>
<td>49.00</td>
<td></td>
<td>100.00</td>
<td>7.55</td>
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<td>Cuisine Across Cultures</td>
<td>N</td>
<td>N</td>
<td>61.50</td>
<td>38.50</td>
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<td>8.08</td>
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<td>LCBC215</td>
<td>Hospitality Supervision and Entrepreneurship</td>
<td>N</td>
<td>N</td>
<td>50.00</td>
<td></td>
<td></td>
<td>50.00</td>
<td>5.00</td>
</tr>
<tr>
<td>LCBC222</td>
<td>Catering and Buffets</td>
<td>N</td>
<td>N</td>
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<td>LCBC225</td>
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<td>Topics in Literature</td>
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<td>50.00</td>
<td></td>
<td></td>
<td>50.00</td>
<td>5.00</td>
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<td>MATH135</td>
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<td>50.00</td>
<td></td>
<td></td>
<td>50.00</td>
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</tr>
</tbody>
</table>

**Accrediting Council for Independent Colleges and Schools**

**Le Cordon Bleu Culinary Arts**

**Program Name:** Le Cordon Bleu Culinary Arts

**Length (wks):** 84

**Credential Level:** Associate of Applied Science

**Institution ID:** 0023522

**Institution Name:** Le Cordon Bleu College of Culinary Arts

---

**NOTE:** Course level credits are not rounded down. However, total program credits are rounded to the nearest half. Non-rounded totals are also displayed.
Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

**Institution ID:** 00023522  
**Institution Name:** Le Cordon Bleu College of Culinary Arts

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Length (wks)</th>
<th>Credential Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Le Cordon Bleu Culinary Arts</td>
<td>84</td>
<td>Associate of Applied Science</td>
</tr>
</tbody>
</table>

*Identify the institution's unit of credit [SELECT ONE]

<table>
<thead>
<tr>
<th>Clock</th>
<th>*Adjust the school's credit hour conversion ratio if different from minimums below</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Quarter 10 lecture hrs 20 labatory hrs 30 practicum hrs</td>
</tr>
<tr>
<td></td>
<td>Semester 15 lecture hrs 30 labatory hrs 45 practicum hrs</td>
</tr>
</tbody>
</table>

**NOTE:** Course level credits are not rounded down. However, total program credits are rounded to the nearest half. Non-rounded totals are also displayed.

**DE = Distance Education**

<table>
<thead>
<tr>
<th>CONTACT HOURS</th>
<th>ACADEMIC CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Lab</td>
</tr>
</tbody>
</table>

| Total | 762.50 | 425.50 | 360.00 | 1,550.00 | 76.45 | 21.28 | 12.00 | 109.50 |

**Final Row:** If program requires more than 25 lines for course information, please use **Program with >25 courses template.**
QUALITY ASSURANCE MONITORING: READINESS REPORT

ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU CULINARY ARTS

LE CORDON BLEU COLLEGE OF CULINARY ARTS
2450 Del Paso Road, Suite 150
Sacramento, CA 90028
ACICS ID Code: 00023522

Ms. Kimberly Velasquez Market President (KVelasquez@sacramento.chefs.edu)
ACICSINFO@sacramento.chefs.edu

MAIN
Le Cordon Bleu College of Culinary Arts
Austin, Texas
ACICS ID Code: 00021352

June 18, 2014

Projected Enrollment in the New Program During Its First Year of Operation: 48
# REPORT QUESTIONS

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>QUESTIONS</th>
</tr>
</thead>
</table>
## MISSION

### 3-1-100—MISSION: PURPOSE AND OBJECTIVES

Every institution must have a mission which is its specific purpose for existing. This mission, together with a set of objectives to accomplish it, must be summarized in a mission statement. The objectives should be devoted substantially to career-related education and should be reasonable for the program of instruction, mode of delivery, and facilities of the institution.

R.01 Is the mission statement appropriate for the type of new credential offered?
- [X] Yes
- [ ] No

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

### GENERAL COMMENTS

## RELATIONS WITH STUDENTS

### 3-1-410—ADMISSIONS AND RECRUITMENT

It is up to an institution to establish its own admissions criteria. It is the responsibility of ACICS to ensure that all who are enrolled are accorded equal educational opportunity.

R.02 Does the campus have appropriate admissions criteria for this program?
- [X] Yes
- [ ] No

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

R.03 Are there any admissions requirements unique to this program?
- [ ] Yes
- [X] No

If Yes, describe the unique admissions requirements.

### GENERAL COMMENTS
EDUCATIONAL ACTIVITIES

R.04 Is licensure, certification or registration required to practice in the specific career field?
  □ Yes  □ No (Skip to Question R.06.)

R.05 Does the program provide the students with the necessary skills to obtain the above licensure, certification or registration?
  □ Yes  □ No

If Yes, what is the pass rate for the past two years of program graduate? If pass rates are unavailable, please explain.

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

R.06 Who is assigned to administer all academic programs, and what are this person’s qualifications?

Chef Richard Jensen, director of education is assigned to administer all academic programs. Chef Jensen has an associate’s degree in culinary arts from the California Culinary Academy. He is a Certified Professional Food Manager and a current member of the American Culinary Foundation. Chef Jensen has been teaching since 2010 and was hired as Executive Chef in 2012. He has over 10 years in culinary arts, management, and instruction.

R.07 Does this individual possess appropriate academic or experiential qualifications?
  □ Yes  □ No

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

R.08 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person’s qualifications?

Chef Richard Jensen, director of education is assigned to administer the new program. Chef Jensen has an
associate's degree in culinary arts from the California Culinary Academy. He is a Certified Professional Food Manager and a current member of the American Culinary Foundation. Chef Jensen has been teaching since 2010 and was hired as Executive Chef in 2012. He has over 10 years in culinary arts, management, and instruction.

R.09 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes  ☐ No

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

R.10 Does the program administrator have sufficient authority and responsibility for the development and administration of the educational program(s)?

☐ Yes  ☐ No

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

R.11 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☐ Yes  ☐ No

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

R.12 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?

☐ Yes  ☐ No

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

R.13 Are appropriate provisions made in the new program for individual differences among students?

☐ Yes  ☐ No

3-1-512. Program Planning. Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of
3-1-513. Program Development. The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:

(a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract that outlines the course objectives and procedures unique to this form of instruction. For practica, externships, and internships, institutions are required to develop a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria. The Council's expectations for detailed syllabi, independent study, practica, externships, and internships are outlined in the Glossary.

(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.

Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Guidelines for English as a Second Language).

3-1-513. Program Development.

R.14 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to the academic credential?

☐ Yes ☐ No

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

R.15 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☐ Yes ☐ No

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

R.16 Are course prerequisites appropriate?

☐ Yes ☐ No

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

R.17 Is an appropriately detailed syllabus on file for each course in the program?

☐ Yes ☐ No

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

The team found the following elements missing from syllabi:

R.18 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
criteria?

☐ Yes  ☐ No
☒ Not Applicable (these elements are not part of the program or no student is at that point in the program)

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

R.19 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?

☐ Yes  ☐ No
☒ Not Applicable (no courses are offered via independent study)

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

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3-J-516. Course and Program Measurement. The Council recognizes that institutions must provide for their students a learning environment in which achievement is encouraged. It further recognizes the legitimacy of both traditional (e.g., lecture/laboratory/practicum) and nontraditional (e.g., distance education or independent study) educational delivery methods. A framework for transfer of credit and consistent application of academic credit awards should apply to all of these varied forms of educational delivery.

Institutions, therefore, must demonstrate knowledge of appropriate academic course and program measurement and correct application of the measurement.

(a) Credit in traditionally delivered programs measured in credit hours must be calculated based on one of the following attribution formulas:

(i) One quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of practicum. The formula for calculating the number of quarter credit hours for each course is: (hours of lecture/10) + (hours of lab/20) + (hours of practicum/30); or

(ii) One semester credit hour equals, at a minimum, 15 classroom hours of lecture, 30 hours of laboratory, and 45 hours of practicum. The formula for calculating the number of semester credit hours for each course is: (hours of lecture/15) + (hours of lab/30) + (hours of practicum/45).


R.20 Is credit appropriately converted in relation to total student contact hours in each class?

☒ Yes  ☐ No

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

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R.21 Is the credential awarded by the campus in compliance
diplomas, or degrees by an institution shall be consistent with its mission and objectives and in compliance with applicable state laws.

with its accreditation approval and in compliance with applicable state laws?

☐ Yes  ☐ No

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

3-1.540- Faculty

3-1.541. Faculty Preparation. Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach. Faculty members shall be competent to teach the subject matter offered and shall have reasonable latitude in their choice of teaching methods. The institution must provide evidence that all faculty members are graduates of institutions accredited by agencies recognized by the United States Department of Education. Faculty who are graduates from institutions outside the United States must be graduates of institutions recognized by their government and their 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.

3-1.542. Verification of Credentials. Institutions must maintain evidence of the credentials that qualify faculty members to teach their assigned courses. Official transcripts for all academic credentials held by all faculty members shall be on file in the administrative offices at the campus location nearest to where the faculty member is primarily employed. An official transcript is one sent from the registrar's office at the institution where study was completed directly to an employing institution. A transcript bearing the notation "issued to student" is not an official transcript for employment purposes.

3-1.543. Faculty Development. Institutions are required to establish faculty development plans including both in-service and professional growth activities to enhance faculty expertise. There shall be documented evidence on an annual basis of these development plans and their implementation. For those faculty who are trained in teaching methodology on the postsecondary level and who possess limited related outside employment, the plan should concentrate on content update, e.g., new software, equipment, techniques, etc. Institutions are responsible for demonstrating that these plans are appropriate given each faculty members' training, education, and related work experience and that they provide the proper mix of in-service training and professional growth based on the academic and experiential background of the faculty. (See Glossary for definitions of "in-service training", "professional growth", and "faculty development").

3-1.544. Faculty Meetings. Regularly scheduled faculty meetings or department meetings, with participation by full-time and part-time faculty, shall be held. Discussions and attendance shall be recorded.

R.22 Are official transcripts for all credentials held on file for all instructors in the program?

☐ Yes  ☐ No

If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

R.23 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States?

☐ Yes  ☐ No

☐ Not Applicable (no faculty hold foreign transcripts)

If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

R.24 What is the campus’ plan to continue to provide qualified faculty to teach in the new program?

In interviews with president and director of education, the team found that the campus is looking at hiring two more instructors to teach new courses in the culinary program. They are requiring them to hold a bachelor’s degree and have certification or affiliation with the American Culinary Foundation. Understanding that the academic associate’s degree level requires higher qualifications, the campus is encouraging current faculty who do not have bachelor’s degrees, but are qualified based on demonstrated current professional experience, industry certifications and academic experience, to attain higher credentials and each is currently enrolled in a bachelor’s degree program. The campus is also taking the step,
moving forward, to receive transcripts from faculty prior to making offers to ensure completion of programs. Faculty members who wish to join the ACF do so on their own, so that they can take the membership with them if they move on. The campus will cover costs for related certifications, however.

R.25  Is there documented evidence of a systematic program of in-service training at the campus?

- Yes  ☐ No

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

R.26  Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

- Yes  ☐ No

If No for missing plans or documentation of implementation, insert the section number in parentheses, list faculty names, and explain:

R.27  Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?

- Yes  ☐ No

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

3-3-200-EDUCATIONAL ACTIVITIES

3-3-201. Objectives. The objectives of an occupational associate's degree program are an extension of the institution's awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate's degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

R.28  Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?

☐ Yes  ☐ No
3-3-202. Education Requirements. The minimum number of credits required for the occupational associate's degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.

There shall be a minimum of 10 semester hours, 15 quarter hours, or their equivalent in general education or applied general education courses. The catalog must identify the courses that satisfy the general education requirements, and it must provide an explanation of the course numbering system.

The Council's expectations for general education and applied general education are outlined in the Glossary section.

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

R.29 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent but less than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?

☐ Yes     ☐ No

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

R.30 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?

☐ Yes     ☐ No

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

R.31 Are the courses that satisfy the general education requirements identified in the catalog?

☐ Yes     ☐ No

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

R.32 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes     ☐ No

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

R.33 Is there evidence that curricular offerings require the appropriate use of library resources?

☐ Yes     ☐ No
3-4-202. Education Requirements. The minimum number of credits required for the academic associate’s degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

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

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

FOR ACADEMIC ASSOCIATE’S DEGREES ONLY

R.34 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?

☑ Yes □ No

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

R.35 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?

☑ Yes □ No

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

R.36 Are all general education courses appropriate for the program and do they meet Council standards?

☑ Yes □ No

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

R.37 Are the courses that satisfy the concentration and general education requirements identified in the catalog?

☑ Yes □ No

If No, insert the section number in parentheses and explain:
3-4-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curricula, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

R.38 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes ☐ No ☐

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

R.39 Is there evidence that curricular offerings require the appropriate use of library resources?

Yes ☐ No ☐

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

FOR BACHELOR'S DEGREES ONLY

R.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?

Yes ☐ No ☐

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

R.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

Yes ☐ No ☐

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

R.42 Are all general education courses appropriate for the program and do they meet Council standards?

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

R.43 Are the courses that satisfy the concentration, general education, and upper division requirements identified in the catalog?

☐ Yes  ☐ No

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

R.44 If the campus offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly and accurately describe the requirements for admission?

☐ Yes  ☐ No

☐ Not Applicable (campus offers all four years of the degree)

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

R.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes  ☐ No

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

R.46 Is there evidence that curricular offerings require the appropriate use of library resources?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:
3-6-301. Committee Oversight. The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.

3-6-302. Program Administration. The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.

FOR MASTER’S DEGREES ONLY

R.47 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of this graduate degree program?

☐ Yes  ☐ No

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

R.48 Who will oversee the new program and what are this person’s qualifications?

R.49 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes  ☐ No

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

R.50 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required?

☐ Yes  ☐ No

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

R.51 Does the program take at least three semesters, five quarters, or the equivalent to earn the degree?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:
3-6-404. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.

R.52 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes  ☐ No

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

R.53 Is there evidence that curricular offerings require the appropriate use of library resources?

☐ Yes  ☐ No

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

3-6-405. Enrollment. Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.

R.54 Is the enrollment sufficient to support regularly scheduled and conducted classes and laboratory work?

☐ Yes  ☐ No

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

3-6-603. Transfer of Credit. Transfer of credit for appropriate master's-level course work from another institution may be granted according to the policies established by the institution. No more than one-half of the credits required for the master's degree may be transferred from another institution.

R.55 Does the campus accept no more than one-half of the credits required for the degree as transfer credits?

☐ Yes  ☐ No

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

3-7-403. Education Requirements. The number of credits required for the doctoral degree shall be, at a minimum, 90 semester hours, 135 quarter hours, or their equivalent, of course work beyond the bachelor's degree. This includes credit for the research project/dissertation or other required academic or professional activities.

The doctoral degree normally is earned over three to five years or the equivalent for full-time students. Limitations on the time to degree for part-time students need to be clearly outlined. Statutes of limitations for program completion and course work must be clearly disclosed to students and included in the institutional catalog, as well as on the enrollment agreement.

FOR DOCTORAL PROGRAMS ONLY

R.56 Does the doctoral program require?

(a) At least 90 semester hours, 120 quarter hours, or their equivalent, of course work beyond the bachelor's degree.

☐ Yes  ☐ No

(b) A capstone or equivalent project.

☐ Yes  ☐ No
For certain first-professional degrees whose structure differs from that of other professional doctoral degrees, the required credit hour total and expected time to degree shall conform to what is typical for the field.

The catalog must provide a detailed explanation of the required courses in the program, as well as a description of the required activities and research elements necessary to complete the program.

(c) Three to five years to complete.

Yes No

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

R.57 Is a statute of limitations for program completion included in the campus catalog and on the enrollment agreement (if one is used)?

Yes No

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

R.58 Does the catalog explain the required courses and describe the required activities and research elements necessary to complete the program?

Yes No

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

R.59 Does the campus accept no more than 20 percent of the credits required for the degree as transfer credits?

Yes No

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

R.60 Does the campus avoid granting credit for experiential learning in the doctoral program?

Yes No

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

R.61 Is there a separate section in the catalog describing the doctorate degree program requirements, admissions?
procedures, transfer policies, graduation requirements, regulations, and course descriptions.

doctoral program?

☐ Yes  ☐ No

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

GENERAL COMMENTS

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

3-3-402, 3-4-402, 3-5-402, 3-6-702, & 3-7-702. Budget. An annual library budget, appropriate to the size and scope of the institution and the programs offered, shall be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.

3-4-404 & 3-5-404. Use and Accessibility. The faculty should inspire, motivate, and direct student usage of the library resources. The library’s adequacy ultimately is determined by the extent to which physical and/or online resources including full-text resources

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

R.62 Is the campus’ established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

☒ Yes  ☐ No

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

R.63 What is the amount of the current year’s library budget?
The current year’s library budget is $826,824.

R.64 What portion of the current year's library budget has been spent and how has the money been allocated?
To date, $309,046 has been spent. Expenditures include subscriptions to Academic Search Premier, Ebook Collection, ERIC, and physical holdings for general education courses.

FOR ACADEMIC ASSOCIATE’S, BACHELOR’S, MASTER’S AND DOCTORAL DEGREES ONLY

3-4-404 & 3-5-404. Use and Accessibility. The faculty should inspire, motivate, and direct student usage of the library resources. The library’s adequacy ultimately is determined by the extent to which physical and/or online resources including full-text resources

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support all the courses offered by the institution.

For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or online circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the physical and/or online resources including full-text holdings.

Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the nature of the participating library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or online resources including full-text reference materials appropriate for the offerings of the institution.

3-6-704. Use and Accessibility. It is the faculty's responsibility to inspire, motivate, and direct student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or online, full-text resources support all the courses offered by the institution.

For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or online circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the physical and/or online, full-text holdings.

Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or online, full-text reference materials appropriate for the offerings of the institution.

3-7-704. Use and Accessibility. Faculty are responsible for inspiring, motivating, and directing student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or on-line, full-text resources support all the courses offered by the institution. For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or on-line circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the holdings.

Physical and/or on-line, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A

R.65 Does the faculty inspire, motivate, and direct student usage of the library resources?

- Yes  
- No

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

R.66 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

- Yes  
- No

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

R.67 Are records of physical and/or online resources and circulation accurate and up to date?

- Yes  
- No

If No, insert the section number in parentheses and explain:
The college's library must contain, at a minimum, a core collection of physical and/or online reference materials appropriate for the offerings of the institution.

3-4-405. Holdings. A college library shall contain up-to-date physical and/or online resources including full-text titles appropriate for the size of the institution and the breadth of and enrollment in its educational programs. The library collection shall include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics; magazines and essential professional journals and periodicals; and, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems that support the offerings of the institution.

3-5-405. Holdings. A college library shall contain up-to-date physical and/or online resources including full-text titles appropriate for the size of the institution and the breadth of and enrollment in its educational programs. The library collection shall include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics; magazines and professional journals and periodicals; and, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems that support the offerings of the institution.

3-6-705. Holdings. The library shall support the academic programs and the intellectual and cultural development of students, faculty, and staff; shall provide current and appropriate physical and/or online, full-text resources for the size of the institution and the breadth of and enrollment in its educational programs; shall provide, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems; and shall be capable of supporting an understanding of scholarly research and/or scholarly research at the graduate level.

3-7-705. Holdings. The library shall support the academic programs and the intellectual and cultural development of students, faculty, and staff; shall provide current and appropriate resources for the size of the institution and the breadth of and enrollment in its educational programs; shall provide, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems; and shall be capable of supporting scholarly research at the graduate level.

R.68 Are the library holdings for this program, including full-text online collections, up-to-date and adequate for the new program?  
☐ Yes  ☐ No

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

R.69 Describe the campus’ plans for continuing to provide library and instructional resources to support the new program?

The campus plans to continue to provide library and instruction resources in a number of ways. The campus has secured additional holdings for the general education coursework offered in the associate’s program as well as holdings for the culinary and baking arts. The campus is also preparing to initiate the Library Guides Project, an online application designed to allow students to build digital guides for areas of interest in the program. The library is currently a shared resource center with the International Academy of Design and Technology (IADT) and is staffed full time by Ms. Kathleen Rainey. IADT is in teach out and Le Cordon Bleu plans to retain Ms. Rainey when the IADT programs have phased out.

R.70 Describe any full-text online collections available to students:

The students have access to 37 full text databases, via Ebsco, Credo, Gale, and Hoovers Pro. Those specific to the culinary and baking programs include: Culinary Arts Collection, Hospitality and Tourism Complete, and Food Science Source. Students also have access to databases that include, but are not limited to, eBook Collection, Academic Search Premier, and Proquest Newsstand.

☐ Not Applicable (online resources are not utilized)

3-4-401 & 3-5-401. Staff. A professionally trained individual shall supervise and manage library and instructional resources, facilitate FOR ACADEMIC ASSOCIATE’S AND BACHELOR’S
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 professionally trained individual must participate in documented professional growth activities.

During scheduled library hours, there shall be a trained individual on duty to supervise the library and to assist students with library functions. This individual shall be competent both to use and to aid in the use of the library technologies and resources.

**DEGREES ONLY**

**R.71** Is there a professionally trained individual (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) on staff who supervises and manages the library and instructional resources, facilitates their integration into all phases of the campus’ curricular and educational offerings, and assists students in their use?

- [ ] Yes
- [ ] No

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

**R.72** Is documentation on file to evidence the librarian participates in professional growth activities?

- [ ] Yes
- [ ] No

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

**R.73** Who is the on-site librarian, what are this person’s qualifications, and what are his or her hours on-site?

The on-site librarian is Ms. Kathleen Rainey. Ms. Rainey has a master’s degree in library science from Rutgers University in Piscataway, New Jersey; a bachelor’s degree in communication from Glassboro State College (currently known as Rowan University) in Glassboro, New Jersey; and an associate’s degree in education media technology from Burlington County College, in Pemberton, New Jersey. Ms. Rainey is on-site from 9 am to 6 pm. The library is open until 7:30 pm and is staffed during evening hours by three work study students, who have had initial training and also receive continuous training from Ms. Rainey. Ms. Rainey has additional support from Ms. Sharon Tani, regional librarian.

**R.74** Is there a trained individual, who is competent to both use and aid in the use of library technologies and resources, on duty to supervise the library and to assist students with library functions during scheduled library hours?

- [ ] Yes
- [ ] No
3-4-403 & 3-5-403. Function. The library function is shaped by the educational programs of the college. Appropriate reference, research, and information resources must be made available to provide basic support for curricular and educational offerings and to enhance student learning.

R.75 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

Yes ☐ No ☐

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

FOR MASTER'S AND DOCTORAL DEGREES ONLY

R.76 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

R.77 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?

Yes ☐ No ☐

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

R.78 Have library staff transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degrees to degrees awarded by institutions in the United States?

Yes ☐ No ☐

Not Applicable (staff do not hold foreign credentials)

R.79 Is documentation on file to evidence the librarian participates in professional growth activities?

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

3-3-401. Staff. An individual with the ability to maintain the resources and to assist students and faculty shall be designated to oversee the resources of the institution.

FOR OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

R.80 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?

☐ Yes ☐ No

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

3-3-403. Function. The library function is shaped by the educational programs of the institution. Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective. The ultimate test of the library’s adequacy is determined by the extent to which its resources support all the courses offered by the institutions.

R.81 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of the new program?

☐ Yes ☐ No

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

GENERAL COMMENTS:

SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

<table>
<thead>
<tr>
<th>Number</th>
<th>Citation(s)</th>
<th>Summary Statement</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Note: The citation numbers should be in bold. The summary statement should be followed by the report page number in parenthesis.

RECOMMENDATIONS

The evaluation team offers the following recommendation(s) for the institution’s consideration (Recommendations are not included in the report seen by the Council):
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### Institution Name
Le Cordon Bleu Orlando
Orlando, FL
ID #00019776

<table>
<thead>
<tr>
<th>Select One</th>
<th>Select One</th>
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</thead>
<tbody>
<tr>
<td>**Name (Last, First, (AD) Middle)</td>
<td><strong>Degree - Institution - Major/Minor</strong></td>
</tr>
<tr>
<td>SAMPLE, Sally Mae</td>
<td>MBA - Washington University, MO - Business</td>
</tr>
<tr>
<td>F</td>
<td>MA - Education Administration and Supervision, University of Phoenix; BA - Special Ed: Teach Eng 2nd Language</td>
</tr>
<tr>
<td>02-01-1998</td>
<td>GEN 112 College English</td>
</tr>
<tr>
<td></td>
<td>Intro to Business</td>
</tr>
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</table>

| **Name (Last, First, Middle) | **Degree - Institution - Major/Minor** |
| Abed, Stephanie | BS - Business Administration, Western Governors University; BS Culinary Arts, Breyer State University |
| F | MA - Education Administration and Supervision, University of Phoenix; BA - Special Ed: Teach Eng 2nd Language |
| 09-30-2013 | GEN 112 College English |
| | Intro to Business |

| Andre, Eric | MBA - Washington University, MO - Business |
| F | MBA - Washington University, MO - Business |
| 10-31-2002 | MBA - Washington University, MO - Business |

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<th><strong>Duties</strong></th>
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<tr>
<td>AD = Administrative</td>
<td>C = Certificate</td>
</tr>
<tr>
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<tr>
<td>OT = Other</td>
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</tr>
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**Credentials**

**ACICS Faculty and Administrative Summary Form**

**Rev. August, 2009**
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City, State Orlando, FL
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<th>Faculty - Course(s) Teaching</th>
<th>Faculty - Course(s) Teaching</th>
<th>Faculty - Course(s) Teaching</th>
<th>Faculty - Course(s) Teaching</th>
<th>Non-faculty Duties or Admin Duties</th>
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<tr>
<td>Andriaccio, Emily</td>
<td>F</td>
<td>04-30-2014</td>
<td>PT</td>
<td>MA - Counseling Psychology, Adler School of Professional Psychology; BA, Psychology, Washington and Jefferson College</td>
<td>GEN 142 Introduction to Psychology; LCBC215 Hospitality Supervision and Entrepreneurship</td>
<td>M</td>
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<tr>
<td>Barth, Richard</td>
<td>F</td>
<td>07-07-2014</td>
<td>PT</td>
<td>BS - Culinary Arts, Breyer State University</td>
<td>LCBC 110 Culinary Foundations I</td>
<td>B</td>
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<td>Bethel, Sarah</td>
<td>F</td>
<td>06-09-2009</td>
<td>FT</td>
<td>M.Ed., American Intercontinental University; BA, Culinary Management, Le Cordon Bleu College of Culinary Arts Online; AAS, Patisserie &amp; Baking, Le Cordon Bleu College of Culinary Arts Orlando</td>
<td>LCBK 232 Advanced Showpiece and Confectionary Techniques</td>
<td>M</td>
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<th>Cred Level</th>
<th>Facility - Teaching Load</th>
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<tr>
<td>Brassil, Thomas</td>
<td>F</td>
<td>05-17-2010</td>
<td>FT</td>
<td>BS - Communications, Rhode Island College</td>
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<td>B</td>
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<tr>
<td></td>
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<td>BA - General Studies, Aurora University - George Williams College, Apprenticeship - American Culinary Federation</td>
<td>LCBC215 Hospitality Supervision and Entrepreneurship; LCBC 250 Externship I; LCBC 255 Externship II</td>
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<tr>
<td>Clare, Roberta</td>
<td>F</td>
<td>01-05-2009</td>
<td>FT</td>
<td>BA - Culinary Management, Le Cordon Bleu College of Culinary Arts Online; AS, Culinary Arts, The Art Institute of Fort Lauderdale</td>
<td>LCBC 125 Cost Control &amp; Purchasing</td>
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<td>Cleare, Christopher</td>
<td>F</td>
<td>06-09-2003</td>
<td>FT</td>
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<th>Admin Staff - Position Held</th>
<th>Cred Level</th>
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<tr>
<td>Denlinger, Jennifer</td>
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<td>M.Ed., American Intercontinental University; BS - Hospitality Management, University of Central Florida; AA General Education St. Petersburg Junior College</td>
<td>LCBC 212 Cuisine Across Cultures; LCBC215 Hospitality Supervision and Entrepreneurship;</td>
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<td>M</td>
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<td>Diaz, Enrique</td>
<td>F</td>
<td>03-12-2009</td>
<td>FT</td>
<td>MBA - American Intercontinental University; BS - Business Management, University of Phoenix</td>
<td>LCBC 240 Restaurant Rotation</td>
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<td>Eaddy, Samantha</td>
<td>F</td>
<td>07-18-2003</td>
<td>PT</td>
<td>MBA - Webster University; BA - Communication, Florida Atlantic University</td>
<td>GEN 122 Verbal Communications</td>
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<th>Credit Level of Teaching</th>
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<tbody>
<tr>
<td>Friedenreich, Klaus</td>
<td>F</td>
<td>08-17-2009</td>
<td>PT</td>
<td>Demonstrable current exceptional professional level experience in the field of culinary arts including a Certified Master Chef designation by the American Culinary Federation</td>
<td>C/AA 4</td>
<td>--</td>
</tr>
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### Le Cordon Bleu Orlando

**City, State:** Orlando, FL  
**ID #00019776**

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<th>Cred Level</th>
<th>Faculty Teaching Load</th>
<th>A</th>
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<th>E</th>
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<tbody>
<tr>
<td>Gurnsey, Lynae</td>
<td>F</td>
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<td>06-09-2003</td>
<td>BS - Hospitality Management, University of Central Florida; AAS - General Technology Culinary Arts; AA - Data Processing, Miami Dade Community College</td>
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<td>B</td>
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<td>07-09-2007</td>
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</thead>
<tbody>
<tr>
<td>Hosford, Jeff</td>
<td>F</td>
<td>06-16-2014</td>
<td>PT</td>
<td>BS - Business Administration, Penn State University</td>
<td>LCBC 122 Culinary Foundations II</td>
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<td>A 4</td>
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<td></td>
<td></td>
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<td>BS - Business Management, University of Phoenix; Diploma - Culinary Arts, Culinary School of Washington DC</td>
<td>LCBK 122 International Patisserie Cake Formula and Assembly</td>
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<td>6 4</td>
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<td>Jeffries, Joseph</td>
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<td>08-23-2004</td>
<td>FT</td>
<td>PhD - Computer Science, University of Illinois at Urbana Champaign; MA - Mathematics, University of Illinois at Urbana Champaign</td>
<td>GEN 132 College Mathematics</td>
<td>PHD</td>
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<td>Kruczek, Hanna</td>
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<td>LCBC 122 Culinary Foundations II</td>
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<th>Faculty Teaching Load</th>
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<td>Manzo, Luiz</td>
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<td>FT</td>
<td>AOS - Culinary Arts, Le Cordon Bleu College of Culinary Arts San Francisco - California Culinary Academy</td>
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<td>Markussen, Christian</td>
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<td>09-27-2002</td>
<td>FT</td>
<td>BS - Business Management, University of Phoenix; AOS - Culinary Arts, California Culinary Academy</td>
<td>LCBC 212 Cuisine Across Cultures</td>
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<th>Faculty - Admin Staff - Position Held</th>
<th>Cred Load</th>
<th>Credential Level</th>
<th>Duties</th>
<th>Non-faculty Duties or Admin Duties</th>
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<tbody>
<tr>
<td>Nasrallah, Sharon</td>
<td>F</td>
<td>04-05-2010</td>
<td>FT</td>
<td>BA - Journalism, University of South Carolina; Diploma - Culinary Arts, Institute of Culinary Education</td>
<td>LOA</td>
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<tr>
<td>Pasiecki, Victoria</td>
<td>F</td>
<td>08-14-2014</td>
<td>FT</td>
<td>BS - Business Education Food Service, Johnson &amp; Wales University; AS - Culinary Arts, Johnson and Wales University</td>
<td>LCBC 152 Baking and Pastry</td>
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<td>Plate, Richard</td>
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<td>PT</td>
<td>PhD - Interdisciplinary Ecology, University of Florida; MA - English, Clemson University; BS - Chemical Engineering, Clemson University</td>
<td>GEN 152 Environmental Science</td>
<td>PHD</td>
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**City, State:** Orlando, FL  
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<th>Admin Staff - Position Held</th>
<th>(C) Credential Level</th>
<th>Faculty Teaching Load</th>
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<td>Restifo, Kate</td>
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<td>10-23-2006</td>
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<td>MA - Counseling Psychology, Marymount University; BA - Psychology, Tulane University; AAS Culinary Arts, Orlando Culinary Academy</td>
<td>LCBC 225 Wine and Beverage; GEN 142 Introduction to Psychology; LCBC215 Hospitality Supervision and Entrepreneurship;</td>
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<td>08-14-2002</td>
<td>FT</td>
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<td>LCBC 122 Culinary Foundations II</td>
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<th>Cred Level</th>
<th>Faculty Teaching Load</th>
<th>Non-faculty Duties or Admin Duties</th>
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<tr>
<td>Seltzer, Robert</td>
<td>F</td>
<td>06-01-2010</td>
<td>FT</td>
<td>M.Ed. - American Intercontinental University; BA - Hotel &amp; Restaurant Management, Michigan State University</td>
<td>LCBC 240 Restaurant Rotation</td>
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<td>M</td>
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<td>Smith, Janet</td>
<td>F</td>
<td>12-23-2002</td>
<td>FT</td>
<td>BHS - Health Administration, Florida Atlantic University; AAS - Health Info Technology / Medical Records, Alfred State College; AS - Culinary Arts, New England Institute of Technology</td>
<td>LCBC 105 Food Safety and Sanitation; LCBC100 College Success and Career Portfolio</td>
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<td>4</td>
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Duties:
AD = Administrative
RA = Recruitment / Admissions
FA = Financial Aid
SS = Student Services
OT = Other

Credential Level:
C = Certificate
D = Diploma
OA = Occupational Associate
AA = Academic Associate
B = Bachelor
M = Master

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City, State Orlando, FL
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<th>Credential Level</th>
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<tbody>
<tr>
<td>Smith, Shelley</td>
<td>F 09-03-2013 PT</td>
<td>MPH - University of South Florida; BS - Resource Development (Food Science and Nutrition), University of Rhode Island</td>
<td>LCBC 135 Nutrition, LCBC 105 Food Safety and Sanitation; LCBC100 College Success and Career Portfolio</td>
<td>M 4</td>
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<tr>
<td>Sookdeo, Cherri</td>
<td>F 08-04-2014 PT</td>
<td>MA&amp;S - University of Central Florida, Higher Educational Leadership with Biology focus, BS - SUNY Stony Brook University, Geology</td>
<td>GEN 152 Environmental Science</td>
<td>M 4</td>
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<td>Suchite, Cesar</td>
<td>F 03-14-2005 FT</td>
<td>AS - Culinary Arts, Art Institute of Fort Lauderdale</td>
<td>LCBC 132 Culinary Foundations III; LCBC 222 Catering and Buffets</td>
<td>C/AA 4 4</td>
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</table>

Duties:
- AD = Administrative
- RA = Recruitment / Admissions
- FA = Financial Aid
- SS = Student Services
- OT = Other

Credential Level:
- C = Certificate
- D = Diploma
- OA = Occupational Associate
- AA = Academic Associate
- B = Bachelor
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Rev. August, 2009

ACICS Faculty and Administrative Summary Form
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<th>Credential Level</th>
<th>Faculty Teaching Load</th>
<th>Non-faculty Duties or Admin Duties</th>
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<tr>
<td>Viola, Dawn</td>
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<td>PT</td>
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<td>BFA - Visual Design, University of Massachusetts Dartmouth</td>
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<td>Vossenberg, Peter</td>
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<td>04-21-2003</td>
<td>M.Ed. - Educational Leadership, American Intercontinental University, BS - General Hospitality Management, Florida International University; AOS - Culinary Arts, Culinary Institute of America</td>
<td>LCBC 132 Culinary Foundations III</td>
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**Institution Name**: Le Cordon Bleu Orlando  
**City, State**: Orlando, FL  
**ID**: #00019776

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<td>MS - Management, National Louis University; BS - Computer Science, State University of New York Rome; AAS - Fulton Montgomery Community College</td>
<td>GEN 132 College Mathematics; LCBC 125 Cost Control and Purchasing</td>
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<td>FT or PT</td>
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<td>Admin Staff - Position Held</td>
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<td>Teaching Load</td>
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<td>Non-faculty Duties or Admin Duties</td>
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Wessman, Elizabeth
(F) Faculty or (AD) Admin
Date of Hire: 07-06-2009
Degree - Institution - Major/Minor: BA - Social Sciences, Florida State University; AAS Culinary Arts, Orlando Culinary Academy
Faculty - Course(s) Teaching: LCBC 232 Contemporary Cuisine
Cred Level: B
Teaching Load: 4
Non-faculty Duties or Admin Duties:
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<td>LCBC 110 Culinary Foundations I; LCBC 222 Catering and Buffets</td>
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<td>11-12-2007</td>
<td>FT</td>
<td>BA, American Intercontinental University (Business)</td>
<td>Student Finance Advisor</td>
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<td>Beredo, Rodel</td>
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<td>9/12/2011</td>
<td>FT</td>
<td>BS, 2009, University of South Florida (Sociology)</td>
<td>Sr. Admissions Rep</td>
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</table>

| Bosch, Faye | AD | 1/9/2007 | FT | AS 2311 American Intercontinental University (Business), AS 1993 Seminole State College (Liberal Arts) | Career Services Advisor | AA | AD |
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<th>Cred Load</th>
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<td>10/13/2010</td>
<td>BS, 1998 Interamerican University of Puerto Rico (Marketing)</td>
<td>Procurement Coord</td>
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<tr>
<td>Castillo, Beatriz</td>
<td>AD</td>
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<td>7/19/2010</td>
<td>MA 2002 Webster University (Counseling), BS 1999 Universidad Antonio Narino (Psychology), BA 1996 Universidad Del Quindio (Early Childhood Education)</td>
<td>Career Services Advisor</td>
<td>M</td>
<td>AD</td>
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<tr>
<td>Diaz Alvarado, Monica</td>
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<td>8/3/2009</td>
<td>BS University of Puerto Rico (Office Systems)</td>
<td>Assoc Financial Aid Advisor</td>
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<td>AD</td>
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<td>Doughman, Janet</td>
<td>AD</td>
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<td>3/22/2004</td>
<td>BA, 1990, Xavier University (French)</td>
<td>Sr Exec Admissions Rep</td>
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Rev. August, 2009

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<th>Duties</th>
<th>Credential Level</th>
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<tr>
<td>Farr, Lamar</td>
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<td>MBA 2006, Baker College (Finance), BBA 1996, Coker College (Sociology/Criminology)</td>
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<td>Ferkovich, Nate</td>
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<td>BA 1994 Appalachian State (Social Work)</td>
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<td>Figueroa, Kevin</td>
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<td>Goldfarb, Judy</td>
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<td>BA 1979, Chamberlin School of Design and Management (Design)</td>
<td>Business Office Manager</td>
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<td>Guzman, Jasmin</td>
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<td>Laberge, Angela</td>
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<td>AA 2010 American Intercontinental University (Business)</td>
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<td>Lauren Novak</td>
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<td>01-03-2011</td>
<td>MA 2010 University Central Florida (Anthropology), BA 2007 University Florida (Anthropology)</td>
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<td>Matos Velazquez, Jose</td>
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<td>7/27/2010</td>
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<td>AS 2012 Orlando Culinary Academy (Culinary Arts)</td>
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<td>AA</td>
<td>RA</td>
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<td>M.Ed. - Instructional Technology, American Intercontinental University; BS - Business Education Food Service, Johnson &amp; Wales University; AS - Culinary Arts, Johnson and Wales University</td>
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<td>06-12-2002</td>
<td>FT</td>
<td>lead instructor</td>
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<td>Ramirez Pinzon, Alejandro</td>
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<td>FT</td>
<td>BA, 2013, University of Turabo, Management</td>
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<td>B</td>
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<th>Faculty Duties</th>
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<td>Rhonda Kemp</td>
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<td>04-21-2003</td>
<td>FT</td>
<td>AS 2003, Orlando Culinary Academy (Culinary Arts)</td>
<td>Director of Purchasing and Facilities</td>
<td>AA</td>
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<tr>
<td>Ruiz, Lissette</td>
<td>AD</td>
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<td>FT</td>
<td>AS, Orlando Culinary Academy (Culinary Arts)</td>
<td>Receiving Clerk</td>
<td>AA</td>
<td>AD</td>
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<td>MA, 2012 Sacred Heart University (Communications), MFA 2010 Full Sail University (Media Design), BA 2002 Sacred Heart University (Communications)</td>
<td>Career Services Advisor</td>
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<td>Vossenberg, Kathleen</td>
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Submit this form with the Update Report (revised prior to the visit) and teaching schedules in effect at the time of the visit. List all persons (teaching faculty and administrative staff). Refer to the legends for identifying other duties assigned faculty and administrative staff duties and "Credential Level". The first line is provided as a SAMPLE.

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Submit this form with the Update Report (revised prior to the visit) and teaching schedules in effect at the time of the visit. List all persons (teaching faculty and administrative staff). Refer to the legends for identifying other duties assigned faculty and administrative staff duties and "Credential Level". The first line is provided as a SAMPLE.

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Duties
- AD = Administrative
- RA = Recruitment / Admissions
- FA = Financial Aid
- SS = Student Services
- OT = Other

Credential Level
- C = Certificate
- D = Diploma
- OA = Occupational Associate
- AA = Academic Associate
- B = Bachelor
- M = Master

Duties (Legend)
- AD = Administrative
- RA = Recruitment / Admissions
- FA = Financial Aid
- SS = Student Services
- OT = Other
Laberge Angela
Johnson Sandra
Ruiz Lissette
Goldfarb Judy
Diaz Alvarado Monica
Morales Rivera Jonathan
Bosch Victor
Welch Michael
Farr Lamar
Schaible Natalie
Bosch Faye
Velazquez Hernandez Keila
Castillo Beatriz
Matos Velazquez Jose
Wenner Shawn
Ferkovich Nathan
Doughman Janet
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Woods Michael
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<td>Woods, Michael</td>
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Please provide an explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other plans.

FUTURE PLANS FOR LE CORDON BLEU COLLEGE OF CULINARY ARTS – ORLANDO, FL

As it currently stands the plans for the institution are fairly straightforward for the next year. We have resumed offering the degrees which we were so successful with prior to the whole "Gainful Employment" debacle. They are both Associate in Science (AS) degrees from Le Cordon Bleu; one in Culinary Arts and the other is in Patisserie & Baking. The college also offers a Diploma in Le Cordon Bleu Culinary Arts. We will focus on successful execution of each class in the programs and insure a high level of student learning and satisfaction with the programs. Simultaneously we will focus on population management to insure a highly successful graduation rate; and then placement success for our graduates.

During the past 3 years we have modified 5 of our Academic classrooms to accommodate basic culinary arts presentations and provide us with greater flexibility for instructions. We will not need to make any additional modifications to our existing kitchens or classrooms.

From an interior facilities perspective we will be resurfacing the epoxy flooring in our kitchens and replacing much of the carpeting in the college. We will be increasing the frequency of major air conditioning replacement on the college's 43 rooftop units.

Our Director of Education, for the past 3 years referred to as the Executive Chef, will be leading a team of 3 Lead Instructors (department chairs), 2 for culinary arts and 1 for Patisserie & Baking.

Since January of this year we have enrolled approximately 70% of our students into our AS degrees, with a 21 month duration, which will result in our student population slowly increasing to over 1,000 students during the next year. Accordingly we will be increasing our faculty proportionally to accommodate maintaining our student to faculty ratio. This increase in faculty will be a blend of full time faculty and adjunct faculty members.

We have increased the size of the Admissions Leadership team with the addition of a Assistant Director of Admissions (ADOA) to facilitate the "stitch in" process to maintain and improve our "show rate" on starts. We have seen improvement in this metric immediately with this staff addition.

Our "Joseph Amendola" Cybrary holdings are maintained by our Regional Librarians; holdings and resource materials are constantly being updated. Our curriculum requires the utilization of the Cybrary for all classes.
Unable to Generate PDF
QUALITY ASSURANCE MONITORING: READINESS REPORT
ACADEMIC ASSOCIATE’S DEGREE IN BAKING AND PATISSERIE

LE CORDON BLEU COLLEGE OF CULINARY ARTS
2450 Del Paso Road, Suite 150
Sacramento, CA 90028
ACICS ID Code: 00023522

Ms. Kimberly Velasquez Market President (K.Velasquez@sacramento.chefs.edu)
ACICSINFO@sacramento.chefs.edu

MAIN
Le Cordon Bleu College of Culinary Arts
Austin, Texas
ACICS ID Code: 00021352

June 18, 2014

Projected Enrollment in the New Program During Its First Year of Operation:

Mr. William Roy  Baking and Culinary Arts  EDMC  Indianapolis, IN
Ms. Chinita Ray  ACICS Coordinator  ACICS  Washington, DC
## REPORT QUESTIONS

### CRITERIA

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<th>MISSION</th>
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#### 3-1-100—MISSION: PURPOSE AND OBJECTIVES

Every institution must have a mission which is its specific purpose for existing. This mission, together with a set of objectives to accomplish it, must be summarized in a mission statement. The objectives should be devoted substantially to career-related education and should be reasonable for the program of instruction, mode of delivery, and facilities of the institution.

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<tr>
<th>QUESTIONS</th>
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</table>

R.01 Is the mission statement appropriate for the type of new credential offered?

- [ ] Yes
- [ ] No

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

### GENERAL COMMENTS

#### RELATIONS WITH STUDENTS

#### 3-1-410—ADMISSIONS AND RECRUITMENT

It is up to an institution to establish its own admissions criteria. It is the responsibility of ACICS to ensure that all who are enrolled are accorded equal educational opportunity.

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<th>QUESTIONS</th>
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R.02 Does the campus have appropriate admissions criteria for this program?

- [ ] Yes
- [ ] No

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

R.03 Are there any admissions requirements unique to this program?

- [ ] Yes
- [ ] No

If Yes, describe the unique admissions requirements.

### GENERAL COMMENTS
EDUCATIONAL ACTIVITIES

3-1-500-EDUCATIONAL ACTIVITIES

For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.

R.04 Is licensure, certification or registration required to practice in the specific career field?
   □ Yes □ No (Skip to Question R.06.)

R.05 Does the program provide the students with the necessary skills to obtain the above licensure, certification or registration?
   □ Yes □ No

If Yes, what is the pass rate for the past two years of program graduate? If pass rates are unavailable, please explain.

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

3-1-511. Program Administration. The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.

R.06 Who is assigned to administer all academic programs, and what are this person’s qualifications?

R.07 Does this individual possess appropriate academic or experiential qualifications?
   □ Yes □ No

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

R.08 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person’s qualifications?

R.09 Does this individual possess appropriate academic or experiential qualifications?
   □ Yes □ No

If No, insert the section number in parentheses and explain:
3-1-512. Program Planning. Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, coursework, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.

R.10 Does the program administrator have sufficient authority and responsibility for the development and administration of the educational program(s)?

☐ Yes ☐ No

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

R.11 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☐ Yes ☐ No

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

R.12 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?

☐ Yes ☐ No

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

R.13 Are appropriate provisions made in the new program for individual differences among students?

☐ Yes ☐ No

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

3-1-513. Program Development. The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:

(a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract that outlines the course objectives and procedures unique to this form of

R.14 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to the academic credential?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:
instruction. For practica, externships, and internships, institutions are required to develop a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria. The Council's expectations for detailed syllabi, independent study, practica, externships, and internships are outlined in the Glossary.

(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.

Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Guidelines for English as a Second Language).

R.15 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☐ Yes ☐ No

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

R.16 Are course prerequisites appropriate?

☐ Yes ☐ No

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

R.17 Is an appropriately detailed syllabus on file for each course in the program?

☐ Yes ☐ No

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

R.18 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No

☐ Not Applicable (these elements are not part of the program or no student is at that point in the program)

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

R.19 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?

☐ Yes ☐ No

☐ Not Applicable (no courses are offered via independent study)
3-1-516. Course and Program Measurement. The Council recognizes that institutions must provide for their students a learning environment in which achievement is encouraged. It further recognizes the legitimacy of both traditional (e.g., lecture/laboratory/practicum) and nontraditional (e.g., distance education or independent study) educational delivery methods. A framework for transfer of credit and consistent application of academic credit awards should apply to all of these varied forms of educational delivery.

Institutions, therefore, must demonstrate a knowledge of appropriate academic course and program measurement and correct application of the measurement.

(a) Credit in traditionally delivered programs measured in credit hours must be calculated based on one of the following attribution formulas:

(i) One quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of practicum. The formula for calculating the number of quarter credit hours for each course is: (hours of lecture/10) + (hours of lab/20) + (hours of practicum/30); or

(ii) One semester credit hour equals, at a minimum, 15 classroom hours of lecture, 30 hours of laboratory, and 45 hours of practicum. The formula for calculating the number of semester credit hours for each course is: (hours of lecture/15) + (hours of lab/30) + (hours of practicum/45).

3-1-521. Conferring of Credentials. The conferring of certificates, diplomas, or degrees by an institution shall be consistent with its mission and objectives and in compliance with applicable state laws.

R.20 Is credit appropriately converted in relation to total student contact hours in each class?

☐ Yes ☐ No

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

R.21 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

☐ Yes ☐ No

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

R.22 Are official transcripts for all credentials held on file for all instructors in the program?

☐ Yes ☐ No

If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:
must be graduates of institutions recognized by their government and their 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.

3-1-542. Verification of Credentials. Institutions must maintain evidence of the credentials that qualify faculty members to teach their assigned courses. Official transcripts for all academic credentials held by all faculty members shall be on file in the administrative offices at the campus location nearest to where the faculty member is primarily employed. An official transcript is one sent from the registrar's office at the institution where study was completed directly to an employing institution. A transcript bearing the notation "issued to student" is not an official transcript for employment purposes.

3-1-543. Faculty Development. Institutions are required to establish faculty development plans including both in-service and professional growth activities to enhance faculty expertise. There shall be documented evidence on an annual basis of these development plans and their implementation. For those faculty who are trained in teaching methodology on the postsecondary level and who possess limited related outside employment, the plan should concentrate on content update, e.g., new software, equipment, techniques, etc. Institutions are responsible for demonstrating that these plans are appropriate given each faculty members' training, education, and related work experience and that they provide the proper mix of in-service training and professional growth based on the academic and experiential background of the faculty. (See Glossary for definitions of "in-service training", "professional growth", and "faculty development")

3-1-544. Faculty Meetings. Regularly scheduled faculty meetings or department meetings, with participation by full-time and part-time faculty, shall be held. Discussions and attendance shall be recorded.

R.23 Have all foreign transcripts been translated into English and 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?

☐ Yes  ☐ No
☐ Not Applicable (no faculty hold foreign transcripts)

If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

R.24 What is the campus' plan to continue to provide qualified faculty to teach in the new program?

☐ Yes  ☐ No

If No, insert the section number in parentheses:

R.25 Is there documented evidence of a systematic program of in-service training at the campus?

☐ Yes  ☐ No

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

R.26 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

☐ Yes  ☐ No

If No for missing plans or documentation of implementation, insert the section number in parentheses, list faculty names, and explain:

R.27 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:
3-3-200 - EDUCATIONAL ACTIVITIES

3-3-201. Objectives. The objectives of an occupational associate's degree program are an extension of the institution's awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate's degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.

3-3-202. Education Requirements. The minimum number of credits required for the occupational associate's degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.

There shall be a minimum of 10 semester hours, 15 quarter hours, or their equivalent in general education or applied general education courses. The catalog must identify the courses that satisfy the general education requirements, and it must provide an explanation of the course numbering system.

The Council's expectations for general education and applied general education are outlined in the Glossary section.

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

R.28 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?

☐ Yes ☐ No

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

R.29 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent but less than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?

☐ Yes ☐ No

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

R.30 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?

☐ Yes ☐ No

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

R.31 Are the courses that satisfy the general education requirements identified in the catalog?

☐ Yes ☐ No

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

R.32 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions

3-3-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate's degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be
technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate's degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.

R.33 Is there evidence that curricular offerings require the appropriate use of library resources?
☐ Yes ☐ No

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

R.34 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?  
☐ Yes ☐ No

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

R.35 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?
☐ Yes ☐ No

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

R.36 Are all general education courses appropriate for the program and do they meet Council standards?  
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:
R.37 Are the courses that satisfy the concentration and general education requirements identified in the catalog?

☐ Yes  ☐ No

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

R.38 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes  ☐ No

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

R.39 Is there evidence that curricular offerings require the appropriate use of library resources?

☐ Yes  ☐ No

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

FOR BACHELOR'S DEGREES ONLY

R.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?

☐ Yes  ☐ No

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

R.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education?
R.42 Are all general education courses appropriate for the program and do they meet Council standards?
- Yes  ☐ No

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

R.43 Are the courses that satisfy the concentration, general education, and upper division requirements identified in the catalog?
- Yes  ☐ No

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

R.44 If the campus offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly and accurately describe the requirements for admission?
- Yes  ☐ No
- Not Applicable (campus offers all four years of the degree)

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

3-5-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

R.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
- Yes  ☐ No

If No, insert the section number in parentheses and explain:
R.46 Is there evidence that curricular offerings require the appropriate use of library resources?
☐ Yes  ☐ No

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

FOR MASTER’S DEGREES ONLY

R.47 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of this graduate degree program?
☐ Yes  ☐ No

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

R.48 Who will oversee the new program and what are this person’s qualifications?

R.49 Does this individual possess appropriate academic or experiential qualifications?
☐ Yes  ☐ No

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

R.50 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required?
☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:
R.51 Does the program take at least three semesters, five quarters, or the equivalent to earn the degree?

☐ Yes  ☐ No

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

R.52 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes  ☐ No

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

R.53 Is there evidence that curricular offerings require the appropriate use of library resources?

☐ Yes  ☐ No

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

R.54 Is the enrollment sufficient to support regularly scheduled and conducted classes and laboratory work?

☐ Yes  ☐ No

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

R.55 Does the campus accept no more than one-half of the credits required for the degree as transfer credits?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:
3-7-403. **Education Requirements.** The number of credits required for the doctoral degree shall be, at a minimum, 90 semester hours, 135 quarter hours, or their equivalent, of course work beyond the bachelor’s degree. This includes credit for the research project/dissertation or other required academic or professional activities.

The doctoral degree normally is earned over three to five years or the equivalent for full-time students. Limitations on the time to degree for part-time students need to be clearly outlined. Statutes of limitations for program completion and course work must be clearly disclosed to students and included in the institutional catalog, as well as on the enrollment agreement.

For certain first-professional degrees whose structure differs from that of other professional doctoral degrees, the required credit hour total and expected time to degree shall conform to what is typical for the field.

The catalog must provide a detailed explanation of the required courses in the program, as well as a description of the required activities and research elements necessary to complete the program.

---

**FOR DOCTORAL PROGRAMS ONLY**

R.56 Does the doctoral program require?

(a) At least 90 semester hours, 120 quarter hours, or their equivalent, of course work beyond the bachelor’s degree.

☐ Yes    ☐ No

(b) A capstone or equivalent project.

☐ Yes    ☐ No

(c) Three to five years to complete.

☐ Yes    ☐ No

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

---

R.57 Is a statute of limitations for program completion included in the campus catalog and on the enrollment agreement (if one is used)?

☐ Yes    ☐ No

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

---

R.58 Does the catalog explain the required courses and describe the required activities and research elements necessary to complete the program?

☐ Yes    ☐ No

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

---

R.59 Does the campus accept no more than 20 percent of the credits required for the degree as transfer credits?

☐ Yes    ☐ No

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

---

3-7-603. **Transfer of Credit.** Transfer of credit for appropriate master’s or doctorate-level course work from another institution may be granted according to the policy established by the institution. No more than 20% of the credits required for the doctorate degree may be transferred from another institution. Academic credit shall not be awarded for experiential learning activity.
R.60 Does the campus avoid granting credit for experiential learning in the doctoral program?

☐ Yes  ☐ No

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

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3-7-800–PUBLICATIONS

There shall be a separate section in the institution's catalog describing the doctorate degree program requirements, admissions procedures, transfer policies, graduation requirements, regulations, and course descriptions.

R.61 Is there a separate section in the catalog describing the doctoral program?

☐ Yes  ☐ No

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

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GENERAL COMMENTS

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LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

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

R.62 Is the campus’ established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

☐ Yes  ☐ No

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

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R.63 What is the amount of the current year’s library budget?
R.64 What portion of the current year's library budget has been spent and how has the money been allocated?

FOR ACADEMIC ASSOCIATE’S, BACHELOR’S, MASTER’S AND DOCTORAL DEGREES ONLY

R.65 Does the faculty inspire, motivate, and direct student usage of the library resources?

☐ Yes    ☐ No

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

R.66 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

☐ Yes    ☐ No

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

R.67 Are records of physical and/or online resources and circulation accurate and up to date?

☐ Yes    ☐ No

If No, insert the section number in parentheses and explain:
evaluating the adequacy and utilization of the holdings.

Physical and/or on-line, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or on-line reference materials appropriate for the offerings of the institution.

3-4-405. Holdings. A collegiate library shall contain up-to-date physical and/or online resources including full-text titles appropriate for the size of the institution and the breadth of and enrollment in its educational programs. The library collection shall include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics, magazines and essential professional journals and periodicals; and, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems that support the offerings of the institution.

R.68 Are the library holdings for this program, including full-text online collections, up-to-date and adequate for the new program?

☐ Yes  ☐ No

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

R.69 Describe the campus’ plans for continuing to provide library and instructional resources to support the new program?

R.70 Describe any full-text online collections available to students:

☐ Not Applicable (online resources are not utilized)

FOR ACADEMIC ASSOCIATE’S AND BACHELOR’S DEGREES ONLY

R.71 Is there a professionally trained individual (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) on staff who supervises and manages the library and instructional resources, facilitates their integration into all phases of the
campus' curricular and educational offerings, and assists students in their use?

☐ Yes   ☐ No

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

R.72 Is documentation on file to evidence the librarian participates in professional growth activities?

☐ Yes   ☐ No

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

R.73 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

R.74 Is there a trained individual, who is competent to both use and aid in the use of library technologies and resources, on duty to supervise the library and to assist students with library functions during scheduled library hours?

☐ Yes   ☐ No

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

3-4-403 & 3-5-403. Function. The library function is shaped by the educational programs of the college. Appropriate reference, research, and information resources must be made available to provide basic support for curricular and educational offerings and to enhance student learning.

R.75 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

☐ Yes   ☐ No

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

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 who holds a M.L.S. degree or the equivalent, with special qualifications to aid students in research. The professionally trained individual must participate in

FOR MASTER'S AND DOCTORAL DEGREES ONLY

R.76 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?
documented professional growth activities.

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 who holds a M.L.S. degree or the equivalent, with special qualifications to aid students in research. The professionally trained individual must participate in documented professional growth activities.

R.77 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?

☐ Yes  ☐ No

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

R.78 Have library staff transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degrees to degrees awarded by institutions in the United States?

☐ Yes  ☐ No

☐ Not Applicable (staff do not hold foreign credentials)

R.79 Is documentation on file to evidence the librarian participates in professional growth activities?

☐ Yes  ☐ No

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

3-3-401. Staff. An individual with the ability to maintain the resources and to assist students and faculty shall be designated to oversee the resources of the institution.

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

R.80 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:
3.3.403. **Function.** The library function is shaped by the educational programs of the institution. Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective. The ultimate test of the library’s adequacy is determined by the extent to which its resources support all the courses offered by the institutions.

R.81 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of the new program?

- [ ] Yes
- [ ] No

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

**GENERAL COMMENTS:**

**SUMMARY**

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

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<thead>
<tr>
<th>Number</th>
<th>Citation(s)</th>
<th>Summary Statement</th>
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Note: The citation number should be in bold. The summary statement should be followed by the report page number in parenthesis.

**RECOMMENDATIONS**

The evaluation team offers the following recommendation(s) for the institution's consideration (*Recommendations are not included in the report seen by the Council*):
Friantia,

I haven’t been sending you all the stuff I’ve been getting about the Corinthian situation, because it’s been a flood of info. But let me know if you want it in the future and I can send it over.

Thanks.

Ian Harazduk
Manager, Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002

FYI

Joseph

Sent from my iPad

Begin forwarded message:

From: Anthony Bieda <ABieda@acics.org>
Date: July 15, 2014 at 5:02:16 PM EDT
To: Katy Fisher <kfisher@acics.org>
July 11, 2014

Questions Continue About Department’s Ignorance of Corinthian’s Financial Status

By Goldie Blumentyk

Washington

The U.S. Department of Education has a special unit to track the finances of for-profit colleges at risk of suddenly closing, and it even trained staff members this year to use a new service that provides real-time information on publicly traded education companies.

Yet despite all that, the department has said it didn’t know how shaky the financial ground was under Corinthian Colleges Inc. when it temporarily turned off the spigot of federal financial aid to the company in mid-June. The action set off the chain of events that, three weeks
later, led to the company's **July 3 agreement** with the department—**unprecedented in its scope**—to sell 85 of its United States-based colleges and close down its remaining 12.

The department's action signaled to some that it "has a pretty big hammer and is ready to use it" against for-profit colleges, as one scholar of the sector put it.

But others question what the department has really accomplished. Because the agreement lets all but 12 of Corinthian's campuses continue to operate, the department is effectively saying the rest "seem to be doing a fine job and fulfilling their missions," said Noah Black, a spokesman for the industry's main lobbying group, the Association of Private Sector Colleges and Universities, known as Apscu.

The department's revelations concerning what it had known about Corinthian's finances came during a "background" briefing for reporters this week from someone the department said could be identified only as a "senior education official."

**Many Sources of Information**

Three years ago, the department's Federal Student Aid division created a **Publicly Traded and Large Schools Workgroup** specifically to monitor and understand risk levels of proprietary colleges from a financial perspective.

Also, according to a recent report from the department's Office of Inspector General, in January it began subscribing to a service that provides "on-demand corporate profiles" of publicly traded companies, and staff members were trained to use the service and create customized reports about specific institutions.

And as of February, the staff was developing what it called "Z scores" on college companies to determine the likelihood of their going into bankruptcy. *(The Chronicle this week asked the department to reveal what score had been assigned to Corinthian but has not yet received an answer.)*

Moreover, like all public companies, Corinthian reports regularly about its finances, and those reports over the past year in particular have described its worsening financial situation. In May the company announced it had hired bankers to pursue "strategic alternatives" for some or all of its 107 campuses—business jargon for **seeking out buyers** or merger partners.

Given all that, many observers were surprised that the department's official would say it was surprised by the result. "I have no idea how they could not know," said Kevin Kinser, the scholar of for-profit colleges, who is an associate professor at the State University of New York at Albany.

"It's hard to take that statement at face value," he said, of the
department official's assertion, without also assuming "some level of incompetence."

Mr. Kinser noted that in a quick calculation he did recently, comparing assets to liabilities of 13 publicly traded higher-education companies, Corinthian was "an outlier compared to others in the for-profit industry, and the numbers were getting worse."

And Mr. Black, of Apscu, said the department's "pleading ignorance and surprise is hollow and misleading" because when the department put Corinthian on "heightened cash monitoring" status and placed an extra 21-day hold on disbursements of federal student aid to the company, Corinthian immediately sought relief from the unusual 21-day delay. He and others said the department could have relented once it was told, but didn't.

**Defending the 21-Day Delay**

Department officials say their actions were appropriate.

"Our responsibility is not to ensure the survival of Corinthian" but to ensure effective administration of federal student-aid funds for students, Denise Horn, assistant press secretary, said in an email to The Chronicle. "The actions the department has taken are directly related to the necessary oversight when there are serious indications of fraud or noncompliance with federal regulations." (Tony's note: There are serious allegations of fraud and abuse but no findings or charges or formal accusations; just open inquiries.)

She said that, "based on the circumstances, the department determined a 21-day delay would allow us to continue working with Corinthian while ensuring adequate oversight protection."

In mid-June, after the department instituted the 21-day hold, Corinthian publicly announced that the move could force it to shut down. Most of Corinthian's annual revenue comes from the $1.4-billion it receives in federal Pell Grants and federally backed student loans.

For most public and private nonprofit colleges, which rely far less on federal student aid for their survival, a 21-day delay would be an inconvenience, not a death knell.

According to data provided to The Chronicle by Moody's Investors Service, just three of the 281 private universities it rates and just two of 227 public ones had less than 21 days' worth of cash on hand at the end of their fiscal years in 2013, although the credit-rating agency notes that the institutions it rates tend to be among the strongest of their sectors. And at certain times of the year, cash flows would be tighter than in September, when tuition dollars flow in.

Many members of the Council of Independent Colleges aren't as liquid as those rated by Moody's, but an official of that organization said he doubted a 21-day delay would be fatal for its colleges either, noting that they could also fall back on their endowments or appeal to donors if they
got strapped.

Even most publicly traded for-profit college companies, which, like Corinthian, rely heavily on federal student-aid funds, could have survived that delay, according to Trace Urdan, an analyst with Wells Fargo Securities, although that kind of sanction could exacerbate debt problems for companies like the Education Management and Lincoln Educational Services Corporations.

Corinthian, by contrast, was out of cash and out of options. Its lenders refused to lend it any more money.

The department has portrayed its sanction against Corinthian as somewhat routine, noting that about 400 other colleges are now on "heightened cash monitoring" status, which in effect requires them to wait about three days to draw down student aid. But it has not named those 400 or indicated whether any also face the extra 21-day delay.

Mr. Black, of Apscu, said the department had yet to make clear the precedent for imposing the 21-day delay or the "regulatory or statutory justification for this course of action."

Yet, as lawyers not involved in the case have noted, under federal statute the secretary of education has "sole discretion" to determine the method under which federal student aid is disbursed to institutions. And as Mr. Kinser of SUNY at Albany sees it, if an institution can no longer satisfy the department, it should lose its chance to "use the Department of Education like a credit card."

Over all, he considers the department's action a positive one for students. Even though Corinthian was already in the process of selling many of its colleges, "no one knew which campuses would be sold or not sold," said Mr. Kinser. "Now at least the students know what's going on."
How a For-Profit’s Implosion Could Be a Game-Changer for College Oversight

Sen. Elizabeth Warren grills Albert C. Gray, president of the agency that accredited Corinthian Colleges, at a hearing on Wednesday: "How many federal and state agencies need to file lawsuits" before the accreditor takes action?

By Goldie Blumenstyk

Washington

Last week's loan-forgiveness plan for students who attended Corinthian Colleges' closed campuses will very likely have ramifications that extend to all of higher education.

The U.S. Department of Education's actions are unprecedented in scope, opening the door to the possibility that thousands of defrauded students could see their federal loan debts wiped away in one fell swoop, at a potential cost to taxpayers of hundreds of millions of dollars.

By many accounts, the move could also change how accreditors, states, and the federal government handle quality assurance of college programs.
"If we are going to be discharging a significant amount of debt, it means we have to pay much more attention," says David A. Bergeron, a senior fellow at the Center for American Progress who long served as an Education Department official.

Pauline Abernathy, vice president of the Institute for College Access and Success, says the move represents a shift in responsibility, making the government, not just the students, financially liable for loans used at colleges that defraud their students.

"The stakes to the students have been very clear for a very long time," says Ms. Abernathy. Now the Education Department, state regulators, and accreditors will face pressure "to all act much sooner" to prevent abuses that could justify a loan discharge, she adds.

Yet it's hardly clear that any of those actors are equipped or inclined to take on the responsibilities the department's latest actions could require. Even though attorneys general across the country have undertaken investigations of for-profit colleges, lawmakers in Florida, for instance killed a bill this week that would have targeted low-quality institutions.

**Sticking Taxpayers With the Bill**

In some cases, the parties might not believe they are even justified to act.

That was made visible on Wednesday, during a testy face-off at a Capitol Hill hearing that left several Democratic senators exasperated by the stance of one of the accreditation-agency leaders invited to testify.

Sen. Elizabeth Warren, in particular, grilled the president of the Corinthian campuses' accreditor for leaving their accreditations intact "right up to the minute they closed." She also questioned why his agency continued to accredit the campuses of another for-profit-college company, ITT Educational Services, despite the accusations it faces from state attorneys general, the Consumer Financial Protection Bureau, and the U.S. Securities and Exchange Commission.
"How many federal and state agencies need to file lawsuits" before the accreditor takes action? asked Ms. Warren, a Democrat from Massachusetts. "The accrediting agency continued to look the other way, and now students and taxpayers are stuck with the bill."

Albert C. Gray, president of the Accrediting Council for Independent Colleges and Schools, responded that his agency had increased its watch over several of the colleges but had not withdrawn accreditation because "our council makes recommendations based on facts, not allegations."

Although the Education Department has taken several actions against Corinthian, including its decision to restrict loan advances to the company last summer and its imposition of a $30-million fine against its Heald Colleges in April, the company has disputed the many allegations against it by the federal government and other agencies. ITT also disputes the accusations against it.

"Are you saying there was no evidence that Corinthian Colleges lied to their students?" Ms. Warren pressed, while another skeptical Democrat, Sen. Chris Murphy of Connecticut, advised Mr. Gray "there would be much more faith in the accrediting process" if he would have acknowledged that "we missed this one."

Yet while the caution the accrediting agency showed may have been legally proper, accreditation leaders who watched the Senate hearing and who have been following the news cycles acknowledged that accreditors can’t just duck expectations that they play some role in protecting against fraud.

"We need to take a look at whether it ought to be an accreditor responsibility, and if it is an accreditor responsibility, how?" said Judith S. Eaton, president of the Council for Higher Education Accreditation. "How do we get into the appropriate preventative role?"

**Potential Costs Are Steep**

The details of exactly who will be eligible to have their federal loan obligations wiped away remain to be worked out — to the consternation of both student advocates, who
hope the process won’t be too restrictive, and fiscal hawks, who worry that these discharges and future ones will become too costly to taxpayers.

"My concern is that, down the road, being ‘defrauded’ means something different," says Lindsey Burke, an education-policy fellow at the right-leaning Heritage Foundation.

It’s not just those in right-leaning organizations who have that worry. Mr. Bergeron, of the Center for American Progress, says there’s a danger that "if the department goes overboard in forgiving loans, it could undermine the financial and political viability of the student-loan system."

Along with the Corinthian situation and the pending legal actions against ITT, major legal cases are now underway against colleges owned by the Education Management Corporation and Stevens-Henager College (both of which are being sued by the U.S. Department of Justice, among others). Any of those lawsuits could result in findings that justify loan discharges based on fraud.

Strictly speaking, the Education Department hasn’t announced a new policy; it’s just beginning to put in place a process that will allow borrowers to exercise a legal right they’ve had since the early 1990s.

But the department’s action is notable for several reasons. For one, it has agreed to provide loan discharges to thousands of students at Corinthian’s Heald College based on its own finding that the college systematically misled students about its job-placement rates.

It has also put into motion the steps for a discharge process for other students who believe they have been defrauded by their college. And for the first time in history, the department plans to appoint a special master to review claims by students who contend they deserve loan discharges because they were defrauded by Corinthian or other colleges.
"It’s a significant change," says Robyn Smith, a lawyer at the National Consumer Law Center who calls the creation of the process a welcome sign "that the department recognizes there are large numbers of students who have been harmed."

And while some observers have speculated that the policy could also open the door to widespread demands for loan discharges — think disgruntled law students misled by job-placement promises — several higher-education observers call such concerns a red herring. The key problems, they say, come from colleges found to have systematically lied to students. The real question is what standard of proof the department will require to allow a discharge.

For example, several for-profit-college companies have been sued or are under investigation by state attorneys general. And often when such cases are resolved, the settlements include language saying that the college does not admit wrongdoing. Will borrowers from those colleges be able to cite the settlement as grounds for a discharge?

For Eileen Connor, a lawyer with the New York Legal Assistance Group, that's a very real question. The organization represents students who attended colleges owned by the Career Education Corporation, which settled a case with the State of New York in 2013 for misrepresenting job-placement rates.

Ms. Smith, of the National Consumer Law Center, says she hopes the Corinthian incident will prod the Education Department to become more assertive against colleges that mislead students — and to try to recover the cost of the loan discharges from the colleges, not the taxpayers.

"They should be seeking as much as they can" before the colleges shut down, she says.

But Mr. Bergeron, the former Education Department official, notes that the organizational structure of the department may work against that, since it is responsible both for ensuring fraud does not occur and for granting loan discharges to
borrowers who believe they are victims of it. If the agency is worried about costing the taxpayers money, those two objectives may conflict with each other.

Senator Warren, who has proposed moving the student-loan complaint system out of the Education Department and into the Consumer Financial Protection Bureau, says the department ought to be able to balance the two priorities when it comes to loan discharges for fraud. The department "has power to cut off aid to fraudulent schools long before students are hurt and taxpayer dollars are wasted," she said in a written statement to The Chronicle. "If they don’t want taxpayers to pay for discharges when students get cheated, [department officials] should invest the time and resources early to make sure predatory schools never cheat those students in the first place."

That may be easier said than accomplished.

Goldie Blumenstyk writes about the intersection of business and higher education. Check out www.goldieblumenstyk.com for information on her new book about the higher-education crisis; follow her on Twitter@GoldieStandard; or email her at goldie@chronicle.com.
Hi Chinita,

Please find below a list of the currently open adverse cases:

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<th>Institution Name</th>
<th>ACICS Code</th>
<th>City</th>
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**CORPORATIONS**

*If your campus is under this corporation, indicates YES for Open Adverse:

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Good afternoon,

I'm writing to touch base on the updates to the Orange block info for the December 2014 file review orange sheets. These updates include:

Current information on 3-year Cohort Default Rates (11/10/09)
Financial reporting
Complaints/Adverse

If you can please let me know when these updates have been made, I will communicate this to the travel staff. We are on a deadline to get the orange sheets done by Friday in preparation for IRC on Monday.

Thanks!
Chinita D. Obi
Accreditation Coordinator
Accrediting Council for Independent Colleges and Schools
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Thank you

Chinita D. Obi
Accreditation Coordinator
Accrediting Council for Independent Colleges and Schools
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From: Chinita D. Obi
Sent: Monday, November 03, 2014 4:52 PM
To: Carl Johnson (Carl.Johnson@miamjacobs.edu); Kay Bryant; Katy Fisher; Quentin Dean; Shameka Erby
Cc: Ian Harazduk
Subject: December 2014 Council: Orange block info updates
Importance: High

Good afternoon,

I’m writing to touch base on the updates to the Orange block info for the December 2014 file review orange sheets. These updates include:

- Current information on 3-year Cohort Default Rates (11/10/09)
- Financial reporting
- Complaints/Adverse

If you can please let me know when these updates have been made, I will communicate this to the travel staff. We are on a deadline to get the orange sheets done by Friday in preparation for IRC on Monday.

Thanks!
Chinita D. Obi
Accreditation Coordinator
Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 940 Washington, DC 20002
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New Orleans, Louisiana

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Hi Charles,

I have a question about the syllabi for ITT. You selected no for the question below. This question is asking if the description of minimum amount of time for work assignments is listed on the syllabus. I just wanted to make sure that was the case, considering they have corporate syllabi formats. Were you just indicating there that you did not see examples of homework? I do remember that being raised. That is a separate question, which actually isn’t required for an additional location inclusion, as I look further (9.23) Sorry I didn’t catch that earlier.

9.16 Is an appropriately detailed syllabus on file for each course that includes:

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
   Yes No Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
   Yes No Not Applicable (Additional Location Inclusion)

(Section 2-2-503(a)): The team requested documentation to substantiate that the paralegal students’ homework is being assigned and graded, however, administration was unable to provide any evidence, in the absence of the instructor.

Thanks!

Chinita D. Obi
Accreditation Coordinator
Accrediting Council for Independent Colleges and Schools
750 First Street, NE
Suite 980
Washington DC, 20002
202-336-6785
cobi@acics.org
Good afternoon,

The report for last week’s additional location inclusion visit to ITT Technical Institute-Indianapolis East is attached.

Thank you!

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750 First Street, NE
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chinita@acics.org
ADDITIONAL LOCATION INCLUSION

ITT TECHNICAL INSTITUTE-INDIANAPOLIS EAST
2525 Shadeland Ave.
Indianapolis, Indiana 46219
ACICS ID Code: 00069154

Mr. James Rusine, Campus Director
jrusine@itt-tech.edu
Regulatory157@itt-tech.edu

MAIN
ITT TECHNICAL INSTITUTE
9511 Angola Ct.
Indianapolis, Indiana 46268
ACICS ID Code: 00016040

June 24-25, 2013

Mr. William Winger Chair
Mr. Rafael Ramirez-Rivera Student-Relations Specialist
Ms. Suzanne P. Krissler Educational Activities/ Business
Ms. Charles E. Saunders Computer Aided Drafting/Electrical Engineering/Network Security Administration
Mr. Charles McNeil Paralegal
Ms. Chinita Obi Staff Representative

American International College of Arts and Sciences Antigua
Inter- American University of Puerto Rico
SUNY Orange
Virginia College (retired)
Prince Institute
ACICS

Denver, CO
Gurabo, PR
Newburg, NY
Owens Cross Roads, AL
Thornton, CO
Washington, DC
## PROGRAMS OFFERED BY
### ITT TECHNICAL Institute, Indianapolis East
*Indianapolis, Indiana*

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<td>90</td>
<td>98/23</td>
<td>77.34%</td>
<td>N/A</td>
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Total | 296

* The bachelor’s degree programs have not been taught yet and will not be until students graduate from the associate’s degree programs.

** The Nursing associate’s degree program has no enrollment and will not be started until National League of Nursing preliminary approval.
INTRODUCTION

The ITT Technical Institute East Indianapolis was started in December 2011 and will be graduating its first “home-grown” class in the next few months. The campus inherited students from the Greenville learning site and has begun to graduate those students starting in March of this year. The Greenville learning site was a site from the main Indianapolis campus and the east campus of ITT-Tech was much closer to their homes than the main campus.

The demographics of the campus are 70% male and 29% female, age’s ranges are dominated by the 21-25 year old group, and the campus is 47% Caucasian, 38% African-American, and a mix of other races.

The campus facility is located in an eastern suburb of Indianapolis. The campus is 18,000 plus square feet with labs, classrooms, library, student lounge and adequate office space for faculty and staff. There is ample parking for visitors, faculty, staff and students.
1. **MISSION**

1.01 Give the page number in the campus catalog on which the mission statement can be found.
   The mission statement and supporting objectives are listed on the inside cover of the catalog published June 4, 2013 and effective June 4, 2013-June 4, 2014.

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

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

1.04 Are the objectives reasonable for the following?
   (a) The programs of instruction
   - Yes
   - No
   (b) The modes of delivery.
   - Yes
   - No
   (c) The facilities of the campus.
   - Yes
   - No

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

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

**CAMPUS EFFECTIVENESS**

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

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
   - Yes
   - No
   - Not Applicable

1.09 Does the CEP describe the following?
   (a) The characteristics of the programs offered.
      - Yes
      - No
   (b) The characteristics of the student population.
      - Yes
      - No
   (c) The types of data that will be used for assessment.
      - Yes
      - No
   (d) Specific goals to improve the educational processes.
      - Yes
      - No
   (e) Expected outcomes of the plans.
      - Yes
      - No

1.10 Are the following five required elements evaluated in the CEP?
   (a) Student retention.
      - Yes
      - No
   (b) Student placement.
      - Yes
      - No
      - Not Applicable (new additional location only)
   (c) Level of graduate satisfaction.
      - Yes
      - No
      - Not Applicable (new additional location only)
   (d) Level of employer satisfaction.
      - Yes
      - No
      - Not Applicable (new additional location only) See below.
(e) Student learning outcomes.
   ☑ Yes ☐ No

The level of employer satisfaction will be measured six months after graduation. Since the first students graduated in March this should occur in September of 2013.

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The outcomes are measured by using four measurable areas:
- capstone courses;
- capstone assessment data;
- student engagement and;
- student success.

Capstone courses are measured by the dean measuring grades of these courses, capstone assessment data faculty review proficiency levels attained by students and take improvement steps as necessary, student engagement is measured by student attendance and student success is measured by dividing the number of passing students by the number of students taking the course.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
   ☑ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
   ☑ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
   ☑ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
   ☑ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
   ☑ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
   ☑ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus, while having only a few graduates who transferred into the Network System Administrator Program, does have current plans on retention and has assigned retention as the number one issue at the campus. Initial ideas for improvement include closer monitoring of business, drafting and electronics program students. Course evaluations will be closely scrutinized to look for patterns of attrition.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
   ☑ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
   ☑ Yes ☐ No
(c) That periodic progress reports have been completed.
   ☑ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual’s qualifications. If a committee is utilized please describe the committee.
The campus director, Mr. Jim Rusine, is the responsible person on this campus for the monitoring and implementation of the CEP. He is assisted by a committee consisting of the academic dean, the director of recruitment, the director of finance, and a faculty member from each school of study. Mr. Rusine holds a bachelor's degree in Industrial Management and Production and a master's degree in Business. Both degrees were earned at Bowling Green State University. Mr. Rusine has previous experience as a director of admissions and has also worked in the insurance business.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
   (a) Governance, control, and corporate organization.
      ☑ Yes      ☐ No
   (b) Names of the trustees, directors, and/or officers.
      ☑ Yes      ☐ No
   (c) Names of the administrators.
      ☑ Yes      ☐ No

2.02 Does the campus:
   (a) Adequately train its employees?
      ☑ Yes      ☐ No
   (b) Provide them with constant and proper supervision?
      ☑ Yes      ☐ No
   (c) Evaluate their work?
      ☑ Yes      ☐ No

2.03 Is the administration of the campus efficient and effective?
      ☑ Yes      ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
   (a) Clearly understand their duties and responsibilities?
      ☑ Yes      ☐ No
   (b) Know the person to whom they report?
      ☑ Yes      ☐ No
   (c) Understand the standards by which the success of their work is measured?
      ☑ Yes      ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
      ☑ Yes      ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
      ☑ Yes      ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
      ☑ Yes      ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
      ☑ Yes      ☐ No      ☐ Not Applicable (new additional location or initial applicant only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person’s qualifications?
   Mr. Jim Rusine, the campus director, is responsible for the financial oversight of this campus. As previously mentioned, Mr. Rusine holds a bachelor’s degree in Industrial Management and Production and a master’s degree in Business. Both degrees were earned at Bowling Green State University. Mr. Rusine has previous experience as a director of admissions and has also worked in the insurance business.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
3.02 Are all staff well trained to carry out administrative functions?

☐ Yes  ☐ No

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

Mr. Jim Rusine is the campus director and is the person in charge of the ITT Technical Institute-Indianapolis east campus. Mr. Rusine holds a bachelor’s degree in Industrial Management and Production and a master’s degree in Business. Both degrees were earned at Bowling Green State University. Mr. Rusine has previous experience as a director of admissions and has also worked in the insurance business.

3.04 Does the campus list degrees of staff members in the catalog?

☐ Yes  ☐ No

If Yes, is appropriate evidence of the degrees on file?

☐ Yes  ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

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

(b) Admissions.

☐ Yes  ☐ No

(c) Curriculum.

☐ Yes  ☐ No

(d) Accreditation and licensure.

☐ Yes  ☐ No

(e) Guidance.

☐ Yes  ☐ No

(f) Instructional resources.

☐ Yes  ☐ No

(g) Supplies and equipment.

☐ Yes  ☐ No

(h) The school plant.

☐ Yes  ☐ No

(i) Faculty and staff.

☐ Yes  ☐ No

(j) Student activities.

☐ Yes  ☐ No

(k) Student personnel.

☐ Yes  ☐ No

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

☐ Yes  ☐ No (Skip to Question 3.11.)

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

☐ Yes  ☐ No

3.12 Are appropriate transcripts maintained for all students?

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No
3.15 Does the campus maintain transcripts for all students indefinitely? 
☑ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students? 
☑ Yes ☐ No

4. RELATIONS WITH STUDENTS

FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation? 
The team reviewed 26 student files during the evaluation in the areas of admission requirements, financial aid, satisfactory academic progress, refunds and transfer of credits.

4.02 Does the campus ensure that its student relations reflect high ethical standards? 
☑ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria? 
☑ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes? 
☐ Yes ☑ No

If Yes, are these parties supervised by and familiar with the campus? 
☑ Yes ☐ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)? 
☑ Yes ☐ No

4.06 Does the admissions policy conform to the campus’s mission? 
☑ Yes ☐ No

4.07 Is the admissions policy publicly stated? 
☑ Yes ☐ No

4.08 Is the admissions policy administered as written? 
☑ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that:
   (a) Clearly outlines the financial obligations of both the institution and the student? 
☑ Yes ☐ No
   (b) Outlines all program related tuition and fees? 
☑ Yes ☐ No
   (c) Has a signature of the student and the appropriate school representative? 
☑ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student? 
☑ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person’s qualifications?
Mr. Mike Loftis is the director of recruitment. He has been with ITT Technical Institute (ITT) since June 2008 as an admission representative, manager and as a director of recruitment since the inception of this campus in 2011. Currently he is working toward a bachelor's degree in Liberal Studies at Excelsior College.

4.11 Describe the process for the recruitment of new students.
ITT headquarters provides support to the campus regarding recruitment efforts by placing advertisement in television, radio and internet; in addition, direct mail and admission representative generate leads and referrals at the campus level. Prospective students are invited to the campus to receive a complete presentation of the institution. The director of recruitment is responsible for the training and supervision of the campus recruitment representative.

Are these recruiting practices ethical and compatible with the educational objectives of the campus?
☐ Yes ☐ No

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☐ Yes ☐ No
(b) Services.
☐ Yes ☐ No
(c) Tuition.
☐ Yes ☐ No
(d) Terms.
☐ Yes ☐ No
(e) Operating policies.
☐ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☐ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☐ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☐ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☐ Yes ☐ No ☒ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☐ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☐ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☐ Yes ☐ No ☒ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☐ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☒ No (Skip to question 4.23 for Master’s Degree Programs or 4.24 for all programs)

FOR ALL PROGRAMS
4.24 Is the standards of satisfactory academic progress policy published in the catalog?
- Yes □ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress policy is published on pages 36-39 of the catalog with effective date of June 4, 2013-June 4, 2014.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
- Yes □ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
- Yes □ No

(c) Procedures for re-establishing satisfactory academic progress.
- Yes □ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.
- Yes □ No
- Incomplete grades.
- Yes □ No
- Repeated courses.
- Yes □ No
- Non-punitive grades.
- Yes □ No □ Not Applicable (campus does not offer)
- Non-credit or remedial courses.
- Yes □ No □ Not Applicable (campus does not offer)
- A warning status.
- Yes □ No □ Not Applicable (campus does not use)
- A probationary period.
- Yes □ No
- An appeal process.
- Yes □ No
- An extended-enrollment status.
- Yes □ No □ Not Applicable (campus does not offer)
- The effect when a student changes programs.
- Yes □ No □ Not Applicable (campus only offers one program of study)
- The effect when a student seeks to earn an additional credential.
- Yes □ No □ Not Applicable (campus only offers one credential)
- The implications of transfer credit.
- Yes □ No

4.26 Does the campus apply its SAP standards consistently to all students?
- Yes □ No

4.27 Are students who are not making satisfactory academic progress properly notified?
- Yes □ No □ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
- Yes □ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
- Yes □ No □ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student’s enrollment?
☐ Yes ☐ No
☐ Not Applicable (all programs are less than two years)

4.32 Are students allowed to remain on financial aid while under warning status?
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
If Yes, is the student informed of this policy?
☐ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☐ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
☐ Yes ☐ No ☐ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☐ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard timeframe and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☐ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☐ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person’s qualifications?
Mr. Mike Chilson is the campus dean since the campus inception in 2011; he has been with ITT since academic year 2000 in various capacities, such as: an instructor in general education courses, and associate dean of student affairs. Mr. Chilson holds a bachelor's degree in Bible from Baptist Bible College in Springfield, Missouri and a master's of Religious Education with a major in Christian Schools from Tennessee Temple University in Chattanooga, Tennessee.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☐ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a) ☐ Scholarships.
(b) ☐ Grants.
(c) ☐ Loans.
(d) ☐ The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.41.)
If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?
☐ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☐ Yes ☐ No ☐ Not Applicable (campus offers loans only)

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☐ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☐ Yes ☐ No
If Yes, have students confirmed receiving a copy of the catalog?
☐ Yes □ No □ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☐ Yes □ No
(b) Dates for the posting of tuition.
☐ Yes □ No
(c) Fees.
☐ Yes □ No
(d) Other charges.
☐ Yes □ No
(e) Payments.
☐ Yes □ No
(f) Dates of payment.
☐ Yes □ No
(g) The balance after each transaction.
☐ Yes □ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☐ Yes □ No □ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☐ Yes □ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☐ Yes □ No

4.48 Is the campus following its stated refund policy?
☐ Yes □ No

4.49 Does the campus participate in Title IV financial aid?
☐ Yes □ No (Skip to question 4.57)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Mr. Todd Mantock is the director of finance of the campus. He has been with ITT since December 2005 as a financial aid coordinator and promoted to director in 2011. Prior to joining the institution he worked in the banking industry. Mr. Mantock has a bachelor's degree in Psychology from Ball State University, Muncie, Indiana. He is a current member of the Indiana Student Financial Aid Association.

4.51 Is the person who determines the amount of student awards not also responsible for disbursing those awards?
☐ Yes □ No

4.52 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
☐ Yes □ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☐ Yes □ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Mr. Todd Mantock is a member of the Indiana Student Financial Aid Association and participates in professional development activities offered by the association; in addition, ITT headquarters conducts training calls regarding changes in the regulations.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education’s definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

☐ Yes ☐ No

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

☐ Yes ☐ No (Skip to question 4.58.)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The campus offers student orientation sessions for each group of starting students. Among the components that the orientation sessions include are:

- review of campus policies and expectations;
- good study habits;
- grievance policy review;
- and general questions.

The campus personnel assist students by providing them with advisement, if further counseling is required the student is referred to outside professional services. The student ambassador program offer students tutoring services in all subjects and programs.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus’ graduates?

☐ Yes ☐ No ☐ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person’s qualifications?

Mrs. Eleeta Wesley has been the director of career services since January 2011. She holds a bachelor’s degree in Oral Communication from the University of Central Oklahoma, Edmond, Oklahoma. She has ten years of professional experience in the staffing and recruitment industry.

4.61 Does the campus offer employment assistance to all students?

☐ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

☐ Yes ☐ No

4.63 Is the beginning enrollment on the most current Campus Accountability Report (CAR) the same as the ending enrollment reported on the previous year’s CAR?

☐ Yes ☐ No ☐ Not Applicable (new additional location or initial grant)

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

☐ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

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

4.66 Describe the extracurricular activities of the campus (if applicable).

The main extracurricular activity offered by the campus is student appreciation week. The campus organizes different activities during the week, including providing meals, to recognize the importance of its students and reward their academic effort.
GENERAL COMMENTS:
Students interviewed expressed very positive sentiments about the Student Ambassador program.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
\[ \boxed{\begin{array}{c} \text{Yes} \quad \text{No} \end{array}} \]

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Mr. Michael Chilson is the dean of academic affairs. He has served in this role since March 2011. He has been employed by other ITT Technical Institute (ITT) locations in this capacity since 2000. He earned a master's degree in Religious Education/Administration from Tennessee Temple University and a bachelor's degree in Bible Studies from Baptist Bible College.

5.03 Does this person have appropriate academic or experiential qualifications?
\[ \boxed{\begin{array}{c} \text{Yes} \quad \text{No} \end{array}} \]

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
Subject matter experts give critical input to the dean of academic affairs who is given authority in the areas of recommending new programs or updates to existing programs. Periodically curriculum meetings are held with faculty as well as the local advisory board to discuss findings and recent industry trends. Program changes, if approved, are made at the corporate level.

5.05 Is the time devoted to the administration of the educational programs sufficient?
\[ \boxed{\begin{array}{c} \text{Yes} \quad \text{No} \end{array}} \]

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
\[ \boxed{\begin{array}{c} \text{Yes} \quad \text{No} \end{array}} \]

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
\[ \boxed{\begin{array}{c} \text{Yes} \quad \text{No} \end{array}} \]
(a) Development of the educational program.
(b) Selection of course materials, instructional equipment and other educational resources.
(c) Systematic evaluation and revision of the curriculum.
(d) Assessment of student learning outcomes.
(e) Planning for institutional effectiveness.

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
\[ \boxed{\begin{array}{c} \text{Yes} \quad \text{No} \end{array}} \]

5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
\[ \boxed{\begin{array}{c} \text{Yes} \quad \text{No} \end{array}} \text{(Skip to question 5.11)} \]

FOR ALL CAMPUSSES

5.13 Are the educational programs consistent with the campus' mission and the needs of its students?
\[ \boxed{\begin{array}{c} \text{Yes} \quad \text{No} \end{array}} \]
5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes ☐ No ☒

5.15 What provisions are made for individual differences among students?

The campus is compliant with disability laws and provides reasonable accommodations to students. Students enrolling with previous college credits may receive transfer credit in their program of study. Additionally, applicants may request that they be granted credit for demonstrated knowledge and competency by completing a proficiency exam or project. In the classroom, instructors are encouraged to offer a variety of teaching styles in order to reach a variety of learning styles. They encourage accelerated students to undertake extra projects such as student ambassador, to assist fellow students whenever possible. Out of the classroom, tutoring is available to all students, including students with learning disabilities. The student ambassador program allows new students to connect with seasoned students and is very successful.

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

Curriculum evaluations and revision suggestions come from all faculty and those who serve on the curriculum committees from various ITT locations as well as from the advisory board. These evaluations and revisions are based upon industry-standard trends and needs. In addition, student outcomes and employer needs are reviewed and revisions are made accordingly, if approved. Faculty in-service meetings include open discussions on curriculum and recommended changes.

5.17 Does the faculty participate in this process?

Yes ☒ No ☐

5.18 Is credit appropriately converted in relation to total student contact hours in each class?

Yes ☒ No ☐

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

Yes ☐ No ☒ Not Applicable (campus does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

Yes ☐ No ☒

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

Yes ☒ No ☐

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)

(a) Facilities.

Yes ☐ No ☒

(b) Instructional equipment.

Yes ☐ No ☒

(c) Resources.

Yes ☐ No ☒

(d) Personnel.

Yes ☐ No ☒

5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes ☐ No ☒

5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

Yes ☐ No ☒

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes ☐ No ☒
Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
☒ Yes ☐ No

Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?  
☐ Yes ☒ No ☒ Not Applicable (no faculty members hold foreign credentials)

Is there documented evidence of a systematic program of in-service training at the campus?  
☒ Yes ☐ No

If Yes, how is this documented?  
The campus provided a notebook with sign-in sheets for in-service trainings.

Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?  
☒ Yes ☐ No

Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
☒ Yes ☐ No

Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
☒ Yes ☐ No

Does the institution utilize contracts and/or agreements with other institutions or entities?  
☐ Yes ☒ No

For OCCUPATIONAL ASSOCIATE’S, Academic Associate’s, AND Bachelor’s Degrees ONLY

Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?  
☒ Yes ☐ No

for Academic Associate’s Degrees ONLY

Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?  
☒ Yes ☐ No

Do the programs’ general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?  
☒ Yes ☐ No

Are at least one-half of all courses that are part of each associate’s degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor’s degrees plus professional certification?  
☒ Yes ☐ No

GENERAL COMMENTS:

The team was impressed with the student ambassador program whereby new students are teamed up with seasoned students for peer advocacy, motivation and support. Students commented very favorably about their ambassadors.

6. EDUCATIONAL FACILITIES
6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation any other pertinent information).
   The campus facility is located in an eastern suburb of Indianapolis. The campus is 18,000 plus square feet with labs, classrooms, library, student lounge and adequate office space for faculty and staff. There is ample parking for visitors, faculty, staff and students.

6.02 Does the campus utilize any additional space locations?
   - Yes  - No

6.03 Does the campus utilize campus additions?
   - Yes  - No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
   - Yes  - No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
   (a) Equipment
      - Yes  - No
   (b) Instructional tools
      - Yes  - No
   (c) Machinery
      - Yes  - No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
   - Yes  - No  - Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
   The 2013-2014 catalog, volume six, was used for this evaluation. This catalog is effective from the dates of June 4, 2013 to June 4, 2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?
   - Yes  - No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
   - Yes  - No

7.04 Does the catalog contain the following items?
   (a) A table of contents and/or an index.
      - Yes  - No
   (b) An indication of the year or years for which the catalog is effective on the front page or cover page.
      - Yes  - No
   (c) The names and titles of the administrators.
      - Yes  - No
   (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation:
      - Yes  - No
   (e) A statement of accreditation
      - Yes  - No  - Not Applicable (initial applicant)
   (f) A mission statement.
      - Yes  - No
   (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
      - Yes  - No
   (h) An academic calendar.
☐ Yes ☐ No  
(i) A full disclosure of the admission requirements.
☐ Yes ☐ No

(i) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☐ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☐ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☐ Yes ☐ No

(m) A definition of the unit of credit.
☐ Yes ☐ No  ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.
☐ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☐ Yes ☐ No

(p) The transfer of credit policy.
☐ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.
☐ Yes ☐ No

(r) A complete and accurate listing of all scholarships offered.
☐ Yes ☐ No  ☐ Not Applicable (no scholarships offered)

(s) The refund policy.
☐ Yes ☐ No

(t) A statement describing the student services offered.
☐ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☐ Yes ☐ No  ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
☐ Yes ☐ No

If Yes, does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☐ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate’s, academic associate’s, and bachelor’s degrees only).
☐ Yes ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate’s and bachelor’s degrees only).
☐ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor’s degrees only).
☐ Yes ☐ No

7.06 Does the campus offer courses and/or programs via distance education?
☐ Yes ☐ No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?
☐ Yes ☐ No (Skip to Question 7.08.)

7.08 Is the catalog available online?
☐ Yes ☐ No (Skip to Question 7.09.)
If Yes, does it match the hard copy version?

- Yes [ ] No [ ]

7.09 Does the campus utilize a multiple-school catalog?

- Yes [ ] No [ ] (Skip to Question 7.10.)

If Yes, answer the following:
(a) Are all campuses using the same catalog of common ownership?

- Yes [ ] No [ ]

(b) Are all photographs utilized properly labeled to identify the location depicted?

- Yes [ ] No [ ]

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

- Yes [ ] No [ ]

7.10 Is all advertising and promotional literature, including the campus's Web site, truthful and dignified?

- Yes [ ] No [ ]

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

- Yes [ ] No [ ]

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

ITT Technical Institute advertises through publications, online, direct mailings, television, and radio advertisements.

Are the advertisements under acceptable headings?

- Yes [ ] No [ ]

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

- Yes [ ] No [ ] (Skip to Question 7.14.)

If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

- Yes [ ] No [ ]

7.14 Does the campus utilize services funded by third parties?

- Yes [ ] No [ ] (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?

- Yes [ ] No [ ]

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?

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

7.17 What institutional performance information does the campus routinely provide to the public?

The campus provides retention and completion information for the institution. The data provided are the cumulative rates for the main campus and this additional location.

Where is this information published and how frequently is this information being updated?

The retention and completion rates are published in the student handbook. The student handbook is available on the campus website, via a standalone link, and in the appendix of the student catalog. This information is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS
8.01 Does the campus develop an adequate base of library resources?
☐ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at non-main campuses?
☐ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☐ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☐ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Continuous assessment strategies for resources include a process in which faculty submit written recommendations for library resources. Faculty are given access to publishers' book catalogs and review materials as they become available. Other strategies include faculty meetings and in-service programs to gather information on library holdings and recommendations. The virtual library's "contact us" feature is frequently used to make recommendations for online resources or the national librarian is contacted directly by e-mail or telephone.

Are these methods appropriate?
☐ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☐ Yes ☐ No

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

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☐ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?:
The current year's library budget is $4,331.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
The library funds expended so far total $2,000. This has been allocated for the purchase of books, periodicals, virtual library, videos and other materials and supplies

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☐ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☐ Yes ☐ No

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

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
Faculty inspire students to use the library by active classroom promotion and scheduled programs in the LRC. Faculty also assign research based classroom assignments to students that require them to utilize library resources.
Are these methods appropriate?
☑ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☑ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☑ Yes ☐ No

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

8.16 Describe any full-text online collections available to students. Full-text online collections and resources are available to students for all programs in the virtual library. Periodical databases are also available in the virtual library and support the programs at the institution.

8.17 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☑ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☑ Yes ☐ No

FOR ACADEMIC ASSOCIATE’S AND BACHELOR’S DEGREES ONLY

8.19 Who is the on-site librarian, what are this person’s qualifications, and what are his or her hours on-site?
The on-site library administrator is Mr. Michael Chilson. He holds a master's degree in Religious Education/Administration from Tennessee Temple University and has a membership in the Indiana Library Federation and has been in this capacity since 2011. Ms. Kathryn Closter is the campus national librarian. Ms. Closter holds a master's degree in Library Science from Indiana University. Ms. Closter has over 24 years of professional library experience and is a member of the American Library Association and the Indiana Library Federation.

The institution also employs two LRC assistants, Stephanie Bobeck and Mariah White, who both hold bachelor's degrees in General Studies and Communications respectively and have memberships in the Indiana Library Federation. They also have completed the LRC service provider trainings since their hire date. These assistants staff the library during ITT day and evening and Saturday open hours.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☑ Yes ☐ No

(b) Facilitate the integration of instructional resources into all phases of the campus’s curricular and educational offerings?
☑ Yes ☐ No

(c) Assist students in the use of instructional resources?
☑ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☑ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AIICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☑ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian’s participation in professional growth activities?
8.23 Are the hours the library is open adequate to accommodate the needs of all students?
- Yes □ No

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

GENERAL COMMENTS:
The team was impressed by the virtual library program whereby students can access research of all kinds remotely as well as on campus. The team also observed students accessing this type of information.

9. PROGRAM EVALUATION

Academic associate's degree in Business Management
Bachelor's degree in Business Management

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
- Yes □ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Sandra Peacock, subject matter expert, is assigned to help administer the Business Management program. Ms. Peacock holds a master's degree in Management from Indiana Wesleyan University and a bachelor's degree in Business Administration from Indiana Tech. She has held this position since 2007 and has held management positions in business since 1999. Final decisions for the business management program are within the realm of Mr. Michael Chilson, dean of academic affairs, who holds a master's degree in Religious Education/Administration from Tennessee Temple University. Mr. Chilson has held this position since 2011.

9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes □ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
- Yes □ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes □ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
- Yes □ No □ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
- Yes □ No □ Not Applicable (Additional Location Inclusion only)

If No for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
- Yes □ No □ Not Applicable (Additional location only)

If No, insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
9.07 List the community resources and describe how they are utilized to enrich the program(s).

The Business Management program utilizes the following opportunities to provide enrichment: guest speakers, job fairs, community events (i.e. Relay for Life, Recycle Program), and advisory board input.

9.08 Is the utilization of community resources sufficient to enrich the program?

☐ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☐ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☐ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☐ No (Skip to question 9.14)

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

☐ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☐ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☐ Yes ☐ No

(b) Course numbers

☐ Yes ☐ No

(c) Course prerequisites and/or corequisites

☐ Yes ☐ No

(d) Instructional contact hours/credits

☐ Yes ☐ No

(e) Learning objectives

☐ Yes ☐ No

(f) Instructional materials and references

☐ Yes ☐ No

(g) Topical outline of the course

☐ Yes ☐ No

(h) Instructional methods

☐ Yes ☐ No

(i) Assessment criteria

☐ Yes ☐ No

(j) Method of evaluating students

☐ Yes ☐ No

(k) Date the syllabus was last reviewed

☐ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs:

(l) Out-of-class work assignments that support the learning objectives for the course

☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☐ Yes ☐ No
9.17 Do students confirm that they receive a course syllabus and that it is followed?
   ☑ Yes ☐ No  ☑ Not Applicable (Additional Location Inclusion)

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
   ☐ Yes ☑ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
   ☑ Yes ☑ No  ☑ Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
   ☑ Yes ☐ No  ☑ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?
   (a) Facilities.
      ☑ Yes ☑ No
   (b) Instructional equipment.
      ☑ Yes ☑ No
   (c) Resources.
      ☑ Yes ☑ No
   (d) Personnel.
      ☑ Yes ☑ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
   (a) Systematic planning.
      ☑ Yes ☑ No
   (b) Well-defined instructional objectives.
      ☑ Yes ☑ No
   (c) The selection and use of appropriate and current learning materials.
      ☑ Yes ☑ No
   (d) Appropriate modes of instructional delivery.
      ☑ Yes ☑ No
   (e) The use of appropriate assessment strategies.
      ☑ Yes ☑ No
   (f) The use of appropriate experiences.
      ☑ Yes ☑ No

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

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   ☑ Yes ☑ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
   ☑ Yes ☑ No

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

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
   ☑ Yes ☑ No
FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☑ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☑ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☑ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☑ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☑ Yes ☐ No ☑ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☑ Yes ☐ No ☑ Not applicable

GENERAL COMMENTS:
Currently, the Bachelor's degree program in Business Management has no enrollment and is not being taught.

9. PROGRAM EVALUATION

Academic associate's degree in Drafting & Design
Academic associate's degree in Electrical Engineering Technology
Academic associate's in Network Systems Administration
Bachelor's degree in Electrical Engineering & Communication Technology
Bachelor's degree in Software Development
Bachelor's degree in Information Systems & Cybersecurity

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☑ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Yaseen Al-Khattab was identified by the dean as the chair of the school of Information Technology (IT) and SME for the associate of applied science in the Network Systems Administration and Software Development programs. During the team's visit, Mr. Al-Khattab's paperwork was updated to reflect his position as chair of the Information Technology program. The Team received confirmation from Mr. Al-Khattab that he had been notified of this accepted. Mr. Al-Khattab holds a bachelor of science in Business Information Systems from Indiana Wesleyan University in Indianapolis, Indiana. Additionally, Mr. Al-Khattab, is a Cisco Certified Network Associate (CCNA).

Mr. Don Heller was identified by the dean as the SME for the associate of applied science in the Electrical Engineering Technology and bachelor of science in Electrical Engineering & Communication and bachelor of science in Software Development programs. During the visit, Mr. Heller was officially notified by e-mail and his data sheet was changed to reflect the fact that he had received a promotion to SME. The Team received confirmation of this signed by Mr. Heller. Mr. Heller holds a bachelor of science in Electrical Engineering Technology from ITT Technical Institute in Indianapolis, Indiana. Mr. Heller worked as a senior technician for Electronic Technicians
Mr. Phillip Reel was identified to the team as the subject matter expert (SME) for the Computer Drafting and Design Technology program. Mr. Reel holds an associate of applied science degree in Computer Drafting and Design from ITT Technical Institute in Indianapolis, Indiana and a bachelor of arts degree in Theatre & Drama from Indiana University in Bloomington, Indiana.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☐ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:
(Section 3-1-511) While Mr. Phillip Reel was identified as subject matter expert for the Computer Drafting and Design Technology program, the team was unable to verify confirmation of this designation in Mr. Reel’s file. The campus emailed Mr. Reel that he had been promoted to SME, however, Mr. Reel was not available during the visit to sign an acceptance of this responsibility.

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☐ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 58%?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The School of Information Technology, School of Electronics Technology, and the School of Drafting and Design programs utilize a program advisory committee (PAC). These Committees meet annually and consist of representation from local area companies such as Indianapolis Credit Union’s Director of IT, Ascend Corporation’s Database Administrator, and Securian Financial Group’s Senior IT Advisor.

Both IT programs have these same companies provide guest speakers and allow field trips scheduled by the program SME at the convenience of the visit site.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☐ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☐ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☐ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☐ Yes  ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☐ Yes  ☐ No
(b) Course numbers
☐ Yes  ☐ No
(c) Course prerequisites and/or corequisites
☐ Yes  ☐ No
(d) Instructional contact hours/credits
☐ Yes  ☐ No
(e) Learning objectives
☐ Yes  ☐ No
(f) Instructional materials and references
☐ Yes  ☐ No
(g) Topical outline of the course
☐ Yes  ☐ No
(h) Instructional methods
☐ Yes  ☐ No
(i) Assessment criteria
☐ Yes  ☐ No
(j) Method of evaluating students
☐ Yes  ☐ No
(k) Date the syllabus was last reviewed
☐ Yes  ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes  ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes  ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes  ☐ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number(s) of calls were attempted by program:
Academic associate's degree program in Network Systems Administrator: 3

How many calls to employers or graduates were successful?
The following number(s) of calls were successful by program:
Academic associate's degree program in Network Systems Administrator: 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
In addition to the two (2) confirmations of employment, there are two (2) graduates who enrolled in the bachelor of science degree in Information Systems and Cybersecurity, at another campus. Therefore, 4 of 7 students were confirmed as either placed or continuing education.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
☐ Yes ☐ No ☐ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?  
(a) Facilities.  
☐ Yes ☐ No
(b) Instructional equipment.  
☐ Yes ☐ No
(c) Resources.  
☐ Yes ☐ No
(d) Personnel.  
☐ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?  
(a) Systematic planning.  
☐ Yes ☐ No
(b) Well-defined instructional objectives.  
☐ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.  
☐ Yes ☐ No
(d) Appropriate modes of instructional delivery.  
☐ Yes ☐ No
(e) The use of appropriate assessment strategies.  
☐ Yes ☐ No
(f) The use of appropriate experiences.  
☐ Yes ☐ No

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

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
☐ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?  
☐ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY

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

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

9.30 Are teaching loads reasonable?  
☐ Yes ☐ No

FOR ACADEMIC ASSOCIATE’S DEGREES ONLY
9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

☐ Yes  ☑ No

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

☐ Yes  ☑ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes  ☑ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes  ☐ No  ☑ Not Applicable (no students in the second year)

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

☐ Yes  ☐ No  ☑ Not applicable

GENERAL COMMENTS:
The Team found the bachelor of science programs in Information Systems and Cybersecurity and Electrical Engineering and Communication Technology programs are not being offered at this time.

According to the master schedule provided for the term and comments from students interviewed, there are classes requiring a lecture and laboratory component. In some cases, the laboratory component is first followed by the lecture component. This concept is not the most desirable method of teaching or learning. These classes are: DT2630-3D Modeling and Visualization; ET2640 Microprocessors and Microcontrollers; GS2520 Professional Communications; NT1110 Computer Structure and Logic; NT2580 Introduction to Information Security; NT2640 IPv Networking; NT2670 Email and Web Services; NT 2799 Network Systems Administration Capstone Project; and PT2520 Database Concepts.

9. PROGRAM EVALUATION

Academic associate's degree in Paralegal Studies

FOR ALL PROGRAMS

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

☐ Yes  ☑ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?

Mr. Timothy Fox is assigned to administer the associate of applied science in paralegal studies. Mr. Fox holds a bachelor’s degree in Psychology from Texas A & M University and a juris doctorate from Regent University. In addition to his academic training, Mr. Fox was the deputy prosecutor for the Gibson County Prosecutor’s office.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes  ☑ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

☐ Yes  ☑ No

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

(Section 3-1-511): Mr. Fox is designated as the subject matter expert (SME) for the paralegal program, however upon review of his faculty file there was neither evidence of a signed job description or data sheet indicating he is the SME, nor was he available to confirm that he holds this position. Mr. Fox holds a juris doctor from Regent University Law School.

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
   ☑ Yes ☐ No   ☑ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
   ☑ Yes ☐ No   ☑ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The team reviewed the community resources binder and there was no evidence of any community resources for the paralegal program. The campus held an all-campus program advisory committee meeting on May 7, 2013 and there was no representation for the paralegal program. Furthermore, there was no evidence of field trips or guest speakers.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☑ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☑ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No   ☑ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☐ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☑ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☑ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☑ Yes ☐ No
(b) Course numbers
☑ Yes ☐ No
(c) Course prerequisites and/or corequisites
☑ Yes ☐ No
(d) Instructional contact hours/credits
☑ Yes ☐ No
(e) Learning objectives
☑ Yes ☐ No
(f) Instructional materials and references
☑ Yes ☐ No
(g) Topical outline of the course
☑ Yes ☐ No
(h) Instructional methods
☑ Yes ☐ No
9.17 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No  ☐ Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes ☐ No  ☐ Not Applicable

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☐ Yes ☐ No
(b) Instructional equipment.
☐ Yes ☐ No
(c) Resources.
☐ Yes ☐ No
(d) Personnel.
☐ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☐ Yes ☐ No
(b) Well-defined instructional objectives.
☐ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☐ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☐ Yes ☐ No
(e) The use of appropriate assessment strategies.
☐ Yes ☐ No
(f) The use of appropriate experiences.
☐ Yes ☐ No

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

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
9.28 Is the size of the faculty appropriate to the total student enrollment?

☐ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY

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

☐ Yes ☐ No

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

9.30 Are teaching loads reasonable?

☐ Yes ☐ No

FOR ACADEMIC ASSOCIATE’S DEGREES ONLY

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

☐ Yes ☐ No

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

☐ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes ☐ No ☐ Not Applicable (no students in the second year)

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

☐ Yes ☐ No ☐ Not applicable

GENERAL COMMENTS:
The team interviewed a paralegal student in the "strategies for the technical professional" class and when asked who was the administrator of the paralegal program, the student did not know who administers the paralegal program.
### Summary of Citations

<table>
<thead>
<tr>
<th>Number</th>
<th>Citation</th>
<th>Summary Statement</th>
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<tbody>
<tr>
<td>#1</td>
<td>Section 3-1-512(c)</td>
<td>There is no evidence of community resources for one program. (pg. 30)</td>
</tr>
<tr>
<td>#2</td>
<td>Section 3-1-511</td>
<td>There is insufficient evidence available to confirm that two faculty members have accepted subject matter expert positions for two programs. (pg. 26, 30)</td>
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</tbody>
</table>
RECOMMENDATIONS
The evaluation team offers the following recommendations for the campus' consideration (These recommendations are not included in the report seen by the Council):

Relations with Students
- The team recommends that the campus review its processes of properly notifying students that are not making satisfactory academic progress. Presently, the campus is communicating with those students that are required to establish the academic agreement once the student is placed on probation.

Publications
- The campus performance data is published in the student handbook. The handbook is published via a standalone link and as part of the student catalog which has a separate link. While the student handbook is available to the public on the campus website, it is a reasonable assumption that the general public may not know to look there for this information. The team recommends that the Indianapolis East campus consider housing this data in a separate, more clearly defined section of the website, so that the public can more clearly determine where the information can be found.

Program Evaluation
- Regarding the aforementioned laboratory courses that are being taught prior to lecture in the Network Systems Administrator program, it is the recommendation of the team that appropriate classrooms be made available in order to facilitate lecture time before laboratory.
- The team recommends that the administrator of the paralegal program actively engage and confirm professionals in the paralegal community to participate in their program advisory committee (PAC). This participation will enrich the program with not only curriculum input, but should provide the department with hopeful candidates for guest speakers and provide opportunities for field trips.

COMMENTS:
- The Team found the AAS in Drafting and Design Technology, AAS in Electrical Engineering Technology, and AAS in Network Systems Administrator Programs were, generally, well-conceived, directed, and taught.
- The Team's visit revealed a well-run campus with competent, caring faculty, administration and staff, all dedicated to the single goal of student success. Students interviewed were pleased by the education received and felt they were acquiring the necessary skills to be competitive in the global market place.
- The team would like to commend Ms. Mariah White for the exceptional job that she is doing supervising the learning resource center. During the visit, the team had the opportunity to observe Ms. White helping a few students who were experiencing frustration with their research assignments. Ms. White demonstrated a very poised and compassionate demeanor in easing the students anxiety.
From: Chinita D. Obi <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/28C97A3CE7014CE9A566D0B75013B816-CHINITA D.>
Sent: 6/16/2014 1:18:46 AM -0400
To: Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1e1fa1a1e7-visitreports>
Subject: 12781 Lincoln Tech Somerville NG
Attachments: 00012781_Lincoln Technical Institute_Somerville.doc; survey.pdf

Chinita D. Obi
Accreditation Coordinator
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002

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## REEVALUATION

**LINCOLN TECHNICAL INSTITUTE**  
5 Middlesex Avenue  
Somerville, MA 02145  
ACICS ID Code: 00012781

Ms. Laurie O'Malley, Campus Director (lomalley@lincolntech.com)  
acicssomerville@lincolntech.com  
*Preferred*  
*Preferred*  
*Preferred*  
*Preferred*  
*Preferred*  
*Preferred*

### MAIN CAMPUS  
Lincoln Technical Institute  
Edison, NJ  
ACICS ID Code: 00010950

June 2-3, 2014

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr. Richard Murphree</td>
<td>Chair</td>
<td>Consultant Effectual Business Services</td>
<td>Eagle, ID</td>
</tr>
<tr>
<td>Ms. Diana Igo</td>
<td>Student-Relations Specialist</td>
<td>Camp Director, Minnesota School of Business-Blaine</td>
<td>Maple Grove, MN</td>
</tr>
<tr>
<td>Dr. Gail Robin</td>
<td>Medical Office Assistant/Medical Assistant Specialist</td>
<td>Adjunct faculty Baker College</td>
<td>McLean, VA</td>
</tr>
<tr>
<td>Mr. Michael Bleacher</td>
<td>Educational Activities/Library Resources/Computer and Network Support Technician Specialist</td>
<td>Professor Colorado Community Colleges</td>
<td>Castle Rock, CO</td>
</tr>
<tr>
<td>Mr. Muhammad Ra'oof</td>
<td>Criminal Justice Specialist</td>
<td>CEO Ra'oof Consulting</td>
<td>Happy Valley, OR</td>
</tr>
<tr>
<td>Ms. Tanisia Smith</td>
<td>Massage Therapy Specialist</td>
<td>Instructor Holistic Massage Training Institute</td>
<td>Baltimore, MA</td>
</tr>
<tr>
<td>Mr. James Mizner, Jr.</td>
<td>Pharmacy Technician Specialist</td>
<td>Self employed</td>
<td>Reston, VA</td>
</tr>
<tr>
<td>Ms. Chinita D. Obi</td>
<td>Staff Representative</td>
<td>ACICS</td>
<td>Washington, DC</td>
</tr>
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# PROGRAMS OFFERED BY

Lincoln Technical Institute
Sommerville, MA

<table>
<thead>
<tr>
<th>CREDENTIAL EARNED (As defined by the institution)</th>
<th>ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)</th>
<th>APPROVED PROGRAM TITLE</th>
<th>Clock Hrs.</th>
<th>Enroll: Sem./ Qtr. Hrs.</th>
<th>CAR Retention &amp; Placement</th>
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<td>Certificate</td>
<td>Certificate</td>
<td>Criminal Justice</td>
<td>60 sem.</td>
<td>26/14</td>
<td>77% 75.0% 82.0% 74.0%</td>
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<tr>
<td>Certificate</td>
<td>Certificate</td>
<td>Medical Assistant</td>
<td>40 sem.</td>
<td>63/32</td>
<td>82.4% N/A 85.0% 75.0%</td>
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<td>Certificate</td>
<td>Medical Office Assistant</td>
<td>41 sem.</td>
<td>31/1</td>
<td>82.5% N/A 77.0% 72.0%</td>
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<td>Certificate</td>
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<td>Pharmacy Technician</td>
<td>34.5 sem.</td>
<td>18/8</td>
<td>87.9% 58.1% 83.0% 72.0%</td>
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<td>Certificate</td>
<td>Massage Therapy</td>
<td>42.5 sem.</td>
<td>9</td>
<td>93.0% 85.3% 82.0% 80.0%</td>
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<tr>
<td>Certificate</td>
<td>Certificate</td>
<td>Computer &amp; Network Support Technician</td>
<td>37.5 sem.</td>
<td>25/22</td>
<td>76.3% 75.0% 80.0% 65.0%</td>
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</tbody>
</table>

**TOTAL ENROLLMENT**

227

**Notes:**
Type in bold any retention rate below 65 percent (programs >1 year in length) or 70 percent (programs <=1 year in length) and any placement rate below 70 percent. Delete either Sem. or Qtr. in the column 3 heading. Add or delete rows as needed.

* Program reviewed for the first time.
** For any program with no enrollment, either identify below the expected date of enrollment or explain the campus’s plans regarding the program. Do not evaluate programs with no enrollment.
*** For any program(s) not reviewed because of specialized accreditation, please indicate which program(s), the specialized agency, and the grant expiration date(s).
+ For program(s) in which 100 percent of courses are taught at a Campus Addition.
++ For program(s) in which some but not all of the courses are taught at a Campus Addition.

## INTRODUCTION
Please use this page to give a narrative introduction of the campus.
Provide a brief history of the campus, a description of its geographic service area, and a description of the composition of the student population.

Lincoln Technical Institute (LTI), Somerville campus, has multiple job-based training programs at campuses located primarily in the Northeast. Massachusetts has three campus locations for Lincoln. The Somerville, Massachusetts’s campus is located at 5 Middlesex Avenue in Somerville, Massachusetts. The building is located within minutes of downtown Boston, Cambridge, Route 128 and Route 93. The campus is within walking distance of the Sullivan T-Station. The building offers natural light, ample on-site parking, and is adjacent to Assembly Square Mall.

LTI, Somerville campus, has an enrollment of approximately 252 students. Student gender is made up of 142 female and 85 males. The demographic area of LTI consists of an urban population. Most students attending LTI can be characterized as disadvantaged students, many with a history of economic hardship along with other risk factors such as low self-confidence, lack of family support, culture shock, language barriers, and poor high school experiences. Unlike traditional student populations, many of the campuses students are adult learners that do not live on campus and many have young children. Such things as time management, family and economic barriers pose challenges.

Also include a description and explanation of any extenuating circumstances and/or any distinctive or unusual features of the campus or evaluation visit. If the campus has campus additions, describe how those locations are used for administrative and instructional purposes.

The Somerville campus is split between two floors. Both floors hold classrooms as well as administrative offices. The building is also made up of other businesses. Construction to build classrooms for a Dental Assisting program is underway on the second floor. Across the street, a stop for the train is being built as well as Assembly Row. Assembly Row is a cohesive and complete urban environment made up of shops, apartments and entertainment.
1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found. The mission statement can be found in the 2014-2016 course catalog on page 3.

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

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

1.04 Are the objectives reasonable for the following?  
(a) The programs of instruction  
☑ Yes ☐ No  
(b) The modes of delivery  
☑ Yes ☐ No  
(c) The facilities of the campus  
☑ Yes ☐ No

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

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

CAMPUS EFFECTIVENESS

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

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?  
☑ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?  
(a) The characteristics of the programs offered.  
☑ Yes ☐ No  
(b) The characteristics of the student population.  
☑ Yes ☐ No  
(c) The types of data that will be used for assessment.  
☑ Yes ☐ No  
(d) Specific goals to improve the educational processes.  
☑ Yes ☐ No  
(e) Expected outcomes of the plans.  
☑ Yes ☐ No
1.10 Are the following five required elements evaluated in the CEP?
   (a) Student retention.
      ☒ Yes  ☐ No
   (b) Student placement.
      ☒ Yes  ☐ No  ☐ Not Applicable (new additional location only)
   (c) Level of graduate satisfaction.
      ☒ Yes  ☐ No  ☐ Not Applicable (new additional location only)
   (d) Level of employer satisfaction.
      ☒ Yes  ☐ No  ☐ Not Applicable (new additional location only)
   (e) Student learning outcomes.
      ☐ Yes  ☒ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
   The campus uses a combination of grade distribution, cumulative GPA, professional licensure, externship evaluations and assessment of student work of course learning outcomes for student learning outcomes. Student learning outcomes are monitored weekly and quarterly. Student learning outcomes are assessed by comparing baseline data with current rates in each of the above areas mentioned.

1.12 Are the following identified and described in the CEP?
   (a) The baseline data for each outcome.
      ☒ Yes  ☐ No  ☐ Not Applicable
   (b) The data used by the campus to assess each outcome.
      ☒ Yes  ☐ No  ☐ Not Applicable
   (c) How the data was collected.
      ☒ Yes  ☐ No  ☐ Not Applicable
   (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
      ☒ Yes  ☐ No  ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
   ☐ Yes  ☐ No  ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
   ☐ Yes  ☐ No  ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
   The specific activities the campus will undertake to meet their 2014 retention goals includes the starting of a theme of "Be involved". The program requires the commitment and support from everyone on campus. Additional specific program activities are outlined in the retention improvement plans included in the 2014 CEP.
   To meet the 2014 campus placement goal of 75 percent the campus has laid out many different ways to achieve the success of students and graduates. Many of these activities relate to building more relationships with local employers and bringing more employers on campus to speak to the students. Additional specific program activities are outlined in the the placement improvement plans included in the 2014 CEP.

1.16 Does the campus have documentation to show the following?
   (a) That the CEP has been implemented.
      ☒ Yes  ☐ No
(b) That specific activities listed in the plan have been completed.
☑ Yes ☐ No
(c) That periodic progress reports have been completed.
☑ Yes ☐ No

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

Ms. Laurie O’Malley is the campus director and is responsible for implementing and monitoring the CEP along with the CEP committee. Ms. O’Malley has been with the campus as the campus director since 2011. Previously she was a campus director at a different proprietary school from 2006-2011. Ms. O’Malley has a bachelor’s degree in psychology from the University of Massachusetts in Lowell, Massachusetts. The CEP committee is made up of the campus leadership team. The committee meets once per year to review the year and set the CEP for the next year. However, the committee meets with all staff and faculty on a quarterly basis to review and update any areas on the CEP.

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

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☑ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☑ Yes ☐ No
(c) Names of the administrators.
☑ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☑ Yes ☐ No
(b) Provide them with constant and proper supervision?
☑ Yes ☐ No
(c) Evaluate their work?
☑ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☑ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☑ Yes ☐ No
(b) Know the person to whom they report?
☑ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☑ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☑ Yes ☐ No
2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person’s qualifications?
Ms. Laurie O’Malley is the campus director and is responsible for the financial oversight of the campus. Ms. O’Malley has been with the campus as the campus director since 2011. Previously she was a campus director at a different proprietary school from 2006-2011. Ms. O’Malley has a bachelor’s degree in psychology from the University of Massachusetts in Lowell, MA.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person’s qualifications?
Ms. Laurie O’Malley is the executive director and is the on-site administrator. Ms. O’Malley has been with the campus as the executive director since 2011. Previously she was a campus director at a different school from 2006 until 2011. Ms. O’Malley has a bachelor’s degree in psychology from the University of Massachusetts in Lowell, Massachusetts.

3.04 Does the campus list degrees of staff members in the catalog?
☐ Yes ☒ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☑ No (Skip to Question 3.11.)

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☐ Yes ☑ No

3.12 Are appropriate transcripts maintained for all students?
☐ Yes ☑ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☐ Yes ☑ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☐ Yes ☑ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☐ Yes ☑ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☐ Yes ☑ No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 23 student files at Lincoln Technical Institute, Somerville campus. Four of the 23 files contained examples of satisfactory academic progress warning and probation status documentation and three files contained evidence of transfer of credit evaluations.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☐ Yes ☑ No

4.03 Does the campus have appropriate admissions criteria?
☐ Yes ☑ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☑ No
4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
☐ Yes  ☐ No

4.06 Does the admissions policy conform to the campus’s mission?  
☐ Yes  ☐ No

4.07 Is the admissions policy publicly stated?  
☐ Yes  ☐ No

4.08 Is the admissions policy administered as written?  
☐ Yes  ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that:  
(a) Clearly outlines the financial obligations of both the institution and the student?  
☐ Yes  ☐ No  
(b) Outlines all program related tuition and fees?  
☐ Yes  ☐ No  
(c) Has a signature of the student and the appropriate school representative?  
☐ Yes  ☐ No

Is there evidence that a copy of the agreement has been provided to the student?  
☐ Yes  ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person’s qualifications?  
Ms. Kerrin Miniutti, director of admissions, is responsible for the oversight of student recruitment at Lincoln Technical Institute, Somerville campus. Ms. Miniutti’s employment qualifications include: three years of supervisory and sales experience at Verizon General Business Service Center and 14 years experience in the admissions department at Lincoln Technical Institute, Lowell and Somerville campuses, holding admissions representative and director of admissions positions.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?  
Following interviews with the director of admissions and an admissions representative, the team determined the recruiting process for new students is ethical and compatible with the educational objectives of Lincoln Technical Institute, Somerville campus. During the prospective students initial interview, the admission representatives share detailed information on the mission statement, program curricula, tuition and fees and services provided to students in a powerpoint presentation. The prospective student is also interviewed by the director of admissions to assist in determining if Lincoln Technical Institute, Somerville campus, is a good fit for the student. Potential students do have the ability to meet with a financial aid representative, should they have questions prior to enrollment.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?  
(a) Courses and programs.  
☐ Yes  ☐ No  
(b) Services.  
☐ Yes  ☐ No  
(c) Tuition.  
☐ Yes  ☐ No  
(d) Terms.
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e) Operating policies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

4.15 Are the titles of recruitment and enrollment personnel appropriate?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not Applicable (campus does not participate in financial aid)</th>
</tr>
</thead>
</table>

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

4.19 Is there evidence that the campus properly awards transfer of credit?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

4.21 Has the campus established articulation agreements with other institutions?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>(Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)</th>
</tr>
</thead>
</table>

If Yes, has the campus published a list of institutions with which it has established the agreements?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

4.24 Is the standards of satisfactory academic progress policy published in the catalog?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?
The satisfactory academic progress policy is published on pages 36 and 37 or the 2014-2016 Lincoln Technical Institute catalog.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
   ☑ Yes ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
   ☑ Yes ☐ No
(c) Procedures for re-establishing satisfactory academic progress.
   ☑ Yes ☐ No
(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
   Withdrawals.
   ☑ Yes ☐ No
   Incomplete grades.
   ☑ Yes ☐ No
   Repeated courses.
   ☑ Yes ☐ No
   Non-punitive grades.
   ☑ Yes ☐ No ☐ Not Applicable (campus does not offer)
   Non-credit or remedial courses.
   ☐ Yes ☐ No ☐ Not Applicable (campus does not offer)
   A warning status.
   ☑ Yes ☐ No ☐ Not Applicable (campus does not use)
   A probationary period.
   ☐ Yes ☐ No
   An appeal process.
   ☑ Yes ☐ No
   An extended-enrollment status.
   ☐ Yes ☐ No ☐ Not Applicable (campus does not offer)
   The effect when a student changes programs.
   ☑ Yes ☐ No ☐ Not Applicable (campus only offers one program of study)
   The effect when a student seeks to earn an additional credential.
   ☐ Yes ☐ No ☐ Not Applicable (campus only offers one credential)
   The implications of transfer credit.
   ☑ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
   ☑ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
   ☑ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
   ☑ Yes ☐ No
4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

☐ Yes  ☐ No  ☑ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

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

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

☑ Yes  ☐ No

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

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

If Yes, is the student informed of this policy?

☑ Yes  ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

☑ Yes  ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?

☐ Yes  ☐ No  ☑ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

☐ Yes  ☐ No  ☑ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

☐ Yes  ☐ No  ☑ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

☑ Yes  ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Mr. Jonathan Newell, director of education, is responsible for the administration of satisfactory academic progress. Mr. Newell holds a bachelor’s degree in psychology from Plymouth State University in Plymouth, New Hampshire and a master’s degree in education in school guidance counseling from Salem State College in Salem, Massachusetts. Mr. Newell's has seven years experience in secondary education, as a teacher and guidance counselor and three years experience in post secondary education, as a director of education.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

☑ Yes  ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)

(a) ☑ Scholarships.
(b) ☑ Grants.
(c) ☑ Loans.
(d) The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?

☐ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?

☐ Yes ☐ No

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

☐ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?

☐ Yes ☐ No

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

☐ Yes ☐ No ☐ Not Applicable

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

(a) Charges.

☐ Yes ☐ No

(b) Dates for the posting of tuition.

☐ Yes ☐ No

(c) Fees.

☐ Yes ☐ No

(d) Other charges.

☐ Yes ☐ No

(e) Payments.

☐ Yes ☐ No

(f) Dates of payment.

☐ Yes ☐ No

(g) The balance after each transaction.

☐ Yes ☐ No

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

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

4.46 Is the campus’ refund policy published in the catalog?

☐ Yes ☐ No

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

☐ Yes ☐ No

4.48 Is the campus following its stated refund policy?

☐ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?

☐ Yes ☐ No (Skip to question 4.57)

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

Ms. Bethann Proulx, financial aid advisor, is responsible for administering student financial aid at the Lincoln Technical College, Somerville campus. Ms. Proulx holds an associate’s degree in business technology from Gibbs College (Sanford Brown) in Boston, Massachusetts. Ms. Proulx has over six years experience in financial aid and
over five years experience in administration and office management. Ms. Proulx is a current member of the Massachusetts Association of Student Financial Aid Administrators (MASFAA).

4.51 Is the person who determines the amount of student awards not also responsible for disbursing those awards?
- Yes [X]  No

4.52 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
- Yes [X]  No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
- Yes [X]  No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

The financial aid office stays current with regulation and policy changes in financial aid through web-based trainings provided by the corporate office to remain current with regulatory changes. Additionally, Ms. Proulx, director, is a current member of the Massachusetts Association of Student Financial Aid Administrators (MASFAA).

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
- Yes [X]  No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education’s definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
- Yes [X]  No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
- Yes [X]  No (Skip to question 4.58.)

If Yes, is there evidence that the campus provides a copy of the written policy to all student applicants prior to enrollment?
- Yes [X]  No

If Yes, is the size of the discount based on the financial benefit that the campus receives from the payment of cash earlier than would be required under the normal tuition payment schedule?
- Yes [X]  No  Not Applicable

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Student services offered by Lincoln Technical Institute, Somerville campus include: student orientation, academic advising, academic tutoring, referral services, and employment services (i.e. job fairs, Career Edge, and graduate workshops).

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus’ graduates?
- Yes [X]  No  Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person’s qualifications?

Mr. Antoine Jones, director of career services, is the person responsible for the oversight of advising students on employment opportunities. Mr. Jones holds a bachelor's degree in history and secondary education from Fitchburg
4.61 Does the campus offer employment assistance to all students?

☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

☐ Yes ☒ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 260
The ending enrollment reported on the previous year's CAR is 260

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

☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

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

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The financial aid department provides an entrance loan counseling session, advising students on their loan repayment obligations. Students with unsubsidized/subsidized direct loans complete exit counseling through the studentloans.gov website. Students are also required to log into the National Student Loan Database System (NSLDS) to view their loan information.

4.67 Describe the extracurricular activities of the campus (if applicable).
Lincoln Technical Institute, Somerville campus has a variety of extracurricular activities offered to students, including: a student ambassador program, student appreciation events, blood drives, job fairs, and fundraisers (i.e. coloring book and crayon drive for Boston Children's Hospital).

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

☒ Yes ☐ No

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

Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell has been with Lincoln Technical Institute, Somerville campus, since June, 2012. Prior to his current position, Mr. Newell served as director of education at American Career Institute for two years and has been in education since 2006 serving in various leadership and teaching positions.

5.03 Does this person have appropriate academic or experiential qualifications?

☒ Yes ☐ No
5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The campus holds regular meetings to discuss the state of the various programs. There is extensive documentation of meeting minutes from each department with a codified agenda. Staff meetings are also held regularly, management meetings are well documented, and program administration and student needs are a recurring topic. In addition, staff and faculty reported to the team a well-functioning and personable leadership structure.

5.05 Is the time devoted to the administration of the educational programs sufficient?
   ☑ Yes  ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
   ☑ Yes  ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
   (a) Development of the educational program.
       ☑ Yes  ☐ No
   (b) Selection of course materials, instructional equipment and other educational resources.
       ☑ Yes  ☐ No
   (c) Systematic evaluation and revision of the curriculum.
       ☑ Yes  ☐ No
   (d) Assessment of student learning outcomes.
       ☑ Yes  ☐ No
   (e) Planning for institutional effectiveness.
       ☑ Yes  ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
   ☑ Yes  ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
   ☐ Yes  ☑ No (Skip to question 5.10)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
   ☐ Yes  ☑ No (Skip to question 5.14)

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
   ☑ Yes  ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
   ☑ Yes  ☐ No

5.16 What provisions are made for individual differences among students?
   Syllabi show varied teaching modalities and faculty report intentional variation in teaching delivery which is deliberately designed to reach multiple learning styles in each delivery period. There is evidence in the faculty files showing classroom observation to verify compliance. The school uses the Bethel, Maine
Learning Pyramid to ensure classroom delivery touches on all learning styles outlined in this mode.

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

There is a curriculum committee above the campus level. Each campus and program has a representative serving on the committee. Members of the committee or individual faculty at any campus may submit concerns or suggestions to their representative for presentation to the committee, which then they may decide to implement the change if deemed necessary.

5.18 Does the faculty participate in this process?

☑ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?

☑ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

☑ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

☑ Yes ☐ No ☐ Not Applicable (no student has made such a request)

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

☑ Yes ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.23)

(a) Facilities.

☑ Yes ☐ No

(b) Instructional equipment.

☑ Yes ☐ No

(c) Resources.

☑ Yes ☐ No

(d) Personnel.

☑ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

☑ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

☑ Yes ☐ No
5.25 Based on the team’s observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
   - Yes  
   - No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
   - Yes  
   - No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
   - Yes  
   - No  
   - Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
   - Yes  
   - No

   If Yes, how is this documented?
   Records are kept on file in the education office along with subject and agenda. In addition, certificates of completion for in-service training are included in each faculty file as part of their faculty development plans.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
   - Yes  
   - No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
   - Yes  
   - No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
   - Yes  
   - No
5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
☒ Yes ☐ No

If Yes, do the contracts and/or agreements comply with all requirements of the applicable criterion?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located at 5 Middlesex Avenue in Somerville, Massachusetts. The building is located within minutes of downtown Boston, Cambridge, Route 128 and Route 93. The campus is 33,000 square feet and has 2 medical labs, 6 computer labs, a pharmacy lab, a massage lab, a massage clinic and multiple lecture rooms. The campus is within walking distance of the Sullivan T-Station. The building offers excellent natural light, ample on-site parking, and is adjacent to Assembly Square Mall. Lincoln Technical Institute, Somerville ensures that students are provided with a clean, safe adequately equipped facility. Students have appropriate access to computer and medical labs both for classes and for individual practice and study. Restrooms, a student lounge, and other non-classroom spaces are of appropriate number and size to meet the needs of the student population.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable
7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
While the team was on-site, the campus published the 2014-2016 catalog and addendum, volume 24, effective June 2014, which the team used for the evaluation.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No
(c) The names and titles of the administrators.
☒ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No
(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☒ Yes ☐ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No
(h) An academic calendar.
☒ Yes ☐ No
(i) A full disclosure of the admission requirements.
☒ Yes ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No
(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No
(m) A definition of the unit of credit.
   - Yes ☐ No ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.
   - Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
   - Yes ☐ No

(p) The transfer of credit policy.
   - Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.
   - Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
   - Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.
   - Yes ☐ No

(t) A statement describing the student services offered.
   - Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
   - Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
   - ☐ Yes ☑ No

7.06 Does the campus offer courses and/or programs via distance education?
   - ☐ Yes ☑ No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?
   - ☑ Yes ☐ No (Skip to Question 7.08.)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
   - ☑ Yes ☐ No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
   - ☑ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
   - □ Yes ☐ No

7.08 Is the catalog available online?
   - □ Yes ☐ No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?
   - ☑ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
   - ☑ Yes ☐ No (Skip to Question 7.10.)
If Yes, answer the following:
(a) Are all campuses using the same catalog of common ownership?
   ☒ Yes ☐ No
(b) Are all photographs utilized properly labeled to identify the location depicted?
   ☒ Yes ☐ No
(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
   ☒ Yes ☐ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
   ☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
   ☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises through print media, radio ads, and their website.
Are all print and electronic advertisements under acceptable headings?
   ☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
   ☐ Yes ☒ No (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?
   ☐ Yes ☒ No (Skip to Question 7.15.)

If Yes, is proper disclosure made for these services?
   ☐ Yes ☐ No

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
   ☒ Yes ☐ No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?
   ☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The campus provides placement rates and completion rates by program.
Where is this information published and how frequently is this information being updated?
This information is published on the campuses website and is updated annually with the submission of each CAR.
8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
   ☑ Yes  ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
   ☑ Yes  ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
   ☑ Yes  ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
   ☑ Yes  ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
   The campus relies on a contract for information services and library resources provided at the corporate level. They monitor student and teacher feedback and are able to present feedback to the corporate management for changes or additions to the resources.
   Are these methods appropriate?
   ☑ Yes  ☐ No

8.06 Is the library staff adequately trained to support the library?
   ☑ Yes  ☐ No

8.25 Are appropriate reference materials and periodicals available for all programs offered?
   ☑ Yes  ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
   ☑ Yes  ☐ No

8.27 Is there a current inventory of instructional resources?
   ☑ Yes  ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
   ☑ Yes  ☐ No

9. PROGRAM EVALUATION

Certificate in Criminal Justice
9.01 Is licensure, certification or registration required to practice in the specific career field?

☐ Yes  ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?

Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Mr. Richard Vivier, the lead instructor of the campus' criminal justice program. Mr. Vivier holds a master's degree in criminal justice from Western New England College and a bachelor's degree in law enforcement from Western New England College, in Springfield, Massachusetts. Prior to Mr. Vivier's employment with the campus, he spent 28 years in the law enforcement field. Mr. Vivier entered the law enforcement field as a special police officer, and he retired as an Assistant Deputy Superintendent. While serving as an Assistant Deputy Superintendent, Mr. Vivier was assigned as the Middlesex Sheriff's Office's chief investigator.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes  ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

☒ Yes  ☐ No

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

☒ Yes  ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs > 1 year in length) OR 70 percent (programs ≤ 1 year in length)?

☒ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

☒ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

During 2013, the criminal justice program's students were exposed to a total of 32 community outreach events. The outreach events consisted of guest lectures from the local, regional and federal law enforcement and private security agencies. Further, the criminal justice program's students visited local policing, correctional and judicial agencies. The criminal justice students participated in many outreach activities; as an example, the student's role-played in a mock court trial held at a local courthouse. The student represented all participants of a criminal trial i.e. the defendant, victim, witnesses, defense team, prosecution team, judge, jury, clerk and the bailiffs.

In addition, the campus has established an advisory committee. The advisory committee's members are representative of the local community's criminal justice and private security professions. The advisory committee has been instrumental in promoting the notoriety, value and acceptance of the campus' criminal justice program within the local criminal justice and private security community.
9.08 Is the utilization of community resources sufficient to enrich the program?

- Yes  ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

- Yes  ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

- Yes  ☐ No  ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?

- Yes  ☐ No

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

- Yes  ☐ No

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

- Yes  ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

- Title and course descriptions

  - Yes  ☐ No

- Course numbers

  - Yes  ☐ No

- Course prerequisites and/or corequisites

  - Yes  ☐ No

- Instructional contact hours/credits

  - Yes  ☐ No

- Learning objectives

  - Yes  ☐ No

- Instructional materials and references

  - Yes  ☐ No

- Topical outline of the course

  - Yes  ☐ No

- Instructional methods

  - Yes  ☐ No

- Assessment criteria

  - Yes  ☐ No

- Method of evaluating students

  - Yes  ☐ No

- Date the syllabus was last reviewed

  - Yes  ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(1) Out-of-class work assignments that support the learning objectives for the course

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

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

The program does assign and grade homework for this program, however, the campus did not submit a Clock to Credit hour conversion application for the certificate in criminal justice program and does not receive credit through Title IV for out of class work.

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes  ☐ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were 17 calls made to employers and students.

How many calls to employers or graduates were successful?
There were nine successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There were nine calls that confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

☐ Yes  ☐ No  ☐ Not Applicable

9.20 Does the campus participate in Title IV financial aid?

☐ Yes  ☐ No (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

☐ Yes  ☐ No  ☐ Not Applicable (Clock hour programs only)

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

☐ Yes  ☐ No  ☐ Not Applicable (Clock hour programs only)
If No, insert the section number in parentheses and explain:
The program does assign and grade homework for this program, however, the campus did not submit a
Clock to Credit hour conversion application for the certificate in criminal justice program and does not
receive credit through Title IV for out of class work.

9.23 Are the following appropriate to adequately support the number and nature of the program?
   (a) Facilities.
       ☒ Yes ☐ No
   (b) Instructional equipment.
       ☒ Yes ☐ No
   (c) Resources.
       ☒ Yes ☐ No
   (d) Personnel.
       ☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
   (a) Systematic planning.
       ☒ Yes ☐ No
   (b) Well-defined instructional objectives.
       ☒ Yes ☐ No
   (c) The selection and use of appropriate and current learning materials.
       ☒ Yes ☐ No
   (d) Appropriate modes of instructional delivery.
       ☒ Yes ☐ No
   (e) The use of appropriate assessment strategies.
       ☒ Yes ☐ No
   (f) The use of appropriate experiences.
       ☒ Yes ☐ No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five
preparations?
   ☒ Yes ☐ No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation
Criteria, and are their qualifications academically and experientially appropriate to the subject matter
they teach and the level of the credential awarded?
   ☒ Yes ☐ No
9.27 Is the size of the faculty appropriate to the total student enrollment?
   [ ] Yes  [ ] No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
   [ ] Yes  [ ] No

9.31 What is the current student/teacher ratio?
   (Calculate the student/teacher ratio by using the following formula:
   - Add the number of students enrolled in the program-specific courses (courses with program prefix)
   - Divide by the number of such courses being offered that term. Round to the nearest whole number
   (refer to the class schedule in its entirety).
   The current student to teacher ratio is 10:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
   [ ] Yes  [ ] No

GENERAL COMMENTS:
All of the courses that make up the campus' criminal justice certificate program are essential in broadening the students' in-depth understanding of an eclectic United States criminal justice system. The courses are designed to enhance the students' understanding of the required knowledge, skills, abilities and other characteristics in which are mandated by contemporary criminal justice systems, i.e. policing, corrections and the judiciary.

COMMENDATIONS:
The campus' criminal justice program's lead, Mr. Richard Vivier, has brought not only many years of experience to the program, he also brings a high level leadership, managerial skills, care, enthusiasm and a long list of outside supporters, which is evident of the more than 30 outreach events during 2013.

In addition, Mr. Vivier has extended his many years of experience to graduates of the campus' criminal justice program by serving as their mentor while seeking employment in the criminal justice field, and in their pursuit of higher education.

9. PROGRAM EVALUATION
   Certificate Program in Massage Therapy

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes  ☐ No *(Skip to question 9.02)*

If Yes, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The certificate program in massage therapy at Lincoln Technical Institute, Somerville campus, offers a blend of fundamental business skills and didactic and experiential tools that provide students with the necessary skills to obtain licensure in the field.

(a) Is there a federal or state licensing agency pass rate established for this program?
☐ Yes  ☐ No

(b) What are this program’s pass rates for the past three years?

<table>
<thead>
<tr>
<th>Year</th>
<th>Pass Rate</th>
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<tr>
<td>☒ Not Available</td>
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<td>☒ Not Available</td>
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</table>

(c) Does the current year’s program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?
☐ Yes  ☐ No  ☒ Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?

Mr. Jonathan Newell is the director of education and holds a bachelor’s degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master’s degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Ms. Lori Forman, lead instructor. Lori Forman holds a certificate from Finger Lakes School of Massage. She is licensed to provide massage therapy through the Commonwealth of Massachusetts, Division of Professional Licensure, Board of Massage Therapy.

9.03 Does this individual possess appropriate academic or experiential qualifications?
 ☒ Yes  ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 ☒ Yes  ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 ☒ Yes  ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
9.07 List the community resources and describe how they are utilized to enrich the program(s). Students were invited to a variety of events, including several tours of establishments to explore career paths related to providing different types of massage, guest speakers who demonstrated massage modalities and opportunities to meet local employers.

9.08 Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? ☑ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them).

9.11 Does the program use independent studies? ☐ Yes ☑ No (Skip to question 9.13) 

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? ☑ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed? ☑ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions ☑ Yes ☐ No
(b) Course numbers ☑ Yes ☐ No
(c) Course prerequisites and/or corequisites ☑ Yes ☐ No
(d) Instructional contact hours/credits ☑ Yes ☐ No
(e) Learning objectives ☑ Yes ☐ No
(f) Instructional materials and references ☑ Yes ☐ No
(g) Topical outline of the course
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(i) Out-of-class work assignments that support the learning objectives for the course

☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

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

☐ Yes ☐ No

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

☐ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

☐ Yes ☐ No ☐ Not Applicable

9.20 Does the campus participate in Title IV financial aid?

☐ Yes ☐ No (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

- Yes
- No
- Not Applicable (Clock hour programs only)

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

Class preparations and study tools are assigned for completion out-of-class. Evidence of documentation and assessment for grading purposes was noted via the campus computer grading system, Engrade.

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.
- Yes
- No
(b) Instructional equipment.
- Yes
- No
(c) Resources.
- Yes
- No
(d) Personnel.
- Yes
- No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
- Yes
- No
(b) Well-defined instructional objectives.
- Yes
- No
(c) The selection and use of appropriate and current learning materials.
- Yes
- No
(d) Appropriate modes of instructional delivery.
- Yes
- No
(e) The use of appropriate assessment strategies.
- Yes
- No
(f) The use of appropriate experiences.
- Yes
- No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
- Yes
- No

9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
- Yes
- No
9.27 Is the size of the faculty appropriate to the total student enrollment?
   ☒ Yes   ☐ No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
   ☒ Yes   ☐ No

9.31 What is the current student/teacher ratio?
   (Calculate the student/teacher ratio by using the following formula:
    - Add the number of students enrolled in the program-specific courses (courses with program prefix)
    - Divide by the number of such courses being offered that term. Round to the nearest whole number
      (refer to the class schedule in its entirety).
   The current student to teacher ratio is nine to one.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
   ☒ Yes   ☐ No

GENERAL COMMENTS:
The team thanks the staff and faculty of Lincoln Technical Institute, Somerville campus, for a gracious and enthusiastic welcome.

COMMENDATIONS:
Students note their appreciation for innovative teaching methods, mindfully created course work and informational and challenging class materials. In addition, students note their respect for, and enjoyment of, helpful, approachable staff and faculty at the Somerville campus.

9. PROGRAM EVALUATION
   Certificate in Medical Assistant
   Certificate in Medical Office Assistant

9.01 Is licensure, certification or registration required to practice in the specific career field?
   ☐ Yes   ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
   Mr. Jonathan Newell is the director of education and holds a bachelor’s degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master’s degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Ms. Erjola Merdani, who has been the lead instructor for the allied health programs since January 2008. She has oversight of medical assistant and medical office assistant programs. Ms. Merdani earned a diploma in medical assistant from Bryman Institute in Brighton, Massachusetts. Ms. Merdani has six years of administrative and clinical experience.

9.03 Does this individual possess appropriate academic or experiential qualifications?
9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

☐ Yes  ☐ No

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

☐ Yes  ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs > 1 year in length) OR 70 percent (programs ≤ 1 year in length)?

☐ Yes  ☐ No  ☐ Not Applicable (Additonal Location Inclusion only)

(b) Student placement rate of 70 percent?

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The following community resources are utilized to enrich the program: a program advisory committee that meets bi-annually and whose members include local medical and business representatives; field trips, recent trips include visiting the Body World Exhibit to observe the human anatomy for application in the course work; and a guest speaker, Ms. Rosemary Crowley from Everett Family Care, Massachusetts General Hospital spoke on March 26, 2014 about Health Insurance Portability Act of 1996 (HIPAA), patient care and the billing office duties.

9.08 Is the utilization of community resources sufficient to enrich the program?

☐ Yes  ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☐ Yes  ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes  ☐ No  ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.11 Does the program use independent studies?
☐ Yes  ☒ No (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes  ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes  ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
   (a) Title and course descriptions
      ☒ Yes  ☐ No
   (b) Course numbers
      ☒ Yes  ☐ No
   (c) Course prerequisites and/or corequisites
      ☒ Yes  ☐ No
   (d) Instructional contact hours/credits
      ☒ Yes  ☐ No
   (e) Learning objectives
      ☒ Yes  ☐ No
   (f) Instructional materials and references
      ☒ Yes  ☐ No
   (g) Topical outline of the course
      ☒ Yes  ☐ No
   (h) Instructional methods
      ☒ Yes  ☐ No
   (i) Assessment criteria
      ☒ Yes  ☐ No
   (j) Method of evaluating students
      ☒ Yes  ☐ No
   (k) Date the syllabus was last reviewed
      ☒ Yes  ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
   (l) Out-of-class work assignments that support the learning objectives for the course
      ☒ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
   (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
      ☒ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes  ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes  ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes  ☐ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls, by program, were made to students and employers for the following programs:
Certificate in Medical Assistant: 10
Certificate in Medical Assistant with externship: 12
Certificate in Medical Office Assistant: 6
Certificate in Medical Office Assistant with externship: 6
Note: The certificate in medical assistant with externship and certificate in medical office assistant with externship are no longer offered and were not reviewed by the team

How many calls to employers or graduates were successful?
Certificate in Medical Assistant: 3
Certificate in Medical Assistant with externship: 2
Certificate in Medical Office Assistant: 3
Certificate in Medical Office Assistant with externship: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Each call confirmed the employment of the graduates as reported on the 2013 CAR for each program, except medical assistant and medical office assistant, which each had one placement that the team was unable to confirm.

If No, insert “Section 3-1-303(a)” in parentheses and explain:
(Section 3-1-303(a)): There were two calls that did not confirm appropriate placement as reported in the 2013 CAR. In addition, the CAR back up data does not match the CAR data with respect to graduates who were not placed.

Ms. Jacqueline Tabingwa, medical office assistant graduate in September 2012 was contacted during the visit. She confirmed she has been working at Charles River Centre, but not as a residential counselor as reported on the CAR. Ms. Tabingwa stated she is working in an assigned house to do laundry and cleaning. Additionally, she stated that no aspect of her degree is used in her job. The campus presented information from the employer that states that the employee does use some of her skills learned in her program. This information presented to the team were in conflict, thus the team was unable to confirm the appropriateness of the placement.

Mr. Luis Davila graduated from the medical assistant program in July 2012 with a reported
placement location of MenMD as a case manager in the 2013 CAR. Mr. Davila stated during the
phone interview that he was employed by MenMD but has always been a patient service
coordinator with the job task of doing pharmacy sales only. The campus provided e-mail evidence
from the employer confirming he was hired as a patient service coordinator. This conflicting
information rendered the team unable to confirm the placement.

The 2013 CAR and back up data does not match for medical assistant program in two categories.
The CAR shows 44 placed in field of study or related field and 15 not working with a total of 59. While the CAR back up data shows 43 placed in field or related field and 16 in not working with a
total of 59.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for
placement”?
☒ Yes ☐ No ☐ Not Applicable

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the
written policy and definition of a credit hour as defined by the U.S. Department of Education for
Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
Graded homework from recent assignments and projects, and electronic grade books evidence
evaluation of out-of-class work for the allied health programs.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the
program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
   ☒ Yes   ☐ No

(d) Appropriate modes of instructional delivery.
   ☒ Yes   ☐ No

(e) The use of appropriate assessment strategies.
   ☒ Yes   ☐ No

(f) The use of appropriate experiences.
   ☒ Yes   ☐ No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
   ☒ Yes   ☐ No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   ☒ Yes   ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
   ☒ Yes   ☐ No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
   ☒ Yes   ☐ No

9.31 What is the current student/teacher ratio?
   (Calculate the student/teacher ratio by using the following formula:
   - Add the number of students enrolled in the program-specific courses (courses with program prefix)
   - Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
   The student/teacher ratio is 12:1 in the certificate in medical assistant and 10:1 in the certificate in medical office assistant.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
   ☒ Yes   ☐ No

9. PROGRAM EVALUATION
   Certificate in Pharmacy Technician

9.01 Is licensure, certification or registration required to practice in the specific career field?
   ☒ Yes   ☐ No (Skip to question 9.02)

   If Yes, describe how the program provides students with the necessary skills to obtain licensure,
certification or other registration necessary to practice in the specific occupational or professional area.

The team reviewed the Massachusetts state board of pharmacy regulations which requires all pharmacy technicians to be registered with the board of pharmacy. Training programs are required to include "coverage of the topics of job descriptions, pharmacy security, commonly used medical abbreviations, routes of administration, product selection, final check by pharmacists, guidelines for the use of pharmacy technicians, and any other requirements of the Board."

The team reviewed the course content of PHT 110, Pharmacy Systems; PHT 111, Dosages and Calculations; PHT 112, Therapeutic Response to Medications; PHT 113, Therapeutic Response to Medications; PHT114, Medical Ethics, Safety and the Law; PHT 115, Pharmacy Technician Practical; and PHTEXT Pharmacy Technician Externship. The course content meets the educational requirements established by the Massachusetts board of pharmacy.

(a) Is there a federal or state licensing agency pass rate established for this program?

☐ Yes  ☒ No

(b) What are this program's pass rates for the past three years?

Year: 2011  Pass Rate:  ☒ Not Available
Year: 2012  Pass Rate:  ☒ Not Available
Year: 2013  Pass Rate:  ☒ Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?

☐ Yes  ☐ No  ☒ Not Applicable

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

Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Ms. Jacquelyn Graham. Ms. Jacquelyn Graham is the lead instructor for the pharmacy program and advises Mr. Newell in content administration. Ms. Graham possesses a bachelor's degree in pharmaceutical management from Massachusetts College of Pharmacy and Health Sciences in Boston, Massachusetts. The team found documentation in Ms. Graham's employee that she possesses a Massachusetts state license from the Department of Public Health as a registered pharmacy technician with an expiration date of January of 2016. She is certified through the Pharmacy Technician Certification Board (PTCB) until July 2014.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes  ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the
development and administration of the educational program(s)?

☐ Yes  ☐ No

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

☐ Yes  ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The team reviewed the minutes of the most recent advisory board meetings of the Somerville campus. The meeting minutes reflected a discussion on the current curriculum and its relevance on the role of the pharmacy technician in the practice of pharmacy today. Members of the advisory are from a variety of pharmacy employment environments that include CVS Pharmacy, Walgreens, Rite Aid Pharmacy, Tufts Medical Center (hospital pharmacy), Omnicare Pharmacy (long-term and specialty care services), and the Department of Veteran Affairs. Each of these advisory board members are able to validate the curriculum and provide the school's pharmacy technicians with extern site assignments and possibly future employment.

The pharmacy technician program utilizes outside speakers to augment the pharmacy educational experience. The team reviewed the guest speaker/activity log and sign-in sheet for students for presentations conducted on December 20, 2013 (Acton Pharmacy) and March 26, 2014 (Community Engagement).

9.08 Is the utilization of community resources sufficient to enrich the program?

☐ Yes  ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☐ Yes  ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes  ☐ No  ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?

☐ Yes  ☐ No (Skip to question 9.13)
9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
   (a) Title and course descriptions
      ☒ Yes ☐ No
   (b) Course numbers
      ☒ Yes ☐ No
   (c) Course prerequisites and/or corequisites
      ☒ Yes ☐ No
   (d) Instructional contact hours/credits
      ☒ Yes ☐ No
   (e) Learning objectives
      ☒ Yes ☐ No
   (f) Instructional materials and references
      ☒ Yes ☐ No
   (g) Topical outline of the course
      ☒ Yes ☐ No
   (h) Instructional methods
      ☒ Yes ☐ No
   (i) Assessment criteria
      ☒ Yes ☐ No
   (j) Method of evaluating students
      ☒ Yes ☐ No
   (k) Date the syllabus was last reviewed
      ☒ Yes ☐ No

   For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
   (l) Out-of-class work assignments that support the learning objectives for the course
      ☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
   (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
      ☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of
study?
☑️ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☑️ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The team attempted 10 calls to employers or graduates of the pharmacy technician program.

How many calls to employers or graduates were successful?
There were 10 successful calls to employers or graduates.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The team successfully confirmed employment of 10 graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☑️ Yes ☐ No ☐ Not Applicable

9.20 Does the campus participate in Title IV financial aid?
☑️ Yes ☐ No (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☑️ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team reviewed the instructor’s electronic grade book, Engrade, and noted that homework assignments were being assigned by the instructor and graded. Students are capable of viewing their grades and attendance in Engrade.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☑️ Yes ☐ No
(b) Instructional equipment.
☑️ Yes ☐ No
(c) Resources.
☑️ Yes ☐ No
(d) Personnel.
9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.  
   - Yes  No
(b) Well-defined instructional objectives.  
   - Yes  No
(c) The selection and use of appropriate and current learning materials.  
   - Yes  No
(d) Appropriate modes of instructional delivery.  
   - Yes  No
(e) The use of appropriate assessment strategies.  
   - Yes  No
(f) The use of appropriate experiences.  
   - Yes  No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
   - Yes  No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
   - Yes  No

9.27 Is the size of the faculty appropriate to the total student enrollment?  
   - Yes  No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
   - Yes  No

9.31 What is the current student/teacher ratio?  
   (Calculate the student/teacher ratio by using the following formula:
   - Add the number of students enrolled in the program-specific courses (courses with program prefix)
   - Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
   The current student/teacher ratio for the pharmacy technician program is 12:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
   - Yes  No

COMMENDATIONS:
The team would like to commend the lead instructor, Ms. Jacqueline Graham, on the overall organization of the operations of the pharmacy technician program at the Somerville campus of Lincoln Technical Institute.

Summary

The campus is not in compliance with the Accreditation Criteria in the following areas:

<table>
<thead>
<tr>
<th>#1</th>
<th>Section</th>
<th>Summary</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Section 3-1-303(a)</td>
<td>The team was unable to verify one placement on the CAR. (page 38)</td>
</tr>
<tr>
<td>1</td>
<td>Section 3-1-303(a)</td>
<td>The campus CAR report showed discrepancies between the report and the backup report. (page 38)</td>
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</table>
RECOMMENDATIONS

Pharmacy
- Remove the following still sets from the pharmacy externship form since these are not tasks a pharmacy technician is expected to perform:
  a. Purchasing of equipment
  b. Monitoring regulatory concerns
  c. Appointment scheduling
  d. Posting
  e. Bookkeeping skills
  f. Charting

Medical Assistant
- Classroom observations are completed and signed by the director of education, Mr. Jon Newell for all full time and adjunct faculty. While Mr. Newell as director of education is appropriate and qualified to evaluate the delivery methods and engagement techniques, Ms. Erjola Merdani, as lead instructor, should document her input in classroom observations as the subject matter expert for content.

Massage Therapy
- Additional focus on standardized test preparation for the massage therapy program in order to increase student confidence and skills when interfacing with this testing format, which is required prior to eligibility for licensure and ability to practice in the field.

Criminal Justice
- Add a sociology course to the curriculum. This suggestion was from a student, that felt that as a future criminal justice professional, he would benefit from an enhanced knowledge of societal issues. Presently, the criminal justice program offers CJS203, Cultural Diversity for Criminal Justice Professionals, which is the closest offering to a sociology course.
Admission
- During the admissions process, students are interviewed on their educational background for potential transfer credit opportunities. The team recommends more emphasis on documenting industry certification and work history in professional areas to ensure that students are not taking courses that they may not need.
## REEVALUATION

### LINCOLN TECHNICAL INSTITUTE

365 Westgate Drive  
Brockton, MA 02301  
ACICS ID Code: 00012783

Ms. Angela Corby, Executive Director (acorby@lincolntech.edu)  
acicsbrockton@lincolntech.edu

### MAIN CAMPUS

Lincoln Technical Institute  
Edison, New Jersey  
ACICS ID Code: 00010950

June 9-10, 2014

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. William Winger</td>
<td>Chair</td>
<td>American International College of Arts and Sciences Antigua</td>
<td>Denver, CO</td>
</tr>
<tr>
<td>Ms. Jeanine Coursen</td>
<td>Student-Relations Specialist</td>
<td>DuBois Business College (retired)</td>
<td>Ft. Lauderdale, FL</td>
</tr>
<tr>
<td>Mr. Scott Burell</td>
<td>Educational Activities, Library and Computer and Network Support Technician</td>
<td>Beckfield College</td>
<td>Florence, KY</td>
</tr>
<tr>
<td>Ms. Tanisia Smith</td>
<td>Massage Therapy</td>
<td>Holistic Massage Training Institute</td>
<td>Baltimore, MD</td>
</tr>
<tr>
<td>Dr. Claudia Verding</td>
<td>Dental Assisting</td>
<td>Dentist</td>
<td>El Paso, TX</td>
</tr>
<tr>
<td>Ms. Amanda Holmes</td>
<td>Pharmacy Technician</td>
<td>Virginia College</td>
<td>Florence, SC</td>
</tr>
<tr>
<td>Dr. Ravi Rathnam</td>
<td>Medical Assisting</td>
<td>Stratford College</td>
<td>Glen Allen, VA</td>
</tr>
<tr>
<td>Ms. Chinita Obi</td>
<td>Staff Representative</td>
<td>ACICS</td>
<td>Washington, DC</td>
</tr>
</tbody>
</table>
INTRODUCTION

Please use this page to give a narrative introduction of the campus.

The Brockton campus of Lincoln Technical Institute dates back to 2001 when Lincoln Tech bought the Computer-Ed Institute and changed it to Lincoln Tech. The campuses at the time were in Brockton, Boston and Somerville, Massachusetts. The company also expanded its campuses to North Providence and Lincoln, Rhode Island, Norcross, Georgia and Henderson, Nevada. In June 2011 a campus was opened in Lowell, Massachusetts. In 2002, the campus offerings were expanded to include allied health programs. The name was officially changed in 2006. The campus currently offers programs in medical assistant and medical office assistant blended, pharmacy technician, dental assisting, massage therapy and are teaching out computer and support technician.

Provide a brief history of the campus, a description of its geographic service area, and a description of the composition of the student population.

As stated above the campus was purchased from Computer-Ed Institute and became eventually Lincoln Technical Institute. The campus is located in a Boston suburban community and is located near an interstate highway adjacent to an older shopping mall. The student body is comprised of 11 percent male and 89 percent female. While the team was on campus the ethnic background of the student body was provided and added to the CEP.
Also include a description and explanation of any extenuating circumstances and/or any distinctive or unusual features of the campus or evaluation visit. If the campus has campus additions, describe how those locations are used for administrative and instructional purposes.

The campus has recently decided to change from clock to credit hour and all programs except dental assisting and massage therapy will now be measured in semester credit hours. The campus has decided to not continue to offer the computer and network support technician program.
REPORT QUESTIONS

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found. The mission statement and supporting objectives are found on page three of the Lincoln Technical Institute catalog dated 2014-2016 volume XXIV.

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

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

1.04 Are the objectives reasonable for the following?
   (a) The programs of instruction
       □ Yes    □ No
   (b) The modes of delivery.
       □ Yes    □ No
   (c) The facilities of the campus.
       □ Yes    □ No

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

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

CAMPUS EFFECTIVENESS

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

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
   □ Yes    □ No    □ Not Applicable

1.09 Does the CEP describe the following?
   (a) The characteristics of the programs offered.
       □ Yes    □ No
   (b) The characteristics of the student population.
       □ Yes    □ No
   (c) The types of data that will be used for assessment.
       □ Yes    □ No
   (d) Specific goals to improve the educational processes.
       □ Yes    □ No
(e) Expected outcomes of the plans.

☐ Yes  ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.

☐ Yes  ☐ No

(b) Student placement.

☐ Yes  ☐ No  ☐ Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

☐ Yes  ☐ No  ☐ Not Applicable (new additional location only)

(d) Level of employer satisfaction.

☐ Yes  ☐ No  ☐ Not Applicable (new additional location only)

(e) Student learning outcomes.

☐ Yes  ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The campus uses surveys, reports and industry certification pass rates as tools to assess learning outcomes. The surveys used are the satisfaction surveys for both graduates and employer satisfaction surveys. Campus wide pass rate data for national and state exams are collected and aggregated and are used to assess the soundness of the educational process at the campus. Attendance is also measured to analyze student satisfaction with higher attendance proving stronger student satisfaction. A 95 percent attendance goal has been set. A GPA analysis is also being tracked to verify student outcomes.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.

☐ Yes  ☐ No  ☐ Not Applicable

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

☐ Yes  ☐ No  ☐ Not Applicable

(c) How the data was collected.

☐ Yes  ☐ No  ☐ Not Applicable

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

☐ Yes  ☐ No  ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

☐ Yes  ☐ No  ☐ Not Applicable (new additional location or initial applicant only)

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

☐ Yes  ☐ No  ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus has identified risk factors for students who may potentially be drops by increasing their communication with their faculty and administration to assist the student in their transition to academic life. Other processes to increase retention are: hire an advisor to be a contact person with the student, install a
student success class at the beginning of the student's tenure, increase attendance tracking, continue more professional days emphasising the soft skills necessary for their careers and continued monitoring of the student surveys for student concerns. The plan to improve the placement rate is to increase visits to local employers, continue in-class workshops focusing on mock interviews, joining more local employment organizations, promote more certifications, and to develop relationships with the computer science department to assist in placing the last of those students.

1.16 Does the campus have documentation to show the following?
   (a) That the CEP has been implemented.
      ☒ Yes    ☐ No
   (b) That specific activities listed in the plan have been completed.
      ☒ Yes    ☐ No
   (c) That periodic progress reports have been completed.
      ☒ Yes    ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
   The campus executive director chairs the CEP committee and is assisted by the senior managers of the campus: the director of admissions, the education director, the financial aid director, the placement director and the externship coordinator.
   Ms. Angela Corby is the campus executive director. Ms. Corby holds a bachelor's in English and art from Assumption College. She has been an executive campus director since October 2010, prior to this experience Ms. Corby was a senior director of admissions for Lincoln Technical Institute. Prior to coming to Lincoln Ms. Corby worked for another school corporation in admissions, and prior to that experience she was a technical recruiter.

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

GENERAL COMMENTS:
The CEP has a minimal amount of demographic data on its students and should consider bolstering this part of its CEP.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
   (a) Governance, control, and corporate organization.
      ☒ Yes    ☐ No
   (b) Names of the trustees, directors, and/or officers.
      ☒ Yes    ☐ No
   (c) Names of the administrators.
      ☒ Yes    ☐ No

2.02 Does the campus:
   (a) Adequately train its employees?
      ☒ Yes    ☐ No
   (b) Provide them with constant and proper supervision?
      ☒ Yes    ☐ No
(c) Evaluate their work?
   ☒ Yes  ☐ No

2.03 Is the administration of the campus efficient and effective?
   ☒ Yes  ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
   (a) Clearly understand their duties and responsibilities?
      ☒ Yes  ☐ No
   (b) Know the person to whom they report?
      ☒ Yes  ☐ No
   (c) Understand the standards by which the success of their work is measured?
      ☒ Yes  ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
   ☒ Yes  ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
   ☒ Yes  ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
   ☒ Yes  ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
   ☒ Yes  ☐ No  ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person’s qualifications?
   The campus executive director, Ms. Angela Corby, is responsible for the financial oversight of this campus.
   Ms. Corby holds a bachelor’s in English and art from Assumption College. She has been an executive campus
director since October 2010, prior to this experience Ms. Corby was a senior director of admissions for Lincoln
Technical Institute. Prior to coming to Lincoln Ms. Corby worked for another school corporation in admissions,
and prior to that experience she was a technical recruiter.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an
accreditation workshop within 18 months prior to the final submission of the self-study?
   ☒ Yes  ☐ No

3.02 Are all staff well trained to carry out administrative functions?
   ☒ Yes  ☐ No

3.03 Who is the on-site administrator, and what are this person’s qualifications?
As previously stated, Ms. Angela Corby is the campus executive director. Ms Corby holds a bachelor's degree in English and art from Assumption College. She has been an executive campus director since October 2010, prior to this experience Ms. Corby was a senior director of admissions for Lincoln Technical Institute. Prior to coming to Lincoln Ms. Corby worked for another school corporation in admissions, and prior to that experience she was a technical recruiter.

3.04 Does the campus list degrees of staff members in the catalog?

☐ Yes  ☒ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

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

(b) Admissions.

☒ Yes  ☐ No

(c) Curriculum.

☒ Yes  ☐ No

(d) Accreditation and licensure.

☐ Yes  ☒ No

(e) Guidance.

☒ Yes  ☐ No

(f) Instructional resources.

☐ Yes  ☒ No

(g) Supplies and equipment.

☒ Yes  ☐ No

(h) The school plant.

☒ Yes  ☐ No

(i) Faculty and staff.

☐ Yes  ☐ No

(j) Student activities.

☐ Yes  ☐ No

(k) Student personnel.

☐ Yes  ☐ No

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

☐ Yes  ☒ No (Skip to Question 3.11.)

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

☒ Yes  ☐ No

3.12 Are appropriate transcripts maintained for all students?

☒ Yes  ☐ No

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

☒ Yes  ☐ No
3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☐ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☐ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☐ Yes ☐ No

4. RELATIONS WITH STUDENTS
   • FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
Twenty-eight student files were reviewed by the team. The files were classified on the 2012-2013 CAR as graduates (10), withdrawals (9) and still enrolled (9). One of the files was a student who received transfer credit from another institution, one of the files was a student who had been on probation due to satisfactory academic process (SAP) issues, one of the files was a student who had been on warning due to SAP issues, two of the files were students who had earned an additional credential, one of the files was a student who had been dismissed due to SAP issues, and three of the files were students who had changed programs. In addition, the financial ledger cards for all files were reviewed.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☐ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☐ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☐ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☐ Yes ☐ No

4.06 Does the admissions policy conform to the campus’s mission?
☐ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☐ Yes ☐ No

4.08 Is the admissions policy administered as written?
☐ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that:
4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person’s qualifications?

At the time of the visit, Ms. Jesuina Henderson, director of admissions, was not in the office due to being on a maternity leave of absence. Ms. Henderson holds a bachelor's degree in business management from Johnson and Wales University in Providence, Rhode Island. She began working for Lincoln Technical Institute as an assistant director of admissions in 2003. Ms. Henderson was promoted to her current position in 2010. Ms. Kerrin Miniutti, director of admissions from the Somerville campus, was in the admissions office to answer questions during the visit. Ms. Miniutti has three years of supervisory and sales experience at Verizon General Business Service Center and 11 years experience in the admissions department at Lincoln Technical Institute, Lowell and Somerville campuses, holding admissions representative and director of admissions positions.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

The team verified the recruiting process for new students is ethical and compatible with the educational objectives after reviewing files and interviewing Ms. Kerrin Miniutti. Lincoln Technical Institute utilizes various media to recruit students such as online-generated inquiries, television, and direct mail. Direct traffic to the Lincoln Technical Institute website and phone inquiries are monitored by the representatives. The admission representatives attended local high school sponsored college and career fairs. Newly hired admissions representatives receive two weeks of training from the director of admissions on admissions compliance, program content, appointment setting, data recording, and interviewing techniques. Weekly performance reviews were conducted by the director of admissions as she closely monitors the representative's progress. One-on-one meetings occur weekly to evaluate individual representative's development.

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

(a) Courses and programs.
   - Yes ☒ No ☐
(b) Services.
   - Yes ☒ No ☐
(c) Tuition.
   - Yes ☒ No ☐
(d) Terms.
   - Yes ☒ No ☐
(e) Operating policies.
   - Yes ☒ No ☐
4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes  ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes  ☐ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes  ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes  ☐ No  ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes  ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes  ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes  ☐ No  ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes  ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes  ☒ No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)

• FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes  ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published:
The standards of satisfactory academic progress policy (SAP) is found on pages 36-38 in the Lincoln Technical Institute 2014-2016 catalog, volume XXIV, revised and effective June 2014. The revised Lincoln Technical Institute catalog addendum 2014-2016 effective June 9, 2014, was also reviewed.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes  ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
- Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
- Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.
  - Yes ☐ No
- Incomplete grades.
  - Yes ☐ No
- Repeated courses.
  - Yes ☐ No
- Non-punitive grades.
  - Yes ☐ No ☒ Not Applicable (campus does not offer)
- Non-credit or remedial courses.
  - Yes ☐ No ☒ Not Applicable (campus does not offer)
- A warning status.
  - Yes ☐ No ☒ Not Applicable (campus does not use)
- A probationary period.
  - Yes ☐ No
- An appeal process.
  - Yes ☐ No
- An extended-enrollment status.
  - Yes ☐ No ☒ Not Applicable (campus does not offer)

4.26 Does the campus apply its SAP standards consistently to all students?
- Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
- Yes ☐ No ☒ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
- Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
- Yes ☐ No ☒ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student’s enrollment?
■ Yes □ No □ Not Applicable (all programs are less than two years)

4.32 Are students allowed to remain on financial aid while under warning status?
■ Yes □ No □ Not Applicable (campus does not participate in financial aid)

If yes, is the student informed of this policy?
■ Yes □ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
■ Yes □ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
□ Yes □ No □ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
□ Yes □ No □ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard timeframe and were awarded the original credential, were any additional financial obligations waived?
□ Yes □ No □ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
■ Yes □ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person’s qualifications?
Ms. Christine Cusano, regional director of education since 2010, is responsible for the administration of satisfactory academic progress. She holds associate degrees in business administration and medical assisting from Middlesex Community College located in Bedford and Lowell, Massachusetts; a bachelor's degree in management from the University of Phoenix online, and a master's degree in instructional design and technology from Walden University online. Ms. Cusano has earned the following certifications: Certified Medical Assistant (AAMA), Certified Pharmacy Technician, and is a licensed Massachusetts pharmacy technician. She brings to the campus over 20 years experience combined in medical assisting, medical office management, pharmacy technician, teaching, educational supervision, and curriculum design and management.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
■ Yes □ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a) Scholarships.
(b) Grants.
(c) Loans.
(d) The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?
- Yes
- No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
- Yes
- No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
- Yes
- No

4.43 Are tuition and fees clearly stated in the catalog?
- Yes
- No

If Yes, have students confirmed receiving a copy of the catalog?
- Yes
- No
- Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
- Yes
- No
(b) Dates for the posting of tuition.
- Yes
- No
(c) Fees.
- Yes
- No
(d) Other charges.
- Yes
- No
(e) Payments.
- Yes
- No
(f) Dates of payment.
- Yes
- No
(g) The balance after each transaction.
- Yes
- No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
- Yes
- No
- Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
- Yes
- No

4.47 Is the refund policy fair, equitable, and applicable to all students?
- Yes
- No
4.48 Is the campus following its stated refund policy?
☑ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☑ Yes ☐ No (Skip to question 4.57)

4.50 Who is responsible on-site for administering student financial aid, and what are this person’s qualifications?
Ms. Stephani Green, assistant director of financial aid, is responsible on-site for administering student financial aid. Ms. Green began her career at Lincoln Technical Institute as a financial aid advisor in 2004. She was promoted to her current position in 2010. Ms. Green worked in various financial aid positions for three years prior to her employment at Lincoln. She is a member of the National Association of Student Financial Aid Administrators (NASFAA) and Massachusetts Association Student Financial Aid Administrators (MASFAA).

Ms. Sheila Andrews, regional director of financial aid, was on campus during the team’s visit.

4.51 Is the person who determines the amount of student awards not also responsible for disbursing those awards?
☑ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
☑ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☑ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
The financial aid office stays current with regulation and policy changes in financial aid by holding memberships in NASFAA and MASFAA. Emails are regularly received from NASFAA and MASFAA concerning policy changes that affect student financial aid. Financial aid advisors receive training in governmental regulations, institutional policies, and procedures on a regular basis. Information acquired by the assistant director of financial aid and the regional director of financial aid is disseminated to the financial aid staff via emails, one-on-one interactions, and through corporate webinars.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☑ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education’s definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☑ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☑ No (Skip to question 4.58.)
4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The student services offered by the campus include: new student orientation which is an opportunity for all new students to become familiar with college personnel and procedures; academic counseling is offered by the regional director of education; financial aid information is provided by the student finance office; free tutoring is available to all students with faculty and peer tutors; and employment counseling is provided by career services.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

☐ Yes  ☐ No  ☐ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person’s qualifications?

At the time of the visit, Ms. Laura Forth, director of career services, was not on campus due to being on a maternity leave of absence. Ms. Forth is responsible for the oversight of counseling students on employment opportunities since 2012. She holds a bachelor's degree in leadership from Northeastern University in Boston, Massachusetts and a master's degree in business administration from American Intercontinental University in Atlanta, Georgia. In addition, she has five years of prior experience as the director of career services for Career Education Corporation and four years experience as the senior career services counselor for Gibbs College. The team interviewed Ms. Jennifer Brown, career services representative on campus. She holds a bachelor’s degree in sociology from Northeastern University in Boston, Massachusetts. Ms. Brown began her career at Lincoln Technical Institute as an admissions representative in 2007 and was promoted to her current position in 2011. She has prior work experience as a senior externship coordinator at Bryman Institute for six years and as an assistant manager at Career Pro, Inc. working in sales and staffing. Ms. Joanne White, director of career services from the Lincoln Technical Institute New Britain, Connecticut campus, was also interviewed by the team during the visit.

4.61 Does the campus offer employment assistance to all students?

☐ Yes  ☐ No  ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

☐ Yes  ☐ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 251.

The ending enrollment reported on the previous year's CAR is 251.

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

☐ Yes  ☐ No  ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

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

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
The students are counseled concerning student loan repayment obligations by the following: discussion of repayment during the initial admission process; entrance counseling is conducted during the first financial aid appointment; exit counseling occurs before graduation; students are instructed on how to access financial literacy portal including repayment calculators, modules on managing finances, loan repayment and general financial literacy. Students are encouraged to contact the campus financial aid office with questions and concerns.

4.67 Describe the extracurricular activities of the campus (if applicable).

Students were encouraged to participate in the following extracurricular campus activities: fund raiser for Smile Train, t-shirts sales to benefit the Boston Marathon victims, various clothing and food drives for the local community, campus student advisory board and United Way community connection with neighborhood homeless families.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes ☑ No

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

Ms. Christine Cusano is the regional director of education. She holds an associate's degrees in business administration and in medical assisting from Middlesex Community College in Bedford, Massachusetts, a bachelor's degree in management from the University of Phoenix online and a master's of science degree in instructional design and technology from Walden University in Baltimore, Maryland. Ms. Cusano has been working in education administration and curriculum design for fifteen years.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes ☑ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The role of academic advisor and the supervisor over faculty is carried out by Ms. Christine Cusano, the regional director of education. Lead instructors in the various programs carry out the role of training faculty and work directly with Ms. Cusano in coordinating program development efforts.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes ☑ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes ☑ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☑ Yes ☐ No

(b) Selection of course materials, instructional equipment and other educational resources.
☑ Yes ☐ No

(c) Systematic evaluation and revision of the curriculum.
☑ Yes ☐ No

(d) Assessment of student learning outcomes.
☑ Yes ☐ No

(e) Planning for institutional effectiveness.
☑ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☑ Yes ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☑ No (Skip to question 5.10)

FOR NEW GRANTS ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
☐ Yes ☑ No (Skip to question 5.14)

FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☑ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☑ Yes ☐ No

5.16 What provisions are made for individual differences among students?
Faculty reported that all faculty maintain after school office hours to provide additional support for students. There is also a peer tutoring program.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The academic governance policy states that "Faculty offer input to program development nationally through participation on national curriculum councils," and "Campus personnel work directly with both the local educational leadership as well as the corporate education team on the review and selection of textbooks, available technology, and related courseware." During an interview, the regional director of education, Ms. Christine Cusano described this same process, which was also confirmed by multiple instructors during the faculty meeting.

5.18 Does the faculty participate in this process?
5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☐ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☐ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☐ Yes ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.23)
(a) Facilities.
☐ Yes ☐ No
(b) Instructional equipment.
☐ Yes ☐ No
(c) Resources.
☐ Yes ☐ No
(d) Personnel.
☐ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☐ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☐ Yes ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☐ Yes ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☐ Yes ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)
5.28 Is there documented evidence of a systematic program of in-service training at the campus?

☐ Yes  ☐ No

If Yes, how is this documented?
The team observed certificates in the individual faculty files of instructors that attended the various in-service trainings and the subject matter of the training that was received.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

☐ Yes  ☐ No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

☐ Yes  ☐ No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

☐ Yes  ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

☐ Yes  ☐ No
6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located in a suburb of Boston adjacent to a shopping center in the community of Brockton. There are two buildings, directly across one parking lot 375 Westgate Dr. and 365 Westgate Dr. The campus has classrooms, labs, library, student lounge and faculty and administrative office space. The campus is more than adequate for the amount of students and is able to support the mission of the institution. There is sufficient parking for staff, students and visitors.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment
☒ Yes ☐ No

(b) Instructional tools
☒ Yes ☐ No

(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The 2014-2016 catalog and addendum were used for the evaluation. The catalog is volume 24 and went into effect in June of 2014. The team also used an updated addendum that went into effect on June 9, 2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]

(c) The names and titles of the administrators.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]

(e) A statement of accreditation
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box \\
   \text{Not Applicable (initial applicant)} & \Box 
   \end{array}
   \]

(f) A mission statement.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]

(h) An academic calendar.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]

(i) A full disclosure of the admission requirements.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]

(m) A definition of the unit of credit.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box \\
   \text{Not Applicable (The campus does not award credit)} & \Box 
   \end{array}
   \]

(n) A complete explanation of the standards of satisfactory academic progress.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]

(p) The transfer of credit policy.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]

(q) A statement of the tuition, fees, and any other charges.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box \\
   \text{Not Applicable (no scholarships, grants, or loans offered)} & \Box 
   \end{array}
   \]

(s) The refund policy.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]

(t) A statement describing the student services offered.
   \[
   \begin{array}{ll}
   \text{Yes} & \Box \\
   \text{No} & \Box 
   \end{array}
   \]
(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☐ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

☐ Yes ☐ No

7.06 Does the campus offer courses and/or programs via distance education?

☐ Yes ☐ No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

☐ Yes ☐ No (Skip to Question 7.08.)

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

☐ Yes ☐ No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

☐ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?

☐ Yes ☐ No

7.08 Is the catalog available online?

☐ Yes ☐ No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?

☐ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?

☐ Yes ☐ No (Skip to Question 7.10.)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

☐ Yes ☐ No

(b) Are all photographs utilized properly labeled to identify the location depicted?

☐ Yes ☐ No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No
7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises via newspaper and radio ads, print media and through their website.

Are all print and electronic advertisements under acceptable headings?

☒ Yes ☐ No

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

☐ Yes ☒ No (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?

☐ Yes ☒ No (Skip to Question 7.15.)

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

☒ Yes ☐ No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

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

7.17 What institutional performance information does the campus routinely provide to the public?

The campus routinely provides completion rates and placement rates to the public at the program level.

Where is this information published and how frequently is this information being updated?

The information is published annually on the student disclosures website.

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

8.01 Does the campus develop an adequate base of library resources?

☒ Yes ☐ No

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

☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Senior education coordinator Mr. John Cheesman reported that semiannually and during any curriculum updates faculty are asked to propose additional volumes and resources for the library. Additionally, faculty are always invited to suggest new volumes or information services by notifying the library personnel. An interview with lead instructor Mr. Peter Stagman confirmed his awareness of and participation in this process.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS ONLY

8.25 Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?
☒ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Certificate in Computer and Network Support Technician

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?

Ms. Christine Cusano is the regional director of education. As mentioned before, she holds an associate's degrees in business administration and in medical assisting from Middlesex Community College in Bedford, Massachusetts, a bachelor's degree in management from the University of Phoenix online and a master's of science degree in instructional design and technology from Walden University in Baltimore, Maryland. Ms. Cusano has been working in education administration and curriculum design for fifteen years. She is advised by Mr. Peter Stagman, lead instructor for the certificate in computer and network support technician program. He has the following industry certifications: Computing Technology Industry Association certifications of A+, Network+, Security+, and Project+, as well as Microsoft Certified Systems Engineer, Microsoft Certified Professional, and Microsoft Certified Technology Specialist. These certifications cover the scope of the certificate in computer and network support technician program. He has seventeen years of experience working in the
information technology industry, with responsibilities at each employer that align with the concepts and skills that constitute this program.

9.03 Does this individual possess appropriate academic or experiential qualifications?

- [X] Yes
- [ ] No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

- [X] Yes
- [ ] No

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

- [X] Yes
- [ ] No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

- [X] Yes
- [ ] No
- [] Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

- [X] Yes
- [ ] No
- [] Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

Annual advisory board meetings have been held to discuss the course and program outcomes. Minutes of these meetings and the recommendations of the board are on file. Reports of field trips to both retail sites and information technology service companies were found in the college records. Mr. Peter Stagman confirmed the field trips and reported student feedback from the field trips.

9.08 Is the utilization of community resources sufficient to enrich the program?

- [X] Yes
- [ ] No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

- [X] Yes
- [ ] No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

- [X] Yes
- [ ] No
- [] Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?

- [ ] Yes
- [X] No (Skip to question 9.13)

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

- [X] Yes
- [ ] No
9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

☐ Yes  ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☐ Yes  ☐ No

(b) Course numbers

☐ Yes  ☐ No

(c) Course prerequisites and/or corequisites

☐ Yes  ☐ No

(d) Instructional contact hours/credits

☐ Yes  ☐ No

(e) Learning objectives

☐ Yes  ☐ No

(f) Instructional materials and references

☐ Yes  ☐ No

(g) Topical outline of the course

☐ Yes  ☐ No

(h) Instructional methods

☐ Yes  ☐ No

(i) Assessment criteria

☐ Yes  ☐ No

(j) Method of evaluating students

☐ Yes  ☐ No

(k) Date the syllabus was last reviewed

☐ Yes  ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes  ☐ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Diploma program in Computer and Network Support Technician: 11

How many calls to employers or graduates were successful?
Diploma program in Computer and Network Support Technician: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Of the four successful contacts made, all confirmed the employment of the graduates as reported on the CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes  ☐ No  ☒ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☒ Yes  ☐ No (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes  ☐ No  ☒ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
Mr. Peter Stagman provided copies of out-of-class assignments to demonstrate the nature of the activities assigned. Ms. Christine Cusano provided printouts from grade books from previous terms that demonstrated inclusion of these evaluations in course grade calculations in accordance with weights and values shown in the course syllabi.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes  ☐ No
(b) Instructional equipment.
☒ Yes  ☐ No
(c) Resources.
☒ Yes  ☐ No
(d) Personnel.
☒ Yes  ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes  ☐ No
(b) Well-defined instructional objectives.
9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

- Yes  
- No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

- Yes  
- No

9.27 Is the size of the faculty appropriate to the total student enrollment?

- Yes  
- No

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

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

- Yes  
- No

9.31 What is the current student/teacher ratio? There is no current data available because this program is currently being taught out and all technical courses have been completed by all students. The two active students are taking Student Success Strategies and will be completing their externship soon.

- Yes  
- No

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

- Yes  
- No

9. PROGRAM EVALUATION

Certificate program in Dental Assisting

FOR ALL PROGRAMS
9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Ms. Christine Cusano is the regional director of education. She holds an associate’s degrees in business administration and in medical assisting from Middlesex Community College in Bedford, Massachusetts, a bachelor’s degree in management from the University of Phoenix online and a master’s of science degree in instructional design and technology from Walden University in Baltimore, Maryland. Ms. Cusano has been working in education administration and curriculum design for fifteen years. She is advised by the lead instructor for dental assisting is Mrs. Helenmary Pizzi. Mrs.Helenmary Pizzi is currently certified with the Dental Assistant National Boards, Inc. She has 20 years experience in dentistry, in chair side and front office. She is academically and experientially experienced in the dental field.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☒ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program has utilized community support via field trips to Aspen Dental in Raynham Massachusetts and All Smiles. The program places student into externships in the community and has an active advisory board.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No
9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- [x] Yes
- [ ] No
- [ ] Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?
- [ ] Yes
- [x] No
- [ ] Not Applicable (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- [x] Yes
- [ ] No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
- [x] Yes
- [ ] No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
- [x] Yes
- [ ] No
(b) Course numbers
- [x] Yes
- [ ] No
(c) Course prerequisites and/or corequisites
- [x] Yes
- [ ] No
(d) Instructional contact hours/credits
- [x] Yes
- [ ] No
(e) Learning objectives
- [x] Yes
- [ ] No
(f) Instructional materials and references
- [x] Yes
- [ ] No
(g) Topical outline of the course
- [x] Yes
- [ ] No
(h) Instructional methods
- [x] Yes
- [ ] No
(i) Assessment criteria
- [x] Yes
- [ ] No
(j) Method of evaluating students
- [x] Yes
- [ ] No
(k) Date the syllabus was last reviewed
- [x] Yes
- [ ] No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
- [x] Yes
- [ ] No
- [ ] Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
9.16 Do students confirm that they receive a course syllabus and that it is followed?

☐ Yes  ☑ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

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

The program does assign and grade homework for this program, however, the campus did not submit a Clock to Credit hour conversion application for the certificate in criminal justice program and does not receive credit through Title IV for out of class work.

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

☐ Yes  ☑ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes  ☑ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Diploma program in dental assisting: There were a total of 17 calls made to employers and graduates.

How many calls to employers or graduates were successful?

Diploma program in dental assisting: There were 6 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There were 6 calls that confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

☐ Yes  ☑ No  ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

☐ Yes  ☑ No  (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

☐ Yes  ☑ No  ☐ Not Applicable (Clock hour programs only)

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

☐ Yes  ☑ No  ☐ Not Applicable (Clock hour programs only)

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

The team found evidence of the dental assisting lead instructor what out of class graded out of class assignment pending to be returned to the student. This assignment included the grades for these assignments. The program does assign and grade homework for this program, however, the campus did not submit a Clock to Credit hur
conversion application for the certificate in criminal justice program and does not receive credit through Title IV for out of class work.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
   (a) Facilities.
       ☒ Yes ☐ No
   (b) Instructional equipment.
       ☒ Yes ☐ No
   (c) Resources.
       ☒ Yes ☐ No
   (d) Personnel.
       ☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
   (a) Systematic planning.
       ☒ Yes ☐ No
   (b) Well-defined instructional objectives.
       ☒ Yes ☐ No
   (c) The selection and use of appropriate and current learning materials.
       ☒ Yes ☐ No
   (d) Appropriate modes of instructional delivery.
       ☒ Yes ☐ No
   (e) The use of appropriate assessment strategies.
       ☒ Yes ☐ No
   (f) The use of appropriate experiences.
       ☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
   ☒ Yes ☐ No

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

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   ☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

9.30  Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☐ Yes ☐ No

9.31  What is the current student/teacher ratio?
The student/teacher ratio is 15:1 laboratory and lecture for morning classes and the student teacher/ratio is 4:1 in dental radiology class for the evening program.

9.32  Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☐ Yes ☐ No

GENERAL COMMENTS:
The team found dental assisting students in attendance at externship sites. The team also found from the two dental externship site visits the students were engaged in the role of chairside assistant.

9. PROGRAM EVALUATION
Certificate in Medical Assistant- Residential and Blended
Certificate in Medical Office Assistant- Residential and Blended

FOR ALL PROGRAMS

9.01  Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☐ No (Skip to question 9.02)

9.02  Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Ms. Christine Cusano is the regional director of education. She holds an associate’s degrees in business administration and in medical assisting from Middlesex Community College in Bedford, Massachusetts, a bachelor's degree in management from the University of Phoenix online and a master's of science degree in instructional design and technology from Walden University in Baltimore, Maryland. Ms. Cusano has been working in education administration and curriculum design for fifteen years. She is advised by lead instructors Ms. Mary Spear and Ms. Crystal Scipione.

Ms. Mary Spear was appointed lead instructor for the medical assistant program on January 4, 2010. Prior to joining the institution, Ms. Spear worked as a staff charge nurse for five years. Ms. Spear holds a diploma in practical nursing from Southeastern Technical Institute in Easton, Massachusetts. Ms. Spear is a registered nurse by the Massachusetts Board of Nursing.
Ms Crystal Scipione was appointed lead instructor for the medical office assistant program on March 27, 2009. Prior to joining the institution, Ms Scipione worked as a billing manager at Perron Family Chiropractic, Inc. for three years. Ms Scipione holds a certificate in health management from Northeastern University in Burlington, Massachusetts. She also holds a certificate in medical assistant from Bryman Institute.

9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes
- No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
- Yes
- No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes
- No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
- Yes
- No
- Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
- Yes
- No
- Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Review of over 20 affiliation agreements support that the medical assistant and medical office assistant programs have community support. The programs held two advisory board meetings on November 2013 and May 2014. The students had a field trip to the Museum of Science: The Hall of Human Life and Bella Natural Health to understand EMRs and HIPAA regulations.

9.08 Is the utilization of community resources sufficient to enrich the program?
- Yes
- No

9.09 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
- Yes
- No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes
- No
- Not Applicable (these elements are not part of the program or no student is at the point of needing them)

If No, insert the section number in parentheses and explain:
The externship syllabi for the medical assistant and medical office assistant programs did not identify an instructor to guide and direct the learning experience of the students. During the team's visit, the syllabi were amended to reflect the assignment of a qualified instructor for the externships.
9.11 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.13)*

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
   (a) Title and course descriptions
      ☒ Yes ☐ No
   (b) Course numbers
      ☒ Yes ☐ No
   (c) Course prerequisites and/or corequisites
      ☒ Yes ☐ No
   (d) Instructional contact hours/credits
      ☒ Yes ☐ No
   (e) Learning objectives
      ☒ Yes ☐ No
   (f) Instructional materials and references
      ☒ Yes ☐ No
   (g) Topical outline of the course
      ☒ Yes ☐ No
   (h) Instructional methods
      ☒ Yes ☐ No
   (i) Assessment criteria
      ☒ Yes ☐ No
   (j) Method of evaluating students
      ☒ Yes ☐ No
   (k) Date the syllabus was last reviewed
      ☒ Yes ☐ No

   For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
   (l) Out-of-class work assignments that support the learning objectives for the course
      ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
   (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
      ☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

- Yes  □ No □ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were 12 calls made to graduates in the medical assistant-residential and with externship programs.
There were 5 calls made to graduates in the medical office assistant program.

How many calls to employers or graduates were successful?
There were 6 successful calls in the medical assistant programs.
There were 2 successful calls in the medical office assistant program.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were 6 successful calls to medical assistant graduates that confirmed employment as reported on the 2013 CAR.
There were 2 successful calls to medical office assistant graduates that confirmed employment as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
- Yes  □ No □ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
- Yes  □ No (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes  □ No □ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
Based on syllabi review and interview with students and faculty, the team determined that homework is assigned with an appropriate duration. Instructors ensure that out-of-class work is completed by administering assignments and quizzes. The team also revised grades using engrade and gradbooks.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
- Yes  □ No
(b) Instructional equipment.
- Yes  □ No

e) Resources.
- Yes  □ No

(d) Personnel.
- Yes  □ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
- Yes  □ No

(b) Well-defined instructional objectives.
- Yes  □ No

(c) The selection and use of appropriate and current learning materials.
- Yes  □ No

(d) Appropriate modes of instructional delivery.
- Yes  □ No

(e) The use of appropriate assessment strategies.
- Yes  □ No

(f) The use of appropriate experiences.
- Yes  □ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
- Yes  □ No

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

9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
- Yes  □ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
- Yes  □ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
- Yes  □ No

9.31 What is the current student/teacher ratio?
(Calculate the student/teacher ratio by using the following formula:
- Add the number of students enrolled in the program-specific courses (courses with program prefix)
- Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The student/teacher ratio is 18:1 in the medical assistant program and 9:1 in the medical office assistant program.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☐ Yes ☐ No

9. PROGRAM EVALUATION
Certificate Program in Massage Therapy

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☐ No (Skip to question 9.02)

If Yes, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The massage therapy program at Lincoln Technical Institute Brockton campus utilizes an amalgam of didactic instruction and practical application of manual and assessment-based therapeutic techniques to provide students with the necessary skills to obtain licensure to practice massage therapy in the state of Massachusetts.

(a) Is there a federal or state licensing agency pass rate established for this program?
☐ Yes ☐ No

If Yes, what is the minimum pass rate set by the federal or state licensing requirements? percent.

Add additional qualifiers if necessary:

(b) What are this program’s pass rates for the past three years?

<table>
<thead>
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<th>Year</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

(c) Does the current year’s program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?
☐ Yes ☐ No ☑ Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Ms. Christine Cusano is the regional director of education. She holds an associate's degrees in business administration and in medical assisting from Middlesex Community College in Bedford, Massachusetts, a bachelor's degree in management from the University of Phoenix online and a master's of science degree in instructional design and technology from Walden University in Baltimore, Maryland. Ms. Cusano has been
working in education administration and curriculum design for fifteen years. She is advised by Ms. Beth Ann Ultsch, who serves as the lead instructor of the program. Ms. Ultsch holds a certificate from Lincoln Technical Institute, Lincoln, Rhode Island, as well as a certification from the National Certification Board of Therapeutic Massage and Bodywork. She is licensed to provide massage therapy through the Commonwealth of Massachusetts, Division of Professional Licensure, Board of Massage Therapy; and through the State of Rhode Island, Department of Health, Office of Health Professionals Regulation.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☑ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☑ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☑ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

The program measured previously, the therapeutic massage technician certificate program, has been replaced by the certificate program in massage therapy. As such, no data are available for the current program.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The community resources include opportunities to provide chair massage to local healthcare providers; field trips to locations such as the renowned anatomically based Body World exhibit, and tours to introduce students to various types of massage equipment. These activities represent a balanced depiction of work environments, while highlighting the value found within networking opportunities and investing in the perpetuity of learning.

9.08 Is the utilization of community resources sufficient to enrich the program?
☑ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☑ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.11 Does the program use independent studies?
- Yes  ☑ No (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- Yes  ☑ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
- Yes  ☑ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
- Yes  ☑ No
(b) Course numbers
- Yes  ☑ No
(c) Course prerequisites and/or corequisites
- Yes  ☑ No
(d) Instructional contact hours/credits
- Yes  ☑ No
(e) Learning objectives
- Yes  ☑ No
(f) Instructional materials and references
- Yes  ☑ No
(g) Topical outline of the course
- Yes  ☑ No
(h) Instructional methods
- Yes  ☑ No
(i) Assessment criteria
- Yes  ☑ No
(j) Method of evaluating students
- Yes  ☑ No
(k) Date the syllabus was last reviewed
- Yes  ☑ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
- Yes  ☑ No  ☑ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
- Yes  ☑ No  ☑ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
- Yes  ☑ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

No (Not Applicable (there have been no graduates))

How many calls to employers or graduates were attempted?

Nineteen calls were attempted to verify backup documentation for the certificate program in therapeutic massage technician. Note that the graduates had matriculated from previous therapeutic massage technician certificate program.

How many calls to employers or graduates were successful?

Four calls successfully verified backup documentation for the certificate program in therapeutic massage technician.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All four successful calls verified backup documentation for the certificate program in therapeutic massage technician.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

No (Not Applicable)

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes (Not Applicable (Clock hour programs only))

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

Yes (Not Applicable (Clock hour programs only))

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes (Not Applicable)

(b) Instructional equipment.

Yes (Not Applicable)

(c) Resources.

Yes (Not Applicable)

(d) Personnel.
9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
- Yes [x] No [ ]

(b) Well-defined instructional objectives.
- Yes [x] No [ ]

(c) The selection and use of appropriate and current learning materials.
- Yes [x] No [ ]

(d) Appropriate modes of instructional delivery.
- Yes [x] No [ ]

(e) The use of appropriate assessment strategies.
- Yes [x] No [ ]

(f) The use of appropriate experiences.
- Yes [x] No [ ]

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
- Yes [x] No [ ]

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

9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
- Yes [x] No [ ]

9.27 Is the size of the faculty appropriate to the total student enrollment?
- Yes [x] No [ ]

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
- Yes [x] No [ ]

9.31 What is the current student/teacher ratio?
- (Calculate the student/teacher ratio by using the following formula:
  - Add the number of students enrolled in the program-specific courses (courses with program prefix)
  - Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
  
  The current student to teacher ratio is 16:1.)
9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

**GENERAL COMMENTS:**
The team thanks Lincoln Technical Institute Brockton campus for a gracious welcome and thoughtful assistance.

### 9. PROGRAM EVALUATION

**Certificate - Pharmacy Technician Program**

**FOR ALL PROGRAMS**

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Ms. Christine Cusano is the regional director of education but also oversees the pharmacy technician program. Ms. Cusano has a bachelor’s degree in management from University of Phoenix and an associate’s degrees in medical assisting and business administration from Middlesex Community College. Ms. Cusano has over 28 years of experience as a pharmacy technician and has been nationally certified with the Pharmacy Technician Certification Board (PTCB) since 2001. She is assisted by Ms. Michelle Queenan is the lead instructor for the program and supports Ms. Cusano with administrative duties. Ms. Queenan has an associate’s degree in math and science from Cape Cod Community College. Also Ms. Queenan has over eight years of experience as a pharmacy technician and has been nationally certified with PTCB since 1999.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No
9.07 List the community resources and describe how they are utilized to enrich the program(s).
The team has reviewed documentation concerning the following field trips and guest speakers:
A field trip to Specialty Pharmacy - Bravo and guest speakers - Ms. Danielle Mahoney from Balboni Pharmacy,
Mr. Andrew Vega from CVS, Mr. Carlos Gancia from Apothcare. Field trips and guest speakers from the
community have been utilized to enrich the program. Students have had opportunities to receive information and
gain understanding of retail, institution, and specialty pharmacies.

9.08 Is the utilization of community resources sufficient to enrich the program?
× Yes  □ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the
program and its objectives?
× Yes  □ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually
signed agreement that outlines the arrangement between the institution and the practicum site, including
specific learning objectives, course requirements, and evaluation criteria?
× Yes  □ No  □ Not Applicable (these elements are not part of the program or no student is at the
point of needing them)

9.11 Does the program use independent studies?
□ Yes  × No (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the
program?
× Yes  □ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
× Yes  □ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
× Yes  □ No
(b) Course numbers
× Yes  □ No
(c) Course prerequisites and/or corequisites
× Yes  □ No
(d) Instructional contact hours/credits
× Yes  □ No
(e) Learning objectives
× Yes  □ No
(f) Instructional materials and references
× Yes  □ No
(g) Topical outline of the course
Yes  ☐ No
(h) Instructional methods
Yes  ☐ No
(i) Assessment criteria
Yes  ☐ No
(j) Method of evaluating students
Yes  ☐ No
(k) Date the syllabus was last reviewed
Yes  ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour
programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work
assignments
Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
Yes  ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
Yes  ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as
reported on the last Campus Accountability Report submitted to the Council?
Yes  ☐ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The team attempted six calls to verify placement in the diploma program in pharmacy technician.

How many calls to employers or graduates were successful?
The team made four successful contacts to verify placement in the diploma program in pharmacy technician.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please
explain any discrepancy between the number of successful contacts and confirmations.
Of the four successful contacts, four confirmed employment.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
Yes  ☐ No  ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
Yes  ☐ No (Skip to question 9.24)
9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

As in compliance with the syllabi, several graded homework samples showed evidence of adequate out-of-class work. The samples clearly showed evaluation remarks.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

☐ Yes ☐ No

(b) Instructional equipment.

☐ Yes ☐ No

(c) Resources.

☐ Yes ☐ No

(d) Personnel.

☐ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

☐ Yes ☐ No

(b) Well-defined instructional objectives.

☐ Yes ☐ No

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

☐ Yes ☐ No

(d) Appropriate modes of instructional delivery.

☐ Yes ☐ No

(e) The use of appropriate assessment strategies.

☐ Yes ☐ No

(f) The use of appropriate experiences.

☐ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

☐ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, AND BACHELOR’S DEGREES ONLY
9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
☐ Yes  ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?  
☐ Yes  ☐ No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
☐ Yes  ☐ No

9.31 What is the current student/teacher ratio?  
The current student to teacher ratio is 6:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
☐ Yes  ☐ No

**SUMMARY**

There are no areas of non-compliance.
Attached please find the Lincoln Tech report. Please note that the survey is not attached. My computer will not open this report, so would you please attach it and then also send the whole report to Earline.

In reviewing my hotel bill it was charged to my credit card not the master account. Should I just include the expense on my expense report? I await your reply.

Hope Reno was ok and you got home safely.

As always,

Bill
REEVALUATION

LINCOLN TECHNICAL INSTITUTE
365 Westgate Dr.
Brockton, Massachusetts 02301
ACICS ID Code: 00012783

Ms. Angela Corby, Executive Director (acorby@lincolntech.edu)
acicsbrockton@lincolntech.edu

MAIN CAMPUS
Lincoln Technical Institute
Edison, New Jersey
ACICS ID Code: 00010950

June 9-10, 2014

Mr. William Winger
Ms. Jeanine Coursen
Mr. Scott Burell
Ms. Tanisia Smith
Dr. Claudia Verding
Ms. Amanda Holmes
Dr. Ravi Rathnam
Ms. Chinita Obi

Chair
Student-Relations Specialist
Educational Activities, Library and Computer and Network Support Technician
Massage Therapy
Dental Assisting
Pharmacy Technician
Medical Assisting
Staff Representative

American International College of Arts and Sciences Antigua
DuBois Business College (retired)
Beckfield College
Holistic Massage Training Institute
Dentist
Virginia College
Stratford College
ACICS

Denver, CO
Ft. Lauderdale, FL
Florence, KY
Baltimore, MD
El Paso, TX
Florence, SC
Glen Allen, VA
Washington, DC

ACCREDTING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS
PROGRAMES OFFERED BY LINCOLN TECHNICAL INSTITUTE BROCKTON, MASSACHUSETTS

<table>
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<th>CREDENTIAL EARNED (As defined by the institution)</th>
<th>ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate’s, Academic Associate’s, Bachelor’s, Master’s, or Doctoral)</th>
<th>APPROVED PROGRAM TITLE</th>
<th>Clock Hrs.</th>
<th>Sem./ Hrs.</th>
<th>Enroll: Full-time/Part-time</th>
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<td>Certificate</td>
<td>Certificate</td>
<td>Medical Office Assistant</td>
<td>900</td>
<td>41.0</td>
<td>19/0</td>
<td>Ret: 94% Pla: 76%</td>
</tr>
<tr>
<td>Certificate</td>
<td>Certificate</td>
<td>Pharmacy Technician</td>
<td>720</td>
<td>34.5</td>
<td>16/0</td>
<td>Ret: 86% Pla: 69%</td>
</tr>
<tr>
<td>Certificate</td>
<td>Certificate</td>
<td>Massage Therapy</td>
<td>810</td>
<td>42.5</td>
<td>19/0</td>
<td>N/A N/A N/A</td>
</tr>
<tr>
<td>Certificate</td>
<td>Certificate</td>
<td>Computer and Network Support Technician</td>
<td>900</td>
<td>37.5</td>
<td>10/0</td>
<td>Ret: 78% Pla: 73%</td>
</tr>
<tr>
<td>Certificate</td>
<td>Certificate</td>
<td>Dental Assistant</td>
<td>1020</td>
<td>41.5</td>
<td>39/0</td>
<td>N/A N/A N/A</td>
</tr>
<tr>
<td>Certificate</td>
<td>Certificate</td>
<td>Medical Assistant Blended Delivery</td>
<td>900</td>
<td>40.0</td>
<td>62/0</td>
<td>Ret: 89% Pla: N/A</td>
</tr>
<tr>
<td>Certificate</td>
<td>Certificate</td>
<td>Medical Office Assistant Blended Delivery</td>
<td>900</td>
<td>41.0</td>
<td>7/0</td>
<td>Ret: 100% Pla: N/A</td>
</tr>
</tbody>
</table>

TOTAL ENROLLMENT 244/0

INTRODUCTION

Please use this page to give a narrative introduction of the campus.

The Brockton campus of Lincoln Technical Institute dates back to 2001 when Lincoln Tech bought the Computer-Ed Institute and changed it to Lincoln Tech. The campuses at the time were in Brockton, Boston and Somerville, Massachusetts. The company also expanded its campuses to North Providence and Lincoln, Rhode Island, Norcross, Georgia and Henderson, Nevada. In June 2011 a campus was opened in Lowell, Massachusetts. In 2002 the campus offerings were expanded to include allied health programs. The name was officially changed in 2006. The campus currently offers programs in medical assistant and medical office assistant blended, pharmacy technician, dental assisting, massage therapy and are teaching out computer and support technician.

Provide a brief history of the campus, a description of its geographic service area, and a description of the composition of the student population.

As stated above the campus was purchased from Computer-Ed Institute and became eventually Lincoln Technical Institute. The campus is located in a Boston suburban community and is located near an interstate highway adjacent to an older shopping mall. The student body is comprised of 11% male and 89% female. While the team was on campus the ethnic background of the student body was provided and added to the CEP.
Also include a description and explanation of any extenuating circumstances and/or any distinctive or unusual features of the campus or evaluation visit. If the campus has campus additions, describe how those locations are used for administrative and instructional purposes.

The campus has recently decided to change from clock to credit hour and all programs except dental assisting and massage therapy will now be measured in semester credit hours. The campus has decided to not continue to offer the computer and network support technician program.
REPORT QUESTIONS

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
   The mission statement and supporting objectives are found on page three of the Lincoln Technical Institute catalog dated 2014-2016 volume XXIV.

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

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

1.04 Are the objectives reasonable for the following?
   (a) The programs of instruction
       □ Yes  □ No
   (b) The modes of delivery.
       □ Yes  □ No
   (c) The facilities of the campus.
       □ Yes  □ No

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

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

CAMPUS EFFECTIVENESS

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

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
   □ Yes  □ No  □ Not Applicable

1.09 Does the CEP describe the following?
   (a) The characteristics of the programs offered.
       □ Yes  □ No
   (b) The characteristics of the student population.
       □ Yes  □ No
   (c) The types of data that will be used for assessment.
       □ Yes  □ No
   (d) Specific goals to improve the educational processes.
1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.  ☑ Yes  ☐ No
(b) Student placement.  ☑ Yes  ☐ No  ☐ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.  ☑ Yes  ☐ No  ☐ Not Applicable (new additional location only)
(d) Level of employer satisfaction.  ☑ Yes  ☐ No  ☐ Not Applicable (new additional location only)
(e) Student learning outcomes.  ☑ Yes  ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The campus uses surveys, reports and industry certification pass rates as tools to assess learning outcomes. The surveys used are the satisfaction surveys for both graduates and employer satisfaction surveys. Campus wide pass rate data for national and state exams are collected and aggregated and are used to assess the soundness of the educational process at the campus. Attendance is also measured to analyze student satisfaction with higher attendance proving stronger student satisfaction. A 95 percent attendance goal has been set. A GPA analysis is also being tracked to verify student outcomes.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.  ☑ Yes  ☐ No  ☐ Not Applicable
(b) The data used by the campus to assess each outcome.  ☑ Yes  ☐ No  ☐ Not Applicable
(c) How the data was collected.  ☑ Yes  ☐ No  ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.  ☑ Yes  ☐ No  ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?  ☑ Yes  ☐ No  ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?  ☑ Yes  ☐ No  ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus has identified risk factors for students who may potentially be drops by increasing their communication with their faculty and administration to assist the student in their transition to academic life.
Other processes to increase retention are: hire an advisor to be a contact person with the student, install a student success class at the beginning of the student's tenure, increase attendance tracking, continue more professional days emphasizing the soft skills necessary for their careers and continued monitoring of the student surveys for student concerns. The plan to improve the placement rate is to increase visits to local employers, continue in-class workshops focusing on mock interviews, joining more local employment organizations, promote more certifications, and to develop relationships with the computer science department to assist in placing the last of those students.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
   ☑ Yes  ☐ No
(b) That specific activities listed in the plan have been completed.
   ☑ Yes  ☐ No
(c) That periodic progress reports have been completed.
   ☑ Yes  ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual’s qualifications. If a committee is utilized please describe the committee.
The campus executive director chairs the CEP committee and is assisted by the senior managers of the campus: the director of admissions, the education director, the financial aid director, the placement director and the externship coordinator.
Ms. Angela Corby is the campus executive director. Ms. Corby holds a bachelor's in English and art from Assumption College. She has been an executive campus director since October 2010, prior to this experience Ms. Corby was a senior director of admissions for Lincoln Technical Institute. Prior to coming to Lincoln Ms. Corby worked for another school corporation in admissions, and prior to that experience she was a technical recruiter.

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

GENERAL COMMENTS:
The CEP has a minimal amount of demographic data on its students and should consider bolstering this part of its CEP.
2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
   (a) Governance, control, and corporate organization.
   ☑ Yes ☐ No
   (b) Names of the trustees, directors, and/or officers.
   ☑ Yes ☐ No
   (c) Names of the administrators.
   ☑ Yes ☐ No

2.02 Does the campus:
   (a) Adequately train its employees?
   ☑ Yes ☐ No
   (b) Provide them with constant and proper supervision?
   ☑ Yes ☐ No
   (c) Evaluate their work?
   ☑ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
   ☑ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
   (a) Clearly understand their duties and responsibilities?
   ☑ Yes ☐ No
   (b) Know the person to whom they report?
   ☑ Yes ☐ No
   (c) Understand the standards by which the success of their work is measured?
   ☑ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
   ☑ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
   ☑ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
   ☑ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
   ☑ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
   The campus executive director, Ms. Angela Corby, is responsible for the financial oversight of this campus. Ms. Corby holds a bachelor's in English and art from Assumption College. She has been an executive campus director since October 2010, prior to this experience Ms. Corby was a senior director of admissions for Lincoln
Technical Institute. Prior to coming to Lincoln Ms. Corby worked for another school corporation in admissions, and prior to that experience she was a technical recruiter.
3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☐ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☐ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person’s qualifications?
As previously stated, Ms. Angela Corby is the campus executive director. Ms. Corby holds a bachelor’s in English and art from Assumption College. She has been an executive campus director since October 2010, prior to this experience Ms. Corby was a senior director of admissions for Lincoln Technical Institute. Prior to coming to Lincoln Ms. Corby worked for another school corporation in admissions, and prior to that experience she was a technical recruiter.

3.04 Does the campus list degrees of staff members in the catalog?
☐ Yes ☒ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☐ Yes ☐ No
(c) Curriculum.
☐ Yes ☐ No
(d) Accreditation and licensure.
☐ Yes ☐ No
(e) Guidance.
☐ Yes ☐ No
(f) Instructional resources.
☐ Yes ☐ No
(g) Supplies and equipment.
☐ Yes ☐ No
(h) The school plant.
☐ Yes ☐ No
(i) Faculty and staff.
☐ Yes ☐ No
(j) Student activities.
☐ Yes ☐ No
(k) Student personnel.
☐ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No (Skip to Question 3.11.)

3.11 Do student files contain evidence of graduation from high school or the equivalent?
3.12 Are appropriate transcripts maintained for all students?  
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?  
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?  
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
☒ Yes ☐ No
4. RELATIONS WITH STUDENTS
   FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
Twenty-eight student files were reviewed by the team. The files were classified on the 2012-2013 CAR as graduates (10), withdrawals (9) and still enrolled (9). One of the files was a student who received transfer credit from another institution, one of the files was a student who had been on probation due to satisfactory academic process (SAP) issues, one of the files was a student who had been on warning due to SAP issues, two of the files were students who had earned an additional credential, one of the files was a student who had been dismissed due to SAP issues, and three of the files were students who had changed programs. In addition, the financial ledger cards for all files were reviewed.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
   ☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
   ☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
   ☒ Yes ☐ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
   ☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus’s mission?
   ☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
   ☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
   ☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that:
(a) Clearly outlines the financial obligations of both the institution and the student?
   ☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
   ☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
   ☒ Yes ☐ No
Is there evidence that a copy of the agreement has been provided to the student?
   ☒ Yes ☐ No
4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
At the time of the visit, Ms. Jesuina Henderson, director of admissions, was not in the office due to being on a maternity leave of absence. Ms. Henderson holds a bachelor's degree in business management from Johnson and Wales University in Providence, Rhode Island. She began working for Lincoln Technical Institute as an assistant director of admissions in 2003. Ms. Henderson was promoted to her current position in 2010. Ms. Kerrin Miniutti, director of admissions from the Somerville campus, was in the admissions office to answer questions during the visit. Ms. Miniutti has three years of supervisory and sales experience at Verizon General Business Service Center and 11 years experience in the admissions department at Lincoln Technical Institute, Lowell and Somerville campuses, holding admissions representative and director of admissions positions.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team verified the recruiting process for new students is ethical and compatible with the educational objectives after reviewing files and interviewing Ms. Kerrin Miniutti. Lincoln Technical Institute utilizes various media to recruit students such as online-generated inquiries, television, and direct mail. Direct traffic to the Lincoln Technical Institute website and phone inquiries are monitored by the representatives. The admission representatives attended local high school sponsored college and career fairs. Newly hired admissions representatives receive two weeks of training from the director of admissions on admissions compliance, program content, appointment setting, data recording, and interviewing techniques. Weekly performance reviews were conducted by the director of admissions as she closely monitors the representative's progress. One-on-one meetings occur weekly to evaluate individual representative's development.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
   - Yes [X] No
(b) Services.
   - Yes [X] No
(c) Tuition.
   - Yes [X] No
(d) Terms.
   - Yes [X] No
(e) Operating policies.
   - Yes [X] No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
   - Yes [X] No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
   - Yes [X] No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
   - Yes [X] No
4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☐ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☐ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☐ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☐ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☐ No (Skip to question 4.23 for Master’s Degree Programs or 4.24 for all programs)

• FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☐ Yes ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress policy (SAP) is found on pages 36-38 in the Lincoln Technical Institute 2014-2016 catalog, volume XXIV, revised and effective June 2014. The revised Lincoln Technical Institute catalog addendum 2014-2016 effective June 9, 2014, was also reviewed.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☐ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☐ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☐ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals.
☐ Yes ☐ No
Incomplete grades.
☐ Yes ☐ No
Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.
☐ Yes ☐ No ☐ Not Applicable (campus does not offer)

A warning status.
☒ Yes ☐ No ☐ Not Applicable (campus does not use)

A probationary period.
☒ Yes ☐ No

An appeal process.
☒ Yes ☐ No

An extended-enrollment status.
☐ Yes ☐ No ☐ Not Applicable (campus does not offer)

The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)

The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student’s enrollment?
☒ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If Yes, is the student informed of this policy?
☒ Yes ☐ No
4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

☐ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?

☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

☐ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person’s qualifications?

Ms. Christine Cusano, regional director of education since 2010, is responsible for the administration of satisfactory academic progress. She holds associate degrees in business administration and medical assisting from Middlesex Community College located in Bedford and Lowell, Massachusetts; a bachelor’s degree in management from the University of Phoenix online, and a master’s degree in instructional design and technology from Walden University online. Ms. Cusano has earned the following certifications: certified medical assistant (AAMA), certified pharmacy technician, and is a licensed Massachusetts pharmacy technician. She brings to the campus over 20 years experience combined in medical assisting, medical office management, pharmacy technician, teaching, educational supervision, and curriculum design and management.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

☐ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)

(a) ☒ Scholarships.
(b) ☐ Grants.
(c) ☐ Loans.
(d) ☐ The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?

☐ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☐ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☐ Yes ☐ No
If Yes, have students confirmed receiving a copy of the catalog?
☐ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☐ Yes ☐ No
(b) Dates for the posting of tuition.
☐ Yes ☐ No
(c) Fees.
☐ Yes ☐ No
(d) Other charges.
☐ Yes ☐ No
(e) Payments.
☐ Yes ☐ No
(f) Dates of payment.
☐ Yes ☐ No
(g) The balance after each transaction.
☐ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☐ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☐ Yes ☐ No

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

4.48 Is the campus following its stated refund policy?
☐ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 4.57)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Stephani Green, assistant director of financial aid, is responsible on-site for administering student financial aid. Ms. Green began her career at Lincoln Technical Institute as a financial aid advisor in 2004. She was
promoted to her current position in 2010. Ms. Green worked in various financial aid positions for three years prior to her employment at Lincoln. She is a member of the National Association of Student Financial Aid Administrators (NASFAA) and Massachusetts Association Student Financial Aid Administrators (MASFAA).

Ms. Sheila Andrews, regional director of financial aid, was on campus during the team's visit.

4.51 Is the person who determines the amount of student awards not also responsible for disbursing those awards?
☐ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
☐ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☐ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

The financial aid office stays current with regulation and policy changes in financial aid by holding memberships in NASFAA and MASFAA. Emails are regularly received from NASFAA and MASFAA concerning policy changes that affect student financial aid. Financial aid advisors receive training in governmental regulations, institutional policies, and procedures on a regular basis. Information acquired by the assistant director of financial aid and the regional director of financial aid is disseminated to the financial aid staff via emails, one-on-one interactions, and through corporate webinars.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☐ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education’s definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☐ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☐ No (Skip to question 4.58.)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The student services offered by the campus include: new student orientation which is an opportunity for all new students to become familiar with college personnel and procedures; academic counseling is offered by the regional director of education; financial aid information is provided by the student finance office; free tutoring is available to all students with faculty and peer tutors; and employment counseling is provided by career services.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☐ Yes ☐ No ☐ Not Applicable
4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
At the time of the visit, Ms. Laura Forth, director of career services, was not on campus due to being on a maternity leave of absence. Ms. Forth is responsible for the oversight of counseling students on employment opportunities since 2012. She holds a bachelor's degree in leadership from Northeastern University in Boston, Massachusetts and a master's degree in business administration from American Intercontinental University in Atlanta, Georgia. In addition, she has five years of prior experience as the director of career services for Career Education Corporation and four years experience as the senior career services counselor for Gibbs College. The team interviewed Ms. Jennifer Brown, career services representative on campus. She holds a bachelor's degree in sociology from Northeastern University in Boston, Massachusetts. Ms. Brown began her career at Lincoln Technical Institute as an admissions representative in 2007 and was promoted to her current position in 2011. She has prior work experience as a senior externship coordinator at Bryman Institute for six years and as an assistant manager at Career Pro, Inc. working in sales and staffing. Ms. Joanne White, director of career services from the Lincoln Technical Institute New Britain, Connecticut campus, was also interviewed by the team during the visit.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 251
The ending enrollment reported on the previous year's CAR is 251

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
The students are counseled concerning student loan repayment obligations by the following: discussion of repayment during the initial admission process; entrance counseling is conducted during the first financial aid appointment; exit counseling occurs before graduation; students are instructed on how to access a financial literacy portal including repayment calculators, modules on managing finances, loan repayment and general financial literacy. Students are encouraged to contact the campus financial aid office with questions and concerns.

4.67 Describe the extracurricular activities of the campus (if applicable).
Students were encouraged to participate in the following extracurricular campus activities: fund raiser for Smile Train, t-shirts sales to benefit the Boston Marathon victims, various clothing and food drives for the local
community, campus student advisory board and United Way community connection with neighborhood homeless families.
5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
   □ Yes  ☑ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
   Ms. Christine Cusano is the regional director of education. She holds an associate's degrees in business administration and in medical assisting from Middlesex Community College in Bedford, Massachusetts, a bachelor's degree in management from the University of Phoenix online and a master's of science degree in instructional design and technology from Walden University in Baltimore, Maryland. Ms. Cusano has been working in education administration and curriculum design for fifteen years.

5.03 Does this person have appropriate academic or experiential qualifications?
   □ Yes  ☑ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
   The role of academic advisor and the supervisor over faculty is carried out by Ms. Christine Cusano, the regional director of education. Lead instructors in the various programs carry out the role of training faculty and work directly with Ms. Cusano in coordinating program development efforts.

5.05 Is the time devoted to the administration of the educational programs sufficient?
   □ Yes  ☑ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
   □ Yes  ☑ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
   (a) Development of the educational program.
      □ Yes  ☑ No
   (b) Selection of course materials, instructional equipment and other educational resources.
      □ Yes  ☑ No
   (c) Systematic evaluation and revision of the curriculum.
      □ Yes  ☑ No
   (d) Assessment of student learning outcomes.
      □ Yes  ☑ No
   (e) Planning for institutional effectiveness.
      □ Yes  ☑ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
   □ Yes  ☑ No
5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

☐ Yes  ☒ No (Skip to question 5.10)

FOR NEW GRANTS ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

☐ Yes  ☒ No (Skip to question 5.14)

FOR ALL CAMPUSES

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

☒ Yes  ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

☒ Yes  ☐ No

5.16 What provisions are made for individual differences among students?

Faculty reported that all faculty maintain after school office hours to provide additional support for students. There is also a peer tutoring program.

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

The academic governance policy states that "Faculty offer input to program development nationally through participation on national curriculum councils," and "Campus personnel work directly with both the local educational leadership as well as the corporate education team on the review and selection of textbooks, available technology, and related courseware." During an interview, the regional director of education, Ms. Christine Cusano described this same process, which was also confirmed by multiple instructors during the faculty meeting.

5.18 Does the faculty participate in this process?

☒ Yes  ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?

☒ Yes  ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

☒ Yes  ☐ No  ☐ Not Applicable (campus does not award such credit)

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

☒ Yes  ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (If
only nondegree programs are offered with no general education courses, skip to 5.23)

(a) Facilities.
☒ Yes ☐ No

(b) Instructional equipment.
☒ Yes ☐ No

(c) Resources.
☒ Yes ☐ No

(d) Personnel.
☒ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.25 Based on the team’s observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☒ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If Yes, how is this documented?
The team observed certificates in the individual faculty files of instructors that attended the various in-service trainings and the subject matter of the training that was received.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development
for the educational programs?
☒ Yes ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No
6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located in a suburb of Boston adjacent to a shopping center in the community of Brockton. There are two buildings 375 Westgate Dr. and 365 Westgate Dr. The campus has classrooms, labs, library, student lounge and faculty and administrative office space. The campus is more than adequate for the amount of students and is able to support the mission of the institution. There is sufficient parking for staff, students and visitors.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment
☒ Yes ☐ No

(b) Instructional tools
☒ Yes ☐ No

(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable
7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The 2014-2016 catalog and addendum were used for the evaluation. The catalog is volume 24 and went into effect in June of 2014. The team also used an updated addendum that went into effect on June 9, 2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?

☐ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

☐ Yes ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

☐ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

☐ Yes ☐ No

(c) The names and titles of the administrators.

☐ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

☐ Yes ☐ No

(e) A statement of accreditation

☐ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.

☐ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

☐ Yes ☐ No

(h) An academic calendar.

☐ Yes ☐ No

(i) A full disclosure of the admission requirements.

☐ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

☐ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

☐ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

☐ Yes ☐ No

(m) A definition of the unit of credit.

☐ Yes ☐ No ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

☐ Yes ☐ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
[ ] Yes [ ] No

(p) The transfer of credit policy.
[ ] Yes [ ] No

(q) A statement of the tuition, fees, and any other charges.
[ ] Yes [ ] No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
[ ] Yes [ ] No

[ ] Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.
[ ] Yes [ ] No

(t) A statement describing the student services offered.
[ ] Yes [ ] No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
[ ] Yes [ ] No

[ ] Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
[ ] Yes [ ] No

7.06 Does the campus offer courses and/or programs via distance education?
[ ] Yes [ ] No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?
[ ] Yes [ ] No (Skip to Question 7.08.)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
[ ] Yes [ ] No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
[ ] Yes [ ] No

(c) Do students receive a copy of the addendum/supplement with the catalog?
[ ] Yes [ ] No

7.08 Is the catalog available online?
[ ] Yes [ ] No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?
[ ] Yes [ ] No

7.09 Does the campus utilize a multiple-school catalog?
[ ] Yes [ ] No (Skip to Question 7.10.)

If Yes, answer the following:
(a) Are all campuses using the same catalog of common ownership?
(b) Are all photographs utilized properly labeled to identify the location depicted?
☐ Yes ☐ No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
☐ Yes ☐ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☐ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☐ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises via newspaper and radio ads, print media and through their website.
Are all print and electronic advertisements under acceptable headings?
☐ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes ☐ No (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☐ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☐ Yes ☐ No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The campus routinely provides completion time and placement rates to the public at the program level.
Where is this information published and how frequently is this information being updated?
The information is published annually on the student disclosures website.
8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?
☐ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☐ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☐ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☐ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Senior education coordinator Mr. John Cheesman reported that semiannually and during any curriculum updates faculty are asked to propose additional volumes and resources for the library. Additionally faculty are always invited to suggest new volumes or information services by notifying the library personnel. An interview with lead instructor Mr. Peter Stagman confirmed his awareness of and participation in this process.

☐ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☐ Yes ☐ No

FOR NONDEGREE PROGRAMS ONLY

8.25 Are appropriate reference materials and periodicals available for all programs offered?
☐ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
☐ Yes ☐ No

8.27 Is there a current inventory of instructional resources?
☐ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
☐ Yes ☐ No
9. PROGRAM EVALUATION

Certificate in Computer and Network Support Technician

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes    ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?

Mr. Peter Stagman is the lead instructor for the certificate in computer and network support technician program. He has the following industry certifications: Computing Technology Industry Association certifications of A+, Network+, Security+, and Project+, as well as Microsoft Certified Systems Engineer, Microsoft Certified Professional, and Microsoft Certified Technology Specialist. These certifications cover the scope of the certificate in computer and network support technician program. He has seventeen years of experience working in the information technology industry, with responsibilities at each employer that align with the concepts and skills that constitute this program.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes    ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes    ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes    ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs > 1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes    ☐ No    ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☒ Yes    ☐ No    ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

Annual advisory board meetings have been held to discuss the course and program outcomes. Minutes of these meetings and the recommendations of the board are on file. Reports of field trips to both retail sites and information technology service companies were found in the college records. Mr. Peter Stagman confirmed the field trips and reported student feedback from the field trips.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes    ☐ No
9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☐ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?
☐ Yes ☐ No (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☐ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☐ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☐ Yes ☐ No
(b) Course numbers
☐ Yes ☐ No
(c) Course prerequisites and/or corequisites
☐ Yes ☐ No
(d) Instructional contact hours/credits
☐ Yes ☐ No
(e) Learning objectives
☐ Yes ☐ No
(f) Instructional materials and references
☐ Yes ☐ No
(g) Topical outline of the course
☐ Yes ☐ No
(h) Instructional methods
☐ Yes ☐ No
(i) Assessment criteria
☐ Yes ☐ No
(j) Method of evaluating students
☐ Yes ☐ No
(k) Date the syllabus was last reviewed
☐ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
9.16 Do students confirm that they receive a course syllabus and that it is followed?
- Yes □ No □ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
- Yes □ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
- Yes □ No □ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
- Diploma program in Computer and Network Support Technician: 11

How many calls to employers or graduates were successful?
- Diploma program in Computer and Network Support Technician: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Of the four successful contacts made, all confirmed the employment of the graduates as reported on the CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
- Yes □ No □ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
- Yes □ No (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes □ No □ Not Applicable (Clock hour programs only)

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

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

Mr. Peter Stagman provided copies of out-of-class assignments to demonstrate the nature of the activities assigned. Ms. Christine Cusano provided printouts from grade books from previous terms that demonstrated inclusion of these evaluations in course grade calculations in accordance with weights and values shown in the course syllabi.
FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.
   ☑ Yes ☐ No

(b) Instructional equipment.
   ☑ Yes ☐ No

(c) Resources.
   ☑ Yes ☐ No

(d) Personnel.
   ☑ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
   ☑ Yes ☐ No

(b) Well-defined instructional objectives.
   ☑ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
   ☑ Yes ☐ No

(d) Appropriate modes of instructional delivery.
   ☑ Yes ☐ No

(e) The use of appropriate assessment strategies.
   ☑ Yes ☐ No

(f) The use of appropriate experiences.
   ☑ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
   ☑ Yes ☐ No

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

9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   ☑ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
   ☑ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY
9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

☑ Yes ☐ No

9.31 What is the current student/teacher ratio?

There is no current data available because this program is currently being taught out and all technical courses have been completed by all students. The two active students are taking Student SUCCESS Strategies and will be completing their externship soon.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

☑ Yes ☐ No
9. PROGRAM EVALUATION

Certificate program in Dental Assisting

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
[ ] Yes   [ ] No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
The lead instructor for dental assisting is Mrs. Helenmary Pizzi. Mrs. Helenmary Pizzi is currently certified with
the Dental Assistant National Boards, Inc. She has 20 years experience in dentistry, in chair side and front office.
She is academically and experientially experienced in the dental field.

9.03 Does this individual possess appropriate academic or experiential qualifications?
[ ] Yes   [ ] No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development
and administration of the educational program(s)?
[ ] Yes   [ ] No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
[ ] Yes   [ ] No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student
achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs > 1 year in length) OR 70 percent (programs ≤ 1 year in
length)?
[ ] Yes   [ ] No   [ ] Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
[ ] Yes   [ ] No   [ ] Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data,
analysis and activities to meet or exceed Council requirements?
[ ] Yes   [ ] No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program has utilized community support via field trips to Aspen Dental in Raynham Massachusetts and all
smiles, externship placements, and an advisory board is active.

9.08 Is the utilization of community resources sufficient to enrich the program?
[ ] Yes   [ ] No

9.09 Does the catalog and/or other advertising material such as brochures and website, accurately describe the
program and its objectives?
[ ] Yes   [ ] No
9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

- Yes  □ No  □ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?

- Yes □ No (Skip to question 9.13)

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

- Yes □ No

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

- Yes □ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

- Yes □ No

(b) Course numbers

- Yes □ No

(c) Course prerequisites and/or corequisites

- Yes □ No

(d) Instructional contact hours/credits

- Yes □ No

(e) Learning objectives

- Yes □ No

(f) Instructional materials and references

- Yes □ No

(g) Topical outline of the course

- Yes □ No

(h) Instructional methods

- Yes □ No

(i) Assessment criteria

- Yes □ No

(j) Method of evaluating students

- Yes □ No

(k) Date the syllabus was last reviewed

- Yes □ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

- Yes □ No  □ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☒ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Diploma program in dental assisting: There were a total of 17 calls made to employers and graduates.

How many calls to employers or graduates were successful?
Diploma program in dental assisting: There were 6 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were 6 calls that confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☒ Yes ☐ No ☒ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☒ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team found evidence of the dental assisting lead instructor what out of class graded out of class assignment pending to be returned to the student. This assignment included the grades for these assignments.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☑ Yes ☐ No
(e) Resources.
☑ Yes ☐ No
(d) Personnel.
☑ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☑ Yes ☐ No
(b) Well-defined instructional objectives.
☑ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☑ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☑ Yes ☐ No
(e) The use of appropriate assessment strategies.
☑ Yes ☐ No
(f) The use of appropriate experiences.
☑ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☑ Yes ☐ No

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

9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☑ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☑ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☑ Yes ☐ No

9.31 What is the current student/teacher ratio?
The student/teacher ratio is 15:1 laboratory and lecture for morning classes and the student teacher/ratio is 4:1 in dental radiology class for the evening program.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☐ Yes ☐ No

GENERAL COMMENTS:

The team found dental assisting students in attendance at externship sites. The team also found from the two dental externship site visits the students were engaged in the role of chairside assistant. The team found dental assisting student Joshua Williams enthusiastic taking dental x-rays on a patient at dental dreams dentistry for kids and adults in Brockton Massachusetts. The team also found dental assisting student Jade Taylor at aspen dental clinic in Brockton Massachusetts actively participating in chairside assisting.
9. PROGRAM EVALUATION

Certificate in Medical Assistant- Residential and Blended
Certificate in Medical Office Assistant- Residential and Blended

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes   ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Ms. Mary Spear was appointed lead instructor for the medical assistant program on January 4, 2010. Prior to joining the institution, Ms. Spear worked as a staff charge nurse for five years. Ms. Spear holds a diploma in practical nursing from Southeastern Technical Institute in Easton, Massachusetts. Ms. Spear is a registered nurse by the Massachusetts Board of Nursing.

Ms Crystal Scipione was appointed lead instructor for the medical office assistant program on March 27, 2009. Prior to joining the institution, Ms Scipione worked as a billing manager at Perron Family Chiropractic, Inc for 3 years. Ms Scipione holds a certificate in health management from Northeastern University in Burlington, Massachusetts. She also holds a certificate in medical assistant from Bryman Institute.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes   ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes   ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes   ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Review of over 20 affiliation agreements support that the medical assistant and medical office assistant programs have community support. The programs held two advisory board meetings on November 2013 and May 2014. The students had a field trip to the Museum of Science: The Hall of Human Life and Bella Natural Health to understand EMRs and HIPAA regulations.
9.08 Is the utilization of community resources sufficient to enrich the program?
   - Yes  □ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
   - Yes  □ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
   - Yes  □ No  □ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

If No, insert the section number in parentheses and explain:
The externship syllabi for the medical assistant and medical office assistant programs did not identify an instructor to guide and direct the learning experience of the students. During the team's visit, the syllabi were amended to reflect the assignment of a qualified instructor for the externships.

9.11 Does the program use independent studies?
   - Yes  □ No (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
   - Yes  □ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
   - Yes  □ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
   (a) Title and course descriptions
       - Yes  □ No
   (b) Course numbers
       - Yes  □ No
   (c) Course prerequisites and/or corequisites
       - Yes  □ No
   (d) Instructional contact hours/credits
       - Yes  □ No
   (e) Learning objectives
       - Yes  □ No
   (f) Instructional materials and references
       - Yes  □ No
   (g) Topical outline of the course
       - Yes  □ No
   (h) Instructional methods
       - Yes  □ No
   (i) Assessment criteria
       - Yes  □ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(j) Method of evaluating students
☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were 12 calls made to graduates in the medical assistant-residential and with externship programs.
There were 5 calls made to graduates in the medical office assistant program.

How many calls to employers or graduates were successful?
There were 6 successful calls in the medical assistant programs.
There were 2 successful calls in the medical office assistant program.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were 6 successful calls to medical assistant graduates that confirmed employment as reported on the 2013 CAR.
There were 2 successful calls to medical office assistant graduates that confirmed employment as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)
9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes
- No
- Not Applicable (Clock hour programs only)

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

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

Based on syllabi review and interview with students and faculty, the team determined that homework is assigned with an appropriate duration. Instructors ensure that out-of-class work is completed by administering assignments and quizzes. The team also revised grades using engrade and gradbooks.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
- Yes
- No
(b) Instructional equipment.
- Yes
- No
(c) Resources.
- Yes
- No
(d) Personnel.
- Yes
- No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
- Yes
- No
(b) Well-defined instructional objectives.
- Yes
- No
(c) The selection and use of appropriate and current learning materials.
- Yes
- No
(d) Appropriate modes of instructional delivery.
- Yes
- No
(e) The use of appropriate assessment strategies.
- Yes
- No
(f) The use of appropriate experiences.
- Yes
- No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
- Yes
- No
FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☐ Yes  ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☐ Yes  ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☐ Yes  ☐ No

9.31 What is the current student/teacher ratio?
(Calculate the student/teacher ratio by using the following formula:
-Add the number of students enrolled in the program-specific courses (courses with program prefix)
-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
The student/teacher ratio is 18:1 in the medical assistant program and 9:1 in the medical office assistant program.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☐ Yes  ☐ No
9. PROGRAM EVALUATION

Certificate Program in Massage Therapy

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☒ Yes ☐ No (Skip to question 9.02)

If Yes, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The massage therapy program at Lincoln Technical Institute Brockton campus utilizes an amalgam of didactic instruction and practical application of manual and assessment-based therapeutic techniques to provide students with the necessary skills to obtain licensure to practice massage therapy in the state of Massachusetts.

(a) Is there a federal or state licensing agency pass rate established for this program?
☐ Yes ☒ No

If Yes, what is the minimum pass rate set by the federal or state licensing requirements?

Add additional qualifiers if necessary: The program measured previously, the therapeutic massage technician certificate program, has been replaced by the extant program: certificate program in massage therapy. As such, no data are available for the program.

(b) What are this program’s pass rates for the past three years?

Year: ☒ Not Available
Year: ☒ Not Available
Year: ☒ Not Available

(c) Does the current year’s program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?
☐ Yes ☒ No ☒ Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?

Administrative duties for the massage therapy certificate program are shared between Ms. Beth Ann Ultsch, who serves as the lead instructor of the program, and Ms. Christine Cusano, the regional director of education for Lincoln Technical Institute. Ms. Ultsch holds a certificate from Lincoln Technical Institute, Lincoln, Rhode Island, as well as a certification from the National Certification Board of Therapeutic Massage and Bodywork. She is licensed to provide massage therapy through the Commonwealth of Massachusetts, Division of Professional Licensure, Board of Massage Therapy; and through the State of Rhode Island, Department of Health, Office of Health Professionals Regulation.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No
9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

☐ Yes    ☐ No

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

☐ Yes    ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

☐ Yes    ☐ No    ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

☐ Yes    ☐ No    ☐ Not Applicable (Additional Location Inclusion only)

The program measured previously, the therapeutic massage technician certificate program, has been replaced by the extant certificate program in massage therapy. As such, no data are available for the new program.

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The community resources include opportunities to provide chair massage to local healthcare providers; field trips to locations such as the renowned anatomically based Body World exhibit, and tours to introduce students to various types of massage equipment. These activities represent a balanced depiction of work environments, while highlighting the value found within networking opportunities and investing in the perpetuity of learning.

9.08 Is the utilization of community resources sufficient to enrich the program?

☐ Yes    ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☐ Yes    ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes    ☐ No    ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?

☐ Yes    ☐ No (Skip to question 9.13)

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

☐ Yes    ☐ No
9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

☐ Yes  ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions

☐ Yes  ☐ No

(b) Course numbers

☐ Yes  ☐ No

(c) Course prerequisites and/or corequisites

☐ Yes  ☐ No

(d) Instructional contact hours/credits

☐ Yes  ☐ No

(e) Learning objectives

☐ Yes  ☐ No

(f) Instructional materials and references

☐ Yes  ☐ No

(g) Topical outline of the course

☐ Yes  ☐ No

(h) Instructional methods

☐ Yes  ☐ No

(i) Assessment criteria

☐ Yes  ☐ No

(j) Method of evaluating students

☐ Yes  ☐ No

(k) Date the syllabus was last reviewed

☐ Yes  ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes  ☐ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Nineteen calls were attempted to verify backup documentation for the certificate program in therapeutic massage technician. Note that the graduates had matriculated from the now-defunct therapeutic massage technician certificate program.

How many calls to employers or graduates were successful?
Four calls successfully verified backup documentation for the certificate program in therapeutic massage technician.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All four successful calls verified backup documentation for the certificate program in therapeutic massage technician.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
☐ Yes ☐ No ☒ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?  
☒ Yes ☐ No (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
☒ Yes ☐ No ☒ Not Applicable (Clock hour programs only)

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

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?  
(a) Facilities.  
☒ Yes ☐ No
(b) Instructional equipment.  
☒ Yes ☐ No
(c) Resources.  
☒ Yes ☐ No
(d) Personnel.  
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?  
(a) Systematic planning.  
☒ Yes ☐ No
(b) Well-defined instructional objectives.  
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
   □ Yes □ No

(d) Appropriate modes of instructional delivery.
   □ Yes □ No

(e) The use of appropriate assessment strategies.
   □ Yes □ No

(f) The use of appropriate experiences.
   □ Yes □ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
   □ Yes □ No

9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   □ Yes □ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
   □ Yes □ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
   □ Yes □ No

9.31 What is the current student/teacher ratio?
   (Calculate the student/teacher ratio by using the following formula:
   - Add the number of students enrolled in the program-specific courses (courses with program prefix)
   - Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
   The current student to teacher ratio is 16:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
   □ Yes □ No

GENERAL COMMENTS:
The team thanks Lincoln Technical Institute Brockton campus for a gracious welcome and thoughtful assistance.
9. PROGRAM EVALUATION

Certificate - Pharmacy Technician Program

FOR ALL PROGRAMS

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

☐ Yes ☒ No (Skip to question 9.02)

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

Ms. Christine Cusano is the regional director of education but also oversees the pharmacy technician program. Ms. Cusano has a bachelor's degree in management from University of Phoenix and an associate's degrees in medical assisting and business administration from Middlesex Community College. Ms. Cusano has over 28 years of experience as a pharmacy technician and has been nationally certified with the Pharmacy Technician Certification Board (PTCB) since 2001. Ms. Michelle Queenan is the lead instructor for the program and supports Ms. Cusano with administrative duties. Ms. Queenan has an associate's degree in math and science from Cape Cod Community College. Also Ms. Queenan has over eight years of experience as a pharmacy technician and has been nationally certified with PTCB since 1999.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

☒ Yes ☐ No

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

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The team has reviewed documentation concerning the following field trips and guest speakers:

A field trip to Specialty Pharmacy - Bravo and guest speakers - Ms. Danielle Mahoney from Balboni Pharmacy, Mr. Andrew Vega from CVS, Mr. Carlos Gancia from Apothcare. Field trips and guest speakers from the
community have been utilized to enrich the program. Students have had opportunities to receive information and gain understanding of retail, institution, and specialty pharmacies.

9.08 Is the utilization of community resources sufficient to enrich the program?
☑ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☑ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☑ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?
☐ Yes ☑ No (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☑ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☑ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☑ Yes ☐ No
(b) Course numbers
☑ Yes ☐ No
(c) Course prerequisites and/or corequisites
☑ Yes ☐ No
(d) Instructional contact hours/credits
☑ Yes ☐ No
(e) Learning objectives
☑ Yes ☐ No
(f) Instructional materials and references
☑ Yes ☐ No
(g) Topical outline of the course
☑ Yes ☐ No
(h) Instructional methods
☑ Yes ☐ No
(i) Assessment criteria
☑ Yes ☐ No
(j) Method of evaluating students
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(i) Out-of-class work assignments that support the learning objectives for the course

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

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

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes  ☐ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Diploma program in Pharmacy Technician: 6

How many calls to employers or graduates were successful?

Diploma program in Pharmacy Technician: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Of the four successful contacts, four confirmed employment.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

☐ Yes  ☐ No  ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

☐ Yes  ☐ No (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

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

   If Yes, briefly describe the documentation of evaluation viewed on site.
   As in compliance with the syllabi, several graded homework samples showed evidence of adequate out-of-class work. The samples clearly showed evaluation remarks.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
   (a) Facilities.
      ☑ Yes  ☐ No
   (b) Instructional equipment.
      ☑ Yes  ☐ No
   (c) Resources.
      ☑ Yes  ☐ No
   (d) Personnel.
      ☑ Yes  ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
   (a) Systematic planning.
      ☑ Yes  ☐ No
   (b) Well-defined instructional objectives.
      ☑ Yes  ☐ No
   (c) The selection and use of appropriate and current learning materials.
      ☑ Yes  ☐ No
   (d) Appropriate modes of instructional delivery.
      ☑ Yes  ☐ No
   (e) The use of appropriate assessment strategies.
      ☑ Yes  ☐ No
   (f) The use of appropriate experiences.
      ☑ Yes  ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
   ☑ Yes  ☐ No

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

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.31 What is the current student/teacher ratio?
The current student to teacher ratio is 6:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No
REEEVALUATION

Lincoln Technical Institute
5 Middlesex Avenue
Somerville, MA 02145
ACICS ID Code: 00012781

Ms. Laurie O'Malley, Campus Director, lomalley@lincolntech.com

MAIN CAMPUS
Lincoln Tech
Edison, NJ
ACICS ID Code: 00010950

June 2-3, 2014

Dr. Richard Murphree  Chair  Consultant
Effectual Business Services
Eagle, ID

Ms. Diana Igo  Student-Relations Specialist  Campus Director
Minnesota School of Business-Blaine
Maple Grove, MN

Dr. Gail Robin  Medical Office Assistant/Medical Assistant Specialist  Adjunct faculty
Baker College
McLean, VA

Mr. Michael Bleacher  Educational Activities/Library Resources/Computer and Network Support Technician Specialist
Professor
Colorado Community Colleges
Castle Rock, CO

Mr. Muhammad Ra'oof  Criminal Justice Specialist  CEO Ra'oof Consulting
Happy Valley, OR

Ms. Tanisia Smith  Massage Therapy Specialist  Instructor Holistic Massage Training Institute
Baltimore, MA

Mr. James Mizner, Jr  Pharmacy Technician Specialist  Self-employed
Reston, VA

Ms. Chinita D. Obi  Staff Representative  ACICS
Washington, DC
## PROGRAMS OFFERED BY
Lincoln Technical Institute
Somerville, MA

<table>
<thead>
<tr>
<th>CREDENTIAL EARNED (As defined by the institution)</th>
<th>ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctorate)</th>
<th>APPROVED PROGRAM TITLE</th>
<th>Clock Hrs.</th>
<th>Enroll: Full-time/ Part-time</th>
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<td>Certificate</td>
<td>Certificate</td>
<td>Criminal Justice</td>
<td>60 sem.</td>
<td>26/14</td>
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<td>Certificate</td>
<td>Certificate</td>
<td>Medical Assistant</td>
<td>40 sem.</td>
<td>63/32</td>
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<td>Certificate</td>
<td>Certificate</td>
<td>Medical Office Assistant</td>
<td>41 sem.</td>
<td>31/1</td>
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<td>Certificate</td>
<td>Certificate</td>
<td>Pharmacy Technician</td>
<td>34.5 sem.</td>
<td>18/8</td>
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<tr>
<td>Certificate</td>
<td>Certificate</td>
<td>Massage Therapy</td>
<td>42.5 sem.</td>
<td>9</td>
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<tr>
<td>Certificate</td>
<td>Certificate</td>
<td>Computer &amp; Network Support Technician</td>
<td>37.5 sem.</td>
<td>25/22</td>
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<td></td>
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<td><strong>TOTAL ENROLLMENT</strong></td>
<td>227</td>
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<th>CAR Retention &amp; Placement</th>
<th>2012</th>
<th>2011</th>
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<tr>
<td>Ret.</td>
<td>77. %</td>
<td>82.0 %</td>
</tr>
<tr>
<td>Pla.</td>
<td>75.0%</td>
<td>72.0%</td>
</tr>
</tbody>
</table>

Notes: Type in bold any retention rate below 65 percent (programs >1 year in length) or 70 percent (programs <=1 in length) and any placement rate below 70 percent. Delete either Sem. or Qtr. in the column 3 heading. Add or delete rows as needed.

* Program reviewed for the first time.

** For any program with no enrollment, either identify below the expected date of enrollment or explain the campus’ plans regarding the program. Do not evaluate programs with no enrollment.

*** For any program(s) not reviewed because of specialized accreditation, please indicate which program(s), the specialized agency, and the grant expiration date(s).

+ For program(s) in which 100 percent of courses are taught at a Campus Addition.

++ For program(s) in which some but not all of the courses are taught at a Campus Addition.
INTRODUCTION

Please use this page to give a narrative introduction of the campus.

Provide a brief history of the campus, a description of its geographic service area, and a description of the composition of the student population.

Lincoln Technical Institute (LTI), Somerville campus, has multiple job-based training programs at campuses located primarily in the Northeast. Massachusetts has three campus locations for Lincoln. The Somerville, Massachusetts’s campus is located at 5 Middlesex Avenue in Somerville, MA. The building is located within minutes of downtown Boston, Cambridge, and Route 128 and Route 93. The campus is within walking distance of the Sullivan T-Station. The building offers excellent natural light, ample on-site parking, and is adjacent to Assembly Square Mall.

LTI, Somerville campus, has an enrollment of approximately 252 students. Student Gender is made up of 142 female and 85 Males. The Demographic area of LTI consists from an urban population. Most students attending LTI can be characterized as disadvantaged students. These individuals bring with them a history of economic hardship along with other risk factors such as low self-confidence, lack of family support, culture shock, language barriers, and poor high school experiences. Unlike traditional student populations, many of the campuses students are adult learners that do not live on campus and many have young children. Such things as time management, family and economic barriers pose challenges.

Also include a description and explanation of any extenuating circumstances and/or any distinctive or unusual features of the campus or evaluation visit. If the campus has campus additions, describe how those locations are used for administrative and instructional purposes.

The Somerville campus is split between two floors. Both floors hold classrooms as well as administrative offices. The building is also made up of other businesses. Construction to build classrooms for a Dental Assisting program is underway on the second floor. Across the street, a stop for the train is being built as well as Assembly Row. Assembly Row is a cohesive and complete urban environment made up of shops, apartments and entertainment.
1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.

The mission statement can be found in the 2014-2016 course catalog on page 3.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?

☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?

☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?

(a) The programs of instruction

☒ Yes ☐ No

(b) The modes of delivery.

☒ Yes ☐ No

(c) The facilities of the campus.

☒ Yes ☐ No

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

☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?

☒ Yes ☐ No

CAMPUS EFFECTIVENESS

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

☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus CEP?

☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?

(a) The characteristics of the programs offered.

☒ Yes ☐ No

(b) The characteristics of the student population.

☒ Yes ☐ No

(c) The types of data that will be used for assessment.

☒ Yes ☐ No

(d) Specific goals to improve the educational processes.

☒ Yes ☐ No

(e) Expected outcomes of the plans.

☒ Yes ☐ No
1.10 Are the following five required elements evaluated in the CEP?
   (a) Student retention.
       ☑ Yes ☐ No
   (b) Student placement.
       ☑ Yes ☐ No ☐ Not Applicable (new additional location only)
   (c) Level of graduate satisfaction.
       ☑ Yes ☐ No ☐ Not Applicable (new additional location only)
   (d) Level of employer satisfaction.
       ☑ Yes ☐ No ☐ Not Applicable (new additional location only)
   (e) Student learning outcomes.
       ☑ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The campus uses a combination of grade distribution, cumulative GPA, professional licensure, externship evaluations and assessment of student work of course learning outcomes for student learning outcomes. Student learning outcomes are monitored weekly and quarterly. Student learning outcomes are assessed by comparing baseline data with current rates in each of the above areas mentioned.

1.12 Are the following identified and described in the CEP?
   (a) The baseline data for each outcome.
       ☑ Yes ☐ No ☐ Not Applicable
   (b) The data used by the campus to assess each outcome.
       ☑ Yes ☐ No ☐ Not Applicable
   (c) How the data was collected.
       ☑ Yes ☐ No ☐ Not Applicable
   (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
       ☑ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
       ☑ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
       ☑ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The specific activities the campus will undertake to meet their 2014 retention goals includes the starting of a theme of "Be involved". The program requires the commitment and support from everyone on campus. Additional specific program activities are outlined in the retention improvement plans included in the 2014 CEP.
To meet the 2014 campus placement goal of 75%, the campus has laid out many different ways to achieve the success of students and graduates. Many of these activities relate to building more relationships with local employers and bringing more employers on campus to speak to the students. Additional specific program activities are outlined in the the placement improvement plans included in the 2014 CEP.

1.16 Does the campus have documentation to show the following?
   (a) That the CEP has been implemented.
       ☑ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual’s qualifications. If a committee is utilized please describe the committee.
Ms. Laurie O’Malley is the campus director and is responsible for implementing and monitoring the CEP along with the CEP committee. Ms. O’Malley has been with the campus as the campus director since 2011. Previously she was a campus director at a different proprietary school from 2006-2011. Ms. O’Malley has a bachelor’s in psychology from the University of Massachusetts in Lowell, Massachusetts. The CEP committee is made up of the campus leadership team. The committee meets once per year to review the year and set the CEP for the next year. However, the committee meets with all staff and faculty on a quarterly basis to review and update any areas on the CEP.

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

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No
2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☐ Yes  ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☐ Yes  ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☐ Yes  ☐ No  ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person’s qualifications?
Ms. Laurie O’Malley is the campus director and is responsible for the financial oversight of the campus. Ms. O’Malley has been with the campus as the campus director since 2011. Previously she was a campus director at a different proprietary school from 2006-2011. Ms. O’Malley has a bachelor’s in psychology from the University of Massachusetts in Lowell, MA.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☐ Yes  ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☐ Yes  ☐ No

3.03 Who is the on-site administrator, and what are this person’s qualifications?
Ms. Laurie O’Malley is the executive director and is the on-site administrator. Ms. O’Malley has been with the campus as the executive director since 2011. Previously she was a campus director at a different school from 2006 until 2011. Ms. O’Malley has a bachelor’s in psychology from the University of Massachusetts in Lowell, Massachusetts.

3.04 Does the campus list degrees of staff members in the catalog?
☐ Yes  ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☐ Yes  ☐ No  ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☐ Yes  ☐ No
(c) Curriculum.
☐ Yes  ☐ No
(d) Accreditation and licensure.
☐ Yes  ☐ No
(e) Guidance.
☐ Yes  ☐ No
(f) Instructional resources.
☐ Yes  ☐ No
(g) Supplies and equipment.
☐ Yes  ☐ No
(h) The school plant.
   ☑ Yes  ☐ No

(i) Faculty and staff.
   ☑ Yes  ☐ No

(j) Student activities.
   ☑ Yes  ☐ No

(k) Student personnel.
   ☑ Yes  ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes  ☑ No (Skip to Question 3.11.)

3.11 Do student files contain evidence of graduation from high school or the equivalent?
   ☑ Yes  ☐ No

3.12 Are appropriate transcripts maintained for all students?
   ☑ Yes  ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
   ☑ Yes  ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
   ☑ Yes  ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
   ☑ Yes  ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
   ☑ Yes  ☐ No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 23 student files at Lincoln Technical Institute, Somerville campus. Four of the 23 files contained examples of satisfactory academic progress warning and probation status documentation and three files contained evidence of transfer of credit evaluations.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
   ☐ Yes  ☑ No

4.03 Does the campus have appropriate admissions criteria?
   ☐ Yes  ☑ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
   ☐ Yes  ☑ No
4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
   ☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus’s mission?
   ☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
   ☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
   ☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that:
   (a) Clearly outlines the financial obligations of both the institution and the student?
       ☒ Yes ☐ No
   (b) Outlines all program related tuition and fees?
       ☒ Yes ☐ No
   (c) Has a signature of the student and the appropriate school representative?
       ☒ Yes ☐ No

   Is there evidence that a copy of the agreement has been provided to the student?
   ☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person’s qualifications?
   Ms. Kerrin Miniutti, director of admissions, is responsible for the oversight of student recruitment at Lincoln Technical Institute, Somerville campus. Ms. Miniutti’s employment qualifications include: three years of supervisory and sales experience at Verizon General Business Service Center and 14 years experience in the admissions department at Lincoln Technical Institute, Lowell and Somerville campuses, holding admissions representative and director of admissions positions.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
   Following interviews with the director of admissions and an admissions representative, the team determined the recruiting process for new students is ethical and compatible with the educational objectives of Lincoln Technical Institute, Somerville campus. During the prospective students initial interview, the admission representatives share detailed information on the mission statement, program curricula, tuition and fees and services provided to students in a powerpoint presentation. The prospective student is also interviewed by the director of admissions to assist in determining if Lincoln Technical Institute, Somerville campus, is a good fit for the student. Potential students do have the ability to meet with a financial aid representative, should they have questions prior to enrollment.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
   (a) Courses and programs.
4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

- Yes ■ No

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

- Yes ■ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

- Yes ■ No

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

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

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

- Yes ■ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

- Yes ■ No

4.19 Is there evidence that the campus properly awards transfer of credit?

- Yes ■ No ■ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

- Yes ■ No

4.21 Has the campus established articulation agreements with other institutions?

- Yes ■ No ■ Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)

If Yes, has the campus published a list of institutions with which it has established the agreements?

- Yes ■ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

- Yes ■ No
4.24 Is the standards of satisfactory academic progress policy published in the catalog?

☒ Yes ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?
The satisfactory academic progress policy is published on pages 36 and 37 of the 2014-2016 Lincoln Technical Institute catalog.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.

☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

☒ Yes ☐ No

Incomplete grades.

☒ Yes ☐ No

Repeated courses.

☒ Yes ☐ No

Non-punitive grades.

☒ Yes ☐ No ☒ Not Applicable (campus does not offer)

Non-credit or remedial courses.

☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

A warning status.

☒ Yes ☐ No ☒ Not Applicable (campus does not use)

A probationary period.

☒ Yes ☐ No

An appeal process.

☒ Yes ☐ No

An extended-enrollment status.

☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

The effect when a student changes programs.

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

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

☐ Yes ☐ No ☒ Not Applicable (campus only offers one credential)

The implications of transfer credit.

☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
4.27 Are students who are not making satisfactory academic progress properly notified?
☐ Yes  ☑ No  ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
☐ Yes  ☑ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☐ Yes  ☑ No  ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☐ Yes  ☐ No  ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☐ Yes  ☑ No

4.32 Are students allowed to remain on financial aid while under warning status?
☐ Yes  ☑ No  ☐ Not Applicable (campus does not participate in financial aid)

If Yes, is the student informed of this policy?
☐ Yes  ☑ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☐ Yes  ☑ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances? 
☐ Yes  ☑ No  ☐ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes  ☑ No  ☐ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes  ☑ No  ☐ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☐ Yes  ☑ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person’s
qualifications?

Mr. Jonathan Newell, director of education, is responsible for the administration of satisfactory academic progress. Mr. Newell holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire and a master's degree in education in school guidance counseling from Salem State College in Salem, Massachusetts. Mr. Newell has seven years experience in secondary education, as a teacher and guidance counselor and three years experience in post-secondary education, as a director of education.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
- [ ] Yes  - [ ] No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a) [ ] Scholarships.
(b) [ ] Grants.
(c) [ ] Loans.
(d) [ ] The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?
- [ ] Yes  - [ ] No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
- [ ] Yes  - [ ] No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
- [ ] Yes  - [ ] No

4.43 Are tuition and fees clearly stated in the catalog?
- [ ] Yes  - [ ] No

If Yes, have students confirmed receiving a copy of the catalog?
- [ ] Yes  - [ ] No  - [ ] Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
- [ ] Yes  - [ ] No
(b) Dates for the posting of tuition.
- [ ] Yes  - [ ] No
(c) Fees.
- [ ] Yes  - [ ] No
(d) Other charges.
- [ ] Yes  - [ ] No
(e) Payments.
- [ ] Yes  - [ ] No
(f) Dates of payment.
- [ ] Yes  - [ ] No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

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

MS. Bethann Proulx, financial aid advisor, is responsible for administering student financial aid at the Lincoln Technical College, Somerville campus. Ms. Proulx holds an associate's degree in business technology from Gibbs College (Sanford Brown) in Boston, Massachusetts. Ms. Proulx has over six years experience in financial aid and over five years experience in administration and office management. Ms. Proulx is a current member of the Massachusetts Association of Student Financial Aid Administrators (MASFAA).

4.51 Is the person who determines the amount of student awards also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid

The financial aid office stays current with regulation and policy changes in financial aid through web-based trainings provided by the corporate office to remain current with regulatory changes. Additionally, Ms. Proulx, director, is a current member of the Massachusetts Association of Student Financial Aid Administrators (MASFAA).

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education’s definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

☐ Yes  ☐ No

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

☐ Yes  ☐ No (Skip to question 4.58.)

If Yes, is there evidence that the campus provides a copy of the written policy to all student applicants prior to enrollment?

☐ Yes  ☐ No

If Yes, is the size of the discount based on the financial benefit that the campus receives from the payment of cash earlier than would be required under the normal tuition payment schedule?

☐ Yes  ☐ No  ☐ Not Applicable

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Student services offered by Lincoln Technical Institute, Somerville campus include: student orientation, academic advising, academic tutoring, referral services, and employment services (i.e. job fairs, Career Edge, and graduate workshops).

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

☐ Yes  ☐ No  ☐ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person’s qualifications?

Mr. Antoine Jones, director of career services, is the person responsible for the oversight of advising students on employment opportunities. Mr. Jones holds a bachelor’s degree in history and secondary education from Fitchburg State College in Fitchburg, Massachusetts. Mr. Jones has over seven years experience as a director of career services, including his current position at Lincoln Technical Institute, Somerville campus.

4.61 Does the campus offer employment assistance to all students?

☐ Yes  ☐ No  ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

☐ Yes  ☐ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 260

The ending enrollment reported on the previous year’s CAR is 260

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☑ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The financial aid department provides an entrance loan counseling session, advising students on their loan repayment obligations. Students with unsubsidized/subsidized direct loans complete exit counseling through the studentloans.gov website. Students are also required to log into the National Student Loan Database System (NSLDS) to view their loan information.

4.67 Describe the extracurricular activities of the campus (if applicable).

Lincoln Technical Institute, Somerville campus has a variety of extracurricular activities offered to students, including: a student ambassador program, student appreciation events, blood drives, job fairs, and fundraisers (i.e., coloring book and crayon drive for Boston Children’s Hospital).

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☑ Yes ☐ No

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

Mr. Jonathan Newell is the director of education and holds a bachelor’s degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master’s degree in education from Salem State College in Salem, Massachusetts. Mr. Newell has been with Lincoln Technical Institute, Somerville campus, since June, 2012. Prior to his current position, Mr. Newell served as director of education at American Career Institute for two years and has been in education since 2006 serving in various leadership and teaching positions.

5.03 Does this person have appropriate academic or experiential qualifications?
☑ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The campus holds regular meetings to discuss the state of the various programs. There is extensive documentation of meeting minutes from each department with a codified agenda. Staff meetings are also held regularly, management meetings are well documented, and program administration and student needs are a recurring topic. In addition, staff and faculty reported to the team a well-functioning and personable leadership structure.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☑ Yes ☐ No
5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
☐ Yes   ☒ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?  
(a) Development of the educational program.  
☐ Yes   ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.  
☐ Yes   ☐ No
(c) Systematic evaluation and revision of the curriculum.  
☐ Yes   ☐ No
(d) Assessment of student learning outcomes.  
☐ Yes   ☐ No
(e) Planning for institutional effectiveness.  
☐ Yes   ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
☐ Yes   ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
☐ Yes   ☒ No (Skip to question 5.10)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
☐ Yes   ☒ No (Skip to question 5.14)

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?  
☐ Yes   ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
☐ Yes   ☐ No

5.16 What provisions are made for individual differences among students?  
Syllabi show varied teaching modalities and faculty report intentional variation in teaching delivery which is deliberately designed to reach multiple learning styles in each delivery period. There is evidence in the faculty files showing classroom observation to verify compliance. The school uses the Bethel, Maine Learning Pyramid to ensure classroom delivery touches on all learning styles outlined in this mode.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
There is a curriculum committee above the campus level. Each campus and program has a representative serving on the committee. Members of the committee or individual faculty at any campus may submit concerns or suggestions to their representative for presentation to the committee, which then they may decide to implement the change if deemed necessary.

5.18 Does the faculty participate in this process?  
☐ Yes   ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

- Yes
- No
- Not Applicable (campus does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

- Yes
- No
- Not Applicable (no student has made such a request)

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

- Yes
- No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.23)

(a) Facilities.

- Yes
- No

(b) Instructional equipment.

- Yes
- No

(c) Resources.

- Yes
- No

(d) Personnel.

- Yes
- No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

- Yes
- No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

- Yes
- No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

- Yes
- No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

- Yes
- No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

- Yes
- No
- Not Applicable (no faculty members hold foreign credentials)
5.28 Is there documented evidence of a systematic program of in-service training at the campus?

Yes □ No

If Yes, how is this documented?
Records are kept on file in the education office along with subject and agenda. In addition, certificates of completion for in-service training are included in each faculty file as part of their faculty development plans.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes □ No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes □ No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes □ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes □ No

If Yes, do the contracts and/or agreements comply with all requirements of the applicable criterion?

Yes □ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located at 5 Middlesex Avenue in Somerville, Massachusetts. The building is located within minutes of downtown Boston, Cambridge, and Route 128 and Route 93. The campus is 33,000 square feet and has 2 medical labs, 6 computer labs, a pharmacy lab, a massage lab, a massage clinic and multiple lecture rooms. The campus is within walking distance of the Sullivan T-Station. The Building offers excellent natural light, ample on-site parking, and is adjacent to Assembly Square Mall. Lincoln Technical Institute, Somerville ensures that students are provided with a clean, safe adequately equipped facility. Students have appropriate access to computer and medical labs both for classes and for individual practice and study. Restrooms, a student lounge, and other non-classroom spaces are of appropriate number and size to meet the needs of the student population.

6.02 Does the campus utilize any additional space locations?
□ Yes □ No

6.03 Does the campus utilize campus additions?
□ Yes □ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student
population and the programs offered?
☑ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
   (a) Equipment
      ☑ Yes ☐ No
   (b) Instructional tools
      ☑ Yes ☐ No
   (c) Machinery
      ☑ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☑ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The 2012-2013 catalog was used for the evaluation. This catalog is version 23. The team also used an addendum with various effective dates. While the team was on-site, the campus published the 2014-2016 catalog and addendum, volume 24, effective June 2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☑ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☑ Yes ☐ No

7.04 Does the catalog contain the following items?
   (a) A table of contents and/or an index.
      ☑ Yes ☐ No
   (b) An indication of the year or years for which the catalog is effective on the front page or cover page.
      ☑ Yes ☐ No
   (c) The names and titles of the administrators.
      ☑ Yes ☐ No
   (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
      ☑ Yes ☐ No
   (e) A statement of accreditation
      ☑ Yes ☐ No ☐ Not Applicable (initial applicant)
   (f) A mission statement.
      ☑ Yes ☐ No
   (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☐ Yes ☐ No
(h) An academic calendar.
☐ Yes ☐ No
(i) A full disclosure of the admission requirements.
☐ Yes ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☐ Yes ☐ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☐ Yes ☐ No
(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☐ Yes ☐ No
(m) A definition of the unit of credit.
☐ Yes ☐ No ☐ Not Applicable (The campus does not award credit)
(n) A complete explanation of the standards of satisfactory academic progress.
☐ Yes ☐ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☐ Yes ☐ No
(p) The transfer of credit policy.
☐ Yes ☐ No
(q) A statement of the tuition, fees, and any other charges.
☐ Yes ☐ No
(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☐ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)
s) The refund policy.
☐ Yes ☐ No
(t) A statement describing the student services offered.
☐ Yes ☐ No
(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☐ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
☐ Yes ☐ No

7.06 Does the campus offer courses and/or programs via distance education?
☐ Yes ☐ No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?
☐ Yes ☐ No (Skip to Question 7.08.)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes ☐ No ☑

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes ☐ No ☑

7.08 Is the catalog available online?

Yes ☐ No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?

Yes ☐ No ☑

7.09 Does the campus utilize a multiple-school catalog?

Yes ☐ No (Skip to Question 7.10.)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes ☐ No ☑

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes ☐ No ☑

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes ☐ No ☑

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

Yes ☐ No ☑

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

Yes ☐ No ☑

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

The campus advertises through print media, radio ads, and their website.

Are all print and electronic advertisements under acceptable headings?

Yes ☐ No ☑

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

No (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?

No (Skip to Question 7.15.)

If Yes, is proper disclosure made for these services?

No ☐ Yes ☑

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for
job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The campus provides placement rates and completion rates by program.
Where is this information published and how frequently is this information being updated?
This information is published on the campuses website and is updated annually with the submission of each CAR.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
The campus relies on a contract for information services and library resources provided at the corporate level. They monitor student and teacher feedback and are able to present feedback to the corporate management for changes or additions to the resources.
8. Are these methods appropriate?
   ☑ Yes    ☐ No

8.06 Is the library staff adequately trained to support the library?
   ☑ Yes    ☐ No

8.25 Are appropriate reference materials and periodicals available for all programs offered?
   ☑ Yes    ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
   ☑ Yes    ☐ No

8.27 Is there a current inventory of instructional resources?
   ☑ Yes    ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
   ☑ Yes    ☐ No

9. PROGRAM EVALUATION

Certificate in Criminal Justice

9.01 Is licensure, certification or registration required to practice in the specific career field?
   ☐ Yes    ☐ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jonathan Newell is the director of education and holds a bachelor of science degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Mr. Richard Vivier the lead instructor of the campus' criminal justice program. Mr. Vivier holds a master's degree in criminal justice from Western New England College and a bachelor's degree in law enforcement from Western New England College, in Springfield, Massachusetts. Prior to Mr. Vivier's employment with the campus, he spent 28 years in the law enforcement field. Mr. Vivier entered the law enforcement field as a special police officer, and he retired as an Assistant Deputy Superintendent. While serving as an Assistant Deputy Superintendent Mr. Vivier was assigned as the Middlesex Sheriff's Office's chief investigator. Thus, based on Mr. Vivier's professional and academic backgrounds he is qualified to lead the campus' criminal justice program.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☑ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☑ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☑ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The campus' criminal justice program has strong community support. During 2013, the criminal justice program's students were exposed to a total of 32 community outreach events. The outreach events consisted of guest lectures from the local, regional and federal law enforcement and private security agencies. Further, the criminal justice program's students visited local policing, correctional and judicial agencies. The criminal justice students participated in many outreach activities; as an example, the student's role-played in a mock court trial held at a local courthouse. The student represented all participants of a criminal trial i.e. the defendant, victim, witnesses, defense team, prosecution team, judge, jury, clerk and the bailiffs.

In addition, the campus has established an advisory committee. The advisory committee's members are representative of the local community's criminal justice and private security professions. The advisory committee has been instrumental in promoting the notoriety, value and acceptance of the campus' criminal justice program within the local criminal justice and private security community.

9.08 Is the utilization of community resources sufficient to enrich the program?
9.09 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?

☐ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?

☐ Yes ☐ No / Skip to question 9.13

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

☐ Yes ☐ No

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

☐ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☐ Yes ☐ No

(b) Course numbers

☐ Yes ☐ No

(c) Course prerequisites and/or corequisites

☐ Yes ☐ No

(d) Instructional contact hours/credits

☐ Yes ☐ No

(e) Learning objectives

☐ Yes ☐ No

(f) Instructional materials and references

☐ Yes ☐ No

(g) Topical outline of the course

☐ Yes ☐ No

(h) Instructional methods

☐ Yes ☐ No

(i) Assessment criteria

☐ Yes ☐ No

(j) Method of evaluating students

☐ Yes ☐ No

(k) Date the syllabus was last reviewed

☐ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-
credit hour programs only:

(I) Out-of-class work assignments that support the learning objectives for the course
   ☑ Yes    ☐ No    ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the
    work assignments
   ☑ Yes    ☐ No    ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

If No, insert the section number in parentheses, list the courses, and explain:
The campus did not submit a Clock to Credit hour conversion application for the certificate in criminal
justice program and does not receive credit through Title IV for out of class work.

9.16 Do students confirm that they receive a course syllabus and that it is followed?
   ☑ Yes    ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
   ☑ Yes    ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s)
    as reported on the last Campus Accountability Report submitted to the Council?
   ☑ Yes    ☐ No    ☐ Not Applicable (there have been no graduates)

   How many calls to employers or graduates were attempted?
   There were 17 calls made to employers and students.

   How many calls to employers or graduates were successful?
   There were nine successful calls.

   How many of the successful contacts confirmed the employment of the graduate as reported on the
   CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
   There were nine calls that confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
   ☑ Yes    ☐ No    ☐ Not Applicable

9.20 Does the campus participate in Title IV financial aid?
   ☑ Yes    ☐ No (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written
    policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV
    funding?
   ☑ Yes    ☐ No    ☐ Not Applicable (Clock hour programs only)

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

If No, insert the section number in parentheses and explain:
The campus did not submit a Clock to Credit hour conversion application for the certificate in criminal justice program and does not receive credit through Title IV for out of class work.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
    ☑ Yes ☐ No
(b) Instructional equipment.
    ☑ Yes ☐ No
(c) Resources.
    ☑ Yes ☐ No
(d) Personnel.
    ☑ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
    ☑ Yes ☐ No
(b) Well-defined instructional objectives.
    ☑ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
    ☑ Yes ☐ No
(d) Appropriate modes of instructional delivery.
    ☑ Yes ☐ No
(e) The use of appropriate assessment strategies.
    ☑ Yes ☐ No
(f) The use of appropriate experiences.
    ☑ Yes ☐ No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
    ☑ Yes ☐ No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
    ☑ Yes ☐ No
9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes ☑ No ☐

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes ☑ No ☐

9.31 What is the current student/teacher ratio?

(Calculate the student/teacher ratio by using the following formula:

- Add the number of students enrolled in the program-specific courses (courses with program prefix)
- Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The current student to teacher ratio is 10:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes ☑ No ☐

GENERAL COMMENTS:

All of the courses that make-up the campus' criminal justice certificate program are essential in broadening the students' in-depth understanding of an eclectic United States criminal justice system. The courses are designed to enhance the students' understanding of the required knowledge, skills, abilities and other characteristics in which are mandated by contemporary criminal justice systems, i.e. policing, corrections and the judiciary.

COMMENDATIONS:

The campus' criminal justice program's lead, Mr. Richard Vivier, has brought not only many years of experience to the program, he also brings a high level of leadership, managerial skills, care and enthusiasm and a long list of outside supporters, which is evident of the more than 30 outreach events during 2013.

In addition, Mr. Vivier has extended his many years of experience to graduates of the campus' criminal justice program by serving as their mentor while seeking employment in the criminal justice field, and in their pursuit of higher education.

9. PROGRAM EVALUATION

Certificate Program in Massage Therapy

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

Yes ☑ No ☐ (Skip to question 9.02)

If Yes, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The certificate program in massage therapy at Lincoln Technical Institute, Somerville campus, offers a blend of fundamental business skills and didactic and experiential tools that provide students with the necessary skills to obtain licensure in the field.
(a) Is there a federal or state licensing agency pass rate established for this program?
   ☑ Yes  ☐ No

(b) What are this program's pass rates for the past three years?
   - Year: 2013  Pass Rate: 82%
     ☐ Not Available
   - Year: 2012  Pass Rate: 93%
     ☐ Not Available
   - Year: 2011  Pass Rate: 91%
     ☐ Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?
   ☑ Yes  ☐ No  ☐ Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Ms. Lori Forman.
Administration duties for the massage therapy certificate program are shared between Lori Forman, the lead instructor of the program, and the Director of Education. Lori Forman holds a certificate from Finger Lakes School of Massage. She is licensed to provide massage therapy through the Commonwealth of Massachusetts, Division of Professional Licensure, Board of Massage Therapy.

9.03 Does this individual possess appropriate academic or experiential qualifications?
   ☑ Yes  ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
   ☑ Yes  ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
   ☑ Yes  ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤1 year in length)?
   ☑ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
   ☑ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Students were invited to a panoply of events, including several tours of establishments to explore career paths related to providing different types of massage, guest speakers who demonstrated massage modalities and opportunities to meet local employers.
9.08 Is the utilization of community resources sufficient to enrich the program?
✓ Yes   ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
✓ Yes   ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes   ☐ No   ☑ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?
☐ Yes   ☑ No (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
✓ Yes   ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
✓ Yes   ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
✓ Yes   ☐ No
(b) Course numbers
✓ Yes   ☐ No
(c) Course prerequisites and/or corequisites
✓ Yes   ☐ No
(d) Instructional contact hours/credits
✓ Yes   ☐ No
(e) Learning objectives
✓ Yes   ☐ No
(f) Instructional materials and references
✓ Yes   ☐ No
(g) Topical outline of the course
✓ Yes   ☐ No
(h) Instructional methods
✓ Yes   ☐ No
(i) Assessment criteria
✓ Yes   ☐ No
(j) Method of evaluating students
✓ Yes   ☐ No
(k) Date the syllabus was last reviewed
✓ Yes   ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-
credit hour programs only:

(1) Out-of-class work assignments that support the learning objectives for the course

- Yes [ ] No [ ] Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

- Yes [ ] No [ ] Not Applicable (Additional Location Inclusion OR clock hour program)

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

- Yes [ ] No [ ]

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

- Yes [ ] No [ ]

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

- Yes [ ] No [ ] Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were 10 attempted calls to graduates and employers.

How many calls to employers or graduates were successful?
The team made two successful contacts in the certificate in massage therapy program.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Two of the two successful contacts confirmed graduate employment.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

- Yes [ ] No [ ] Not Applicable [ ]
9.20 Does the campus participate in Title IV financial aid?
✓ Yes □ No (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
✓ Yes □ No □ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
Class preparations and study tools are assigned for completion out-of-class. Evidence of documentation and assessment for grading purposes was noted via the campus computer grading system, Engrade.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
✓ Yes □ No
(b) Instructional equipment.
✓ Yes □ No
(c) Resources.
✓ Yes □ No
(d) Personnel.
✓ Yes □ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
✓ Yes □ No
(b) Well-defined instructional objectives.
✓ Yes □ No
(c) The selection and use of appropriate and current learning materials.
✓ Yes □ No
(d) Appropriate modes of instructional delivery.
✓ Yes □ No
(e) The use of appropriate assessment strategies.
✓ Yes □ No
(f) The use of appropriate experiences.
✓ Yes □ No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
✓ Yes □ No
9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☑ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☑ Yes ☐ No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☑ Yes ☐ No

9.31 What is the current student/teacher ratio?
(Compute the student/teacher ratio by using the following formula:
- Add the number of students enrolled in the program-specific courses (courses with program prefix)
- Divide by the number of such courses being offered that term. Round to the nearest whole number
(refer to the class schedule in its entirety).
The current student to teacher ratio is nine to one.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☑ Yes ☐ No

GENERAL COMMENTS:
The team thanks the staff and faculty of Lincoln Technical Institute, Somerville campus, for a gracious and enthusiastic welcome.

COMMENDATIONS:
Students note their appreciation for innovative teaching methods, mindfully created course work and informational and challenging class materials. In addition, students note their respect for, and enjoyment of, helpful, approachable staff and faculty at the Somerville campus.
Textbooks for the massage therapy program are appropriate for students at varying levels of competence and knowledge.

9. PROGRAM EVALUATION
Certificate in Medical Assisting
Certificate in Medical Office Assisting

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☑ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Mr. Jonathan Newell is the director of education and holds a bachelor’s degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master’s degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Ms. Erjola
Merdani, who has been the lead instructor for the allied health programs since January 2008. She has oversight of medical assisting and medical office assistant programs. Ms. Merdani earned a diploma in medical assisting from Bryman Institute in Brighton, Massachusetts. Ms. Merdani has six years of administrative and clinical experience.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☐ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☐ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☐ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The following community resources are utilized to enrich the program: a program advisory committee that meets bi-annually and whose members include local medical and business representatives; field trips, recent trips include visiting the Body World Exhibit to observe the human anatomy for application in the course work; and a guest speaker, Ms. Rosemary Crowley from Everett Family Care, Massachusetts General Hospital spoke on March 26, 2014 about Health Insurance Portability Act of 1996 (HIPAA), patient care and the billing office duties.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☐ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no
9.11 Does the program use independent studies?
☐ Yes □ No (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
9.16 Do students confirm that they receive a course syllabus and that it is followed?

- [ ] Yes
- [ ] No

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

- [ ] Yes
- [ ] No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

- [ ] Yes
- [ ] No
- [ ] Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls, by program, were made to students and employers for the following programs:

- Certificate in Medical Assistant: 10
- Certificate in Medical Assistant with externship: 12
- Certificate in Medical Office Assistant: 6
- Certificate in Medical Office Assistant with externship: 6

Note: The certificate in medical assistant with externship and certificate in medical office assistant with externship are no longer offered.

How many calls to employers or graduates were successful?

- Certificate in Medical Assistant: 3
- Certificate in Medical Assistant with externship: 2
- Certificate in Medical Office Assistant: 3
- Certificate in Medical Office Assistant with externship: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Each call confirmed the employment of the graduates as reported on the 2013 CAR.

If No, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303(a)): There were two calls that did not confirm placement as reported in the 2013 CAR. In addition, the CAR back up data does not match the CAR data with respect to graduates who were not placed.

Ms. Jacqueline Tabingwa, medical office assistant graduate in September 2012 was contacted during the visit. She confirmed she was working at Charles River Centre, but not as a Residential Counselor as reported on the CAR. Ms. Tabingwa stated she is working in an assigned house to do laundry and cleaning. Additionally, she stated that no aspect of her degree is used in her job. The campus presented information from the employer that states the employee does use some of her skills learned in her program. This information presented to the team were in conflict, thus the team was unable to verify the placement.

Mr. Luis Davila graduated from the medical assisting program in July 2012 with a reported placement location of MenMD as a case manager in the 2013 CAR. Mr. Davila stated during the
phone interview that he was employed by MenMD but has always been a patient service coordinator with the job task of doing pharmacy sales only. The campus provided e-mail evidence from the employer confirming he was hired as a patient service coordinator but specifically wanted skills of a medical assistant. The school believes he was placed in field and shows conflicting responses.

The 2013 CAR and back up data does not match for medical assisting program in two categories. The CAR shows 44 placed in field of study or related field and 15 not working with a total of 59. While the CAR back up data shows 43 placed in field or related field and 16 in not working with a total of 59.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☑ Yes    ☐ No    ☐ Not Applicable

9.20 Does the campus participate in Title IV financial aid?
☒ Yes    ☐ No (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes    ☐ No    ☐ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
Graded homework from recent assignments and projects, and electronic grade books evidence evaluation of out-of-class work for the allied health programs.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes    ☐ No
(b) Instructional equipment.
☒ Yes    ☐ No
(c) Resources.
☒ Yes    ☐ No
(d) Personnel.
☒ Yes    ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes    ☐ No
(b) Well-defined instructional objectives.
- Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
- Yes ☐ No
(d) Appropriate modes of instructional delivery.
- Yes ☐ No
(e) The use of appropriate assessment strategies.
- Yes ☐ No
(f) The use of appropriate experiences.
- Yes ☐ No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
- Yes ☐ No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
- Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
- Yes ☐ No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
- Yes ☐ No

9.31 What is the current student/teacher ratio?
(Calculate the student/teacher ratio by using the following formula:
- Add the number of students enrolled in the program-specific courses (courses with program prefix)
- Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
The student/teacher ratio is 12:1 in the certificate in medical assisting and 10:1 in the certificate in medical office assistant.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
- Yes ☐ No

9. PROGRAM EVALUATION

Certificate in Pharmacy Technician

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes  ☐ No (Skip to question 9.02)

If Yes, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The team reviewed the Massachusetts state board of pharmacy regulations which requires all pharmacy technicians to be registered with the board of pharmacy. The Massachusetts board of pharmacy states the following:

"An applicant for registration as a pharmacy technician must meet the following training program or experience requirements:

a. have successfully completed a Board-approved pharmacy technician training program, which training program shall include coverage of the topics of job descriptions, pharmacy security, commonly used medical abbreviations, routes of administration, product selection, final check by pharmacists, guidelines for the use of pharmacy technicians, and any other requirements of the Board. Training programs which may be approved by the Board include:
   i. a pharmacy technician training program accredited by the American Society of Health System Pharmacists;
   ii. a pharmacy technician training program provided by a branch of the United States Armed Services or Public Health Service."

The team reviewed the course content of PHT 110, Pharmacy Systems; PHT 111, Dosages and Calculations; PHT 112, Therapeutic Response to Medications; PHT 113, Therapeutic Response to Medications; PHT 114, Medical Ethics, Safety and the Law; PHT 115, Pharmacy Technician Practical; and PHTEXT Pharmacy Technician Externship. The course content meets the educational requirements established by the Massachusetts board of pharmacy.

(a) Is there a federal or state licensing agency pass rate established for this program?
   ☐ Yes  ☐ No

(b) What are this program’s pass rates for the past three years?
   Year: 2011  ☐ Not Available
   Year: 2012  ☐ Not Available
   Year: 2013  ☐ Not Available

(c) Does the current year’s program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?
   ☐ Yes  ☐ No  ☐ Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in
education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Ms. Jacquelyn Graham. The team reviewed Lincoln Technical Institute, Somerville campus, organizational chart which identified Ms. Jacquelyn Graham as the lead instructor. Ms. Graham possesses a bachelor's of science in pharmaceutical management from Massachusetts College of Pharmacy and Health Sciences, in Boston, Massachusetts. The team found documentation in Ms. Graham's employee hat she possesses a Massachusetts' state license from the Department of Public Health as a registered pharmacy technician with an expiration date of January of 2016. She is certified through the Pharmacy Technician Certification Board (PTCB) until July 2014.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☐ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☐ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☐ Yes ☐ No
9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤1 year in length)?
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The team reviewed the minutes of the Advisory Board meetings of the Somerville campus of Lincoln Technical Institute conducted on July 23, 2013, December 12, 2013 and May 1, 2014. The meeting minutes reflected a discussion on the current curriculum and its relevance on the role of the pharmacy technician in the practice of pharmacy today. Members of the advisory are from a variety of pharmacy employment environments that include CVS Pharmacy, Walgreens, Rite Aid Pharmacy, Tufts Medical Center (hospital pharmacy), Omnicare Pharmacy (long-term and specialty care services), and the Department of Veteran Affairs. Each of these advisory board members are able to validate the curriculum and provide the school's pharmacy technicians with extern site assignments and possibly future employment.

The pharmacy technician program utilizes outside speakers to augment the pharmacy educational experience. The team reviewed the guest speaker/activity log and sign-in sheet for students for presentations conducted on December 20, 2013 (Acton Pharmacy) and March 26, 2014 (Community Engagement).

9.08 Is the utilization of community resources sufficient to enrich the program?
☑ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☑ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☑ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?
☐ Yes ☐ No (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☑ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being
followed?
☑ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☑ Yes ☐ No
(b) Course numbers
☑ Yes ☐ No
d) Course prerequisites and/or corequisites
☑ Yes ☐ No
(d) Instructional contact hours/credits
☑ Yes ☐ No
(e) Learning objectives
☑ Yes ☐ No
(f) Instructional materials and references
☑ Yes ☐ No
(g) Topical outline of the course
☑ Yes ☐ No
(h) Instructional methods
☑ Yes ☐ No
(i) Assessment criteria
☑ Yes ☐ No
(j) Method of evaluating students
☑ Yes ☐ No
(k) Date the syllabus was last reviewed
☑ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☑ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☑ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☑ Yes ☐ No ☐ Not Applicable (there have been no graduates)
How many calls to employers or graduates were attempted?
The team attempted 10 calls to employers or graduates of the pharmacy technician program.

How many calls to employers or graduates were successful?
There were 10 successful calls to employers or graduates.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The team successfully confirmed employment of 10 graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes ☐ No ☐ Not Applicable

9.20 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 9.24)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team reviewed the instructor's electronic grade book, Engrade, and noted that homework assignments were being assigned by the instructor and graded. Students are capable of viewing their grades and attendance in Engrade.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☐ Yes ☐ No
(b) Instructional equipment.
☐ Yes ☐ No
(c) Resources.
☐ Yes ☐ No
(d) Personnel.
☐ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the
program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes ☐ No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.31 What is the current student/teacher ratio?
(Calculate the student/teacher ratio by using the following formula:
-Add the number of students enrolled in the program-specific courses (courses with program prefix)
-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
The current student/teacher ratio for the pharmacy technician program is 12:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

COMMENDATIONS:
The team would like to commend the lead instructor, Ms. Jacqueline Graham, on the overall organization of the operations of the pharmacy technician program at the Somerville campus of Lincoln
Summary

The campus is not in compliance with the *Accreditation Criteria* in the following areas:

<table>
<thead>
<tr>
<th>#1</th>
<th>Section</th>
<th>The team</th>
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| Section 3-1-303 (a) | The team was unable to verify two placements on the CAR. The campus CAR report showed discrepancies between the CAR report and the CAR backup report. |
1. The team recommends the following be removed from the pharmacy externship form since these are not tasks a pharmacy technician is expected to perform:
   a. Purchasing of equipment
   b. Monitoring regulatory concerns
   c. Appointment scheduling
   d. Posting
   e. Bookkeeping skills
   f. Charting

2. Classroom observations have been completed by the director of education, Mr. Jon Newell for all full time and adjunct faculty. The lead instructor essential duties and responsibilities state they will conduct classroom observations and surveys (items one and four). While Mr. Newell as director of education is appropriate and qualified to evaluate the delivery methods and engagement techniques, Ms. Erjola Merdani as lead instructor should do the classroom observations periodically as the subject matter expert for content as stated in the job description signed on May 5, 2014 and previous version with same requirement signed on September 16, 2008.

3. Team recommends additional focus on standardized test preparation for the massage therapy program in order to increase student confidence and skills when interfacing with this testing format, which is required prior to eligibility for licensure and ability to practice in the field.

4. During the meeting with the criminal justice program’s students, one student suggested that a sociology course be added to the curriculum. The student felt that as a future criminal justice professional, he would benefit from an enhanced knowledge of societal issues. Presently, the criminal justice program offers CJS203, Cultural Diversity for Criminal Justice Professionals, which is the closest offering to a sociology course.

5. During the admissions process, students are interviewed on their educational background for potential transfer credit opportunities. The team recommends more emphasis on industry certification and work history in professional areas in accordance with the catalog policy on page 39 under the heading “Transfer Credits” which reads, "...the applicant must produce an up-to-date professionally recognized certification along with a verifiable history of employment relating to the course."
# NEW GRANT

**WESTWOOD COLLEGE-ONLINE**  
10249 Church Ranch Way  
Broomfield, CO 80021  
ACICS ID Code: 00023709

Mr. Louis Pagano, Chief Operating Officer (lpagano@westwood.edu)  
23709@westwood.edu

**MAIN CAMPUS**  
Westwood College- Los Angeles  
Los Angeles, CA  
ACICS ID Code: 0001142

February 5-7, 2014

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<tr>
<td>Mr. Terry Campbell</td>
<td>Chair and Facilities</td>
<td>Kaplan University Online</td>
<td>Okeechobee, FL</td>
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<tr>
<td>Dr. Michele Ernst</td>
<td>Student-Relations Specialist</td>
<td>Former President, Brown College</td>
<td>Chaska, MN</td>
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<tr>
<td>Dr. Andrea Olson</td>
<td>Distance Education Activities and Master in Business Administration Specialist</td>
<td>Executive Director of Research and Development, Program Director, Grad. Studies</td>
<td>Aitkin, MN</td>
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<tr>
<td>Dr. Scot Ober</td>
<td>Educational Activities, Library, and Business Programs Specialist</td>
<td>President, Words Etc. Inc.</td>
<td>Tucson, AZ</td>
</tr>
<tr>
<td>Ms. LaVerne Lewis</td>
<td>Criminal Justice and Paralegal Specialist</td>
<td>Mt. Hood Community College</td>
<td>Gresham, OR</td>
</tr>
<tr>
<td>Mr. Charles Saunders</td>
<td>Graphic Design and Electronics Specialist</td>
<td>Program Director</td>
<td>Owens Cross Roads, AL</td>
</tr>
<tr>
<td>Mr. Ernest Johnson</td>
<td>Information Technology Specialist</td>
<td>Kaplan University</td>
<td>Memphis, TN</td>
</tr>
<tr>
<td>Ms. Lori Claus</td>
<td>Interior Design, CAD, and Architectural Design</td>
<td>EDMC</td>
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<tr>
<td>Ms. Kristal Bushong</td>
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<tr>
<td>Ms. Torri Hayslett</td>
<td>Staff Representative</td>
<td>ACICS</td>
<td>Washington, DC</td>
</tr>
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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS
## Programs Offered by Westwood College Online

Broomfield, Colorado

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<td>Computer Aided Design - Architectural Drafting</td>
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<td>Academic Associate</td>
<td>Criminal Justice</td>
<td>905</td>
<td>90</td>
<td>122</td>
<td>56%</td>
<td>67%</td>
<td>56.8%</td>
<td>N/A</td>
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<td>1180</td>
<td>90</td>
<td>122</td>
<td>57%</td>
<td>61%</td>
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<tr>
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<td>1225</td>
<td>90</td>
<td>84</td>
<td>56%</td>
<td>66%</td>
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<td>945</td>
<td>90</td>
<td>58</td>
<td>73%</td>
<td>100%</td>
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<td>N/A</td>
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<tr>
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<td>1080</td>
<td>90</td>
<td>135</td>
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<td>Academic Bachelor</td>
<td>Business Administration: Major in Management</td>
<td>1820</td>
<td>180</td>
<td>93</td>
<td>58%</td>
<td>89%</td>
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<td>Business Administration: Major in Human Resource Management</td>
<td>1820</td>
<td>180</td>
<td>35</td>
<td>59%</td>
<td>N/A</td>
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<td>Academic Bachelor</td>
<td>Business Administration: Major in Marketing Management</td>
<td>1820</td>
<td>180</td>
<td>38</td>
<td>69%</td>
<td>92%</td>
<td>70%</td>
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<td>Business Administration: Major in Project Management</td>
<td>1820</td>
<td>180</td>
<td>7</td>
<td>45%</td>
<td>N/A</td>
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<td>Academic Bachelor</td>
<td>Business Administration: Major in Accounting</td>
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<td>180</td>
<td>8</td>
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<td>6</td>
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<td>73%</td>
<td>66%</td>
<td>53.7%</td>
<td>70%</td>
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<td>31.5%</td>
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<td>Graphic Design: Major in Visual Comm.</td>
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<td>Interior Design</td>
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<td>42%</td>
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<td>Graphic Design: Major in Web Design</td>
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<td>72%</td>
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<td>195</td>
<td>11</td>
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<td>Bachelor of Science Computer Network</td>
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<td>Game Art</td>
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<tr>
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<tr>
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<td>Bachelor of Science Game Software</td>
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<td>196</td>
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<tr>
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<td>Non-degree</td>
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</table>

**TOTAL ENROLLMENT**: 1662

**Notes**: Typed in bold are any retention rates below 65% (programs > 1 year in length) or 70% (programs <= 1 in length) and any placement rates below 70%.

+++ Classes in teach out mode with last class completion, October 2014
++++ Non-degree, student is just taking a class without a major
INTRODUCTION

The Westwood College Online campus was approved in August 2008 as an additional location of Westwood College Online, Los Angeles, California and the first term was in May 2009. The Online campus offers its courses and programs from Broomfield, Colorado. This campus is located in a business district.

Based on the most recent data available, the Campus Effectiveness Plan reports the student population is 53% female and 47% male; and the average age is 33.34 years. Of those reporting it on the survey form provided when the most recent data was collected, the ethnicity of the student population was 21% African American, 46% Caucasian, 3% Hispanic, 1% Native American, 2% Asian/Pacific Islander, and 27% of the students not reporting their ethnicity.

It is important to note that all Westwood College campuses converted to a curriculum called the Career Advantage Program (CAP) in 2012. All programs were reviewed by system curriculum committees and modified to be more efficiently delivered. A major change resulting from the implementation of the CAP curriculum is that most courses were granting 3.5 quarter credits to 5.5 quarter credits. The CAP curriculum model is an effort to ensure Westwood College is offering the most updated programs as possible to better prepare their graduates for employment. In addition, this model closely resembles the standard semester credit model and allows for the possibility of easier transferability to institutions external to Westwood College. Due to this revision the following bachelor programs are in teach out mode with expected close out October 2014. There are 7 bachelor's degree programs: Management (1 student), Computer Network Management (1 student), Criminal Justice (2 students), Game Art (2 students), Information Systems Security (1 student), Software Development (1 student), and Visual Communications (1 student).

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.

The Westwood College-Online mission statement is located on page 8 in the 2014 Academic Catalog, Westwood College-Online.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?

☐ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?

☐ Yes ☐ No

1.04 Are the objectives reasonable for the following?

(a) The programs of instruction

☐ Yes ☐ No

(b) The modes of delivery.

☐ Yes ☐ No

(c) The facilities of the campus.

☐ Yes ☐ No

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

☐ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?

☐ Yes ☐ No

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

☐ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?

☐ Yes ☐ No ☐ Not Applicable
1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.  
☐ Yes  ☐ No
(b) The characteristics of the student population.  
☐ Yes  ☐ No
(c) The types of data that will be used for assessment.  
☐ Yes  ☐ No
(d) Specific goals to improve the educational processes.  
☐ Yes  ☐ No
(e) Expected outcomes of the plans.  
☐ Yes  ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.  
☐ Yes  ☐ No
(b) Student placement.  
☐ Yes  ☐ No  ☐ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.  
☐ Yes  ☐ No  ☐ Not Applicable (new additional location only)
(d) Level of employer satisfaction.  
☐ Yes  ☐ No  ☐ Not Applicable (new additional location only)
(e) Student learning outcomes.  
☐ Yes  ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The data used to demonstrate learning outcomes in the educational programs includes data that supports the acquisition of appropriate skill sets and knowledge. This data consists of retention and placement rates, student and graduate satisfaction surveys, employer satisfaction surveys, student's grades, and instructor classroom observations.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.  
☐ Yes  ☐ No  ☐ Not Applicable
(b) The data used by the campus to assess each outcome.  
☐ Yes  ☐ No  ☐ Not Applicable
(c) How the data was collected.  
☐ Yes  ☐ No  ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.  
☐ Yes  ☐ No  ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☐ Yes  ☐ No  ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☐ Yes  ☐ No  ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
Retention
- Westwood College Online established a retention rate goal of 70% for 2014.
- The campus streamlined the communication process between instructors and academic advisors. This allows for earlier identification of at-risk students.
- The campus will look at improving inside coaching to assist students.
- Work toward improving faculty monitoring and ensure faculty are meeting online teaching standards.
- During week 1 of classes, there has been implementation of a video announcement submitted by the instructor.
1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☐ Yes ☑ No
(b) That specific activities listed in the plan have been completed.
☐ Yes ☑ No
(c) That periodic progress reports have been completed.
☐ Yes ☑ No

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

Mr. Louis Pagano is the chief operating officer at Westwood College Online campus and responsible for implementing and monitoring the campus effectiveness plan (CEP). He is assisted with the CEP by a campus steering committee consisting of the executive assistant, academic dean, director of student services, vice president admissions, and academic operations managers.

Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor’s degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master’s degree in Engineering Management from National Technological University, Fort Collins, Colorado. He brings to the campus over twenty years of management experience.

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

GENERAL COMMENTS:
The CEP provided to the team meets Council expectations for CEP content.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☐ Yes ☑ No
(b) Names of the trustees, directors, and/or officers.
☐ Yes ☑ No
(c) Names of the administrators.
☐ Yes ☑ No

2.02 Does the campus:
(a) Adequately train its employees?
☐ Yes ☑ No
(b) Provide them with constant and proper supervision?
☐ Yes ☑ No
(c) Evaluate their work?
☐ Yes ☑ No

2.03 Is the administration of the campus efficient and effective?
2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
[☒ Yes □ No]
(b) Know the person to whom they report?
[☒ Yes □ No]
(c) Understand the standards by which the success of their work is measured?
[☒ Yes □ No]

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
[☒ Yes □ No]

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
[☒ Yes □ No]

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
[☒ Yes □ No]

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
[☒ Yes □ No □ Not Applicable (initial applicants only)]

2.09 Who is responsible for the financial oversight of the campus, and what are this person’s qualifications?
Mr. Louis Pagano is responsible for financial oversight of the campus. As previously stated, Mr. Pagano began his Westwood College career in 2001. He became the on-site chief operating officer September 2010. He holds a bachelor’s degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master’s degree in Engineering Management from National Technological University, Fort Collins, Colorado. He brings to the campus over twenty years of management experience.

GENERAL COMMENTS:
Even though the class delivery system is online format, interviews with faculty and students promotes a spirit of cooperation and open communication among students, staff, and faculty.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
[☒ Yes □ No]

3.02 Are all staff well trained to carry out administrative functions?
[☒ Yes □ No]

3.03 Who is the on-site administrator, and what are this person’s qualifications?
Mr. Ralph Freye is the on-site administrator and vice president of student services. He began his Westwood College career 2010. He holds a bachelor’s degree in Accounting from Ferris State University, Big Rapids, Michigan and a master’s degree in Business Administration from Argosy University, Chicago, Illinois. He brings to the campus over eighteen years of management experience.

3.04 Does the campus list degrees of staff members in the catalog?
[☒ Yes □ No]

If Yes, is appropriate evidence of the degrees on file?
[☒ Yes □ No]

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
[☒ Yes □ No □ Not Applicable (campus does not participate in financial aid)]
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

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

(Section 3-1-303(a)): The school does not keep adequate records as it relates to accreditation and licensure on the CAR, specifically regarding placement, attestations, and waiver verification. Below is a list of graduates that have signed attestations for placement in various programs. After sampling 17 graduate files for attestations, the team could not determine if all graduates who attested to being placed in a position were able to benefit from the skills and knowledge learned in the program; needed the credential to obtain a new position; completed the credential for possible future promotion; improved job-related skills; or completed the credential for professional development. For example:

- Ms. Alicia Bickford, graduate of the Bachelor's degree in Business Management program, works at Walmart, Inc., in the Inventory Management System department. On her signed employment information form, Ms. Bickford stated her job duties as follows: "Bin necessary items that did not fit into sales floor, unbin and take appropriate item to floor to be stocked, keep backroom clean, keep track of shelf caps and on hand numbers." As another example, Mr. Christopher Hall, graduate of the Information Technology program, works at Thomasville Furniture Brands International, as a Shipping/Receiving Clerk. On his signed employment information form, Mr. Hall stated his job duties as follows: "Box up cushion cores and backs, fill cushions and bolsters, I also roll yardage for customers and other businesses."

<table>
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<th>Program</th>
<th>Last Name</th>
<th>First Name</th>
<th>Soc Code</th>
<th>Prof Dev or Degree</th>
<th>Title</th>
<th>Company</th>
<th>Date of Hire</th>
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<td>Burrows</td>
<td>Laura</td>
<td>53603100</td>
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<td>Service Cashier</td>
<td>Bob Moore, Porche Audi</td>
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<tr>
<td>AN - Other</td>
<td>Hines</td>
<td>Travis</td>
<td>11102100</td>
<td>*</td>
<td>Store Manager</td>
<td>Ohio Mutch</td>
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<tr>
<td>AN - Other</td>
<td>Kannary</td>
<td>Amber</td>
<td>51301100</td>
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<td>Cake Decorator</td>
<td>Safeway</td>
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<td>Andrew</td>
<td>51101100</td>
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<td>Leggett &amp; Piatt, Inc.</td>
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<td>Shayla</td>
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### 3.06 Does the campus admit ability-to-benefit students?

- ☐ Yes
- ☒ No (Skip to Question 3.11.)

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

- ☒ Yes
- ☐ No

### 3.12 Are appropriate transcripts maintained for all students?

- ☐ Yes
- ☒ No

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

- ☒ Yes
- ☐ No

(Section 3-1-303(e)): The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog.

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

- ☒ Yes
- ☐ No

### 3.15 Does the campus maintain transcripts for all students indefinitely?

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

### 4. RELATIONS WITH STUDENTS

#### 4.01 How many student files were reviewed during the evaluation?

The team reviewed a total of 62 student files, including: 10 currently active students, 19 current students from the CAR, 8 drops from the CAR, 10 graduates from the CAR, 2 new students from the CAR, 3 re-enters from the CAR and 10 students not making SAP.

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

- ☐ Yes
- ☒ No

#### 4.03 Does the campus have appropriate admissions criteria?
4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus’s mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that:
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☐ Yes ☒ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person’s qualifications?
Ms. Kimberly Beckman, senior vice-president of admissions, is responsible for the oversight of student recruitment at the campus. Ms. Beckman has a bachelor’s degree in Business Administration and Spanish from Coe College, Cedar Rapids, Iowa and a master’s degree in Business Administration from the University of Colorado-Colorado Springs. She has been working at Westwood College since 2004 in admissions and in her current role since 2011.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team interviewed two admissions representatives and the vice-president of admissions as well as reviewed 62 enrollment agreements to verify the recruiting process for new students is ethical and compatible.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No
4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☐ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☐ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☐ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☐ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☐ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☐ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☐ No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)

If Yes, has the campus published a list of institutions with which it has established the agreements?
☐ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☐ Yes ☐ No

4.23 Is the maximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for the master's degree?
☐ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☐ Yes ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress can be found in the addendum to the academic catalog on page 2-6.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☐ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☐ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☐ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals
☐ Yes ☐ No
Incomplete grades.
4.26 Does the campus apply its SAP standards consistently to all students?
- Yes □ No

4.27 Are students who are not making satisfactory academic progress properly notified?
- Yes □ No □ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
- Yes □ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
- Yes □ No □ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
- Yes □ No □ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student’s enrollment?
- Yes □ No

4.32 Are students allowed to remain on financial aid while under warning status?
- Yes □ No □ Not Applicable (campus does not participate in financial aid)

If Yes, is the student informed of this policy?
- Yes □ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
- Yes □ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
- Yes □ No □ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☐ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Mr. Fletcher Brown, registrar, is responsible for the administration of satisfactory academic progress. Mr. Fletcher has an associate's degree in Computer Networking, a bachelor's degree in Computer Network Management and a master's degree in Business Administration, all from Westwood College. He has been working in academic registration since 2000, and 10 of those years are at Westwood.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☐ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a) ☒ Scholarships.
(b) ☒ Grants.
(c) ☒ Loans.
(d) ☒ The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If Yes, have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☒ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
4.45 Is the effective date listed on announcements of changes in tuition and fees?
☑ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☑ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☑ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☑ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☑ Yes ☐ No (Skip to question 4.57)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Mr. Adam Whitacre, director of student finance/student finance supervisor, is the on-site administrator responsible for financial aid. Mr. Whitacre has a bachelor's degree in Communication from the University of Colorado and has been working in student finance for 10 years, 5 of which are in his current position.

4.51 Is the person who determines the amount of student awards also responsible for disbursing those awards?
☑ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
☑ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☑ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Mr. Whitacre is a member of the National Association of Student Financial Aid Administrators (NASFAA). Mr. Whitacre receives regular updates from NASFAA regarding changes in policy and regulations with financial aid, which he communicates to his employees. Alta, the parent company, provides weekly training sessions for all employees within the financial aid office.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☑ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☑ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No (Skip to question 4.58.)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The campus offers structured tutoring for all students. Student success workshops are available to students and cover a wide variety of topics including time management, study skills, and navigating the learning management system. Every new student is assigned a success coach who is responsible for providing academic advising and support for the first three terms.
4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☑ Yes ☐ No ☐ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Cassandra Nicholl, director of career services, is responsible for the oversight of counseling students on employment opportunities. Ms. Nicholl has a bachelor’s degree in Sport Science from the University of Idaho and has been working in career services at the campus since 2009. She was brought into her current role in 2013.

4.61 Does the campus offer employment assistance to all students?
☑ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☑ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 2144.
The ending enrollment reported on the previous year’s CAR is 2144.

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☑ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☑ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
When the campus determines a student is leaving, the student finance advisors contact the student to discuss repayment with their loan obligations. In addition, former students receive an email from the campus explaining their repayment obligations.

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus has a social media site called “In Circle” for current students and alumni where they can network and communicate with each other. Current students can create learning groups to support each other in their learning.

4.68 Do all students enrolled in master’s degree programs possess a bachelor’s degree?
☑ Yes ☐ No

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☑ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Ms. Aimee Callahan, the academic dean, is assigned to oversee the educational activities of all programs. She holds a bachelor’s degree in Theatre, a master's degree in Communication, a master's degree in Education, and a doctoral degree in Adult Education, all from the University of Wyoming. She was named academic dean at this institution in January 2013.

5.03 Does this person have appropriate academic or experiential qualifications?
☑ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
The team verified that the administration and program chairs have sufficient authority and support in decision-making for the development and administration of programs. Each program chair participates in an annual curriculum review and program assessment. When areas of need are identified, there are systems in place for communication of recommendations and approval.

5.05 Is the time devoted to the administration of the educational programs sufficient?
Yes ☐ No ☐

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
Yes ☐ No ☐

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.
Yes ☐ No ☐

(b) Selection of course materials, instructional equipment and other educational resources.
Yes ☐ No ☐

(c) Systematic evaluation and revision of the curriculum.
Yes ☐ No ☐

(d) Assessment of student learning outcomes.
Yes ☐ No ☐

(e) Planning for institutional effectiveness.
Yes ☐ No ☐

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
Yes ☐ No ☐

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
No ☐ (Skip to question 5.10)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
No ☐ (Skip to question 5.14)

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
Yes ☐ No ☐

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
Yes ☐ No ☐

5.16 What provisions are made for individual differences among students?
Each student is assigned an academic advisor to whom the student can go for individual issues. There are also faculty and peer tutors available, as well as subject-matter coaches. Students can pay to take an opt-out exam for most first- and second-year courses. Students passing the exam receive course credit, but the grade does not affect the student's GPA.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The team was able to verify a system is in place for curriculum assessment, evaluation, and revision. The program chairs meet with the academic dean at least once per quarter to review the curriculum and make changes if needed.

5.18 Does the faculty participate in this process?
Yes ☐ No ☐

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
Yes ☐ No ☐

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal
experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

- Yes
- No
- Not Applicable (campus does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

- Yes
- No
- Not Applicable (no student has made such a request)

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

- Yes
- No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? *(If only nondegree programs are offered with no general education courses, skip to 5.22)*

(a) Facilities.

- Yes
- No

(b) Instructional equipment.

- Yes
- No

(c) Resources.

- Yes
- No

(d) Personnel.

- Yes
- No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

- Yes
- No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

- Yes
- No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

- Yes
- No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

- Yes
- No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

- Yes
- No
- Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?

- Yes
- No

If Yes, how is this documented?

At least two in-service training sessions are held each quarter. Attendees have a certificate of attendance placed in their faculty file.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

- Yes
- No

The campus provided both 2013 and 2014 development plans. The 2014 plans held activities but little documentation since the year is so new. The 2013 plans did contain documentation of the implementation of the plans.

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

- Yes
- No
5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

- Yes
- No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

- Yes
- No

5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?

- Yes
- No

5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?

- Yes
- No

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

- Yes
- No

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

- Yes
- No

5.37 Do the programs’ general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

- Yes
- No

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

- Yes
- No

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

- Yes
- No

5.40 Do the program's general education courses meet Council standards?

- Yes
- No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor’s degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

- Yes
- No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

Westwood College Online is 100% instruction online. Students access their online courses via MyPath (Blackboard) and have access to their courses, and Student Resources including the Library, online Tutoring Center, and other resources.

Administrative offices and other space is located on the second floor of a two story building located in a commercial district. This space includes 43,000 square feet to support the online administrative support and administrative staff. There is ample parking and the building is handicap accessible.

6.02 Does the campus utilize any additional space locations?

- Yes
- No

6.03 Does the campus utilize campus additions?
6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?

☐ Yes  ☒ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment

☐ Yes  ☐ No

(b) Instructional tools

☐ Yes  ☐ No

(c) Machinery

☐ Yes  ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

☐ Yes  ☐ No  ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The catalog used during the evaluation visit is the 2014 Academic Catalog Westwood College - Online, Volume 6 - No.1, Revised September 2013. With addenda dated 01/22/2014, 2/4/2014, 2/7/2014 and an additional addendum that will be effective 3/19/2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?

☐ Yes  ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

☐ Yes  ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

☐ Yes  ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

☐ Yes  ☐ No

(c) The names and titles of the administrators.

☐ Yes  ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

☐ Yes  ☐ No

(e) A statement of accreditation

☐ Yes  ☐ No  ☐ Not Applicable (initial applicant)

(f) A mission statement.

☐ Yes  ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

☐ Yes  ☐ No

(h) An academic calendar.

☐ Yes  ☐ No

(i) A full disclosure of the admission requirements.

☐ Yes  ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

☐ Yes  ☐ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

☐ Yes  ☐ No

(i) An explanation of the grading system that is consistent with the one that appears on the student transcript.

☐ Yes  ☐ No

(m) A definition of the unit of credit.

☐ Yes  ☐ No  ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

☐ Yes  ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

☐ Yes  ☐ No

(p) The transfer of credit policy.

☐ Yes  ☐ No

(q) A statement of the tuition, fees, and any other charges.

☐ Yes  ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

☐ Yes  ☐ No  ☐ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

☐ Yes  ☐ No

(t) A statement describing the student services offered.

☐ Yes  ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☐ Yes  ☐ No  ☐ Not Applicable (initial applicants only)

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

(Section 3-1-701 and Appendix C): The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript.

The grading system that starts on page 49 of the catalog gives explanations of the following designations that are not listed on the transcript to include proficiency (PR), transfer (TR), pass (P) no pass (N), incomplete (I), withdraw (W), and repeated course (R). Additionally, on page 153 of the catalog, other grades listed are audit (AU) and equivalent (EQ), although neither are explained in the catalog.

On the transcript, an additional "other grade" of withdraw pass/no pass (WPN) has been stated. There are statements on the transcript that attempt to explain repeated courses and withdraw and transfer, but the statements do not match the catalog. The campus also provided an updated addendum but still lacked consistency between the catalog and transcript.

7.05 Does the campus offer degree programs?

☐ Yes  ☐ No

If Yes, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

☐ Yes  ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate’s, academic associate’s, and bachelor’s degrees only).

☐ Yes  ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate’s and bachelor’s degrees only).

☐ Yes  ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor’s degrees only).

☐ Yes  ☐ No  ☐ Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

☐ Yes  ☐ No (Skip to Question 7.07.)

If Yes, does the catalog contain the following?

(a) A description of each mode of delivery used for distance education courses.
All courses and/or programs are offered online.

7.07 Does the catalog contain an addendum/supplement?
☑ Yes ☐ No (Skip to Question 7.08.)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☑ Yes ☐ No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☑ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
☑ Yes ☐ No

7.08 Is the catalog available online?
☑ Yes ☐ No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?
☑ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☑ No (Skip to Question 7.10.)

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☑ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☑ Yes ☐ No

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

The campus advertises online through their website, through direct mailers, flyers, newspapers and television.

Are all print and electronic advertisements under acceptable headings?
☑ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes ☑ No (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☑ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☐ Yes ☑ No
7.16 Is the phrase “for those who qualify” properly referenced in all advertising that mentions financial aid?

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

7.17 What institutional performance information does the campus routinely provide to the public?

The institutional performance information that the campus provides to the public includes information on college completion and graduation rates and placement rates.

Where is this information published and how frequently is this information being updated?

This information is published online and was updated for the 2012-2013 CAR.

7.18 Does the catalog have a separate section describing the following:

(a) Program requirements

☐ Yes ☐ No

(b) Admission procedures

☐ Yes ☐ No

(c) Transfer policies

☐ Yes ☐ No

(d) Graduation requirements

☐ Yes ☐ No

(e) Regulations

☐ Yes ☐ No

(f) Course descriptions

☐ Yes ☐ No

COMMENDATIONS:

Commendations are given for the website www.westwoodcollegesuccess.com and the booklet that was created for student success stories and videos that tell the story of graduates who have transformed their lives, families, and futures at Westwood.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?

☐ Yes ☐ No

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

☐ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

☐ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

☐ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

Faculty members report that they can recommend any new databases to add to the campus holdings. The team reviewed e-mails from faculty requesting resources. All holdings are electronic—with no hard copies of any resources.

Are these methods appropriate?

☐ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?

☐ Yes ☐ No

8.07 Is the campus’ established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
8.08 What is the amount of the current year's library budget excluding personnel allocations?
□ Yes □ No

The current year's library budget is $21,065.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
□ Yes □ No

A total of $5,425 (26%) has been spent thus far—all on electronic databases.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
□ Yes □ No

8.11 Are the library hours adequate to accommodate the needs of all students?
□ Yes □ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
□ Yes □ No

Faculty members confirmed that most courses require projects that require student usage of library resources. This was confirmed by a review of course syllabi.

Are these methods appropriate?
□ Yes □ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
□ Yes □ No

The databases are organized online by subject area.

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
□ Yes □ No

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

8.16 Describe any full-text online collections available to students.
□ Yes □ No

The library includes several EBSCO databases, LexisNexis, and Proquest. The campus has recently dropped five databases, including EBSCO Academic Search Premier, which is critically useful for the MBA students.

8.17 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
□ Yes □ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
□ Yes □ No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
□ Yes □ No

Ms. Denise Lord is the on-site librarian. She holds a master's degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
□ Yes □ No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
□ Yes □ No

(c) Assist students in the use of instructional resources?
□ Yes □ No
8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
   ☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
   ☒ Yes ☐ No ☐ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
   ☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
   ☒ Yes ☐ No

Since this is a completely electronic library, all resources are available all of the time.

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

8.25 Are appropriate reference materials and periodicals available for all programs offered?
   ☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
   ☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?
   ☒ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
   ☒ Yes ☐ No

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?
   ☒ Yes ☐ No

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?
   ☒ Yes ☐ No

8.31 Is there a current inventory of instructional resources, including online resources?
   ☒ Yes ☐ No

8.32 Are the resources organized for easy access and usage?
   ☒ Yes ☐ No

8.33 Is it evident that faculty encourages the use of the library?
   ☒ Yes ☐ No

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?
   ☒ Yes ☐ No

8.35 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Ms. Denise Lord is the on-site librarian. She holds a master's degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
- Yes ☒ No
(b) Facilitate the integration of instructional resources into all phases of the campus’s curricular and educational offerings?
- Yes ☒ No
(c) Assist students in the use of instructional resources?
- Yes ☒ No

8.36 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
- Yes ☒ No

8.37 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (ACCE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
- Yes ☒ No ☒ Not Applicable (staff do not hold foreign credentials)

8.38 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?
- Yes ☒ No

8.39 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?
- Yes ☒ No

8.40 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and to aid in the use of the library technologies and resources?
- Yes ☒ No

8.41 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?
- Yes ☒ No

8.42 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
- Yes ☒ No

8.43 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
- Yes ☒ No

8.44 What library resources does the campus provide to support a better understanding of scholarly research at the graduate level?
All of the peer-reviewed journals online support an understanding of scholarly research at the graduate level.

9. PROGRAM EVALUATION
Academic Associate's Degree in Business Administration
Bachelor's Degree in Business Administration: Major in Management
Bachelor's Degree in Business Administration: Major in Human Resource Management
Bachelor's Degree in Business Administration: Major in Marketing Management
Bachelor's Degree in Business Administration: Major in Project Management
Bachelor's Degree in Business Administration: Major in Accounting
Bachelor's Degree in Business Administration: Major in Healthcare Management
Bachelor's Degree in Business Administration: Major in Fashion Merchandising

Master's Degree in Business Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Ms. Jennifer Dartt is the program chair for business. She has been in this position since May 2010. She holds a bachelor’s degree in Journalism, a master’s degree in Business Administration from Westwood College Online, and a master’s degree in Legal Studies from Texas State University.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

Improvement plans were on file for the retention percentages of the bachelor's major in Human Resource Management and the major in Project Management and for the placement rate for the bachelor's major in Healthcare Management.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Program advisory committee meeting minutes were reviewed, as was documentation of two guest speakers within the past year. During a telephone faculty meeting, faculty gave other examples of the use of community resources.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes  ☐ No  ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes  ☐ No (Skip to question 9.14)

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

☐ Yes  ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☐ Yes  ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☐ Yes  ☐ No

(b) Course numbers

☐ Yes  ☐ No

(c) Course prerequisites and/or corequisites

☐ Yes  ☐ No

(d) Instructional contact hours/credits

☐ Yes  ☐ No

(e) Learning objectives

☐ Yes  ☐ No

(f) Instructional materials and references

☐ Yes  ☐ No

(g) Topical outline of the course

☐ Yes  ☐ No

(h) Instructional methods

☐ Yes  ☐ No

(i) Assessment criteria

☐ Yes  ☐ No

(j) Method of evaluating students

☐ Yes  ☐ No

(k) Date the syllabus was last reviewed

☐ Yes  ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes  ☐ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following numbers of calls were attempted:

<table>
<thead>
<tr>
<th>Degree and Management</th>
<th>Number of Calls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree in Business Administration: Major in Management</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor's Degree in Business Administration: Major in Marketing Management</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor's Degree in Business Administration: Major in Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor's Degree in Business Administration: Major in Healthcare Management</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor's Degree in Business Administration: Major in Fashion Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>Academic Associate's Degree in Business Administration</td>
<td>5</td>
</tr>
<tr>
<td>Master's Degree in Business Administration</td>
<td>4</td>
</tr>
</tbody>
</table>

How many calls to employers or graduates were successful?

The following numbers of calls were successful:

<table>
<thead>
<tr>
<th>Degree and Management</th>
<th>Number of Calls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree in Business Administration: Major in Management</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor's Degree in Business Administration: Major in Marketing Management</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor's Degree in Business Administration: Major in Accounting</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor's Degree in Business Administration: Major in Healthcare Management</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor's Degree in Business Administration: Major in Fashion Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>Academic Associate's Degree in Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>Master's Degree in Business Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The following numbers of calls confirmed employment as stated on the CAR:

<table>
<thead>
<tr>
<th>Degree and Management</th>
<th>Number of Calls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree in Business Administration: Major in Management</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor's Degree in Business Administration: Major in Marketing Management</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor's Degree in Business Administration: Major in Accounting</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor's Degree in Business Administration: Major in Healthcare Management</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor's Degree in Business Administration: Major in Fashion Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>Academic Associate's Degree in Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>Master's Degree in Business Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

If No, insert “Section 3-1-303(a)” in parentheses and explain:

**Section 3-1-303(a):** The following 3 placements could not be verified, based on phone conversations with the following students:

- According to his file, Mr. Jonathan Carter earned a bachelor's degree in Business Administration—Healthcare Management. He is employed at Ashley Furniture, Inc. as a full-time hourly worker. He states his job responsibilities as: "I have to ship different products by using an LRT gun [scanner]." The campus stated he was placed in-field based on the following: Placed for Skills Match, working to assess verifying accuracy for all customer payments. Report customer payment files by-year to auditors, along with verifying inventory in warehouse. Analyze the outbound truck process by examining closing procedures. Duties align with learning outcomes of core courses: MKTG 210—Customer Services; MGMT 400—Operations Management; ITCS 101—Computer Applications; and BUSN 350—Organizational Theory and Behavior.

- According to her file, Ms. Annie B. Collins, earned a bachelor's degree in Business Administration—Accounting. She is employed as a Kitchen Supervisor at IHOP. She states her job responsibilities as: Inventory Count, Order Supplies, and Overseez Operations of Kitchen according to State regulations according to company policy. Complete all logs: manager log, temperature log, dish machine log. The school placed her based on MGMT400 and ITCS101 classes, and has a listed SOC Code &Title: 351012.00 First Line Supervisors of Food Preparation and Serving Workers and Customer Cooking and Related Culinary Arts, General. Culinary Arts/Chef Training Restaurant, Culinary, and Catering Management/Manager, Food Service, Waiter/Waitress, and Dining Room Management/Manager, Foodservice Systems Administration/Management.

- According to her file, Ms. Karen Milton earned a bachelor's degree in Business Administration - Healthcare Management. She is employed in the Payroll department at Addison Search/Contract. She states her job responsibilities as: Responsible for collection & reporting payroll changes, perform pre & post payroll audits, involved in implementing ADP streamline and standardization of HR. The school placed her based on BUS100, BUS110, BUS210, BUS300, BUS320, and CA201.

Additionally 14 students in the various Business Administration programs, as listed in question 3.05 have attestations on file that could not be verified. For example:
Ms. Alicia Bickford, graduate of the bachelor's degree in Business Management program, works at Wal-Mart, Inc., in the Inventory Management System department. On her signed employment information form, Ms. Bickford stated her job duties as follows: Bin necessary items that did not fit onto sales floor, un-bin and take appropriate item to floor to be stocked, keep backroom clean, keep track of shelf ends and item on hand numbers.

Mr. Andrew Carrillo, Business Administration - Accounting program, Job Title: Production Supervisor, Company: Leggett & Platt, Inc., Responsibilities: Direct and coordinate the activities of production and operating work areas.

Ms. Cristi Rife, Business Administration - Fashion Merchandising program, Job Title: Assistant, Company: KASI LLC, Responsibilities: Assisting with online upload of photos and assist in cleaning when needed.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes  ☒ No  ☐ Not Applicable

If No, insert "Section 3-1-303(a)" in parentheses and explain: (Section 3-1-303(a)) Documentation on file could not verify graduates classified on the CAR as "not available for placement." Ms. Tiffany Anderson, graduate (May 2013) from the Associate of Business Administration program, has a Career Services Graduation Packet that lists contact information, additional contact information (relatives) and professional interest information. In the professional interest information section of the front page, Ms. Anderson lists the following information that may be helpful to assist the school in her job search:

"Now that I've received my Associate Degree, I am currently furthering my education at the University of North Texas at Dallas to get my Bachelors. Although I would love to venture into marketing, I've hit a point where I'm undecided in the direction I wanted to go with my schooling. In the meantime, I would like to find a quality paying job that is part time and willing to work around my school schedule."

On page 2 of this document, there is an electronic signature from the student, dated for September 26, 2013. There is an additional form titled, "Employment Information", on this graduation form, there is a question checked by the student, "I am unable to work at this time due to the following reason: (check one)

The student has checked Continuing Education: University of North Texas at Dallas Program: Business Start Date: August 27, 2013.

Additionally in the Graduation Packet, there is a Career Services Graduate File Review Form, that states, "we are familiar with the regulatory agency's policies regarding employment status coding, documentation required to substantiate coding, as well as verification of employment." This document was signed by the vice president, student and academic services and the manager of career services.

While the team was onsite, the manager of career services, provided a wav file with a conversation with that was placed on February 7, 2014 from a Career Service Advisor to Ms. Tiffany Anderson, however, a telephone conversation with the student does not provide the type of written documentation needed to support the continuing education waiver.

9.21 Does the campus participate in Title IV financial aid?

☒ Yes  ☐ No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

☒ Yes  ☐ No  ☐ Not Applicable (Clock hour programs only)

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

☒ Yes  ☐ No  ☐ Not Applicable (Clock hour programs only)

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

Faculty gradebooks online were reviewed that documented assessment of out-of-class work.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.

☐ Yes ☐ No

(b) Instructional equipment.

☐ Yes ☐ No

(c) Resources.

☐ Yes ☐ No

(d) Personnel.

☐ Yes ☐ No

Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

☐ Yes ☐ No

(b) Well-defined instructional objectives.

☐ Yes ☐ No

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

☐ Yes ☐ No

(d) Appropriate modes of instructional delivery.

☐ Yes ☐ No

(e) The use of appropriate assessment strategies.

☐ Yes ☐ No

(f) The use of appropriate experiences.

☐ Yes ☐ No

Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☐ Yes ☐ No

Is the size of the faculty appropriate to the total student enrollment?

☐ Yes ☐ No

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

☐ Yes ☐ No

Are teaching loads reasonable?

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes ☐ No

Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes ☐ No ☐ Not Applicable (no students in the second year)

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

☐ Yes ☐ No ☐ Not applicable

Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

☐ Yes ☐ No
9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
- Yes [x]  
- No [ ]

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
- Yes [x]  
- No [ ]  
- Not Applicable (institution offers all four years of the degree) [ ]

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
- Yes [x]  
- No [ ]

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
- Yes [x]  
- No [ ]  
- Not Applicable (no students in the third and fourth years) [ ]

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
- Yes [x]  
- No [ ]

9.49 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?
- Yes [x]  
- No [ ]

9.50 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?

Dr. Omar Parks, program chair since November 2013, oversees the master's in Business Administration program. Dr. Parks holds a doctoral degree in Business Administration from Argosy University, a master's degree in Adult Education and Distance Learning from the University of Phoenix, and a bachelor's degree in Theatre and Dance from the University of Wyoming. He has 11 years combined experience in education as an administrator, dean, and instructor. Dr. Park's position is 100% administrative. His academic and professional experiences qualify him to chair the program.

9.51 Does this person have appropriate academic or experiential qualifications?
- Yes [x]  
- No [ ]

9.52 Is the time devoted to the administration of the educational programs sufficient?
- Yes [x]  
- No [ ]

9.53 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?
- Yes [x]  
- No [ ]

9.54 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula?
- Yes [x]  
- No [ ]

9.55 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required?
- Yes [x]  
- No [ ]

9.56 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
- Yes [x]  
- No [ ]

9.57 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
- Yes [x]  
- No [ ]

9.58 Are the course prerequisites appropriate, and are they being followed?
- Yes [x]  
- No [ ]
9.59 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?  
☒ Yes  ☐ No

9.60 Does faculty possessing terminal degrees teach at least one-half of all graduate-level courses?  
☒ Yes  ☐ No

9.61 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?  
☒ Yes  ☐ No

If Yes, please describe how the campus encourages scholarly activity: Graduate faculty are encouraged to engage in scholarly research including attending conferences to present proceedings and to publish findings and articles in academic journals verified by expectations listed in job descriptions, items on professional development plans and documentation of activities, vitae of current faculty, and discussions with administrators.

9. PROGRAM EVALUATION

Academic Associate's Degree in Computer Aided Design/Architectural Drafting

Bachelor's Degree in Interior Design

9.01 Is licensure, certification or registration required to practice in the specific career field?  
☐ Yes  ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?  
Mr. Scott Dahl, is the program chair and is assigned to administer the academic duties associated with the Computer-Aided Design and Interior Design programs. He holds an associate's degree and a bachelor's degree of Fine Arts in Industrial and Interior Design from Rochester Institute of Technology, a master’s degree in Theatre History from The University of Albany and a master's degree of Fine Arts in Theatre from the University of Massachusetts. Mr. Dahl has been with Westwood College since 2006, he currently teaches two of the online courses. Prior to starting at Westwood College, Mr. Dahl worked at several firms that specialized in design and project management of theatres, commercial interiors, and exhibits.

9.03 Does this individual possess appropriate academic or experiential qualifications?  
☒ Yes  ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
☒ Yes  ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
☒ Yes  ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤1 year in length)?  
☐ Yes  ☒ No  ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?  
☐ Yes  ☒ No  ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:  
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?  
☒ Yes  ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend online. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☑ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☐ Yes ☑ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☐ Yes ☑ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☑ No ☑ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☑ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☐ Yes ☑ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☐ Yes ☑ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☐ Yes ☑ No
(b) Course numbers
☐ Yes ☑ No
(c) Course prerequisites and/or corequisites
☐ Yes ☑ No
(d) Instructional contact hours/credits
☐ Yes ☑ No
(e) Learning objectives
☐ Yes ☑ No
(f) Instructional materials and references
☐ Yes ☑ No
(g) Topical outline of the course
☐ Yes ☑ No
(h) Instructional methods
☐ Yes ☑ No
(i) Assessment criteria
☐ Yes ☑ No
(j) Method of evaluating students
☐ Yes ☑ No
(k) Date the syllabus was last reviewed
☐ Yes ☑ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☑ No ☑ Not Applicable (Additional Location Inclusion OR clock hour program)
9.17 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
- Academic associate’s degree program in Computer Aided Design/Architectural Drafting: 5
- Bachelor’s degree program in Interior Design: 8

How many calls to employers or graduates were successful?
- Academic associate’s degree program in Computer Aided Design/Architectural Drafting: 3
- Bachelor’s degree program in Interior Design: 5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
- Academic associate’s degree program in Computer Aided Design/Architectural Drafting: 3
- Bachelor’s degree program in Interior Design: 5

Additionally, 6 students in the CADD/Interior Design programs, as listed in question 3.05 have attestations on file that could not be verified. For example:

- Ms. Meghan Jackson, Interior Design program, Job Title: Night Audit, Company: Escape Lodging, Responsibilities: Reservations, Financial Reports, hospitality duties, word processing, and customer service.

- Mr. Cody Lorance, CADD program, Job Title: Produce Clerk, Company: Spence Fresh Market, Responsibilities: Stocking product, building and maintaining displays, and customer service.

- Ms. Lori St. Martin, CADD program, Job Title: Department Manager, Company: The Hoot, Responsibilities: Maintain displays, merchandising, customer service and provide training.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided homework assignments and while talking with students, they advised they participate and complete homework assignments.
9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities. □ Yes □ No
(b) Instructional equipment. □ Yes □ No
(c) Resources. □ Yes □ No
(d) Personnel. □ Yes □ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning. □ Yes □ No
(b) Well-defined instructional objectives. □ Yes □ No
(c) The selection and use of appropriate and current learning materials. □ Yes □ No
(d) Appropriate modes of instructional delivery. □ Yes □ No
(e) The use of appropriate assessment strategies. □ Yes □ No
(f) The use of appropriate experiences. □ Yes □ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? □ Yes □ No

9.28 Is the size of the faculty appropriate to the total student enrollment? □ Yes □ No

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

9.30 Are teaching loads reasonable? □ Yes □ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? □ Yes □ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? □ Yes □ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? □ Yes □ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? □ Yes □ No □ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites? □ Yes □ No □ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent? □ Yes □ No
9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
□ Yes □ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
□ Yes □ No □ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
□ Yes □ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
□ Yes □ No □ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
□ Yes □ No

COMMENDATIONS:
The Program Chair is very dedicated to the continual improvement of the program and has detailed plans to foster student growth through the use of industry resources, leveraging experienced faculty and online "best practices."

9. PROGRAM EVALUATION

Bachelor's Degree in Visual Communications

9.01 Is licensure, certification or registration required to practice in the specific career field?
□ Yes □ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Kelly Goethals, is the program chair and is assigned to administer the academic duties associated with the Graphic Design programs, including the bachelor's degree in Visual Communications. Ms. Goethals holds an associate's degree in Fine Art from the University of West Florida, a bachelor's degree in Fine Arts from the University of Central Florida, and a master's degree in Graphic Design from Savannah College of Art and Design. Ms. Goethals has been with Westwood College since 2004. Prior to starting at Westwood College, Ms. Goethals was an adjunct instructor at Broward Community College and worked at a graphic design firm that specialized corporate advertising and photography.

9.03 Does this individual possess appropriate academic or experiential qualifications?
□ Yes □ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
□ Yes □ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
□ Yes □ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
□ Yes □ No □ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?
□ Yes □ No □ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

- Yes  No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend on-line. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Is the utilization of community resources sufficient to enrich the program?
- Yes  No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
- Yes  No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
- Yes  No

9.11 For programs that include practicums, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes  No  - Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
- Yes  No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- Yes  No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
- Yes  No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
- Yes  No
(b) Course numbers
- Yes  No
(c) Course prerequisites and/or corequisites
- Yes  No
(d) Instructional contact hours/credits
- Yes  No
(e) Learning objectives
- Yes  No
(f) Instructional materials and references
- Yes  No
(g) Topical outline of the course
- Yes  No
(h) Instructional methods
- Yes  No
(i) Assessment criteria
- Yes  No
(j) Method of evaluating students
- Yes  No
☑ Yes ☐ No
(k) Date the syllabus was last reviewed
☑ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☑ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☑ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor’s degree program in Visual Communications: 13

How many calls to employers or graduates were successful?
Bachelor’s degree program in Visual Communications: 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Bachelor’s degree program in Visual Communications: 6

Additionally, four students in the Visual Communications program, as listed in question 3.05 have attestations on file that could not be verified. For example:
• Jamie Donoho, Visual Communication program, Job Title: Senior Sales Associate, Company: 7-Eleven, Responsibilities: Ordering store items, assisting in training new associates, provide excellent customer service, managing food service, cleaning, stocking shelves, and placing point of purchase signage.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☑ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☑ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☑ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided copies of student homework. During interviews with students, they acknowledge they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☑ Yes ☐ No
9.25 Are the following elements appropriately incorporated into the instructional components of the program?

<table>
<thead>
<tr>
<th>Element</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Systematic planning</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>(b) Well-defined instructional objectives</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>(c) The selection and use of appropriate and current learning materials</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>(d) Appropriate modes of instructional delivery</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>(e) The use of appropriate assessment strategies</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>(f) The use of appropriate experiences</td>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

<table>
<thead>
<tr>
<th>Faculty Qualifications</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

9.28 Is the size of the faculty appropriate to the total student enrollment?

<table>
<thead>
<tr>
<th>Faculty Size</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Core Faculty</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

9.30 Are teaching loads reasonable?

<table>
<thead>
<tr>
<th>Teaching Loads</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

<table>
<thead>
<tr>
<th>Hours Required</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

<table>
<thead>
<tr>
<th>Minimum Hours</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

<table>
<thead>
<tr>
<th>Requirements for Admission</th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
COMMENDATIONS:
The program chair is very dedicated to supporting her students and faculty, her efforts to leverage new technology and find innovative ways to continually improve the program.

9. PROGRAM EVALUATION

Academic Associate's Degree in Medical Insurance Coding and Billing

Academic Associate's Degree in Medical Office Management

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

☐ Yes  ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?

Ms. Mary Aboutar is the healthcare program chair for both the associate of applied science in Medical Insurance Coding and Billing and the associate of applied science in Medical Office Management. She has been with Westwood College since December of 2009, originally as the program chair for the Medical Assisting program and then in May 2011 as the program chair for the Medical Insurance Coding and Billing and Medical Office Management programs. Ms. Aboutar holds a bachelor's degree in Healthcare Administration from St. Leo University. She is a Registered Medical Assistant (RMA) through the American Medical Technologists (AMT); current through April 2014. Ms. Aboutar also holds a certificate in Medical Claims and Billing from the US Career Institute obtained December 2004. She has worked on and off in the field as a RMA and Medical Biller and Coder since 2004.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes  ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

☒ Yes  ☐ No

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

☒ Yes  ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

☒ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

☒ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The institution utilizes a Programmatic Advisory Committee (PAC) that combines the Medical Office Management and Medical Insurance Coding and Billing programs. The committee has met once on May 29, 2013 and has another one planned in the near future. There was documentation for a guest speaker on file. New webinars for the healthcare programs are being implemented February 18, 2014 and there is also documentation on the mypath.westwood.edu website under each syllabus' assignments tab for other community involvement projects that are class specific.

9.08 Is the utilization of community resources sufficient to enrich the program?

☐ Yes  ☒ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☒ Yes  ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes  ☐ No
9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☒ No (Skip to question 9.14)

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

☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No

(g) Topical outline of the course

☒ Yes ☐ No

(h) Instructional methods

☒ Yes ☐ No

(i) Assessment criteria

☒ Yes ☐ No

(j) Method of evaluating students

☒ Yes ☐ No

(k) Date the syllabus was last reviewed

☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

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

☒ Yes ☐ No

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

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There was one call attempted for the Associate of Applied Science in Medical Office Management.
There are no graduates for attempted calls in the Associate of Applied Science in Medical Insurance Coding and Billing.

How many calls to employers or graduates were successful?

There was one successful call for the Associate of Applied Science in Medical Office Management. There are not any graduates in the Associate of Applied Science in Medical Insurance Coding and Billing at this time.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Associate in Medical Office Management - 0

If No, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303(a)): Although there was one successful contact for graduate from the Medical Office Management program, the student was not placed in field as attested by the institution. Following the ACICS verification call script, the student states that she is a freelance home health aid that does not work for any agency but takes on patients through word of mouth, family, and friends. She also stated that she had been doing this for many years before obtaining her degree and resumed this position post graduation in September 2013. Her primary skills include companionship, cooking, light housekeeping, transportation to physician appointments, and help with activities of daily living (ADL's). The student stated that she does not feel that the training she received from Westwood's Medical Office Management degree has helped her prepare for this position. She previously obtained her bachelor of Healthcare Management from Westwood. Upon team review, there is not a match for job description, title, or skills utilized allowing for an in-field placement of the graduate. The Medical Office Management program specifically states in the catalog, and through review of curriculum offered, that this degree is designed to manage medical office operations and to teach and train students the skills necessary to work with doctors and their patients in a medical office environment. Core curriculum classes include accounting, medical insurance and administrative procedures, principles of human resource management, and advanced medical office management, to name a few. The core curriculum involves over 70% management related topics and does not relate the skill set to afford a placement as in-field in regards to a home health aid position.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

☒ Yes ☐ No ☒ Not Applicable (Clock hour programs only)

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

☒ Yes ☐ No ☒ Not Applicable (Clock hour programs only)

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

Electronic gradebooks were reviewed randomly for the Medical Office Management and Medical Insurance Coding and Billing programs. The gradebooks reviewed included: Computer Applications (ITCS 101), College Mathematics (MATH 107), Success Strategies (PDVE 111), Computer Software Applications in Healthcare (MICB 151), Healthcare Billing and Reimbursement Systems (MICB 240), Anatomy & Physiology I (BIOL 170), and Introduction to Health Information Technology (HINT 110). Student assignments, course objectives, completion times, and evaluation of progress for all objectives are being met and documented.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

☒ Yes ☐ No

(b) Instructional equipment.

☒ Yes ☐ No

(c) Resources.

☒ Yes ☐ No

(d) Personnel.

☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
[ ] Yes [ ] No
(b) Well-defined instructional objectives.
[ ] Yes [ ] No
(c) The selection and use of appropriate and current learning materials.
[ ] Yes [ ] No
(d) Appropriate modes of instructional delivery.
[ ] Yes [ ] No
(e) The use of appropriate assessment strategies.
[ ] Yes [ ] No
(f) The use of appropriate experiences.
[ ] Yes [ ] No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
[ ] Yes [ ] No

9.28 Is the size of the faculty appropriate to the total student enrollment?
[ ] Yes [ ] No

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

9.30 Are teaching loads reasonable?
[ ] Yes [ ] No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
[ ] Yes [ ] No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
[ ] Yes [ ] No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
[ ] Yes [ ] No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
[ ] Yes [ ] No [ ] Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
[ ] Yes [ ] No [ ] Not applicable

COMMENDATIONS:
The team would like to commend the institution for a well evidenced online layout in design, structure, and implementation of curriculum within the healthcare programs. It is also to be commended that the institution has shown to have tried substantial and adequate career advisement for graduates although geographies may be a challenge.

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminal Justice

Academic Associate's Degree in Paralegal

9.01 Is licensure, certification or registration required to practice in the specific career field?
[ ] Yes [ ] No (Skip to question 9.02)
9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?

Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice with Westwood College Online. Dr. Giannoni holds a bachelor’s degree and master’s degree in Criminal/Social Justice from Lewis University in Romeoville, Illinois, and a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, Illinois.

Mrs. Jennifer Dartt is the interim program chair responsible for administering the Paralegal program. Mrs. Dartt holds a bachelor’s degree in Journalism from the University of Texas, Austin, Texas; a master’s degree in Business Administration from Westwood College Online, Broomfield, Colorado; and a master’s degree in Legal Studies from Texas State University in San Marcos, Texas.

9.03 Does this individual possess appropriate academic or experiential qualifications?

[☑] Yes  [☐] No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

[☑] Yes  [☐] No

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

[☑] Yes  [☐] No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?

[☐] No  [☐] Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

[☑] Yes  [☐] No  [☐] Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

[☑] Yes  [☐] No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CJ381-Women and Criminal Justice, students were assigned the project of locating a female adolescent juvenile program, in their community, through a church or another criminal justice program. After conducting interviews with staff, students completed a reflection paper sharing their experiences and received peer review feedback through online threaded discussions.

The Paralegal program also utilizes community resources within its online courses through webinars, specific to course content, such as Fair Debt Collection Practices and Career Management in paralegal careers.

9.08 Is the utilization of community resources sufficient to enrich the program?

[☑] Yes  [☐] No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

[☑] Yes  [☐] No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

[☑] Yes  [☐] No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

[☐] Yes  [☐] No  [☐] Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12 Does the program use independent studies?
☐ Yes ☐ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☐ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☐ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☐ Yes ☐ No
(b) Course numbers
☐ Yes ☐ No
(c) Course prerequisites and/or corequisites
☐ Yes ☐ No
(d) Instructional contact hours/credits
☐ Yes ☐ No
(e) Learning objectives
☐ Yes ☐ No
(f) Instructional materials and references
☐ Yes ☐ No
(g) Topical outline of the course
☐ Yes ☐ No
(h) Instructional methods
☐ Yes ☐ No
(i) Assessment criteria
☐ Yes ☐ No
(j) Method of evaluating students
☐ Yes ☐ No
(k) Date the syllabus was last reviewed
☐ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
If No, insert the section number in parentheses, list the courses, and explain:

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic associate's degree program in Criminal Justice: 3
Academic associate's degree in Paralegal: 9

How many calls to employers or graduates were successful?
The following number of calls, by program was successful:
Academic associate's degree program in Criminal Justice: 1
Academic associate's degree program in Paralegal: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The following number of successful contacts confirmed the employment of the graduates in the following programs:
Successful contacts confirming employment for Criminal Justice: 1
Successful contacts confirming employment for Paralegal: 4

Additionally, 15 students in the Criminal Justice and Paralegal programs, as listed in question 3.05 have attestations on file that could not be verified. For example:

• Meg Buchanan, Criminal Justice program, Job Title: Department Manager, Company: F & M Restaurants, Responsibilities:
  Maintain cash control, supervise food production, sanitary conditions, ensure safety of personnel is secure, food ordering, weekly and monthly inventory control, and customer service.

• Reyna Gallegos, Criminal Justice program, Job Title: Varies, Company: Kelly Services, Responsibilities: My position and salary vary depending on the project. With this company I have worked as an administrative assistant, coder, data entry, translator, archive, and customer support.

• Tyler Brady, Paralegal program, Job Title: Guest Service Manager, Company: Ronald McDonald House, Responsibilities: I handle tasks related to the guests using our services including registration, house maintenance, and security concerns. I also manage our volunteer program which includes new volunteer orientation.

• Lisa Diaz, Paralegal program, Job Title: Fine Jewelry Sales, Company: Macy's Inc., Responsibilities: Generate sales and process sales transactions for Macy's clientele. Open store credit and process store credit payments. Inform customers of store promotions and generate sales from information.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
[X] Yes  [ ] No  [ ] Not Applicable

9.21 Does the campus participate in Title IV financial aid?
[X] Yes  [ ] No  (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
[X] Yes  [ ] No  [ ] Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
[X] Yes  [ ] No  [ ] Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.
Documentation of evaluations in out-of-class work was viewed online for both the Criminal Justice and the Paralegal programs. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in PowerPoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
[X] Yes  [ ] No
(b) Instructional equipment.
[X] Yes  [ ] No
(c) Resources.
[X] Yes  [ ] No
(d) Personnel.
[X] Yes  [ ] No
9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
   - Yes [ ] No [ ]
(b) Well-defined instructional objectives.
   - Yes [ ] No [ ]
(c) The selection and use of appropriate and current learning materials.
   - Yes [ ] No [ ]
(d) Appropriate modes of instructional delivery.
   - Yes [ ] No [ ]
(e) The use of appropriate assessment strategies.
   - Yes [ ] No [ ]
(f) The use of appropriate experiences.
   - Yes [ ] No [ ]

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   - Yes [ ] No [ ]

9.28 Is the size of the faculty appropriate to the total student enrollment?
   - Yes [ ] No [ ]

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

9.30 Are teaching loads reasonable?
   - Yes [ ] No [ ]

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
   - Yes [ ] No [ ]

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
   - Yes [ ] No [ ]

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
   - Yes [ ] No [ ]

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
   - Yes [ ] No [ ] Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
   - Yes [ ] No [ ] Not applicable

9. PROGRAM EVALUATION

Bachelor's Degree in Criminal Justice: Major in Administration
Bachelor's Degree in Criminal Justice: Major in Corrections
Bachelor's Degree in Criminal Justice: Major in Investigations

9.01 Is licensure, certification or registration required to practice in the specific career field?
   - Yes [ ] No [ ] (Skip to question 9.02)
9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice. Dr. Giannoni holds a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, IL; a master’s degree and a bachelor’s degree in Criminal/Social Justice from Lewis University in Romeoville, IL.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☑ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☑ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☐ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤1 year in length)?
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☑ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s). The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CRJS211-Communication for the CJ Professional, students were assigned the project of contacting a bilingual law enforcement professional in their community and interview cultural benefits and career goals. Students completed a reflection paper, after interview staff, sharing their experiences and receiving peer review feedback through online threaded discussions.

9.08 Is the utilization of community resources sufficient to enrich the program?
☑ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☑ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
☑ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☑ Yes ☐ No ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☑ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
   ☑ Yes ☐ No
(b) Course numbers
   ☑ Yes ☐ No
(c) Course prerequisites and/or corequisites
   ☑ Yes ☐ No
(d) Instructional contact hours/credits
   ☑ Yes ☐ No
(e) Learning objectives
   ☑ Yes ☐ No
(f) Instructional materials and references
   ☑ Yes ☐ No
(g) Topical outline of the course
   ☑ Yes ☐ No
(h) Instructional methods
   ☑ Yes ☐ No
(i) Assessment criteria
   ☑ Yes ☐ No
(j) Method of evaluating students
   ☑ Yes ☐ No
(k) Date the syllabus was last reviewed
   ☑ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
   ☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
   ☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
   ☑ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
   ☑ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
   ☑ Yes ☐ No ☐ Not Applicable (there have been no graduates)

   How many calls to employers or graduates were attempted?
   There were 18 calls made to the employers.

   How many calls to employers or graduates were successful?
   There were 10 successful calls

   How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
   There were 8 successful calls.

   If No, insert “Section 3-1-303(a)” in parentheses and explain:
   (Section 3-1-303(a): The team was not able to verify the backup documentation to support the placement rate, in the field of study for the program as reported during phone verification of job placements.)
Ms. Rebecca (Boyle) Thomton graduate of the Criminal Justice (CRMJ) graduate's position as Youth Advocate for the Coalition for Family Harmony was confirmed by Human Resources as a support advocate, similar to a big sister for the youth in the program and the intent of continuity is indefinite. HR stated that Rebecca more than likely was not using any of her field of study skills, which is a bachelor's degree in Criminal Justice. Rebecca does not endorse any skills used within her field of study, in this case. She works with kids on probation, so the employer could be a drop-in resource center mandated by the youth courts for juveniles. Rebecca signed kids in and out from a counterdesk location. A bachelor's degree in Criminal Justice is not needed for such a position.

- The school categorized Ms. (Boyle) Thomton as placed based on skills matched, stating that she is a youth advocate and child, family, and school social workers; works with teens on probation in after school programs. Additionally, the school provided an employment verification form that was self verified by the student, that lists job duties as works with teens on probation in after school program. No other documentation was provided to confirm placement (unfield/related).

- The campus provided documentation that suggested Mr. Segundo was placed as a skills match, stating that the employer manufactures firearms and maintains contact with technical experts throughout the law enforcement community. The campus maintains that the job duties align with learning outcomes of the following courses: CRJS275 - Constitutional Law, CRJS111 - Introduction to Policing, and CRJS291 - Criminal Justice Administration. The campus was unable to verify that the skills from these courses were being used in this position.

- The website http://www.jdmachinetech.com/ was provided. The team found that employees must have knowledge of gun laws, backgrounds checks, etc. Additionally, the company works with military and law officers. Documentation from the website was provided by the school includes information that JD Machine Tech has had armorers on staff and maintains contact with technical experts throughout the Military/Law Enforcement community and the firearms industry. However, the team found no correlation between the background of the company and the actual skills that Mr. Segundo is using.

- CRJS275 Constitutional Law - This course explores history of the Constitution of the United States and its application to the legal system. Upon successful completion of this course, students will be able to identify and discuss the basic structure of the US Constitution and analyze rights, procedures, and issues as interpreted by the courts.
- CRJS111 Introduction to Policing - This course presents an overview of contemporary law enforcement agencies and their functions within the criminal justice system. Upon successful completion of this course, students will be able to describe the functions of modern law enforcement agencies, explain their histories and roles in society, and identify contemporary policing trends and issues.
- CRJS291 Criminal Justice Administration - This course examines the administration of the three components of the justice system. Topics include personnel recruitment and selection, money and crime, crime and punishment, crime and society, and administrative principles and practices. Upon successful completion of this course, students will be able to describe the concepts, terms, and realities of criminal justice administration.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
- Yes ☑️ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
- Yes ☑️ No ☐ (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes ☑️ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
- Yes ☑️ No ☐ Not Applicable (Clock hour programs only)
If Yes, briefly describe the documentation of evaluation viewed on site.

Documentation of evaluations for out-of-class work was viewed online for the Criminal Justice program. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in PowerPoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities. ☒ Yes ☐ No
(b) Instructional equipment. ☒ Yes ☐ No
(c) Resources. ☒ Yes ☐ No
(d) Personnel. ☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning. ☒ Yes ☐ No
(b) Well-defined instructional objectives. ☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials. ☒ Yes ☐ No
(d) Appropriate modes of instructional delivery. ☒ Yes ☐ No
(e) The use of appropriate assessment strategies. ☒ Yes ☐ No
(f) The use of appropriate experiences. ☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☐ Yes  ☐ No  ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☐ Yes  ☐ No

9. PROGRAM EVALUATION

Academic Associate's Degree in Graphic Design: Animation

Bachelor's Degree in Graphic Design: Animation

Bachelor's Degree in Graphic Design: Game Art

Bachelor's Degree in Graphic Design: Web Design

Bachelor's Degree in Software Development: Game Software Development

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes  ☐ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Carey Richards is the program chair for the Game Art and Animation Department at Westwood College online. Mr. Richards holds a bachelor's degree in Art Studio from Colorado College in Colorado Springs, Colorado and a master's degree in 3D Animation/Digital Effects from Regis University in Denver, Colorado. Mr. Richards owns and works in Media Arts for CKR Productions from 1996 to the present.

Mr. Brian Leader is the program chair for the Game Software Department at Westwood College Online. Mr. Leader holds a bachelor's degree in Aerospace Engineering from Boston College in Boston, Massachusetts and a master's degree in Aeronautical Engineering from Rensselaer Polytechnic Institute in Troy, New York. Mr. Leader, also, is the chief programmer for Ideas Live as a game and educational software development and manager from September 1997 to the present.

Dr. Claire Boger is the program chair for the Web Design Department at Westwood College Online. Dr. Boger holds a bachelor's degree in Visual Communications from the School of Visual Arts in New York, New York; a master's degree in Computer Art from the School of Visual Arts in New York, New York; and a doctoral degree in Education from Capella University in Minneapolis, Minnesota.

Ms. Kelley Goethals is the program chair for the Graphic Design and Visual Communications Department. Ms. Goethals holds an academic associate's degree in Art from the University of West Florida in Pensacola, Florida; a bachelor's degree in Art from the University of Central Florida in Orlando, Florida; and a master's degree in Graphic Design from Savannah College of Art and Design in Savannah, Georgia.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☐ Yes  ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☐ Yes  ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☐ Yes  ☐ No
9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?
□ Yes □ No □ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
□ Yes □ No □ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
□ Yes □ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The team confirmed the programs utilize their Program Activities Committee (PAC) to provide expertise in the specific areas of concentration. The programs, also, utilized guest speakers who login online with the students. These resources provide the students with insight from professionals, doing business in the field to ensure the students are learning the necessary skills to compete for jobs, in their respective areas, as well as, their respective locations.

9.08 Is the utilization of community resources sufficient to enrich the program?
□ Yes □ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
□ Yes □ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
□ Yes □ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
□ Yes □ No □ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
□ Yes □ No (Skip to question 9.14)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
□ Yes □ No

9.14 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
□ Yes □ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
□ Yes □ No
(b) Course numbers
□ Yes □ No
(c) Course prerequisites and/or corequisites
□ Yes □ No
(d) Instructional contact hours/credits
□ Yes □ No
(e) Learning objectives
□ Yes □ No
(f) Instructional materials and references
□ Yes □ No
(g) Topical outline of the course
□ Yes □ No
9.17 Do students confirm that they receive a course syllabus and that it is followed?

☐ Yes  ☐ No

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

☐ Yes  ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes  ☐ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

- Academic associate's degree program in Graphic Design: 6
- Bachelor's degree program in Graphic Design-Animation: 3
- Bachelor's degree program in Graphic Design-Game Art: 4
- Bachelor's degree program in Graphic Design-Web Design: 4
- Bachelor's degree program in Software Development-Game Software: 6

How many calls to employers or graduates were successful?

- Academic associate's degree program in Graphic Design: 3
- Bachelor's degree program in Graphic Design-Animation: 1
- Bachelor's degree program in Graphic Design-Game Art: 2
- Bachelor's degree program in Graphic Design-Web Design: 2
- Bachelor's degree program in Software Development-Game Software: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

- Academic associate's degree program in Graphic Design: 3
- Bachelor's degree program in Graphic Design-Animation: 1
- Bachelor's degree program in Graphic Design-Game Art: 2
- Bachelor's degree program in Graphic Design-Web Design: 2
- Bachelor's degree program in Software Development-Game Software: 3

Additionally, 8 students in the various Graphic Design programs, as listed in question 3.05, have attestations on file that could not be verified. For example:

- Mr. Romulo Salgado, Graphic Design program, Job Title: Electrician, Company: Bright Future, Responsibilities: Section of the form left blank.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

☐ Yes  ☐ No  ☐ Not Applicable
9.21 Does the campus participate in Title IV financial aid?
- Yes □ No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes □ No □ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team evaluated student's homework, which was appropriate for the subject matter and consistent with the requirement, as defined on the respective program's course syllabi.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
- Yes □ No
(b) Instructional equipment.
- Yes □ No
(c) Resources.
- Yes □ No
(d) Personnel.
- Yes □ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
- Yes □ No
(b) Well-defined instructional objectives.
- Yes □ No
(c) The selection and use of appropriate and current learning materials.
- Yes □ No
(d) Appropriate modes of instructional delivery.
- Yes □ No
(e) The use of appropriate assessment strategies.
- Yes □ No
(f) The use of appropriate experiences.
- Yes □ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
- Yes □ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
- Yes □ No

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

9.30 Are teaching loads reasonable?
- Yes □ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
- Yes □ No
9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
   ☑ Yes  ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
   ☑ Yes  ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
   ☑ Yes  ☐ No  ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
   ☑ Yes  ☐ No  ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
   ☑ Yes  ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
   ☑ Yes  ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
   ☑ Yes  ☐ No  ☐ Not applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
   ☑ Yes  ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
   ☑ Yes  ☐ No  ☐ Not applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
   ☑ Yes  ☐ No

GENERAL COMMENTS:
The team found the program was, generally, well-conceived, directed, and taught.

COMMENDATIONS:
This is a well-run campus with competent, caring faculty, administration and staff, all dedicated to the single goal of student success.

9. PROGRAM EVALUATION

Academic Associate's Degree in Information Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?
   ☐ Yes ☑ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
   Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master's degree in Internet Information Systems from Robert Morris University, bachelor's degree in Information Systems Management from Robert Morris University, and an associate's degree in Accounting and business management from Jefferson Community College. He also has certifications in the following areas: A+, Network+, Linux+, Linux (LPIC-I), IBM's certifications in pSeries AIX Systems Administration.
and Certified Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes [ ] No [ ]

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
- Yes [ ] No [ ]

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes [ ] No [ ]

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?
- Yes [ ] No [ ] Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
- Yes [ ] No [ ] Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
- Yes [ ] No [ ]

9.07 List the community resources and describe how they are utilized to enrich the program(s).

Students are directed to attend webinars associated with the field of study. Adobe Connect is also used to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist students in job search techniques.

9.08 Is the utilization of community resources sufficient to enrich the program?
- Yes [ ] No [ ]

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
- Yes [ ] No [ ]

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
- Yes [ ] No [ ]

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes [ ] No [ ] Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
- Yes [ ] No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- Yes [ ] No [ ]

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
- Yes [ ] No [ ]

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
\[\checkmark\text{Yes} \quad \square\text{No}\]
(b) Course numbers
\[\checkmark\text{Yes} \quad \square\text{No}\]
(c) Course prerequisites and/or corequisites
\[\checkmark\text{Yes} \quad \square\text{No}\]
(d) Instructional contact hours/credits
\[\checkmark\text{Yes} \quad \square\text{No}\]
(e) Learning objectives
\[\checkmark\text{Yes} \quad \square\text{No}\]
(f) Instructional materials and references
\[\checkmark\text{Yes} \quad \square\text{No}\]
(g) Topical outline of the course
\[\checkmark\text{Yes} \quad \square\text{No}\]
(h) Instructional methods
\[\checkmark\text{Yes} \quad \square\text{No}\]
(i) Assessment criteria
\[\checkmark\text{Yes} \quad \square\text{No}\]
(j) Method of evaluating students
\[\checkmark\text{Yes} \quad \square\text{No}\]
(k) Date the syllabus was last reviewed
\[\checkmark\text{Yes} \quad \square\text{No}\]

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
\[\checkmark\text{Yes} \quad \square\text{No}\]
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
\[\checkmark\text{Yes} \quad \square\text{No}\]

9.17 Do students confirm that they receive a course syllabus and that it is followed?
\[\checkmark\text{Yes} \quad \square\text{No}\]

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
\[\checkmark\text{Yes} \quad \square\text{No}\]

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
\[\checkmark\text{Yes} \quad \square\text{No}\]

How many calls to employers or graduates were attempted?
Academic associate’s degree program in information technology (IT-Other)

How many calls to employers or graduates were successful?
Academic associate’s degree program in information technology (IT-Other)

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful calls confirmed the employment of the graduate as reported on the 2012 – 2013 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
\[\checkmark\text{Yes} \quad \square\text{No}\]

9.21 Does the campus participate in Title IV financial aid?
\[\checkmark\text{Yes} \quad \square\text{No}\]

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

- Yes  
- No  
- Not Applicable (Clock hour programs only)

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

The team was provided access to the online grade book and student homework assignments. During interviews with the students, they verified they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.
- Yes  
- No  
- Not Applicable (Clock hour programs only)

(b) Instructional equipment.
- Yes  
- No  
- Not Applicable (Clock hour programs only)

(c) Resources.
- Yes  
- No  
- Not Applicable (Clock hour programs only)

(d) Personnel.
- Yes  
- No  
- Not Applicable (Clock hour programs only)

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
- Yes  
- No  
- Not Applicable (Clock hour programs only)

(b) Well-defined instructional objectives.
- Yes  
- No  
- Not Applicable (Clock hour programs only)

(c) The selection and use of appropriate and current learning materials.
- Yes  
- No  
- Not Applicable (Clock hour programs only)

(d) Appropriate modes of instructional delivery.
- Yes  
- No  
- Not Applicable (Clock hour programs only)

(e) The use of appropriate assessment strategies.
- Yes  
- No  
- Not Applicable (Clock hour programs only)

(f) The use of appropriate experiences.
- Yes  
- No  
- Not Applicable (Clock hour programs only)

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

- Yes  
- No  
- Not Applicable (Clock hour programs only)

9.28 Is the size of the faculty appropriate to the total student enrollment?

- Yes  
- No  
- Not Applicable (Clock hour programs only)

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

- Yes  
- No  
- Not Applicable (Clock hour programs only)

9.30 Are teaching loads reasonable?

- Yes  
- No  
- Not Applicable (Clock hour programs only)

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

- Yes  
- No  
- Not Applicable (Clock hour programs only)

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

- Yes  
- No  
- Not Applicable (Clock hour programs only)

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

- Yes  
- No  
- Not Applicable (Clock hour programs only)
9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☐ Yes ☐ No ☐ Not applicable

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.
9. PROGRAM EVALUATION

Bachelor's Degree in Network Management
Bachelor's Degree in Systems Security
Bachelor's Degree in Computer Forensics
Occupational Associates in Information and Network Technologies

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (Skip to question 9.02)

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

Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master's degree in Internet Information Systems from Robert Morris University, bachelor's degree in Information Systems Management from Robert Morris University, and an associate's degree in Accounting and business management from Jefferson Community College. He also has certifications in the following areas: A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSD Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

The information technology - forensics program has a retention rate of 59%. The other bachelor programs that have students enrolled have met the retention rate standard.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Students are directed to attend webinars associated with the field of study. Adobe Connect is also used to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist students in job search techniques.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No
9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
   ☑ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
   ☑ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
   ☑ Yes ☐ No ☑ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
   ☑ Yes ☐ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
   ☑ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
   ☑ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
   (a) Title and course descriptions
      ☑ Yes ☐ No
   (b) Course numbers
      ☑ Yes ☐ No
   (c) Course prerequisites and/or corequisites
      ☑ Yes ☐ No
   (d) Instructional contact hours/credits
      ☑ Yes ☐ No
   (e) Learning objectives
      ☑ Yes ☐ No
   (f) Instructional materials and references
      ☑ Yes ☐ No
   (g) Topical outline of the course
      ☑ Yes ☐ No
   (h) Instructional methods
      ☑ Yes ☐ No
   (i) Assessment criteria
      ☑ Yes ☐ No
   (j) Method of evaluating students
      ☑ Yes ☐ No
   (k) Date the syllabus was last reviewed
      ☑ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
   (l) Out-of-class work assignments that support the learning objectives for the course
      ☑ Yes ☐ No ☑ Not Applicable (Additional Location Inclusion OR clock hour program)
   (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
      ☑ Yes ☐ No ☑ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
   ☑ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
   ☑ Yes ☐ No
9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes  ☑ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor’s degree program in Information Technology - Forensics, Network Management, and Systems Security: 10

How many calls to employers or graduates were successful?
Bachelor’s degree program in Information Technology - Systems Security: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful calls confirmed the employment of the graduate as reported on the CAR.

Additionally, 23 students in the various Information Technology programs, as listed in question 3.05 have attestations on file that could not be verified.

Ms. Melissa Bantowell, Information Technology Program, Job Title: Receptionist, Company: Atlanta Gastroenterology Association, Responsibilities: Greets patients and visitors in a prompt and helpful manner; provides instructions/directions as needed; ensures patient information is complete and accurate; updates patient profiles and scans required documents in Centricity if necessary; Collects co-payments and outstanding balances, manages patient monies collected and closes batches at end of the day, provides necessary release and HIPAA forms to patient for completion and signature.

- Mr. Christopher Halle, Information Technology Program, Job Title: Shipping Receiving Clerk, Company: Thomasville Furniture Brands International, Responsibilities: Box up cushion cores and backs, fill cushions and bolsters, roll yardage for customers and other businesses.

- Ms. Heather Hintz, Information Technology Program, Job Title: Manager, Company: Regal Jewelry, Responsibilities: order/receive inventory, jewelry repair, monthly reports.

- Mr. Lamont Smith, Information Technology Program, Job Title: Management, Company: UPS SCS, Responsibilities: section of the form blank.

- Mr. Christopher Webb, Information Technology Program, Job Title: Electrician, Company: Kitchen Electric, Responsibilities: Full qualified electrician all types of electrical construction, Residential/commercial/industrial.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  

☑ Yes  ☐ No  ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?  

☑ Yes  ☐ No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  

☐ Yes  ☐ No  ☐ Not Applicable (Clock hour programs only)

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

☐ Yes  ☐ No  ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided homework assignments to review. During interviews with students and faculty, the team was advised of the homework assignments and requirements.

9.24 Are the following appropriate to adequately support the number and nature of the program?  

(a) Facilities.
9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
|x| Yes | No |
(b) Well-defined instructional objectives.
|x| Yes | No |
(c) The selection and use of appropriate and current learning materials.
|x| Yes | No |
(d) Appropriate modes of instructional delivery.
|x| Yes | No |
(e) The use of appropriate assessment strategies.
|x| Yes | No |
(f) The use of appropriate experiences.
|x| Yes | No |

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
|x| Yes | No |

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
|x| Yes | No |

9.28 Is the size of the faculty appropriate to the total student enrollment?
|x| Yes | No |

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

9.30 Are teaching loads reasonable?
|x| Yes | No |

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
|x| Yes | No |

9.32 What is the current student/teacher ratio?
The current student/teacher ratio is 10:1 in the occupational associate's degree program in Information and Network Technologies.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
|x| Yes | No |

9.34 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
|x| Yes | No |

9.35 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
|x| Yes | No |

9.36 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
|x| Yes | No | Not Applicable (no students in the second year) |
9.37 Are the second-year courses based upon appropriate first-year prerequisites?
☐ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☐ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☐ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☐ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☐ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☐ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☐ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☐ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☐ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☐ Yes ☐ No

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.

NONTRADITIONAL EDUCATION
- Distance Education
- Self-Paced Instruction
- Consortium Agreements

H.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications?
Mr. Lou Pagano, chief operating officer of Westwood College Online, administers the distance education activities. Mr. Pagano holds a bachelor's degree in Electrical Engineering from SUNY at Buffalo and a master's degree in Engineering Management from National
Technology University. He has held various executive level positions throughout the past 10 years at Westwood including campus president and regional vice president. His position is 100% administrative.

Mr. Pagano is supported by Dr. Aimee Callahan, academic dean, who oversees the online curriculum in collaboration with the academic affairs curriculum design team members, program chairs, students, faculty, and academic operations managers. Dr. Callahan has a doctoral degree in Adult Learning and Postsecondary Education; two master's degrees, one in Adult Learning and Postsecondary Education and one in Communication & Journalism; and a bachelor's degree in Theatre and Dance; all of her credentials are from the University Wyoming.

H.02 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

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

H.04 Are the time and resources devoted to the administration of distance education sufficient?
☒ Yes ☐ No

H.05 Did the institution receive approval from ACICS prior to using distance education as a mode of delivery?
☒ Yes ☐ No

H.06 Does the institution have a plan to implement distance education instruction?
☒ Yes ☐ No

The campus offers all of its programs exclusively online. Therefore, all academic and students services are provided through an asynchronous virtual environment with adequate on-ground facilities and telecommunications to support its operations.

The course/program content and delivery format is developed by its parent company, Alta Colleges, Inc., central administration curriculum team whose members include master's prepared personnel with over 40 years of combined experience in instructional design, including 25 years in online development. The team collaborates with subject-matter experts from each content area. Ultimately, administration and faculty, review, give feedback, and make recommendations to ensure curricula are aligned with and meeting students' expectations and fulfilling its campus mission. A memorandum documents this system.

H.07 If the institution has a plan, does it include the following:
(a) Rationale?
☒ Yes ☐ No
(b) Resources?
☒ Yes ☐ No
(c) Course/program objectives?
☒ Yes ☐ No
(d) Course content?
☒ Yes ☐ No
(e) Student assessment?
☒ Yes ☐ No

H.08 Does the institution integrate this plan into the Campus Effectiveness Plan?
☒ Yes ☐ No

H.09 Is the delivery method appropriate for students and the curriculum?
☒ Yes ☐ No

H.10 Are admission requirements for distance education courses/programs identified by the institution?
☐ Yes ☒ No ☐ Not Applicable (no additional admissions requirements)

As previously stated, the campus offers all of its programs exclusively online; therefore, there are no distinctions between its admissions requirements for online versus on-campus programs.
H.11 If an admissions test is required, is it administered in a manner which verifies the student's identity?
- Yes
- No
- Not Applicable (no admissions test required)

H.12 Does the institution make it clear in writing at the time of enrollment how the student’s identity will be verified throughout the course and program?
- Yes
- No
- Not Applicable

H.13 Does the institution make it clear in writing at the time of enrollment how the student’s privacy will be protected in the identity verification process?
- Yes
- No

H.14 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?
- Yes
- No

If Yes, explain how and when this information is disclosed.
The institution does not charge additional fees for identity verification.

H.15 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to assess this mode of delivery during the admissions/enrollment process?
- Yes
- No

H.16 Does the institution provide an on-line orientation program to familiarize students with the equipment and resources used in the distance education activities?
- Yes
- No

H.17 Do syllabi identify course learning objectives and does each course learning objective support one or more program learning outcomes?
- Yes
- No

H.18 Describe how the courses provide opportunities for interaction between faculty and students.
The following strategies are used to facilitate online faculty and student interaction: an “Announcements” feature for all courses that provides directives through instructor postings; a threaded discussion forum in which students are required to post statements and peer responses for which they receive instructor feedback; and an assignment feature with a grade book link that provides a dialogue between an instructor and individual student. In addition, students are encouraged to contact their instructors by email or telephone if an individual or personal response is needed—the instructor’s contact information is accessible through the course’s home page. Access to and observation of scheduled online courses and 98% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?
- Yes
- No

H.19 Describe how the courses provide opportunities for interaction among students.
Students interact with peers through threaded discussion forums that require direct responses to peers’ postings; group project assignments that require dialogue among group members using email, telecommunications, or scheduled face-to-face meetings as appropriate; and an email utility feature in each course that provides the ability to send group or individual emails to peers. Access to and observation of scheduled online courses and 97% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?
- Yes
- No

H.20 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?
- Yes
- No
H.21 Is the curriculum administered in a way that maintains security of access?
☐ Yes  ☐ No

H.22 Describe the student identity verification method used by the campus.
Students are assigned access to MyPath through the SMART student information system. When applicants are accepted and become Westwood College Online students they are assigned their own login information which allows them access to MyPath and their campus email. This login verifies the student is "the student who enrolled at the campus." Page 71 of the 2014 Academic Catalog Westwood College-Online, Volume 6, NO. 1 explicitly outlines the "Prohibited Use of Information Technology Resources" for students; students are prompted to review this outline during the online orientation.

Is this method adequate?
☐ Yes  ☐ No

H.23 Does the institution employ academically and experientially credentialed faculty to teach online courses?
☐ Yes  ☐ No

H.24 Describe the institutions learning management system.
The Blackboard learning management system is utilized to deliver online courses. The campus refers to Blackboard as MyPath. MyPath is an institutional shell with a home page that enables students, faculty, and staff to connect to Blackboard, the library, tutoring services, student resources, career services and other information and support through a single login.

H.25 Are the faculty properly trained to utilize the institutions learning management system for purposes of instruction, communication, and assessment?
☐ Yes  ☐ No

H.26 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning?
☐ Yes  ☐ No

H.27 Does the institution demonstrate appropriate faculty student ratios to support:

(a) Faculty and student interaction?
☐ Yes  ☐ No

(b) Facilitation of interaction among students?
☐ Yes  ☐ No

(c) Facilitation of interaction with curriculum content?
☐ Yes  ☐ No

H.28 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?
☐ Yes  ☐ No

H.29 Does the institution have adequate financial resources to support the courses/program(s)?
☐ Yes  ☐ No

H.30 Does the institution demonstrate that students taking online courses have access to the same or equivalent library resources and support as on ground students?
☐ Yes  ☐ No

H.31 How does the institution orient online students to its learning management system, resources, and support services (including technical support)?
Students are required to complete an online orientation prior to beginning coursework. The orientation is provided in a self-paced, online format accessible through MyPath. Students participate in activities which familiarize them with learning platform navigation, technical support access, student resource information and access, and student success lessons. The virtual workshop requires students to complete quizzes and graded assignments throughout the process. In response to a questionnaire given by the team while on-site, 92% of the
student respondents confirmed they had participated in the orientation. A majority of students confirmed it helped them to navigate the system.

Is this orientation adequate?
☒ Yes ☐ No

H.32 Does the institution provide support services for online students which are the same or equivalent to those provided for on ground students in the follow areas:
(a) Counseling?
☒ Yes ☐ No
(b) Academic advising?
☒ Yes ☐ No
(c) Financial aid?
☒ Yes ☐ No ☐ Not Applicable (Institution does not participate in financial aid)
(d) Employment assistance?
☒ Yes ☐ No ☐ Not Applicable (Institution enrolls only international students on a student visa)

H.33 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?
☐ Yes ☐ No ☒ N/A

The campus does not offer on-ground courses; therefore, there is no basis for or validity of comparison.

H.34 Does assessment and assignments demonstrate student achievement of course learning objectives?
☒ Yes ☐ No

H.35 Does the institution document that it conducts the following:
(a) Course/program evaluations (including assessments of educational outcomes)?
☒ Yes ☐ No
(b) Student retention and placement?
☒ Yes ☐ No
(c) Student satisfaction?
☒ Yes ☐ No
(d) Faculty satisfaction?
☒ Yes ☐ No
(e) Employer satisfaction?
☒ Yes ☐ No

H.36 Does the institution fully disclose what forms of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material?
☒ Yes ☐ No

GENERAL COMMENTS:
To obtain a robust sample of student and faculty perspectives who are engaged in an exclusively online, off-site environment, students and faculty were invited via email to participate in an anonymous survey through SurveyMonkey®. Within a 24-hour period while the team was on-site, nearly 500 students and over 100 faculty members responded. Student responses to queries about orientation, reviewing syllabi and objectives, interactions with faculty and peers, and access to student services resulted in a 97% positive response rating. Faculty member responses to queries about interactions with students, teaching approaches, administrative support, and use of community resources resulted in a 98% positive response rating. Questions were objective with "yes/no" responses, and space was provided for brief comments. The data collected was deleted immediately following a review of the analyses generated by the site and the comments. The reliability of the surveys is comparable to on-site classroom visits, faculty meetings, and individual interviews. The validity of the responses is no greater than providing a sample of student and faculty perspectives about their experiences.

SUMMARY

VER. January 1, 2014  ACICS INITIAL REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT  Page 71 of 73
The institution is not in compliance with the *Accreditation Criteria* in the following areas:

<table>
<thead>
<tr>
<th>Number</th>
<th>Citation</th>
<th>Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3-1-303(a)</td>
<td>The school does not keep adequate records as it relates to accreditation and licensure or the CAR, especially regarding placement, attestation, and waiver verification (Pages 8, 30, 31 44, 52).</td>
</tr>
<tr>
<td>2</td>
<td>3-1-303(e)</td>
<td>The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog (Page 11).</td>
</tr>
<tr>
<td>3</td>
<td>3-1-701 and Appendix C</td>
<td>The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript (Page 22).</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution’s consideration (These recommendations are not included in the report seen by the Council):

Publications
- Combine multiple addenda into one document with appropriate date headings for changes, to avoid accidental exclusion of separate sections.

Library
- Renew the lapsed subscription to the EBSCO Master Search database to enhance student research resources in the undergraduate and graduate business programs.

Computer Aided Design/Architectural Drafting
- Faculty suggested an interview process for students coming into the Computer Aided Design/Architectural Drafting program. This approach does not need to be stringent, such as a portfolio requirement but more of a casual conversation as inquiry into the individual’s ideas on the industry and what is involved.
ADDITIONAL LOCATION

ITT TECHNICAL INSTITUTE-SPRINGFIELD
2501 Wabash Avenue
Springfield, IL 62704
ACICS ID Code: 00114885

Mr. Jason Thoron, Campus Director (jthoron@itt-tech.edu)
(Regulatory156@itt-tech.edu)

MAIN CAMPUS
ITT Technical Institute
Indianapolis, IN
ACICS ID Code: 00016040

October 7-8, 2013

Ms. Judy Anderson-Kotts  Chair  Alta Colleges, Inc  Cedar, MN
Ms. Jeannine S. Coursen  Student-Relations Specialist  Director, Retired  Fort Lauderdale, FL
Mr. Charles McNeil  Educational Activities/Paralegal Studies  Westwood College  Denver, CO
Dr. Harpal Singh Dhillon  Information Technology and Computer Network Systems/Computer and Electronics Engineering Technology Specialist  Intelligent Education Solutions, Inc  Annandale, VA
Mr. Emanuel James Geymont, III MS  Computer Drafting and Design Specialist  Tucson College  Tempe, AZ
Ms. Chinita D. Obi  Staff Representative  ACICS  Washington, DC
# PROGRAMS OFFERED BY

ITT Technical Institute
Springfield, IL

<table>
<thead>
<tr>
<th>CREDENTIAL EARNED (As defined by the institution)</th>
<th>ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)</th>
<th>APPROVED PROGRAM TITLE</th>
<th>Clock Hrs.</th>
<th>Qtr. Hrs.</th>
<th>Enroll: Full-time/Part-time</th>
<th>CAR Retention &amp; Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS</td>
<td>Associate's</td>
<td>Computer and Electronics Engineering Technology</td>
<td>96</td>
<td>12</td>
<td>28/6</td>
<td>75% 0% N/A N/A</td>
</tr>
<tr>
<td>AAS</td>
<td>Associate's</td>
<td>Computer Drafting and Design</td>
<td>96</td>
<td>12</td>
<td>34/4</td>
<td>100% 0% N/A N/A</td>
</tr>
<tr>
<td>BAS</td>
<td>Bachelor's</td>
<td>Criminal Justice</td>
<td>180</td>
<td>12</td>
<td>0/0</td>
<td>0% 0% N/A N/A</td>
</tr>
<tr>
<td>AAS</td>
<td>Associate's</td>
<td>Information Technology - Computer Network Systems</td>
<td>96</td>
<td>12</td>
<td>76/6</td>
<td>95.65% 0% N/A N/A</td>
</tr>
<tr>
<td>AAS</td>
<td>Associate's</td>
<td>Paralegal Studies</td>
<td>96</td>
<td>12</td>
<td>39/6</td>
<td>100% 0% N/A N/A</td>
</tr>
</tbody>
</table>

**Total Enrollment:** 199

---

**Notes:**
- Type in bold any retention rate below 62% and any placement rate below 58%. Delete either Sem. or Qtr. in the column 3 heading. Add or delete rows as needed.
- Program reviewed for the first time.
- For any program with no enrollment, either identify below the expected date of enrollment or explain the campus's plans regarding the program. Do not evaluate programs with no enrollment.
- For any program(s) not reviewed because of specialized accreditation, please indicate which program(s), the specialized agency, and the grant expiration date(s).
INTRODUCTION
The ITT Technical Institute in Springfield Illinois opened in the White Oaks shopping Mall in 2012. The facility is very clean, up-to-date, and feels like an educational institution. The campus is approved to operate by the Illinois Board of Higher Education (IBHE) and the Illinois State Board of Education (ISBE).

The campus currently is offering primarily evening classes serving a population of 69.4% males and 30.6% females. Caucasian or white, non-Hispanic population is made up of 63.1% and 28.7% of the population is African-American or Black, non-Hispanic.

The average program enrollment is made up of from the age of 25 and over as is identified in the campus CEP.

Although classes are primarily held in the evening, the campus is fully operational during the day time and offers open tutoring labs to the students. During the team visit, the campus opened its facility to the local secondary school district to use some classrooms to hold training meetings for their teachers.

As of the date of the team visit the campus has not had a graduation and therefore lacked statistics that indicate graduate and employer satisfaction. However the campus does survey their enrolled students at the end of every quarter and have shown an increase in response rate from 75.41% in 2012 to 84.62% in 2013. In the overall responses to questions based on 1 being the lowest to 5 being the highest, the questions with the lowest response rate of 4.39 dealt with satisfaction with course materials. The student’s survey’s indicated general satisfaction with faculty, staff, and administration.
REPORT QUESTIONS

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement is found on the inside cover of the ITT Springfield 2013-2014 catalog, volume 10. The catalog is available online at www.ITT-TECH.EDU.

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

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

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☐ Yes ☐ No
(b) The modes of delivery.
☐ Yes ☐ No
(c) The facilities of the campus.
☐ Yes ☐ No

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

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

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

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☐ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☐ Yes ☐ No
(b) The characteristics of the student population.
☐ Yes ☐ No
(c) The types of data that will be used for assessment.
☐ Yes ☐ No
(d) Specific goals to improve the educational processes.
☐ Yes ☐ No
(e) Expected outcomes of the plans.
☐ Yes ☐ No
1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
   Yes ☐ No ☐ Not Applicable (new additional location only)
(b) Student placement.
   Yes ☐ No ☐ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
   Yes ☐ No ☐ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
   Yes ☐ No ☐ Not Applicable (new additional location only)
(e) Student learning outcomes.
   Yes ☐ No ☐ Not Applicable (new additional location only)

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

The campus defines assessment of student learning outcomes by using the following methods:
- Capstone courses - solidify the students' overall learning process and determine the level of the students understanding of the program objectives.
- Student Engagement - Student Engagement is measured by student attendance and the ability to complete the program courses.
- Student Success - Student success is measured by dividing the number of passing students by the number of student attempts (A student attempt is counted when a student sits for a section.)

The campus goal is to improve student learning outcomes by a minimum of 5%, and to also improve student engagement by a minimum of 5%.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
   Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
   Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
   Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
   Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
   Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
   Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
   The campus will maintain a watch list of students with excessive tardiness and/or absences. The dean will follow-up with these students and students needing additional one-on-one attention will have increased tutoring opportunities via expanded office hours and tutors. Instructors will increase the use of guest speakers and field trips to maintain a high level of motivation amongst the students. The dean will provide additional orientation to new instructors on teaching techniques, grade and attendance reporting, and student advisement. Student feedback will be continually assessed and new initiatives developed as needed. Instructors will be observed as outlined by ITT/ESI policy and development goals established to enhance their effectiveness in the classroom.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The CEP committee is made up of the following individuals who meet at regularly scheduled meetings.
The campus director, dean, director of finance, director of recruitment, director of career services, registrar, and faculty representatives.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

☐ Yes  ☐ No  ☐ Not Applicable (new additional location or initial applicant only)

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(a) Governance, control, and corporate organization.

☐ Yes  ☐ No

(b) Names of the trustees, directors, and/or officers.

☐ Yes  ☐ No

(c) Names of the administrators.

☐ Yes  ☐ No

2.02 Does the campus:

(a) Adequately train its employees?

☐ Yes  ☐ No

(b) Provide them with constant and proper supervision?

☐ Yes  ☐ No

(c) Evaluate their work?

☐ Yes  ☐ No

2.03 Is the administration of the campus efficient and effective?

☐ Yes  ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

☐ Yes  ☐ No

(b) Know the person to whom they report?

☐ Yes  ☐ No

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

☐ Yes  ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

☐ Yes  ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

☐ Yes  ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

☐ Yes  ☐ No
2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
- Yes
- No
- Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
The director of finance is Ms. Alayna Tuetken. Ms. Tuetken has been with ITT Institute campuses since 2005 and has held numerous roles in financial aid as well as her current position as director of finance. Ms. Tuetken has earned a bachelor's degree in Psychology from Southern Illinois University and a master's degree in Professional Counseling from Lindenwood University in St. Charles, Missouri.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
- Yes
- No

3.02 Are all staff well trained to carry out administrative functions?
- Yes
- No

3.03 Who is the on-site administrator, and what are this person's qualifications?
The chief on-site administrator is Mr. Jason Thoron who has held this position since February of 2012. Mr. Thoron earned an associate of applied science in Business Management from Lincoln Land Community College in Springfield, Illinois and a bachelor of science degree in Organizational Leadership from Greenville College. Prior to coming to ITT, Mr. Thoron served as a part-time instructor at Lincoln Land Community College and as the director of revenue and marketing at Crowne Plaza, Springfield.

3.04 Does the campus list degrees of staff members in the catalog?
- Yes
- No

If Yes, is appropriate evidence of the degrees on file?
- Yes
- No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
- Yes
- No
- Not Applicable (campus does not participate in financial aid)
(b) Admissions.
- Yes
- No
(c) Curriculum.
- Yes
- No
(d) Accreditation and licensure.
- Yes
- No
(e) Guidance.
- Yes
- No
(f) Instructional resources.
- Yes
- No
(g) Supplies and equipment.
- Yes
- No
(h) The school plant.
- Yes
- No
(i) Faculty and staff.
- Yes
- No
(j) Student activities.
- Yes
- No
3.06 Does the campus admit ability-to-benefit students?
☐ Yes    ☑ No (Skip to Question 3.11.)

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☐ Yes    ☑ No

3.12 Are appropriate transcripts maintained for all students?
☐ Yes    ☑ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☐ Yes    ☑ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☐ Yes    ☑ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☐ Yes    ☑ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☐ Yes    ☑ No

4. RELATIONS WITH STUDENTS
   FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
Twenty-seven student files were reviewed during the evaluation.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☐ Yes    ☑ No

4.03 Does the campus have appropriate admissions criteria?
☐ Yes    ☑ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes    ☑ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☐ Yes    ☑ No

4.06 Does the admissions policy conform to the campus's mission?
☐ Yes    ☑ No
4.07 Is the admissions policy publicly stated?
☑ Yes ☐ No

4.08 Is the admissions policy administered as written?
☑ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that:
(a) Clearly outlines the financial obligations of both the institution and the student?
☑ Yes ☐ No
(b) Outlines all program related tuition and fees?
☑ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☑ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☑ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Ms. Breann Titus, director of recruitment, is responsible for the oversight of student recruitment. She holds an associate's degree in Liberal Arts from Lincoln College and a bachelor's degree in Communication Studies from Illinois State University. Ms. Titus previously worked as the director of admissions at Heritage College for three years before joining ITT Springfield in February 2012.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team found the campus recruiting process for new students is ethical and compatible with the educational objectives. Based on an interview with the director of recruitment, the process was found to provide the new students with quality support services, a technical educational delivery system, and a "student centered" focus designed to prepare them for a successful career in a global community.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☑ Yes ☐ No
(b) Services.
☑ Yes ☐ No
(c) Tuition.
☑ Yes ☐ No
(d) Terms.
☑ Yes ☐ No
(e) Operating policies.
☑ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☐ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☐ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

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

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

☐ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

☐ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?

☐ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

☐ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?

☐ Yes ☐ No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)

If Yes, has the campus published a list of institutions with which it has established the agreements?

☐ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

☐ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

☐ Yes ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published:

The standards of satisfactory academic progress policy (SAP) is found on pages 26-29 in the 2013-2014 ITT Technical Institute, Springfield, Illinois catalog, volume 9, effective September 26, 2013 through September 26, 2014. The catalog was updated while on site. The current catalog is volume 10 and is effective October 8, 2013 to October 8, 2014.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

☐ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

☐ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.

☐ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

☐ Yes ☐ No
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomplete grades.</td>
<td>☒</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated courses.</td>
<td>☒</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-punitive grades.</td>
<td>☒</td>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Non-credit or remedial courses.</td>
<td>☒</td>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td>A warning status.</td>
<td>☒</td>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td>A probationary period.</td>
<td>☒</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An appeal process.</td>
<td>☒</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An extended-enrollment status.</td>
<td>☒</td>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td>The effect when a student changes programs.</td>
<td>☒</td>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td>The effect when a student seeks to earn an additional credential.</td>
<td>☒</td>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td>The implications of transfer credit.</td>
<td>☒</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.26 Does the campus apply its SAP standards consistently to all students?  
```  
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
```

4.27 Are students who are not making satisfactory academic progress properly notified?  
```  
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>
```

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?  
```  
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
```

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?  
```  
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>
```

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
```  
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>
```

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student’s enrollment?  
```  
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
```

4.32 Are students allowed to remain on financial aid while under warning status?  
```  
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>
```

If Yes, is the student informed of this policy?  
```  
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
```
4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
- Yes □ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
- Yes □ No □ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
- Yes □ No □ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
- Yes □ No □ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
- Yes □ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Mr. L. Wayne Tripp, dean of academic affairs, is responsible for the administration of satisfactory academic progress. He holds a bachelor's degree in Computer Science from Saint Louis University, and a master's degree in Instructional Technology and Internet Security from American Intercontinental University. Mr. Tripp served as an instructor at the ITT Arnold, Missouri campus, for nine years before being appointed as the dean of academic affairs in February 2012.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
- Yes □ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a) Scholarships.
(b) Grants.
(c) Loans.
(d) The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?
- Yes □ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
- Yes □ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
- Yes □ No

4.43 Are tuition and fees clearly stated in the catalog?
- Yes □ No
If Yes, have students confirmed receiving a copy of the catalog?
☑ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☑ Yes ☐ No
(b) Dates for the posting of tuition.
☑ Yes ☐ No
(c) Fees.
☑ Yes ☐ No
(d) Other charges.
☑ Yes ☐ No
(e) Payments.
☑ Yes ☐ No
(f) Dates of payment.
☑ Yes ☐ No
(g) The balance after each transaction.
☑ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☐ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☑ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☑ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☑ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☑ Yes ☐ No (Skip to question 4.57)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Alayna Tuetteken, director of finance, is responsible on-site for administering student financial aid. She holds a bachelor's degree in Psychology from Southern Illinois University and a master's degree in Professional Counseling from Lindenwood University. Ms. Tuetteken has worked in financial aid at ITT Technical Institute since 2005. She is a member of the Illinois Association of Student Financial Aid Administrators (IASFAA) and is certified by the Association of Veteran Education Certifying Officials (AVECO).

4.51 Is the person who determines the amount of student awards not also responsible for disbursing those awards?
☑ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
☑ Yes ☐ No
4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☐ Yes  ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

The financial aid office stays current with regulation and policy changes in financial aid by holding memberships in IASFAA and the National Association of Student Financial Aid Administrators (NASFAA). The financial aid office joins weekly conference calls from the ITT corporate office regarding regulation updates. Emails are regularly received from NASFAA, IASFAA, and the United States Department of Education (USDE) concerning policy changes that affect student financial aid. Ms. Tuetken recently attended a conference sponsored by the Association of Veteran Education Certifying Officials (AVECO).

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☐ Yes  ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education’s definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☐ Yes  ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes  ☐ No (Skip to question 4.58.)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The student services offered by the campus include: new student orientation, academic and financial aid counseling, free tutoring, and employment counseling.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus’ graduates?
☐ Yes  ☐ No  ☐ Not Applicable

If Not Applicable, explain:
Follow-up studies on graduate and employer satisfaction were not available to the team because the first campus graduation will not occur until March 2014.

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person’s qualifications?

Ms. Debra Darlene Sim, director of career services, is responsible for the oversight of counseling students on employment opportunities. She holds a bachelor’s degree in Business Administration from Indiana Tech and master’s degrees in both Public Administration and Human Resource Management from Keller Graduate School of Management. Ms. Sim worked in the field of marketing for fifteen years prior to her employment at ITT on January 2012.

4.61 Does the campus offer employment assistance to all students?
☐ Yes  ☐ No  ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes  ☐ No

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☐ Yes ☐ No ☒ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The students are counseled concerning student loan repayment obligations by the following: discussion of repayment during the admission process; entrance counseling is conducted during the first financial aid appointment; repayment obligations are reviewed during new student orientation; a video reviewing loan repayment is presented during the first quarter; and exit counseling is planned to occur before graduation. Students are encouraged to contact the campus financial aid office with questions and concerns.

4.67 Describe the extracurricular activities of the campus (if applicable).

Students are encouraged to participate in the following extracurricular campus activities. The ITT Connectors is an active student group promoting and providing community services such as local blood drives and cancer walks. The National Technical Honor Society (NTHS) will be holding their first induction on the campus later this month.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☐ Yes ☐ No

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

Mr. L. Wayne Tripp is the dean of academic affairs and is assigned to oversee the educational activities of all programs at the campus. As previously mentioned, Mr. Tripp holds a bachelor's degree in Computer Science from Saint Louis University in addition; he holds two master's degrees from American Intercontinental University, in Education and Information Technology. Mr. Tripp was an instructor with the ITT campus in Arnold, Missouri for nine years. Prior to his tenure at ITT, Mr. Tripp was a consultant with Comsys and a project manager for BJC Healthcare for five years.

5.03 Does this person have appropriate academic or experiential qualifications?
☐ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The job descriptions for faculty and academic administrators clearly indicate the responsibility and authority of each to provide input in the development and administration of their programs. In addition, the faculty and academic dean participate on the curriculum committee which promotes the development and administration of all the programs on the campus. The team interviewed the faculty and they confirmed their participation.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☐ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☐ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

☐ Yes ☐ No

5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

☐ Yes ☒ No (Skip to question 5.11)

5.11 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes ☐ No ☐ Not Applicable

5.12 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  

☐ Yes ☐ No ☐ Not Applicable

5.13 Are the educational programs consistent with the campus’ mission and the needs of its students?

☐ Yes ☐ No

5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

☐ Yes ☐ No

5.15 What provisions are made for individual differences among students?

The campus provides academic advising for students that are not making satisfactory academic progress. While on the site visit, the team observed a posted schedule outside of the learning resource center (LRC) which lists tutoring for students in general education courses and core courses in their respective academic programs. During the interview with the academic dean, it was revealed that the campus encourages students that are excelling academically to assist their classmates in the lab who may need additional help.

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

The campus utilizes the following system to evaluate, revise and make changes to the curriculum. First, the faculty are encouraged to use the forum on the faculty portal to evaluate the curriculum at the end of each term. In addition, the academic dean and program chairs are members of the curriculum committee, in which they meet monthly to share information with other academic deans and program chairs at other campus’ to evaluate, revise and make changes to the curriculum. Third, the corporate curriculum committee reviews the quarterly student surveys and takes the comments and recommendations from the students in consideration with respect to changes to the curriculum. Last, the recommendations from the program advisory committees are also taken into consideration with respect to making changes to the curriculum.

5.17 Does the faculty participate in this process?

☐ Yes ☐ No
5.18 Is credit appropriately converted in relation to total student contact hours in each class?

☐ Yes  ☐ No

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

☐ Yes  ☐ No  ☐ Not Applicable (campus does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

☐ Yes  ☐ No

If No (there is not appropriate documentation of the assessments), insert the section number in parentheses and explain:

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

☐ Yes  ☐ No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.22)

(a) Facilities.

☐ Yes  ☐ No

(b) Instructional equipment.

☐ Yes  ☐ No

(c) Resources.

☐ Yes  ☐ No

(d) Personnel.

☐ Yes  ☐ No

5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

☐ Yes  ☐ No

5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

☐ Yes  ☐ No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

☐ Yes  ☐ No

5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

☐ Yes  ☐ No

5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
5.27 Is there documented evidence of a systematic program of in-service training at the campus?
☐ Yes ☐ No

If Yes, how is this documented?
The campus maintains a binder titled "minutes" which contains the agenda, minutes and a sign-in sheet of the attendees.

5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☐ Yes ☐ No

5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☐ Yes ☐ No

5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☐ Yes ☐ No

5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☐ No

If Yes, do the contracts and/or agreements comply with all requirements of the applicable criterion?
☐ Yes ☐ No

5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?
☐ Yes ☐ No

5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☐ Yes ☐ No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☐ Yes ☐ No

5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☐ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The campus consists of 17,800 square feet of theory classrooms, laboratories, administrative offices, library, and the campus bookstore. The current facility has the capacity to hold 395 students and staff. Ample parking is available for students, staff, and visitors. The facility is in compliance with federal, state, local and ADA ordinances and regulations.
6.02 Does the campus utilize any additional space locations?
☐ Yes ☑ No

6.03 Does the campus utilize campus additions?
☐ Yes ☑ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☑ Yes ☐ No

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

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☑ Yes ☐ No
(b) Instructional tools
☑ Yes ☐ No
(c) Machinery
☑ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☑ Yes ☐ No ☑ Not Applicable

GENERAL COMMENTS:
During the team visit, the campus was able to demonstrate their relationship with the education community as one of the local school districts was using classrooms to hold workshops for secondary teacher training.

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog that was used during the evaluation is the 2013-2014 catalog, volume 9. The catalog is effective from its publish date of September 26, 2013 through September 26, 2014. The catalog was updated while the team was onsite and is effective October 8, 2013 through October 8, 2014. This updated catalog is volume 10.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☑ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☑ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☑ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☑ Yes ☐ No
(c) The names and titles of the administrators.
☑ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☑ Yes ☐ No

c) A statement of accreditation.
☑ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.
☑ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☑ Yes ☐ No

(h) An academic calendar.
☑ Yes ☐ No

(i) A full disclosure of the admission requirements.
☑ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☑ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☑ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☑ Yes ☐ No

(m) A definition of the unit of credit.
☑ Yes ☐ No ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.
☑ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☑ Yes ☐ No

(p) The transfer of credit policy.
☑ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.
☑ Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☑ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.
☑ Yes ☐ No

(t) A statement describing the student services offered.
☑ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☑ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
☑ Yes ☐ No

If Yes, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).
☑ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate’s, academic associate’s, and bachelor’s degrees only).
☑ Yes ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate’s and bachelor’s degrees only).
☑ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor’s degrees only).
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<td>□ Not Applicable (campus does not participate in financial aid)</td>
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7.17 What institutional performance information does the campus routinely provide to the public?

ITT Technical Institute publishes the following institutional performance information:

- on-time graduation rate by program,
- placement rates by program,
- retention rate, and
- completion rates, both cumulative and by demographic factors (racial and ethnic subgroups and financial aid recipient categories).

Where is this information published and how frequently is this information being updated?

ITT publishes on-time graduation and placement rates on the ITT website, with federal disclosure information. Retention and completion rates are published in the student handbook, which is also available on the ITT website. This information is updated once a year.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?
- Yes  No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
- Yes  No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
- Yes  No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
- Yes  No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The librarian surveys the students and faculty to assess the quality and quantity of the resources and information services. At the end of each term, the campus conducts student surveys and several questions are designed to assess the effectiveness of the library. In addition, the librarian provides the faculty with a survey to assess the effectiveness of the library and to provide them with an opportunity to make recommendations for additions to the library.

Are these methods appropriate?
- Yes  No

8.06 Is the library staff adequately trained to support the library?
- Yes  No

8.07 Is the campus’ established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
- Yes  No

8.08 What is the amount of the current year’s library budget excluding personnel allocations?

The current year’s library budget is $3517.79
8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
The campus has spent $3517.79 of the current year's budget. The money has been allocated to include the cost for books, periodicals, library equipment and various reference materials.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
X Yes □ No

8.11 Are the library hours adequate to accommodate the needs of all students?
X Yes □ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
Students are encouraged to use the library to conduct research for assignments in their respective programs. In addition, all new students who are enrolled in TB133 strategies for the technical professional receive an orientation and tour of the library.

Are these methods appropriate?
X Yes □ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
X Yes □ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
X Yes □ No

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

8.16 Describe any full-text online collections available to students.
The students have access to Books24x7, CRC Press Collections, Ebrary, Netlibrary and Gale Virtual Reference Library. The online collection provides students with access to over 17,000 full text magazines and professional journals. Students can access Proquest, EbscoHost, ACM Digital Library and LexisNexis. In addition, students can access various reference resources like, AccessScience, and Britannica Online.

8.17 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
X Yes □ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
X Yes □ No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Ms. Rachel Bielby is the on-site librarian. Ms. Bielby holds a bachelor's degree in history from York University. Ms. Bielby works 40 hours per week and her schedule permits her to provide assistance for both day and evening students.

Does this individual:
(a) Supervise and manage the library and instructional resources?
X Yes □ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
X Yes □ No
(c) Assist students in the use of instructional resources?
8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
- Yes ☑️ No □

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
- Yes □ No ☑️ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian’s participation in professional growth activities?
- Yes ☑️ No □

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
- Yes ☑️ No □

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

9. PROGRAM EVALUATION

Academic Associate's Degree in Computer and Electronics Engineering Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?
- Yes □ No ☑️ (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
The associate degree program covered in this report is administered by Mr. L. Wayne Tripp, chair for the School of Computer and Electronics Engineering Technology (SCEET) at this campus of ITT Technical Institute. Mr. Tripp, who is also the dean of academic affairs, has been working in these two positions for one year. He has worked as an instructor at ITT since 2003. Prior to his employment at ITT, Mr. Tripp worked as an IT consultant and project manager at two large business organizations for six years. Mr. Tripp earned a bachelor's degree in Computer Science from Saint Louis University. Additionally, Mr. Tripp holds master's degrees in Instructional Technology and Internet Security from American Intercontinental University in Chicago, Illinois.

9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes ☑️ No □

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
- Yes ☑️ No □

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes ☑️ No □
9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
   - Yes
   - No
   - Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
   - Yes
   - No
   - Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The Springfield, Illinois campus of ITT Technical Institute utilizes several community resources for the Computer and Electronics Engineering program:
- Each year, several guest speakers come to the campus to address students the program. These presentations expose students to real-world situations which they may have to deal with as professionals. During the current academic year, the list of guest speakers includes representatives of a large IT consulting company, State Board of Elections, and a major credit union.
- The Student Professional Experience (SPE) program at ITT Technical Institute provides students opportunities to interact with one another within the school and with other IT professionals in a setting which simulates the real-world work place. The "Computer Bank" organization is facilitated by the SPE program and afford students the opportunity to utilize their professional skills for the benefit of underprivileged users of IT in the community.
- There is an active program advisory committee (PAC) with three members representing local businesses involved in manufacturing, distributing/marketing, and utilizing computer electronics. This board meets twice every year. The employment/internship arrangements for some graduates from the IT programs may be facilitated by members of the PAC.

9.08 Is the utilization of community resources sufficient to enrich the program?
   - Yes
   - No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
   - Yes
   - No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
   - Yes
   - No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
   - Yes
   - No
   - Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
   - Yes
   - No (Skip to question 9.14)

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
   - Yes
   - No
9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- Yes
- No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
- Yes
- No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
- Title and course descriptions
- Yes
- No
- Course numbers
- Yes
- No
- Course prerequisites and/or corequisites
- Yes
- No
- Instructional contact hours/credits
- Yes
- No
- Learning objectives
- Yes
- No
- Instructional materials and references
- Yes
- No
- Topical outline of the course
- Yes
- No
- Instructional methods
- Yes
- No
- Assessment criteria
- Yes
- No
- Method of evaluating students
- Yes
- No
- Date the syllabus was last reviewed
- Yes
- No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
- Yes
- No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
- Yes
- No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
- Yes
- No
- Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
- Yes
- No
- Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?
- Facilities
- Yes
- No
- Instructional equipment
- Yes
- No
- Resources
- Yes
- No
(d) Personnel.
☑ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☑ Yes ☐ No
(b) Well-defined instructional objectives.
☑ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☑ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☑ Yes ☐ No
(e) The use of appropriate assessment strategies.
☑ Yes ☐ No
(f) The use of appropriate experiences.
☑ Yes ☐ No

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☑ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☑ Yes ☐ No

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

9.30 Are teaching loads reasonable?
☑ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☑ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☑ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☑ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☑ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☑ Yes ☐ No ☐ Not applicable

GENERAL COMMENTS:
1. The facilities available for the academic programs in the IT domain are very good.
2. Students in the CEET program interviewed during the site visit indicated that the quality of instruction is good, and praised the instructors and administrators for being very accessible and responsive. They appreciated the hands-on experience of most of their instructors, and the employment market focus of the IT academic program.

3. The overall environment at this campus of ITT is positive and the top level administration has done a creditable job in this regard.

4. The documents for the activities in this school, in particular the Community Resources and Assigned Work folders, are well-organized and reader-friendly.

COMMENDATIONS:

1. The chair for SCEET has displayed a high level of commitment to student welfare during his tenure. The laboratory equipment and library resources available for students in this school are impressive. The credentials and work experience of most of the faculty members are nicely matched with the instructional needs of the students in this school. The school chair is commended for this well-focused plan and strategy.
9. PROGRAM EVALUATION

Academic Associate’s Degree in Information Technology-Computer Network Systems

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
The program is administered by Mr. Satheesh Kumar, chair for the School of Information Technology. Mr. Kumar has worked as a full time instructor with ITT since September 2004. He was promoted to chair for the School of Information Technology at the Arnold, Missouri campus in November 2010, and assumed the same position at ITT Springfield two years later. Mr. Kumar worked in three different positions, including that of an instructor, at Vatterott College in Saint Ann, Missouri from 1987 to 2004. Mr. Kumar received a bachelor of science degree in Electronics and Communications from SJ College of Engineering in Mysore, India. He earned a master of science degree in Electrical Engineering from Southern Illinois University in Edwardsville, Illinois. Mr. Kumar is a Certified Network Engineer.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Springfield, Illinois campus of ITT Technical Institute utilizes several community resources for the Information Technology program, a number of which are offered to this program and the previously reported Computer and Electronics Engineering program:
• Every year, several guest speakers come to the campus to address students in the SIT academic programs. These presentations expose students to real-world situations which they may have to deal with as professionals. During the current academic year, the list of guest speakers includes representatives of a large IT consulting company, State Board of Elections, and a major credit union.
• The Student Professional Experience (SPE) program at ITT Technical Institutes provides students at this institution opportunities to interact with one another within the school and with other IT professionals in a setting which simulates the real-world work place. The participation of a high percentage of students in SIT, in the activities of the ‘Computer Bank’ organization has been facilitated by the SPE program. This involvement enables students to utilize their professional skills for the benefit of underprivileged users of IT in the community.
SIT has an active program advisory committee (PAC) with five members. This committee meets twice every year. The employment/internship arrangements for some graduates from the IT programs may be facilitated by members of the PAC. Members of the PAC represent large local organizations recognized as major IT consulting entities and/or users.

9.08 Is the utilization of community resources sufficient to enrich the program?
- Yes
- No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
- Yes
- No

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
- Yes
- No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes
- No
- Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
- Yes
- No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- Yes
- No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
- Yes
- No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
- Yes
- No
(b) Course numbers
- Yes
- No
(c) Course prerequisites and/or corequisites
- Yes
- No
(d) Instructional contact hours/credits
- Yes
- No
(e) Learning objectives
- Yes
- No
(f) Instructional materials and references
- Yes
- No
(g) Topical outline of the course
- Yes
- No
(h) Instructional methods
- Yes
- No
(i) Assessment criteria
- Yes
- No
(j) Method of evaluating students
☑ Yes ☐ No

(k) Date the syllabus was last reviewed
☑ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☑ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☑ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☑ Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes ☐ No ☑ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☑ Yes ☐ No
(b) Instructional equipment.
☑ Yes ☐ No
(c) Resources.
☑ Yes ☐ No
(d) Personnel.
☑ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☑ Yes ☐ No
(b) Well-defined instructional objectives.
☑ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☑ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☑ Yes ☐ No
(e) The use of appropriate assessment strategies.
☑ Yes ☐ No
(f) The use of appropriate experiences.
☑ Yes ☐ No

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☑ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☑ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☑ Yes ☐ No
9.30  Are teaching loads reasonable?
- Yes  - No

9.38  Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
- Yes  - No

9.39  Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
- Yes  - No

9.40  Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
- Yes  - No

9.41  Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
- Yes  - No  - Not Applicable (no students in the second year)

9.42  Are the second-year courses based upon appropriate first-year prerequisites?
- Yes  - No  - Not applicable

GENERAL COMMENTS:
1. The facilities available for the academic programs in the IT domain are very good.
2. Students in the IT program interviewed during the site visit indicated that the quality of instruction is good, and praised the instructors and administrators for being very accessible and responsive. They appreciated the hands-on experience of most of their instructors, and the employment market focus of the IT academic program.
3. The overall environment at this campus of ITT is positive and the top level administration has done a creditable job in this regard.
4. The documents for the activities in this school, in particular the Community Resources and Assigned Work folders, are well-organized and reader-friendly.

COMMENDATIONS:
The chair for SIT is an experienced professional who has successfully exposed the students in the IT program to real-world technical issues and work situations. The laboratory equipment and library resources available for students in this school are impressive. The credentials and work experience of most of the faculty members are nicely matched with the instructional needs of the students in this school. The school chair is commended for this well-focused plan and strategy.
9. PROGRAM EVALUATION

Academic Associate's Degree in Paralegal Studies

9.01 Is licensure, certification or registration required to practice in the specific career field?
☑ Yes ☐ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Jennifer Broughton is the subject matter expert for the paralegal program and she is responsible for the administration of the program. Ms. Broughton holds a master's degree in Legal Studies from the University of Illinois, Springfield and a bachelor's degree in political science from Southern Illinois University at Carbondale. In addition to her academic training, Ms. Broughton has over seven years experience in labor relations in which she worked as a labor relations analyst with the Illinois Department of Transportation. Ms. Broughton was officially documented to hold this designation while the team was on-site. An addendum was added and signed by both Ms. Broughton and Mr. L. Wayne Tripp, dean, to verify acknowledgement of her duties and time spend on administrative duties. Ms. Broughton provides content expertise to assist Mr. Tripp in the administration of the program.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☑ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☑ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☑ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed-the standards for the following areas:
(a) Student retention rate of 62%?
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If No for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
☑ Yes ☐ No ☐ Not Applicable (Additional location only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Springfield, Illinois campus of ITT Technical Institute utilizes several community resources for the Computer and Electronics Engineering program:
October 3, 2013 Ms. Susan Bacher was invited to guest speak to the PL104 Wills, Trusts & Estates class on the importance of living wills and power of attorney as it pertains to healthcare.
The campus holds program advisory committee (PAC) meetings twice annually, in which industry professionals are invited to review the curriculum, discuss trends in the industry, and recommend employment opportunities.
The program has a program advisory committee, which last met April 26, 2013.
An activity was held in January of 2013, called "Employer Engagement Event". The career service department worked to provide students the opportunity to meet with employment agencies. The Illinois National Guard was among many of the prospective agencies in attendance.

9.08 Is the utilization of community resources sufficient to enrich the program?
9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☑ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☑ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☑ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☑ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☑ Yes ☐ No
(b) Course numbers
☑ Yes ☐ No
(c) Course prerequisites and/or corequisites
☑ Yes ☐ No
(d) Instructional contact hours/credits
☑ Yes ☐ No
(e) Learning objectives
☑ Yes ☐ No
(f) Instructional materials and references
☑ Yes ☐ No
(g) Topical outline of the course
☑ Yes ☐ No
(h) Instructional methods
☑ Yes ☐ No
(i) Assessment criteria
☑ Yes ☐ No
(j) Method of evaluating students
☑ Yes ☐ No
(k) Date the syllabus was last reviewed
☑ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes ☐ No ☒ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No
9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☒ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☒ Not applicable
9. PROGRAM EVALUATION

Academic Associate's Degree in Computer Drafting and Design

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Larry Emmert, program chair, is assigned to administer the associate's degree in Computer Drafting and Design (CDD). Mr. Emmert holds a bachelor's degree in Technology Education from Eastern Illinois University, has worked for ITT Technical Institute since June of 2012 as an adjunct instructor and program chair, has 14 years' teaching experience, and 10 years' computer drafting and design experience.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☐ Yes ☒ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 58%?
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion only)

If No for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
☐ Yes ☒ No ☒ Not Applicable (Additional location only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Community resources are an integral part of the Computer Drafting and Design (CDD) program offered at the campus. These resources serve as a conduit for expert advice to flow from business and industry to the campus and, in turn, for program awareness to flow from the campus to the community. The Springfield, Illinois campus of ITT Technical Institute utilizes several community resources for the program:

- The campus is a member of the local Chamber of Commerce and the campus facility is available for monthly chamber sessions and/or other community events.
- In 2013, the campus hosted Mr. Mark Selvaggio from Selvaggio Steel, and Ms. Fiori Belmonte from Prairie Insulation as industry-professional guest speakers.
- In March of 2013 the students attended a field trip to an LA Fitness construction site to learn about construction and design practices.
- The Campus hosted their first advisory committee meeting for 2013 in April where members reviewed the results of the advisory committee survey given in 2012, and were encouraged to participate in a new survey for 2013 that assists the campus in developing curriculum, and identifies strengths and weaknesses in their respective program offerings.
• The campus hosted career fairs in January and August of this year along with a hospital fundraiser in August, and blood drive in March.

9.08 Is the utilization of community resources sufficient to enrich the program?
- Yes □ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
- Yes □ No

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
- Yes □ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes □ No □ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
- Yes □ No (Skip to question 9.14)

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
- Yes □ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- Yes □ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
- Yes □ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
- Yes □ No
(b) Course numbers
- Yes □ No
(c) Course prerequisites and/or corequisites
- Yes □ No
(d) Instructional contact hours/credits
- Yes □ No
(e) Learning objectives
- Yes □ No
(f) Instructional materials and references
- Yes □ No
(g) Topical outline of the course
- Yes □ No
(h) Instructional methods
- Yes □ No
(i) Assessment criteria
- Yes □ No
9.17 Do students confirm that they receive a course syllabus and that it is followed?  
☐ Yes  ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
☐ Yes  ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
☐ Yes  ☐ No  ☐ Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
☐ Yes  ☐ No  ☐ Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?  
(a) Facilities.  
☐ Yes  ☐ No

(b) Instructional equipment.  
☐ Yes  ☐ No

(c) Resources.  
☐ Yes  ☐ No

(d) Personnel.  
☐ Yes  ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?  
(a) Systematic planning.  
☐ Yes  ☐ No

(b) Well-defined instructional objectives.  
☐ Yes  ☐ No

(c) The selection and use of appropriate and current learning materials.  
☐ Yes  ☐ No

(d) Appropriate modes of instructional delivery.  
☐ Yes  ☐ No

(e) The use of appropriate assessment strategies.  
☐ Yes  ☐ No

(f) The use of appropriate experiences.  
☐ Yes  ☐ No

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
☐ Yes  ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?  
☐ Yes  ☐ No
9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
   ☑ Yes  ☐ No

9.30 Are teaching loads reasonable?
   ☑ Yes  ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
   ☑ Yes  ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or the equivalent in courses within the area of concentration?
   ☑ Yes  ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
   ☑ Yes  ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
   ☑ Yes  ☐ No  ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
   ☑ Yes  ☐ No  ☐ Not applicable
SUMMARY:

There were not areas of non-compliance.
RECOMMENDATIONS:

Associate of Applied Science in Computer and Electronics Engineering Technology

1. The contents of the out-of-class work time estimate appendix for each course syllabus should be blended into the syllabus as soon as feasible.

Associate of Applied Science in Information Technology-Computer Network Systems

1. The contents of the out-of-class work time estimate appendix for each course syllabus should be blended into the syllabus as soon as feasible.
NEW GRANT

WESTWOOD COLLEGE-ONLINE
10249 Church Ranch Way
Broomfield, CO 80021
ACICS ID Code: 00023709

Mr. Louis Pagano, Chief Operating Officer (lpagano@westwood.edu)
23709@westwood.edu

MAIN CAMPUS
Westwood College- Los Angeles
Los Angeles, CA
ACICS ID Code: 00011142

February 5-7, 2014

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<th></th>
<th>Name</th>
<th>Title/Position</th>
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<tr>
<td>Mr. Terry Campbell</td>
<td>Chair and Facilities</td>
<td>Kaplan University Online</td>
<td>Okeechobee, FL</td>
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</tr>
<tr>
<td>Dr. Michele Ernst</td>
<td>Student-Relations Specialist</td>
<td>Former President, Brown College</td>
<td>Chaska, MN</td>
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<tr>
<td>Dr. Andrea Olson</td>
<td>Distance Education Activities and Master in Business Administration Specialist</td>
<td>Executive Director of Research and Development, Program Director, Grad. Studies</td>
<td>Aitkin, MN</td>
<td></td>
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<tr>
<td>Dr. Scot Ober</td>
<td>Educational Activities, Library, and Business Programs Specialist</td>
<td>President, Words Etc. Inc.</td>
<td>Tucson, AZ</td>
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<tr>
<td>Ms. LaVerne Lewis</td>
<td>Criminal Justice and Paralegal Specialist</td>
<td>Mt. Hood Community College</td>
<td>Gresham, OR</td>
<td></td>
</tr>
<tr>
<td>Mr. Charles Saunders</td>
<td>Graphic Design and Electronics Specialist</td>
<td>Program Director</td>
<td>Owens Cross Roads, AL</td>
<td></td>
</tr>
<tr>
<td>Mr. Ernest Johnson</td>
<td>Information Technology Specialist</td>
<td>Kaplan University</td>
<td>Memphis, TN</td>
<td></td>
</tr>
<tr>
<td>Ms. Lori Claus</td>
<td>Interior Design, CAD, and Architectural Design</td>
<td>EDMC</td>
<td>Owens Cross Roads, AL</td>
<td></td>
</tr>
<tr>
<td>Ms. Kristal Bushong</td>
<td>Medical Specialist</td>
<td>American National University</td>
<td>Salem, VA</td>
<td></td>
</tr>
<tr>
<td>Ms. Torri Hayslett</td>
<td>Staff Representative</td>
<td>ACICS</td>
<td>Washington, DC</td>
<td></td>
</tr>
</tbody>
</table>
# Programs Offered by Westwood College Online

**Broomfield, Colorado**

<table>
<thead>
<tr>
<th>Credential Earned</th>
<th>ACICS Credential</th>
<th>Approved Program Title</th>
<th>Clock Hrs</th>
<th>Qtr. Hrs</th>
<th>Enroll: Full-time/Part-time</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Occupational Studies</td>
<td>Occupational Associate</td>
<td>Information and Network Technologies</td>
<td>1265</td>
<td>91.5</td>
<td>48</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Business Administration</td>
<td>910</td>
<td>90</td>
<td>166</td>
<td>64%</td>
<td>100%</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Computer Aided Design - Architectural Drafting</td>
<td>1180</td>
<td>90</td>
<td>152</td>
<td>54%</td>
<td>100%</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Criminal Justice</td>
<td>905</td>
<td>90</td>
<td>122</td>
<td>56%</td>
<td>67%</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Graphic Design</td>
<td>1180</td>
<td>90</td>
<td>122</td>
<td>57%</td>
<td>61%</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Information &amp; Network Technologies</td>
<td>1225</td>
<td>90</td>
<td>84</td>
<td>56%</td>
<td>66%</td>
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<tr>
<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Medical Office Management</td>
<td>945</td>
<td>90</td>
<td>58</td>
<td>73%</td>
<td>100%</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Medical Insurance Coding and Billing</td>
<td>1080</td>
<td>90</td>
<td>135</td>
<td>71%</td>
<td>N/A</td>
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<tr>
<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Paralegal</td>
<td>925</td>
<td>90</td>
<td>78</td>
<td>53%</td>
<td>65%</td>
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<tr>
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<td>Academic Bachelor</td>
<td>Business Administration: Major in Management</td>
<td>1820</td>
<td>180</td>
<td>93</td>
<td>58%</td>
<td>89%</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Business Administration: Major in Human Resource Management</td>
<td>1820</td>
<td>180</td>
<td>35</td>
<td>59%</td>
<td>N/A</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Business Administration: Major in Marketing Management</td>
<td>1820</td>
<td>180</td>
<td>38</td>
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</tr>
<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Business Administration: Major in Project Management</td>
<td>1820</td>
<td>180</td>
<td>7</td>
<td>45%</td>
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<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Business Administration: Major in Accounting</td>
<td>1820</td>
<td>180</td>
<td>8</td>
<td>91%</td>
<td>76%</td>
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<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Business Administration: Major in Healthcare Management</td>
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<td>87%</td>
<td>53%</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Criminal Justice: Major in Administration</td>
<td>1820</td>
<td>180</td>
<td>58</td>
<td>73%</td>
<td>66%</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Criminal Justice: Major in Corrections</td>
<td>1805</td>
<td>180</td>
<td>8</td>
<td>31%</td>
<td>N/A</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Criminal Justice: Major in Investigations</td>
<td>1820</td>
<td>180</td>
<td>22</td>
<td>41%</td>
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<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Graphic Design: Major in Animation</td>
<td>2330</td>
<td>180</td>
<td>3</td>
<td>72%</td>
<td>33%</td>
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<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Graphic Design: Major in Game Art</td>
<td>2325</td>
<td>180</td>
<td>20</td>
<td>88%</td>
<td>25%</td>
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<tr>
<td>Program</td>
<td>Level</td>
<td>Major/Minor</td>
<td>Spring 14</td>
<td>Fall 14</td>
<td>Graduation Rate</td>
<td>Enrolled</td>
<td>Placement Rate</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------</td>
<td>---------</td>
<td>-----------------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Graphic Design: Major in Visual Communications</td>
<td>2305</td>
<td>180</td>
<td>42</td>
<td>74%</td>
<td>62%</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Interior Design</td>
<td>2300</td>
<td>180</td>
<td>6</td>
<td>83%</td>
<td>42%</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Graphic Design: Major in Web Design</td>
<td>2305</td>
<td>180</td>
<td>39</td>
<td>72%</td>
<td>62%</td>
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<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Business Administration: Major in Fashion Merchandising</td>
<td>1995</td>
<td>195</td>
<td>11</td>
<td>81%</td>
<td>88%</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Information &amp; Network Technologies: Major in Network Management</td>
<td>2350</td>
<td>180</td>
<td>37</td>
<td>77%</td>
<td>85%</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Information &amp; Network Technologies: Major in Systems Security</td>
<td>2350</td>
<td>180</td>
<td>26</td>
<td>83%</td>
<td>81%</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Information &amp; Network Technologies: Major in Computer Forensics</td>
<td>2305</td>
<td>180</td>
<td>17</td>
<td>59%</td>
<td>100%</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Software Development: Major in Game Software Development</td>
<td>2145</td>
<td>180</td>
<td>152</td>
<td>52%</td>
<td>43%</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Master</td>
<td>Master of Business Administration</td>
<td>540</td>
<td>54</td>
<td>69</td>
<td>80%</td>
<td>88%</td>
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<tr>
<td>Bachelor of Arts +++</td>
<td>Bachelor of Arts</td>
<td>Management</td>
<td>1995</td>
<td>195</td>
<td>1</td>
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<td></td>
</tr>
<tr>
<td>Bachelor of Science +++</td>
<td>Bachelor of Science</td>
<td>Computer Network Management</td>
<td>2360</td>
<td>187</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science +++</td>
<td>Bachelor of Science</td>
<td>Criminal Justice</td>
<td>1995</td>
<td>197.5</td>
<td>2</td>
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<tr>
<td>Bachelor of Science +++</td>
<td>Bachelor of Science</td>
<td>Game Art</td>
<td>2605</td>
<td>199.5</td>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>Bachelor of Science +++</td>
<td>Bachelor of Science</td>
<td>Information Systems Security</td>
<td>2380</td>
<td>187</td>
<td>1</td>
<td></td>
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<tr>
<td>Bachelor of Science +++</td>
<td>Bachelor of Science</td>
<td>Game Software</td>
<td>2385</td>
<td>196</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>Bachelor of Science +++</td>
<td>Bachelor of Science</td>
<td>Visual Communications</td>
<td>2640</td>
<td>200.5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-degree++++</td>
<td>Non-degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL ENROLLMENT**

1662

**Notes:**
- Typed in bold are any retention rates below 65% (programs >1 year in length) or 70% (programs <=1 in length) and any placement rates below 70%.
- +++   Classes in teach out mode with last class completion, October 2014
- ++++  Non-degree, student is just taking a class without a major
INTRODUCTION

Westwood College-Online is one of sixteen campuses located in Colorado, Illinois, Georgia, and Virginia. Westwood College is a wholly-owned entity of Wescor Corporation which is a wholly-owned subsidiary of Westwood College, Inc.

The Westwood College Online campus was approved in August 2008 as an additional location of Westwood College Online, Los Angeles, California and the first term was in May 2009. The Online campus offers its courses and programs from Broomfield, Colorado. This campus is located in a business district.

Based on the most recent data available, the Campus Effectiveness Plan reports the student population is 53% female and 47% male; and the average age is 33.34 years. Of those reporting it on the survey form provided when the most recent data was collected, the ethnicity of the student population was 21% African American, 46% Caucasian, 3% Hispanic, 1% Native American, 2% Asian/Pacific Islander, and 27% of the students not reporting their ethnicity.

It is important to note that all Westwood College campuses converted to a curriculum called the Career Advantage Program (CAP) in 2012. All programs were reviewed by system curriculum committees and modified to be more efficiently delivered. A major change resulting from the implementation of the CAP curriculum is that most courses were granting 3.5 quarter credits to 4.5 quarter credits. The CAP curriculum model is an effort to ensure Westwood College is offering the most updated programs as possible to better prepare their graduates for employment. In addition, this model closely resembles the standard semester credit model and allows for the possibility of easier transferability to institutions external to Westwood College. Due to this revision the following bachelor programs are in teach out mode with expected close out October 2014. There are 7 bachelor's degree programs: Management (1 student), Criminal Justice (2 students), Game Art (2 students), Information Systems Security (1 student), Software Development (1 student), and Visual Communications (1 student).

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.

The Westwood College-Online mission statement is located on page 8 in the 2014 Academic Catalog, Westwood College-Online.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?

☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?

☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?

(a) The programs of instruction

☒ Yes ☐ No

(b) The modes of delivery.

☒ Yes ☐ No

(c) The facilities of the campus.

☒ Yes ☐ No

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

☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?

☒ Yes ☐ No

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

☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?

☒ Yes ☐ No ☐ Not Applicable
1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
   □ Yes  □ No
(b) The characteristics of the student population.
   □ Yes  □ No
(c) The types of data that will be used for assessment.
   □ Yes  □ No
(d) Specific goals to improve the educational processes.
   □ Yes  □ No
(e) Expected outcomes of the plans.
   □ Yes  □ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
   □ Yes  □ No  □ Not Applicable (new additional location only)
(b) Student placement.
   □ Yes  □ No  □ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
   □ Yes  □ No  □ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
   □ Yes  □ No  □ Not Applicable (new additional location only)
(e) Student learning outcomes.
   □ Yes  □ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The data used to demonstrate learning outcomes in the educational programs includes data that supports the acquisition of appropriate skill sets and knowledge. This data consists of retention and placement rates, student and graduate satisfaction surveys, employer satisfaction surveys, student's grades, and instructor classroom observations.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
   □ Yes  □ No  □ Not Applicable
(b) The data used by the campus to assess each outcome.
   □ Yes  □ No  □ Not Applicable
(c) How the data was collected.
   □ Yes  □ No  □ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
   □ Yes  □ No  □ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
   □ Yes  □ No  □ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
   □ Yes  □ No  □ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
Retention
- Westwood College Online established a retention rate goal of 70% for 2014.
- The campus streamlined the communication process between instructors and academic advisors. This allows for earlier identification of at-risk students.
- The campus will look at improving inside coaching to assist students.
- Work toward improving faculty monitoring and ensure faculty are meeting online teaching standards.
- During week 1 of classes, there has been implementation of a video announcement submitted by the instructor.
• Program chairs also embedded video announcements introducing themselves to their program students.

Placement
• Improve evaluating process of employment rates and other employment data.
• The Career Services Team will meet with the academic dean and program chairs to review Program Advisory Committee recommendations for additional job leads.
• The career advisor will attend Adobe Connect room meetings with students. This will provide students with information and tips for students first mock interview.
• The campus implemented an exit interview process and graduation packets for all graduates.
• The campus will continue to focus on improving the performance and user friendliness in the classrooms.
• Career Services schedules guest speaker webinars in areas of career interest.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
[ ] Yes [ ] No
(b) That specific activities listed in the plan have been completed.
[ ] Yes [ ] No
(c) That periodic progress reports have been completed.
[ ] Yes [ ] No

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

Mr. Louis Pagano is the chief operating officer at Westwood College Online campus and responsible for implementing and monitoring the campus effectiveness plan (CEP). He is assisted with the CEP by a campus steering committee consisting of the executive assistant, onsite administrator, director of student services, vice president admissions, academic dean, director of marketing, and academic operations managers. Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor’s degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master’s degree in Engineering Management from National Technological University, Fort Collins, Colorado. He brings to the campus over twenty years of management experience.

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

GENERAL COMMENTS:
The CEP provided to the team meets Council expectations for CEP content.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
[ ] Yes [ ] No
(b) Names of the trustees, directors, and/or officers.
[ ] Yes [ ] No
(c) Names of the administrators.
[ ] Yes [ ] No

2.02 Does the campus:
(a) Adequately train its employees?
[ ] Yes [ ] No
(b) Provide them with constant and proper supervision?
[ ] Yes [ ] No
(c) Evaluate their work?
[ ] Yes [ ] No

2.03 Is the administration of the campus efficient and effective?
2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☐ Yes ☐ No
(b) Know the person to whom they report?
☐ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☐ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☐ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☐ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☐ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☐ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person’s qualifications?
Mr. Louis Pagano is responsible for financial oversight of the campus. As previously stated, Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor’s degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master’s degree in Engineering Management from National Technological University, Fort Collins, Colorado. He brings to the campus over twenty years of management experience.

GENERAL COMMENTS:
Even though the class delivery system is online format, interviews with faculty and students promotes a spirit of cooperation and open communication among students, staff, and faculty.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☐ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☐ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person’s qualifications?
Mr. Ralph Freye is the on-site administrator and vice president of student services. He began his Westwood College career 2010. He holds a bachelor’s degree in Accounting from Ferris State University, Big Rapids, Michigan and a master’s degree in Business Administration from Argosy University, Chicago, Illinois. He brings to the campus over eighteen years of management experience.

3.04 Does the campus list degrees of staff members in the catalog?
☐ Yes ☐ No

If Yes, is appropriate evidence of the degrees on file?
☐ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
If No for any applicable item, insert the section number in parentheses and explain:

**(Section 3-1-303(a)):** The school does not keep adequate records as it relates to accreditation and licensure on the CAR, specifically regarding, placement, attestations, and waiver verification. Below is a list of graduates that have signed attestations for placement in various programs. After sampling 17 graduate files for attestations, the team could not determine if all graduates who attested to being placed in a position were able to benefit from the skills and knowledge learned in the program; needed the credential to obtain a new position; completed the credential for possible future promotion; improved job-related skills; or completed the credential for professional development. For example:

- Ms. Alicia Bickford, graduate of the Bachelor’s degree in Business Management program, works at Walmart, Inc., in the Inventory Management System department. On her signed employment information form, Ms. Bickford stated her job duties as follows: “Bin necessary items that did not fit onto sales floor, unbin appropriate item to floor to be stocked, keep backroom clean, keep track of shelf caps and on-hand numbers.” Another example, Mr. Christopher Hall, graduate of the Information Technology program, works at Thomasville Furniture Brands International, as a Shipping/Receiving Clerk. On his signed employment information form, Mr. Hall stated his job duties as follows: “Box up cushion cores and backs. Fill cushions and bolster. I also roll yardage for customers and other businesses.”

<table>
<thead>
<tr>
<th>Program</th>
<th>Last Name</th>
<th>First Name</th>
<th>Soc Code</th>
<th>Prof Dev or Degree Ramt.</th>
<th>Title</th>
<th>Company</th>
<th>Date of Hire</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN – Other</td>
<td>Burrows</td>
<td>Laura</td>
<td>53603100</td>
<td>*</td>
<td>Service Cashier</td>
<td>Bob Moore, Porsche Audi</td>
<td>02/01/2011</td>
</tr>
<tr>
<td>AN – Other</td>
<td>Hines</td>
<td>Travis</td>
<td>11102100</td>
<td>*</td>
<td>Store Manager</td>
<td>Ohio Mutch</td>
<td>02/01/2011</td>
</tr>
<tr>
<td>AN – Other</td>
<td>Kannan</td>
<td>Amber</td>
<td>51301100</td>
<td>*</td>
<td>Cake Decorator</td>
<td>Safeway</td>
<td>06/13/2013</td>
</tr>
<tr>
<td>BAACTFM – Other</td>
<td>Carrillo</td>
<td>Andrew</td>
<td>51010100</td>
<td>*</td>
<td>Production Supervisor</td>
<td>Leggett &amp; Platt, Inc.</td>
<td>02/13/2008</td>
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<tr>
<td>BAACTFM – Other</td>
<td>Rife</td>
<td>Cristi</td>
<td>43601400</td>
<td>*</td>
<td>Assistant</td>
<td>KASI LLC</td>
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<tr>
<td>BAFM – Other</td>
<td>Hawthorne</td>
<td>Shayla</td>
<td>41401200</td>
<td>*</td>
<td>Sales Associates</td>
<td>Sleep Inn and Suites</td>
<td>05/10/2010</td>
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<tr>
<td>BAMGMT – Other</td>
<td>Bickford</td>
<td>Alicia</td>
<td>43803100</td>
<td>*</td>
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<td>Everest University</td>
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<td>Laurie</td>
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<td>Chris</td>
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<td>* Electrician</td>
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3.06 Does the campus admit ability-to-benefit students?  
☐ Yes ☒ No (Skip to Question 3.11.)

3.11 Do student files contain evidence of graduation from high school or the equivalent?  
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?  
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?  
☐ Yes ☒ No

(Section 3.1-303(e)): The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog.

3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?  
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?  
The team reviewed a total of 62 student files, including: 10 currently active students, 19 current students from the CAR, 8 drops from the CAR, 10 graduates from the CAR, 2 new students from the CAR, 3 re-enters from the CAR and 10 students not making SAP.

4.02 Does the campus ensure that its student relations reflect high ethical standards?  
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?  

ED00020381
4.04 Does the campus contract with third parties for admissions and recruiting purposes?
- Yes [ ] No [X]

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
- Yes [X] No [ ]

4.06 Does the admissions policy conform to the campus’s mission?
- Yes [X] No [ ]

4.07 Is the admissions policy publicly stated?
- Yes [X] No [ ]

4.08 Is the admissions policy administered as written?
- Yes [X] No [ ]

4.09 Does the campus use an enrollment agreement for each enrolled student that:
   (a) Clearly outlines the financial obligations of both the institution and the student?
  - Yes [X] No [ ]
   (b) Outlines all program related tuition and fees?
  - Yes [X] No [ ]
   (c) Has a signature of the student and the appropriate school representative?
  - Yes [X] No [ ]

Is there evidence that a copy of the agreement has been provided to the student?
- Yes [X] No [ ]

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person’s qualifications?
Ms. Kimberly Beckman, senior vice-president of admissions, is responsible for the oversight of student recruitment at the campus. Ms. Beckman has a bachelor’s degree in Business Administration and Spanish from Coe College, Cedar Rapids, Iowa and a master’s degree in Business Administration from the University of Colorado-Colorado Springs. She has been working at Westwood College since 2004 in admissions and in her current role since 2011.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team interviewed two admissions representatives and the vice-president of admissions as well as reviewed 62 enrollment agreements to verify the recruiting process for new students is ethical and compatible.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
   (a) Courses and programs.
  - Yes [X] No [ ]
   (b) Services.
  - Yes [X] No [ ]
   (c) Tuition.
  - Yes [X] No [ ]
   (d) Terms.
  - Yes [X] No [ ]
   (e) Operating policies.
  - Yes [X] No [ ]

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
- Yes [ ] No [X]
4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☐ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☐ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No (Skip question 4.23 for Master's Degree Programs or 4.24 for all programs)

If Yes, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

4.23 Is the maximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for the master's degree?
☒ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published:
The standards of satisfactory academic progress can be found in the addendum to the academic catalog on page 2-6.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals
☒ Yes ☐ No
Incomplete grades.
4.26 Does the campus apply its SAP standards consistently to all students?
☐ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☐ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☐ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☐ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☐ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☐ Yes ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

If Yes, is the student informed of this policy?
☐ Yes ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☐ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
☐ Yes ☐ No ☐ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes  ☐ No  ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes  ☐ No  ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes  ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person’s qualifications?
Mr. Fletcher Brown, registrar, is responsible for the administration of satisfactory academic progress. Mr. Fletcher has an associate’s degree in Computer Networking, a bachelor’s degree in Computer Network Management and a master’s degree in Business Administration, all from Westwood College. He has been working in academic registration since 2000, and 11 of those years are at Westwood.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes  ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a) ☒ Scholarships.
(b) ☒ Grants.
(c) ☒ Loans.
(d) ☒ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes  ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes  ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes  ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes  ☐ No

If Yes, have students confirmed receiving a copy of the catalog?
☒ Yes  ☐ No  ☒ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes  ☐ No
(b) Dates for the posting of tuition.
☒ Yes  ☐ No
(c) Fees.
☒ Yes  ☐ No
(d) Other charges.
☒ Yes  ☐ No
(e) Payments.
☒ Yes  ☐ No
(f) Dates of payment.
☐ Yes  ☐ No
(g) The balance after each transaction.
4.45 Is the effective date listed on announcements of changes in tuition and fees?
☐ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☐ Yes ☐ No

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

4.48 Is the campus following its stated refund policy?
☐ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 4.57)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Mr. Adam Whitacre, director of student finance/student finance supervisor, is the on-site administrator responsible for financial aid. Mr. Whitacre has a bachelor's degree in Communication from the University of Colorado and has been working in student finance for 10 years, 5 of which are in his current position.

4.51 Is the person who determines the amount of student awards also responsible for disbursing those awards?
☐ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are responsible for recruitment?
☐ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☐ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Mr. Whitacre is a member of the National Association of Student Financial Aid Administrators (NASFAA). Mr. Whitacre receives regular updates from NASFAA regarding changes in policy and regulations with financial aid, which he communicates to his employees. Alta, the parent company, provides weekly training sessions for all employees within the financial aid office.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☐ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☐ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☐ No (Skip to question 4.58.)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The campus offers structured tutoring for all students. Student success workshops are available to students and cover a wide variety of topics including time management, study skills, and navigating the learning management system. Every new student is assigned a success coach who is responsible for providing academic advising and support for the first three terms.
4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☑ Yes ☐ No ☐ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Cassandra Nicholl, director of career services, is responsible for the oversight of counseling students on employment opportunities. Ms. Nicholl has a bachelor's degree in Sport Science from the University of Idaho and has been working in career services at the campus since 2009. She was brought into her current role in 2013.

4.61 Does the campus offer employment assistance to all students?
☑ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☑ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 2144.
The ending enrollment reported on the previous year's CAR is 2144.

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☑ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☑ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
When the campus determines a student is leaving, the student finance advisors contact the student to discuss repayment with their loan obligations. In addition, former students receive an email from the campus explaining their repayment obligations.

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus has a social media site called "In Circle" for current students and alumni where they can network and communicate with each other. Current students can create learning groups to support each other in their learning.

4.68 Do all students enrolled in master's degree programs possess a bachelor's degree?
☑ Yes ☐ No

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☑ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Ms. Aimee Callahan, the academic dean, is assigned to oversee the educational activities of all programs. She holds a bachelor's degree in Theatre, a master's degree in Communication, a master's degree in Education, and a doctoral degree in Adult Education, all from the University of Wyoming. She was named academic dean at this institution in January 2013.

5.03 Does this person have appropriate academic or experiential qualifications?
☑ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
The team verified that the administration and program chairs have sufficient authority and support in decision-making for the development and administration of programs. Each program chair participates in an annual curriculum review and program assessment. When areas of need are identified, there are systems in place for communication of recommendations and approval.

5.05 Is the time devoted to the administration of the educational programs sufficient?
- Yes
- No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
- Yes
- No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
- Development of the educational program.
- Yes
- No
- Selection of course materials, instructional equipment and other educational resources.
- Yes
- No
- Systematic evaluation and revision of the curriculum.
- Yes
- No
- Assessment of student learning outcomes.
- Yes
- No
- Planning for institutional effectiveness.
- Yes
- No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
- Yes
- No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
- Yes
- No (Skip to question 5.10)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
- Yes
- No (Skip to question 5.14)

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
- Yes
- No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
- Yes
- No

5.16 What provisions are made for individual differences among students?
Each student is assigned an academic advisor to whom the student can go for individual issues. There are also faculty and peer tutors available, as well as subject-matter coaches. Students can pay to take an opt-out exam for most first- and second-year courses. Students passing the exam receive course credit, but the grade does not affect the student's GPA.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The team was able to verify a system is in place for curriculum assessment, evaluation, and revision. The program chairs meet with the academic dean at least once per quarter to review the curriculum and make changes if needed.

5.18 Does the faculty participate in this process?
- Yes
- No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
- Yes
- No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal
experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

- Yes
- No
- Not Applicable (campus does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

- Yes
- No
- Not Applicable (no student has made such a request)

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

- Yes
- No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? *(If only nondegree programs are offered with no general education courses, skip to 5.22)*

(a) Facilities.

- Yes
- No

(b) Instructional equipment.

- Yes
- No

(c) Resources.

- Yes
- No

(d) Personnel.

- Yes
- No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

- Yes
- No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

- Yes
- No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

- Yes
- No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

- Yes
- No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

- Yes
- No
- Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?

- Yes
- No

If Yes, how is this documented?

At least two in-service training sessions are held each quarter. Attendees have a certificate of attendance placed in their faculty file.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

- Yes
- No

The campus provided both 2013 and 2014 development plans. The 2014 plans held activities but little documentation since the year is so new. The 2013 plans did contain documentation of the implementation of the plans.

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

- Yes
- No
5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

☐ Yes □ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

□ Yes × No

5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?

☐ Yes □ No

5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?

☐ Yes □ No

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

☐ Yes □ No

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

☐ Yes □ No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

☐ Yes □ No

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

☐ Yes □ No

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

☐ Yes □ No

5.40 Do the program's general education courses meet Council standards?

☐ Yes □ No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☐ Yes □ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

Westwood College Online is 100% instruction online. Students access their online courses via MyPath (Blackboard) and have access to their courses, and Student Resources including the Library, online Tutoring Center, and other resources.

Administrative offices and other space is located on the second floor of a two story building located in a commercial district. This space includes 43,000 square feet to support the online administrative support and administrative staff. There is ample parking and the building is handicap accessible.

6.02 Does the campus utilize any additional space locations?

☐ Yes × No

6.03 Does the campus utilize campus additions?
6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☐ Yes ☒ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☐ Yes ☒ No
(b) Instructional tools
☐ Yes ☒ No
(c) Machinery
☐ Yes ☒ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☐ Yes ☒ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used during the evaluation visit is the 2014 Academic Catalog Westwood College - Online, Volume 6 - No.1, Revised September 2013. With addenda dated 01/22/2014, 2/4/2014, 2/7/2014 and an additional addendum that will be effective 3/19/2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☐ Yes ☒ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☐ Yes ☒ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☐ Yes ☒ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☐ Yes ☒ No
(c) The names and titles of the administrators.
☐ Yes ☒ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☐ Yes ☒ No
(e) A statement of accreditation
☐ Yes ☒ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☐ Yes ☒ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☐ Yes ☒ No
(h) An academic calendar.
☐ Yes ☒ No
(i) A full disclosure of the admission requirements.
☐ Yes ☒ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☐ Yes ☒ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

☐ Yes  ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

☐ Yes  ☐ No

(m) A definition of the unit of credit.

☐ Yes  ☐ No  ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

☐ Yes  ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

☐ Yes  ☐ No

(p) The transfer of credit policy.

☐ Yes  ☐ No

(q) A statement of the tuition, fees, and any other charges.

☐ Yes  ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

☐ Yes  ☐ No  ☐ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

☐ Yes  ☐ No

(t) A statement describing the student services offered.

☐ Yes  ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☐ Yes  ☐ No  ☐ Not Applicable (initial applicants only)

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

(Section 3-1-701 and Appendix C): The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript.

The grading system that starts on page 49 of the catalog gives explanations of the following designations that are not listed on the transcript to include proficiency (PR), transfer (TR), pass (P), no pass (N), incomplete (I), withdraw (W), and repeated course (R). Additionally, on page 153 of the catalog, other grades listed are audit (AU) and equivalent (EQ), although neither are explained in the catalog.

On the transcript, an additional "other grade" of withdraw pass/no pass (WPN) has been stated. There are statements on the transcript that attempt to explain repeated courses and withdraw and transfer, but the statements do not match the catalog. The campus also provided an updated addendum but still lacked consistency between the catalog and transcript.

7.05 Does the campus offer degree programs?

☐ Yes  ☐ No

If Yes, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

☐ Yes  ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate’s, academic associate’s, and bachelor’s degrees only).

☐ Yes  ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate’s and bachelor’s degrees only).

☐ Yes  ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor’s degrees only).

☐ Yes  ☐ No  ☐ Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

☐ Yes  ☐ No (Skip to Question 7.07.)

If Yes, does the catalog contain the following?

(a) A description of each mode of delivery used for distance education courses.
(b) Any additional or different admissions requirements for students taking distance education courses.
- Yes ☒ No □ Not Applicable (there are no additional or different admissions requirements).

(c) A description of any tests used to determine access to distance education.
- Yes □ No ☒ Not Applicable (no additional tests are given).

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.
- Yes ☒ No □ Not Applicable (there are no additional costs and fees).

(e) Costs and fees associated specifically with distance education.
- Yes □ No ☒ Not Applicable (there are no additional costs and fees).

All courses and/or programs are offered online.

7.07 Does the catalog contain an addendum/supplement?
- Yes ☒ No □ (Skip to Question 7.08.)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
- Yes ☒ No □

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
- Yes ☒ No □

(c) Do students receive a copy of the addendum/supplement with the catalog?
- Yes ☒ No □

7.08 Is the catalog available online?
- Yes ☒ No □ (Skip to Question 7.09.)

If Yes, does it match the hard copy version?
- Yes ☒ No □

7.09 Does the campus utilize a multiple-school catalog?
- Yes ☒ No □ (Skip to Question 7.10.)

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
- Yes ☒ No □

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
- Yes ☒ No □

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises online through their website, through direct mailers, flyers, newspapers and television.

Are all print and electronic advertisements under acceptable headings?
- Yes ☒ No □

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
- Yes ☒ No □ (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?
- Yes ☒ No □ (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
- Yes ☒ No □
7.16 Is the phrase “for those who qualify” properly referenced in all advertising that mentions financial aid?
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The institutional performance information that the campus provides to the public, includes information on college completion and graduation rates and placement rates.

Where is this information published and how frequently is this information being updated?
This information is published online and was updated for the 2012-2013 CAR.

7.18 Does the catalog have a separate section describing the following:

(a) Program requirements  ☐ Yes ☐ No
(b) Admission procedures  ☐ Yes ☐ No
(c) Transfer policies  ☐ Yes ☐ No
(d) Graduation requirements  ☐ Yes ☐ No
(e) Regulations  ☐ Yes ☐ No
(f) Course descriptions  ☐ Yes ☐ No

COMMENDATIONS:
Commendations are given for the website www.westwoodcollegesuccess.com and the booklet that was created for student success stories and videos that tell the story of graduates who have transformed their lives, families, and futures at Westwood.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☐ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☐ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☐ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☐ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Faculty members report that they can recommend any new databases to add to the campus holdings. The team reviewed e-mails from faculty requesting resources. All holdings are electronic—with no hard copies of any resources.

Are these methods appropriate?
☐ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☐ Yes ☐ No

8.07 Is the campus’ established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is $21,065.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

A total of $5,425 (26%) has been spent thus far—all on electronic databases.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

[ ] Yes [ ] No

8.11 Are the library hours adequate to accommodate the needs of all students?

[ ] Yes [ ] No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

Faculty members confirmed that most courses require projects that require student usage of library resources. This was confirmed by a review of course syllabi.

Are these methods appropriate?

[ ] Yes [ ] No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

[ ] Yes [ ] No

The databases are organized online by subject area.

8.14 Are records of physical and/or online resources and circulation accurate and up to date?

[ ] Yes [ ] No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

[ ] Yes [ ] No [ ] Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.

The library includes several EBSCO databases, LexisNexis, and Proquest. The campus has recently dropped five databases, including EBSCO Academic Search Premier, which is critically useful for the MBA students.

8.17 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of enrollment in its educational programs?

[ ] Yes [ ] No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

[ ] Yes [ ] No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Ms. Denise Lord is the on-site librarian. She holds a master's degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?

[ ] Yes [ ] No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

[ ] Yes [ ] No

(c) Assist students in the use of instructional resources?

[ ] Yes [ ] No
8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian’s participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

Since this is a completely electronic library, all resources are available all of the time.

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

8.25 Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?
☒ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
☒ Yes ☐ No

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?
☒ Yes ☐ No

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?
☒ Yes ☐ No

8.31 Is there a current inventory of instructional resources, including online resources?
☒ Yes ☐ No

8.32 Are the resources organized for easy access and usage?
☒ Yes ☐ No

8.33 Is it evident that faculty encourages the use of the library?
☒ Yes ☐ No

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?
☒ Yes ☐ No

8.35 Who is the on-site librarian, what are this person’s qualifications, and what are his or her hours on-site?
Ms. Denise Lord is the on-site librarian. She holds a master's degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus’s curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.36 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.37 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☐ Not Applicable (staff do not hold foreign credentials)

8.38 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?
☐ Yes ☐ No

8.39 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?
☒ Yes ☐ No

8.40 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and to aid in the use of the library technologies and resources?
☒ Yes ☐ No

8.41 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?
☒ Yes ☐ No

8.42 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
☒ Yes ☐ No

8.43 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.44 What library resources does the campus provide to support a better understanding of scholarly research at the graduate level?
All of the peer-reviewed journals online support an understanding of scholarly research at the graduate level.

9. PROGRAM EVALUATION
Academic Associate's Degree in Business Administration
Bachelor's Degree in Business Administration: Major in Management
Bachelor's Degree in Business Administration: Major in Human Resource Management
Bachelor's Degree in Business Administration: Major in Marketing Management
Bachelor's Degree in Business Administration: Major in Project Management
Bachelor's Degree in Business Administration: Major in Accounting
Bachelor's Degree in Business Administration: Major in Healthcare Management
Bachelor's Degree in Business Administration: Major in Fashion Merchandising
Master's Degree in Business Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes  ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Jennifer Dartt is the program chair for business. She has been in this position since May 2010. She holds a bachelor's degree in Journalism, a master's degree in Business Administration from Westwood College Online, and a master's degree in Legal Studies from Texas State University.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes  ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes  ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes  ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤1 year in length)?
☐ Yes  ☒ No  ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes  ☒ No  ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes  ☐ No

Improvement plans were on file for the retention percentages of the bachelor's major in Human Resource Management and the major in Project Management and for the placement rate for the bachelor's major in Healthcare Management.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Program advisory committee meeting minutes were reviewed, as was documentation of two guest speakers within the past year. During a telephone faculty meeting, faculty gave other examples of the use of community resources.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes  ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes  ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

- Yes
- No
- Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?

- Yes
- No
- Not Applicable (these elements are not part of the program or no student is at the point of needing them)

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

- Yes
- No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

- Yes
- No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

- Yes
- No

(b) Course numbers

- Yes
- No

(c) Course prerequisites and/or corequisites

- Yes
- No

(d) Instructional contact hours/credits

- Yes
- No

(e) Learning objectives

- Yes
- No

(f) Instructional materials and references

- Yes
- No

(g) Topical outline of the course

- Yes
- No

(h) Instructional methods

- Yes
- No

(i) Assessment criteria

- Yes
- No

(j) Method of evaluating students

- Yes
- No

(k) Date the syllabus was last reviewed

- Yes
- No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

- Yes
- No
- Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

- Yes
- No
- Not Applicable (Additional Location Inclusion OR clock hour program)

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

- Yes
- No

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

- Yes
- No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

- Yes
- No
- Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following numbers of calls were attempted:
Bachelor's Degree in Business Administration: Major in Management: 6
Bachelor's Degree in Business Administration: Major in Marketing Management: 5
Bachelor's Degree in Business Administration: Major in Accounting: 3
Bachelor's Degree in Business Administration: Major in Healthcare Management: 4
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 5
Master's Degree in Business Administration: 4

How many calls to employers or graduates were successful?
The following numbers of calls were successful:
Bachelor's Degree in Business Administration: Major in Management: 2
Bachelor's Degree in Business Administration: Major in Marketing Management: 2
Bachelor's Degree in Business Administration: Major in Accounting: 3
Bachelor's Degree in Business Administration: Major in Healthcare Management: 4
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 3
Master's Degree in Business Administration: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The following numbers of calls confirmed employment as stated on the CAR:
Bachelor's Degree in Business Administration: Major in Management: 2
Bachelor's Degree in Business Administration: Major in Marketing Management: 2
Bachelor's Degree in Business Administration: Major in Accounting: 3
Bachelor's Degree in Business Administration: Major in Healthcare Management: 2
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 3
Master's Degree in Business Administration: 3

If No, insert “Section 3-1-303(a)” in parentheses and explain:
Section 3-1-303(a): The following 3 placements could not be verified, based on phone conversations with the following students:

- According to his file, Mr. Jonathan Carter earned a bachelor's degree in Business Administration—Healthcare Management. He is employed at Ashley Furniture, Inc. as a full-time hourly worker. He states his job responsibilities as "I have to ship different products by using an LRT gun [scanner]." The campus stated he was placed in-field based on the following: Placed for Skills Match, working to assess verifying accuracy for all customer payments. Report customer payment files by-yearly to auditors, along with verifying inventory in warehouse. Analyze the outbound truck process by examining closing procedures. Duties align with learning outcomes of core courses: MKTG 210—Customer Services; MGMT 400—Operations Management; ITCS 101—Computer Applications; and BUSN 350—Organizational Theory and Behavior.

- According to her file, Ms. Annie B. Collins, earned a bachelor's degree in Business Administration—Accounting. She is employed as a Kitchen Supervisor at IHOP. She states her job responsibilities as: Inventory Count, Order Supplies, and Oversee Operations of Kitchen according to State regulations according to company policy. Complete all logs: manager log, temperature log, dish machine log. The school placed her based on MGMT400 and ITCS101 classes, and has a listed SOC Code & Title: 35-1012.00 First Line Supervisors of Food Preparation and Serving Workers and CIP - Cooking and Related Culinary Arts, General. Culinary Arts/Chef Training Restaurant, Culinary, and Catering Management/Manager, Food Service, Waiter/Waitress, and Dining Room Management/Manager, Food Service Systems Administration/Management.

- According to her file, Ms. Karen Milton earned a bachelor's degree in Business Administration - Healthcare Management. She is employed in the Payroll department at Addison Search/Contract. She states her job responsibilities as: Responsible for collection & reporting payroll changes, perform pre & post payroll audits, involved in implementing ADP streamline and standardization of HR. The school placed her based on BUS100, BUS110, BUS210, BUS300, BUS320, and CA20.

Additionally 14 students in the various Business Administration programs, as listed in question 3.05 have attestations on file that could not be verified. For example:
• Ms. Alicia Bickford, graduate of the bachelor's degree in Business Management program, works at Wal-Mart, Inc., in the Inventory Management System department. On her signed employment information form, Ms. Bickford stated her job duties as follows: Bin necessary items that did not fit onto sales floor, unbins take appropriate item to floor to be stocked, keep backroom clean, keep track of shelf ends and on hand numbers.

• Mr. Andrew Carrillo, Business Administration - Accounting program, Job Title: Production Supervisor, Company: Leggetti & Platt, Inc., Responsibilities: Direct and coordinate the activities of production and operating work areas.

• Ms. Cristi Rife, Business Administration - Fashion Merchandising program, Job Title: Assistant, Company: KASI LLC, Responsibilities: Assisting with online upload of photos and assist in cleaning when needed.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes ☐ No ☐ Not Applicable

If No, insert “Section 3-1-303(a)” in parentheses and explain:

(Section 3-1-303(a)): Documentation on file could not verify graduates classified on the CAR as “not available for placement.” Ms. Tiffany Anderson, graduate (May 2013) from the Associate of Business Administration program, has a Career Services Graduation Packet that lists contact information, additional contact information (relatives) and professional interest information. In the professional interest information section of the front page, Ms. Anderson lists the following information that may be helpful to assist the school in her job search:

"Now that I've received my Associate's Degree, I am currently furthering my education at the University of North Texas at Dallas to get my Bachelors. Although I would love to venture into marketing, I've hit a point where I'm undecided in the direction I wanted to go with my schooling. In the meantime, I would like to find a quality paying job that is part time and willing to work around my school schedule."

On page 2 of this document, there is an electronic signature from the student, dated for September 26, 2013.

There is an additional form titled, 'Employment Information', on this graduation form, there is a question checked by the student, "I am unable to work at this time due to the following reason: (check one)"

The student has checked Continuing Education

Continuing School: University of North Texas at Dallas
Program: Business
Start Date: August 27, 2013.

Additionally in the Graduation Packet, there is a Career Services Graduate File Review Form, that states, "we are familiar with the regulatory agency's policies regarding employment status coding, documentation required to substantiate coding, as well as verification of employment." This document was signed by the vice president, student and academic services and the manager of career services.

While the team was onsite, the manager of career services, provided a wav file with a conversation with that was placed on February 7, 2014 from a Career Service Advisor to Ms. Tiffany Anderson, however, a telephone conversation with the student does not provide the type of written documentation needed to support the continuing education waiver.

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

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

Faculty gradebooks online were reviewed that documented assessment of out-of-class work.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities. ☒ Yes ☐ No
(b) Instructional equipment. ☒ Yes ☐ No
(c) Resources. ☒ Yes ☐ No
(d) Personnel. ☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning. ☒ Yes ☐ No
(b) Well-defined instructional objectives. ☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials. ☒ Yes ☐ No
(d) Appropriate modes of instructional delivery. ☒ Yes ☐ No
(e) The use of appropriate assessment strategies. ☒ Yes ☐ No
(f) The use of appropriate experiences. ☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No
9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
- Yes ☑ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
- Yes ☑ No
- Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
- Yes ☑ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
- Yes ☑ No
- Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
- Yes ☑ No

9.49 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?
- Yes ☑ No

9.50 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?
Mr. Omar Parks, program chair since November 2013, oversees the master's in Business Administration program. Dr. Parks holds a doctoral degree in Business Administration from Argosy University, a master's degree in Adult Education and Distance Learning from the University of Phoenix, and a bachelor's degree in Theatre and Dance from the University of Wyoming. He has 11 years combined experience in education as an administrator, dean, and instructor. Dr. Park's position is 100% administrative. His academic and professional experiences qualify him to chair the program.

9.51 Does this person have appropriate academic or experiential qualifications?
- Yes ☑ No

9.52 Is the time devoted to the administration of the educational programs sufficient?
- Yes ☑ No

9.53 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?
- Yes ☑ No

9.54 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula?
- Yes ☑ No

9.55 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required?
- Yes ☑ No

9.56 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
- Yes ☑ No

9.57 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
- Yes ☑ No

9.58 Are the course prerequisites appropriate, and are they being followed?
- Yes ☑ No
9.59 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?
- Yes ☑ No

9.60 Does faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
- Yes ☑ No

9.61 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
- Yes ☑ No

If Yes, please describe how the campus encourages scholarly activity:
Graduate faculty are encouraged to engage in scholarly research including attending conferences to present proceedings and to publish findings and articles in academic journals verified by expectations listed in job descriptions, items on professional development plans and documentation of activities, vitae of current faculty, and discussions with administrators.

9. PROGRAM EVALUATION

Academic Associate's Degree in Computer Aided Design/Architectural Drafting
Bachelor's Degree in Interior Design

9.01 Is licensure, certification or registration required to practice in the specific career field?
- Yes ☑ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Mr. Scott Dahl, is the program chair and is assigned to administer the academic duties associated with the Computer-Aided Design and Interior Design programs. He holds an associate’s degree and a bachelor’s degree of Fine Arts in Industrial and Interior Design from Rochester Institute of Technology, a master’s degree in Theatre History from The University of Albany and a master’s degree of Fine Arts in Theatre from the University of Massachusetts. Mr. Dahl has been with Westwood College since 2006, he currently teaches two of the online courses. Prior to starting at Westwood College, Mr. Dahl worked at several firms that specialized in design and project management of theatres, commercial interiors, and exhibits.

9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes ☑ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
- Yes ☑ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes ☑ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?
- Yes ☑ No / Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
- Yes ☑ No / Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
- Yes ☑ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend online. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Is the utilization of community resources sufficient to enrich the program?
- Yes
- No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
- Yes
- No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
- Yes
- No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes
- No
- Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
- Yes
- No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- Yes
- No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
- Yes
- No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
- Title and course descriptions
- Yes
- No
- Course numbers
- Yes
- No
- Course prerequisites and/or corequisites
- Yes
- No
- Instructional contact hours/credits
- Yes
- No
- Learning objectives
- Yes
- No
- Instructional materials and references
- Yes
- No
- Topical outline of the course
- Yes
- No
- Instructional methods
- Yes
- No
- Assessment criteria
- Yes
- No
- Method of evaluating students
- Yes
- No
- Date the syllabus was last reviewed
- Yes
- No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
- Out-of-class work assignments that support the learning objectives for the course
- Yes
- No
- Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments.

- Yes  
- No  
- Not Applicable (Additional Location Inclusion OR clock hour program)

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

- Yes  
- No  

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

- Yes  
- No  

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

- Yes  
- No  
- Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

- Academic associate’s degree program in Computer Aided Design/Architectural Drafting: 5
- Bachelor’s degree program in Interior Design: 8

How many calls to employers or graduates were successful?

- Academic associate’s degree program in Computer Aided Design/Architectural Drafting: 3
- Bachelor’s degree program in Interior Design: 5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

- Academic associate’s degree program in Computer Aided Design/Architectural Drafting: 3
- Bachelor’s degree program in Interior Design: 5

Additionally, 6 students in the CADD/Interior Design programs, as listed in question 3.05 have attestations on file that could not be verified. For example:

- Ms. Meghan Jackson, Interior Design program, Job Title: Night Audit, Company: Escape Lodging, Responsibilities: Reservations, Financial Reports, hospitality duties, word processing, and customer service.
- Mr. Cody Lorraine, CADD program, Job Title: Produce Clerk, Company: Spencer Fresh Market, Responsibilities: Stocking product, building and maintaining displays, and customer service.
- Ms. Lori St. Martin, CADD program, Job Title: Department Manager, Company: The Hoot, Responsibilities: Maintain displays, merchandising, customer service and provide training.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

- Yes  
- No  
- Not Applicable

9.21 Does the campus participate in Title IV financial aid?

- Yes  
- No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

- Yes  
- No  
- Not Applicable (Clock hour programs only)

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

- Yes  
- No  
- Not Applicable (Clock hour programs only)

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

The team was provided homework assignments and while talking with students, they advised they participate and complete homework assignments.
<table>
<thead>
<tr>
<th>Section</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>9.24</td>
<td>Are the following appropriate to adequately support the number and nature of the program?</td>
<td></td>
<td></td>
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<tr>
<td>(a) Facilites</td>
<td>☑ Yes</td>
<td>☐ No</td>
<td></td>
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<tr>
<td>(b) Instructional equipment</td>
<td>☑ Yes</td>
<td>☐ No</td>
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<tr>
<td>(c) Resources</td>
<td>☑ Yes</td>
<td>☐ No</td>
<td></td>
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<tr>
<td>(d) Personnel</td>
<td>☑ Yes</td>
<td>☐ No</td>
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<td>(a) Systematic planning</td>
<td>☑ Yes</td>
<td>☐ No</td>
<td></td>
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<tr>
<td>(b) Well-defined instructional objectives</td>
<td>☑ Yes</td>
<td>☐ No</td>
<td></td>
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<td>(c) The selection and use of appropriate and current learning materials</td>
<td>☑ Yes</td>
<td>☐ No</td>
<td></td>
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<tr>
<td>(d) Appropriate modes of instructional delivery</td>
<td>☑ Yes</td>
<td>☐ No</td>
<td></td>
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<td>(e) The use of appropriate assessment strategies</td>
<td>☑ Yes</td>
<td>☐ No</td>
<td></td>
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<tr>
<td>(f) The use of appropriate experiences</td>
<td>☑ Yes</td>
<td>☐ No</td>
<td></td>
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<tr>
<td>9.27</td>
<td>Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?</td>
<td>☑ Yes</td>
<td>☐ No</td>
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<tr>
<td>9.28</td>
<td>Is the size of the faculty appropriate to the total student enrollment?</td>
<td>☑ Yes</td>
<td>☐ No</td>
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<tr>
<td>9.29</td>
<td>Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>9.30</td>
<td>Are teaching loads reasonable?</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>9.38</td>
<td>Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>9.39</td>
<td>Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>9.40</td>
<td>Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>9.41</td>
<td>Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>9.42</td>
<td>Are the second-year courses based upon appropriate first-year prerequisites?</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>9.43</td>
<td>Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
</tbody>
</table>
9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
- Yes
- No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
- Yes
- No
- Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
- Yes
- No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
- Yes
- No
- Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
- Yes
- No

COMMENDATIONS:
The Program Chair is very dedicated to the continual improvement of the program and has detailed plans to foster student growth through the use of industry resources, leveraging experienced faculty and online "best practices."

9. PROGRAM EVALUATION

Bachelor's Degree in Visual Communications

9.01 Is licensure, certification or registration required to practice in the specific career field?
- Yes
- No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Kelly Goethals, the program chair and is assigned to administer the academic duties associated with the Graphic Design programs, including the bachelor's degree in Visual Communications. Ms. Goethals holds an associate's degree in Fine Art from the University of West Florida, a bachelor's degree in Fine Arts from the University of Central Florida, and a master's degree in Graphic Design from Savannah College of Art and Design. Ms. Goethals has been with Westwood College since 2004, she currently teaches two of the online courses. Prior to starting at Westwood College, Ms. Goethals was an adjunct instructor at Broward Community College and worked at a graphic design firm that specialized corporate advertising and photography.

9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes
- No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
- Yes
- No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes
- No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
- Yes
- No
- Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?
- Yes
- No
- Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
9.07 List the community resources and describe how they are utilized to enrich the program(s).
Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend on-line. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☐ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☐ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No  ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☐ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☐ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☐ Yes ☐ No
(b) Course numbers
☐ Yes ☐ No
(c) Course prerequisites and/or corequisites
☐ Yes ☐ No
(d) Instructional contact hours/credits
☐ Yes ☐ No
(e) Learning objectives
☐ Yes ☐ No
(f) Instructional materials and references
☐ Yes ☐ No
(g) Topical outline of the course
☐ Yes ☐ No
(h) Instructional methods
☐ Yes ☐ No
(i) Assessment criteria
☐ Yes ☐ No
(j) Method of evaluating students
9.17 Do students confirm that they receive a course syllabus and that it is followed?
- Yes [ ] No [ ]

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
- Yes [ ] No [ ]

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
- Yes [ ] No [ ] Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor’s degree program in Visual Communications: 13

How many calls to employers or graduates were successful?
Bachelor’s degree program in Visual Communications: 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Bachelor’s degree program in Visual Communications: 6

Additionally, four students in the Visual Communications program, as listed in question 3.05 have attestations on file that could not be verified. For example:

- Jamie Donoho, Visual Communication program, Job Title: Senior Sales Associate, Company: 7-Eleven, Responsibilities: Ordering store items, assisting in training new associates, provide excellent customer service, managing food service, cleaning, stocking shelves, and placing point of purchase signage.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
- Yes [ ] No [ ] Not Applicable

9.21 Does the campus participate in Title IV financial aid?
- Yes [ ] No [ ] Not Applicable (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes [ ] No [ ] Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided copies of student homework. During interviews with students, they acknowledge they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
- Yes [ ] No [ ]
(b) Instructional equipment.
☑ Yes ☐ No

(c) Resources.
☑ Yes ☐ No

(d) Personnel.
☑ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☑ Yes ☐ No
(b) Well-defined instructional objectives.
☑ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☑ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☑ Yes ☐ No
(e) The use of appropriate assessment strategies.
☑ Yes ☐ No
(f) The use of appropriate experiences.
☑ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☑ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☑ Yes ☐ No

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

9.30 Are teaching loads reasonable?
☑ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☑ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☑ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☒ No ☑ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☑ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☑ Yes ☐ No ☑ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☑ Yes ☐ No
COMMENDATIONS:
The program chair is very dedicated to supporting her students and faculty. Her efforts to leverage new technology and find innovative ways to continually improve the program.

9. PROGRAM EVALUATION

Academic Associate's Degree in Medical Insurance Coding and Billing
Academic Associate's Degree in Medical Office Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Ms. Mary Aboutar is the healthcare program chair for both the associate of applied science in Medical Insurance Coding and Billing and the associate of applied science in Medical Office Management. She has been with Westwood College since December of 2009, originally as the program chair for the Medical Assisting program and then in May of 2011 as the program chair for the Medical Insurance Coding and Billing and Medical Office Management programs. Ms. Aboutar holds a bachelor's degree in Healthcare Administration from St. Leo University. She is a Registered Medical Assistant (RMA) through the American Medical Technologists (AMT), current through April 2014. Ms. Aboutar also holds a certificate in Medical Claims and Billing from the U.S. Career Institute obtained December 2004. She has worked on and off in the field as a RMA and Medical Biller and Coder since 2004.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The institution utilizes a Programmatic Advisory Committee (PAC) that combines the Medical Office Management and Medical Insurance Coding and Billing programs. The committee has met once on May 29, 2013 and has another one planned in the near future. There was documentation for a guest speaker on file. New webinars for the healthcare programs are being implemented February 18, 2014 and there is also documentation on the mypath.westwood.edu website under each syllabus’ assignments tab for other community involvement projects that are class specific.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
☒ Yes ☐ No
9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes  ☐ No  ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes  ☒ No (Skip to question 9.14)

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

☒ Yes  ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☒ Yes  ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes  ☐ No

(b) Course numbers

☒ Yes  ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes  ☐ No

(d) Instructional contact hours/credits

☒ Yes  ☐ No

(e) Learning objectives

☒ Yes  ☐ No

(f) Instructional materials and references

☒ Yes  ☐ No

(g) Topical outline of the course

☒ Yes  ☐ No

(h) Instructional methods

☒ Yes  ☐ No

(i) Assessment criteria

☒ Yes  ☐ No

(j) Method of evaluating students

☒ Yes  ☐ No

(k) Date the syllabus was last reviewed

☒ Yes  ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

☒ Yes  ☐ No  ☒ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☒ Yes  ☐ No  ☒ Not Applicable (Additional Location Inclusion OR clock hour program)

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

☒ Yes  ☐ No

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

☒ Yes  ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes  ☒ No  ☒ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There was one call attempted for the Associate of Applied Science in Medical Office Management.
There are no graduates for attempted calls in the Associate of Applied Science in Medical Insurance Coding and Billing.

How many calls to employers or graduates were successful?

There was one successful call for the Associate of Applied Science in Medical Office Management.

There are not any graduates in the Associate of Applied Science in Medical Insurance Coding and Billing at this time.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Associate in Medical Office Management-0

If No, insert “Section 3-1-303(a)” in parentheses and explain:

(Section 3-1-303(a)): Although there was one successful contact for graduate from the Medical Office Management program, the student was not placed in field as attested by the institution. Following the ACICS verification call script, the student states that she is a freelance home health aid that does not work for any agency but takes on patients through word of mouth, family, and friends. She also stated that she had been doing this for many years before obtaining her degree and resumed this position post graduation in September 2013. Her primary skills include companionship, cooking, light housekeeping, transportation to physician appointments, and help with activities of daily living (ADL’s). The student stated that she does not feel that the training she received from Westwood’s Medical Office Management degree has helped her prepare for this position. She previously obtained her bachelor of Healthcare Management from Westwood. Upon team review, there is not a match for job description, title, or skills utilized allowing for an in-field placement of the graduate. The Medical Office Management program specifically states in the catalog, and through review of curriculum offered, that this degree is designed to manage medical office operations and to teach and train students the skills necessary to work with doctors and their patients in a medical office environment. Core curriculum classes include accounting, medical insurance and administrative procedures, principles of human resource management, and advanced medical office management, to name a few. The core curriculum involves over 70% management related topics and does not relate the skill set to afford a placement as in-field in regards to a home health aid position.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

☐ Yes    ☐ No    ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes    ☐ No  (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

☒ Yes    ☐ No  ☒ Not Applicable (Clock hour programs only)

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

☒ Yes    ☐ No  ☒ Not Applicable (Clock hour programs only)

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

Electronic gradebooks were reviewed randomly for the Medical Office Management and Medical Insurance Coding and Billing programs. The gradebooks reviewed included: Computer Applications (ITCS101), College Mathematics (MATH107), Success Strategies (PDVE111), Computer Software Applications in Healthcare (MICB151), Healthcare Billing and Reimbursement Systems (MICB240), Anatomy & Physiology I (BIOL170), and Introduction to Health Information Technology (HINT110). Student assignments, course objectives, completion times, and evaluation of progress for those objectives are being met and documented.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

☒ Yes    ☐ No

(b) Instructional equipment.

☒ Yes    ☐ No

(c) Resources.

☒ Yes    ☐ No

(d) Personnel.

☒ Yes    ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
- Yes □ No
(b) Well-defined instructional objectives.
- Yes □ No
(c) The selection and use of appropriate and current learning materials.
- Yes □ No
(d) Appropriate modes of instructional delivery.
- Yes □ No
(e) The use of appropriate assessment strategies.
- Yes □ No
(f) The use of appropriate experiences.
- Yes □ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
- Yes □ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
- Yes □ No

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

9.30 Are teaching loads reasonable?
- Yes □ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
- Yes □ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
- Yes □ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
- Yes □ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
- Yes □ No □ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
- Yes □ No □ Not applicable

COMMENDATIONS:
The team would like to commend the institution for a well evidenced online layout in design, structure, and implementation of curriculum within the healthcare programs. It is also to be commended that the institution has shown to have tried substantial and adequate career advisement for graduates although geographies may be a challenge.

9. PROGRAM EVALUATION
   Academic Associate's Degree in Criminal Justice
   Academic Associate's Degree in Paralegal

9.01 Is licensure, certification or registration required to practice in the specific career field?
□ Yes □ No (Skip to question 9.02)
9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice with Westwood College Online. Dr. Giannoni holds a bachelor’s degree and master’s degree in Criminal/Social Justice from Lewis University in Romeoville, Illinois, and a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, Illinois.

Mrs. Jennifer Dartt is the interim program chair responsible for administering the Paralegal program. Mrs. Dartt holds a bachelor’s degree in Journalism from the University of Texas, Austin, Texas; a master’s degree in Business Administration from Westwood College Online, Broomfield, Colorado; and a master’s degree in Legal Studies from Texas State University in San Marcos, Texas.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CJ381 Women and Criminal Justice, students were assigned the project of locating a female adolescent juvenile program, in their community, through a church or another criminal justice program. After conducting interviews with staff, students completed a reflection paper sharing their experiences and received peer review feedback through online threaded discussions.

The Paralegal program also utilizes community resources within its online courses through webinars, specific to course content, such as Fair Debt Collection Practices and Career Management in paralegal careers.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12 Does the program use independent studies?
☐ Yes ☑ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☑ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☑ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☑ Yes ☐ No
(b) Course numbers
☑ Yes ☐ No
(c) Course prerequisites and/or corequisites
☑ Yes ☐ No
(d) Instructional contact hours/credits
☑ Yes ☐ No
(e) Learning objectives
☑ Yes ☐ No
(f) Instructional materials and references
☑ Yes ☐ No
(g) Topical outline of the course
☑ Yes ☐ No
(h) Instructional methods
☑ Yes ☐ No
(i) Assessment criteria
☑ Yes ☐ No
(j) Method of evaluating students
☑ Yes ☐ No
(k) Date the syllabus was last reviewed
☑ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☑ Yes ☐ No ☑ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☑ Yes ☐ No ☑ Not Applicable (Additional Location Inclusion OR clock hour program)
If No, insert the section number in parentheses, list the courses, and explain:

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☑ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☑ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☑ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic associate's degree program in Criminal Justice: 3
Academic associate's degree in Paralegal: 9

How many calls to employers or graduates were successful?
The following number of calls, by program was successful:
Academic associate's degree program in Criminal Justice: 1
Academic associate's degree program in Paralegal: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The following number of successful contacts confirmed the employment of the graduates in the following programs:
Successful contacts confirming employment for Criminal Justice: 1
Successful contacts confirming employment for Paralegal: 4

Additionally, 15 students in the Criminal Justice and Paralegal programs, as listed in question 3.05 have attestations on file that could not be verified. For example:

- Meg Buchanan, Criminal Justice program, Job Title: Department Manager, Company: F & M Restaurants, Responsibilities: Maintain cash control, supervise food production, sanitary conditions, ensure safety of personnel is secure, food ordering, weekly and monthly inventory control, and customer service.

- Reyna Gallegos, Criminal Justice program, Job Title: Varies, Company: Kelly Services, Responsibilities: My position and salary vary depending on the project. With this company I have worked as an administrative assistant, coder, data entry, translator, archivist, and customer support.

- Tyler Brady, Paralegal program, Job Title: Guest Service Manager, Company: Ronald McDonald House, Responsibilities: I handle tasks related to the guests using our services including registration, house maintenance, and security concerns. I also manage our volunteer program which includes new volunteer orientation.

- Lisa Diaz, Paralegal program, Job Title: Fine Jewelry Sales, Company: Macy's Inc., Responsibilities: Generate sales and process sales transactions for Macy's clientele. Open store credit and process store credit payments. Inform customers of store promotions and generate sales from information.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☑ Yes  ☐ No  ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☑ Yes  ☐ No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☑ Yes  ☐ No  ☐ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
Documentation of evaluations in out-of-class work was viewed online for both the Criminal Justice and the Paralegal programs. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in PowerPoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☑ Yes  ☐ No
(b) Instructional equipment.
☑ Yes  ☐ No
(c) Resources.
☑ Yes  ☐ No
(d) Personnel.
☑ Yes  ☐ No
9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.  
☐ Yes ☐ No
(b) Well-defined instructional objectives.  
☐ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.  
☐ Yes ☐ No
(d) Appropriate modes of instructional delivery.  
☐ Yes ☐ No
(e) The use of appropriate assessment strategies.  
☐ Yes ☐ No
(f) The use of appropriate experiences.  
☐ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
☐ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?  
☐ Yes ☐ No

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

9.30 Are teaching loads reasonable?  
☐ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
☐ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
☐ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
☐ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
☐ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
☐ Yes ☐ No ☐ Not applicable

9. PROGRAM EVALUATION
Bachelor's Degree in Criminal Justice: Major in Administration
Bachelor's Degree in Criminal Justice: Major in Corrections
Bachelor's Degree in Criminal Justice: Major in Investigations

9.01 Is licensure, certification or registration required to practice in the specific career field?  
☐ Yes ☐ No (Skip to question 9.02)
9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice. Dr. Giannoni holds a doctoral degree in Adult Resocialization from Northern Illinois University in DeKalb, IL; a master's degree and a bachelor's degree in Criminal/Social Justice from Lewis University in Romeoville, IL.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☐ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☐ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☐ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☐ No
☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☐ No
☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☐ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CRJS211-Communication for the CJ Professional, students were assigned the project of contacting a bilingual law enforcement professional in their community and interview cultural benefits and career goals. Students completed a reflection paper, after interview staff, sharing their experiences and receiving peer review feedback through online threaded discussions.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☐ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and Web site, accurately describe the program and its objectives?
☐ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☐ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☐ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
(b) Course numbers
(c) Course prerequisites and/or corequisites
(d) Instructional contact hours/credits
(e) Learning objectives
(f) Instructional materials and references
(g) Topical outline of the course
(h) Instructional methods
(i) Assessment criteria
(j) Method of evaluating students
(k) Date the syllabus was last reviewed

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

9.17 Do students confirm that they receive a course syllabus and that it is followed?
9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

How many calls to employers or graduates were attempted?
There were 18 calls made to the employers.

How many calls to employers or graduates were successful?
There were 10 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were 8 successful calls.

If No, insert “Section 3-1-303(a)” in parentheses and explain:
(Section 3-1-303(a): The team was not able to verify the backup documentation to support the placement rate in the field of study for the program as reported during phone verification of job placements.)
CRJS275 Constitutional Law - This course explores history of the Constitution of the United States and its application to the legal system. Topics include the structure of the Constitution and its amendments, historical basis of the Constitution and its amendments, separation of powers, judicial review, and court decisions pertinent to contemporary legal issues. Upon successful completion of this course, students will be able to identify and discuss the basic structure of the US Constitution and analyze rights, procedures, and issues as interpreted by the courts.

CRJS111 Introduction to Policing - This course presents an overview of contemporary law enforcement agencies and their functions within the criminal justice system. Topics include historical development, roles and functions, the police sub-culture, ethics, corruption, and civil liability. Upon successful completion of this course, students will be able to describe the functions of modern law enforcement agencies, explain their histories and roles in society, and identify contemporary policing trends and issues.

CRJS291 Criminal Justice Administration - This course examines the administration of the three components of the justice system. Topics include personnel roles and functions, issues and practices, rights of criminal justice employees, labor relations, financial administration, study and scope of justice administration, and administrative principles and practices. Upon successful completion of this course, students will be able to describe the concepts, terms, and realities of criminal justice administration.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
☐ Yes  ☐ No  ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?  
☐ Yes  ☐ No (Skip to question 9.24)
9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

Documentation of evaluations for out-of-class work was viewed online for the Criminal Justice program. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in Powerpoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities. ☒ Yes ☐ No

(b) Instructional equipment. ☒ Yes ☐ No

(c) Resources. ☒ Yes ☐ No

(d) Personnel. ☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning. ☒ Yes ☐ No

(b) Well-defined instructional objectives. ☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials. ☒ Yes ☐ No

(d) Appropriate modes of instructional delivery. ☒ Yes ☐ No

(e) The use of appropriate assessment strategies. ☒ Yes ☐ No

(f) The use of appropriate experiences. ☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☐ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☐ Yes ☐ No

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

☐ Yes ☐ No

9.30 Are teaching loads reasonable?

☐ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

☐ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

☐ Yes ☐ No
9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

☐ Yes       ☐ No       ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☒ Yes       ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes       ☑ No       ☒ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

☒ Yes       ☐ No

9. PROGRAM EVALUATION

Academic Associate's Degree in Graphic Design: Animation

Bachelor's Degree in Graphic Design: Animation

Bachelor's Degree in Graphic Design: Game Art

Bachelor's Degree in Graphic Design: Web Design

Bachelor's Degree in Software Development: Game Software Development

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

☐ Yes       ☒ No (Skip to question 9.02)

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

Mr. Carey Richards is the program chair for the Game Art and Animation Department at Westwood College Online. Mr. Richards holds a bachelor's degree in Art Studio from Colorado College in Colorado Springs, Colorado and a master's degree in 3D Animation/Digital Effects from Regis University in Denver, Colorado. Mr. Richards owns and works in Media Arts for CKR Productions from 1996 to the present.

Mr. Brian Leader is the program chair for the Game Software Department at Westwood College Online. Mr. Leader holds a bachelor's degree in Aerospace Engineering from Boston College in Boston, Massachusetts and a master's degree in Aeronautical Engineering from Rensselaer Polytechnic Institute in Troy, New York. Mr. Leader, also, is the chief programmer for Ideas Live as a game and educational software development and manager from September 1997 to the present.

Dr. Claire Boger is the program chair for the Web Design Department at Westwood College Online. Dr. Boger holds a bachelor's degree in Visual Communications from the School of Visual Arts in New York, New York, a master's degree in Computer Art from the School of Visual Arts in New York, New York, and a doctoral degree in Education from Capella University in Minneapolis, Minnesota.

Ms. Kelley Goethals is the program chair for the Graphic Design and Visual Communications Department. Ms. Goethals holds an academic associate's degree in Art from the University of West Florida in Pensacola, Florida; a bachelor's degree in Art from the University of Central Florida in Orlando, Florida; and a master's degree in Graphic Design from Savannah College of Art and Design in Savannah, Georgia.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes       ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

☒ Yes       ☐ No
9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☐ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☐ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The team confirmed the programs utilize their Program Activities Committee (PAC) to provide expertise in the specific areas of concentration. The programs, also, utilized guest speakers who login online with the students. These resources provide the students with insight from professionals, doing business in the field to ensure the students are learning the necessary skills to compete for jobs, in their respective areas, as well as, their respective locations.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☐ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
☐ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☐ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☐ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☐ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☐ Yes ☐ No
(b) Course numbers
☐ Yes ☐ No
(c) Course prerequisites and/or corequisites
☐ Yes ☐ No
(d) Instructional contact hours/credits
☐ Yes ☐ No

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(e) Learning objectives
- Yes □ No

(f) Instructional materials and references
- Yes □ No

(g) Topical outline of the course
- Yes □ No

(h) Instructional methods
- Yes □ No

(i) Assessment criteria
- Yes □ No

(j) Method of evaluating students
- Yes □ No

(k) Date the syllabus was last reviewed
- Yes □ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
- Yes □ No □ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
- Yes □ No □ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
- Yes □ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
- Yes □ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
- Yes □ No □ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Graphic Design: 6
Bachelor's degree program in Graphic Design-Animation: 3
Bachelor's degree program in Graphic Design-Game Art: 4
Bachelor's degree program in Graphic Design-Web Design: 4
Bachelor's degree program in Software Development-Game Software: 6

How many calls to employers or graduates were successful?
Academic associate's degree program in Graphic Design: 3
Bachelor's degree program in Graphic Design-Animation: 1
Bachelor's degree program in Graphic Design-Game Art: 2
Bachelor's degree program in Graphic Design-Web Design: 2
Bachelor's degree program in Software Development-Game Software: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Academic associate's degree program in Graphic Design: 3
Bachelor's degree program in Graphic Design-Animation: 1
Bachelor's degree program in Graphic Design-Game Art: 2
Bachelor's degree program in Graphic Design-Web Design: 2
Bachelor's degree program in Software Development-Game Software: 3

Additionally, 8 students in the various Graphic Design programs, as listed in question 3.05 have attestations on file that could not be verified. For example:
• Mr. Romulo Salgado, Graphic design program, Job Title: Electrician, Company: Bright Future, Responsibilities: Section of the form left blank.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team evaluated student's homework, which was appropriate for the subject matter and consistent with the requirement, as defined on the respective program's course syllabi.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☐ Yes ☐ No
(b) Instructional equipment.
☐ Yes ☐ No
(c) Resources.
☐ Yes ☐ No
(d) Personnel.
☐ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☐ Yes ☐ No
(b) Well-defined instructional objectives.
☐ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☐ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☐ Yes ☐ No
(c) The use of appropriate assessment strategies.
☐ Yes ☐ No
(f) The use of appropriate experiences.
☐ Yes ☐ No

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☐ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☐ Yes ☐ No

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

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

☐ Yes ☑ No

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

☐ Yes ☑ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes ☑ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes ☑ No ☑ Not Applicable (no students in the second year)

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

☐ Yes ☑ No ☑ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

☐ Yes ☑ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

☐ Yes ☑ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

☑ Yes ☑ No ☑ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☑ Yes ☑ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☑ Yes ☑ No ☑ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

☑ Yes ☑ No

GENERAL COMMENTS:
The team found the program was, generally, well-conceived, directed, and taught.

COMMENDATIONS:
This is a well-run campus with competent, caring faculty, administration and staff, all dedicated to the single goal of student success.

9. PROGRAM EVALUATION

Academic Associate's Degree in Information Technology

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

☑ Yes ☑ No (Skip to question 9.02)
9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master's degree in Internet Information Systems from Robert Morris University, bachelor's degree in Information Systems Management from Robert Morris University, and an associate's degree in Accounting and business management from Jefferson Community College. He also has certifications in the following areas: A+, Network+, Linux+, Linux (LPIC-1), IBM’s certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
× Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
× Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
× Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
× Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Students are directed to attend webinars associated with the field of study. Adobe Connect is also used to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist students in job search techniques.

9.08 Is the utilization of community resources sufficient to enrich the program?
× Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
× Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
× Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ❌ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☐ No (Skip to question 9.14)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☐ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☐ Yes ☐ No
(b) Course numbers
☐ Yes ☐ No
(c) Course prerequisites and/or corequisites
☐ Yes ☐ No
(d) Instructional contact hours/credits
☐ Yes ☐ No
(e) Learning objectives
☐ Yes ☐ No
(f) Instructional materials and references
☐ Yes ☐ No
(g) Topical outline of the course
☐ Yes ☐ No
(h) Instructional methods
☐ Yes ☐ No
(i) Assessment criteria
☐ Yes ☐ No
(j) Method of evaluating students
☐ Yes ☐ No
(k) Date the syllabus was last reviewed
☐ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in information technology (IT-Other)

How many calls to employers or graduates were successful?
Academic associate's degree program in information technology (IT-Other)

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful calls confirmed the employment of the graduate as reported on the 2012–2013 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes ☐ No Not Applicable
9.21 Does the campus participate in Title IV financial aid?
☑ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☑ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided access to the online grade book and student homework assignments. During interviews with the students, they verified they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☑ Yes ☐ No
(b) Instructional equipment.
☑ Yes ☐ No
(c) Resources.
☑ Yes ☐ No
(d) Personnel.
☑ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☑ Yes ☐ No
(b) Well-defined instructional objectives.
☑ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☑ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☑ Yes ☐ No
(e) The use of appropriate assessment strategies.
☑ Yes ☐ No
(f) The use of appropriate experiences.
☑ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☑ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☑ Yes ☐ No

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

9.30 Are teaching loads reasonable?
☑ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☑ Yes ☐ No
9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
   □ Yes  □ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
   □ Yes  □ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
   □ Yes  □ No  □ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
   □ Yes  □ No  □ Not applicable

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.
9. PROGRAM EVALUATION

Bachelor’s Degree in Network Management
Bachelor’s Degree in Systems Security
Bachelor’s Degree in Computer Forensics
Occupational Associates in Information and Network Technologies

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes    ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master’s degree in Internet Information Systems from Robert Morris University, bachelor’s degree in Information Systems Management from Robert Morris University, and an associate’s degree in Accounting and business management from Jefferson Community College. He also has certifications in the following areas: A+, Network+, Linux+, Linux (LPIC-1). IBM’s certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes    ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes    ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes    ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes    ☒ No    ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?
☒ Yes    ☐ No    ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes    ☐ No

The information technology - forensics program has a retention rate of 59%. The other bachelor programs that have students enrolled have met the retention rate standard.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Students are directed to attend webinars associated with the field of study. Adobe Connect is also used to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes    ☐ No
9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
   ☑ Yes  ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
   ☑ Yes  ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
   ☑ Yes  ☐ No  ☑ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
   ☑ Yes  ☐ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
   ☑ Yes  ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
   ☑ Yes  ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
   (a) Title and course descriptions
      ☑ Yes  ☐ No
   (b) Course numbers
      ☑ Yes  ☐ No
   (c) Course prerequisites and/or corequisites
      ☑ Yes  ☐ No
   (d) Instructional contact hours/credits
      ☑ Yes  ☐ No
   (e) Learning objectives
      ☑ Yes  ☐ No
   (f) Instructional materials and references
      ☑ Yes  ☐ No
   (g) Topical outline of the course
      ☑ Yes  ☐ No
   (h) Instructional methods
      ☑ Yes  ☐ No
   (i) Assessment criteria
      ☑ Yes  ☐ No
   (j) Method of evaluating students
      ☑ Yes  ☐ No
   (k) Date the syllabus was last reviewed
      ☑ Yes  ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(1) Out-of-class work assignments that support the learning objectives for the course
    ☑ Yes  ☐ No  ☑ Not Applicable (Additional Location Inclusion OR clock hour program)
(2) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
    ☑ Yes  ☐ No  ☑ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
   ☑ Yes  ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
   ☑ Yes  ☐ No
9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
- Yes
- No
- Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
- Yes
- No
- Not Applicable

9.21 Does the campus participate in Title IV financial aid?
- Yes
- No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes
- No
- Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided homework assignments to review. During interviews with students and faculty, the team was advised of the homework assignments and requirements.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
   ☒ Yes ☐ No
(b) Well-defined instructional objectives.
   ☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
   ☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
   ☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
   ☒ Yes ☐ No
(f) The use of appropriate experiences.
   ☒ Yes ☐ No

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
   ☐ Yes ☒ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   ☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
   ☒ Yes ☐ No

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

9.30 Are teaching loads reasonable?
   ☒ Yes ☐ No

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
   ☒ Yes ☐ No

9.32 What is the current student/teacher ratio?
   The current student/teacher ratio is 10:1 in the occupational associate's degree program in Information and Network Technologies.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
   ☒ Yes ☐ No

9.34 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
   ☒ Yes ☐ No

9.35 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
   ☒ Yes ☐ No

9.36 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
   ☒ Yes ☐ No ☐ Not Applicable (no students in the second year)
9.37 Are the second-year courses based upon appropriate first-year prerequisites?
☑ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☑ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☑ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☑ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☑ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☑ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☑ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☑ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☑ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☑ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☑ Yes ☐ No

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.

NONTRADITIONAL EDUCATION
- Distance Education
- Self-Paced Instruction
- Consortium Agreements

H.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications?
Mr. Lou Pagano, chief operating officer of Westwood College Online, administers the distance education activities. Mr. Pagano holds a bachelor's degree in Electrical Engineering from SUNY at Buffalo and a master's degree in Engineering Management from National
Technology University. He has held various executive level positions throughout the past 10 years at Westwood including campus president and regional vice president. His position is 100% administrative.

Mr. Pagano is supported by Dr. Aimee Callahan, academic dean, who oversees the online curriculum in collaboration with the academic affairs curriculum design team members, program chairs, students, faculty, and academic operations managers. Dr. Callahan has a doctorate degree in Adult Learning and Postsecondary Education, two master's degrees, one in Adult Learning and Postsecondary Education and one in Communication & Journalism; and a bachelor's degree in Theatre and Dance; all of her credentials are from the University Wyoming.

H.02 Does this individual possess appropriate academic or experiential qualifications?  
☒ Yes ☐ No

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

H.04 Are the time and resources devoted to the administration of distance education sufficient?  
☒ Yes ☐ No

H.05 Did the institution receive approval from ACICS prior to using distance education as a mode of delivery?  
☒ Yes ☐ No

H.06 Does the institution have a plan to implement distance education instruction?  
☒ Yes ☐ No

The campus offers all of its programs exclusively online. Therefore, all academic and student services are provided through an asynchronous virtual environment with adequate on-ground facilities and telecommunications to support its operations.

The course/program content and delivery format is developed by its parent company, Alta Colleges, Inc., central administration curriculum team whose members include master's prepared personnel with over 40 years of combined experience in instructional design, including 25 years in online development. The team collaborates with subject-matter experts from each content area. Ultimately, administration and faculty, review, give feedback, and make recommendations to ensure curricula are aligned with and meeting students' expectations and fulfilling its campus mission. A memorandum documents this system.

H.07 If the institution has a plan, does it include the following:  
(a) Rationale?  
☒ Yes ☐ No  
(b) Resources?  
☒ Yes ☐ No  
(c) Course/program objectives?  
☒ Yes ☐ No  
(d) Course content?  
☒ Yes ☐ No  
(e) Student assessment?  
☒ Yes ☐ No

H.08 Does the institution integrate this plan into the Campus Effectiveness Plan?  
☒ Yes ☐ No

H.09 Is the delivery method appropriate for students and the curriculum?  
☒ Yes ☐ No

H.10 Are admission requirements for distance education courses/programs identified by the institution?  
☐ Yes ☐ No  
☒ Not Applicable (no additional admissions requirements)

As previously stated, the campus offers all of its programs exclusively online; therefore, there are no distinctions between its admissions requirements for online versus on campus programs.
H.11 If an admissions test is required, is it administered in a manner which verifies the student’s identity?
- Yes □ No □ Not Applicable (no admissions test required)

H.12 Does the institution make it clear in writing at the time of enrollment how the student’s identity will be verified throughout the course and program?
- Yes □ No □ Not Applicable

H.13 Does the institution make it clear in writing at the time of enrollment how the student’s privacy will be protected in the identity verification process?
- Yes □ No □ Not Applicable

H.14 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?
- Yes □ No

If Yes, explain how and when this information is disclosed.
There are no additional charges or fees associated with the verification of student identity.

H.15 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to assess this mode of delivery during the admissions/enrollment process?
- Yes □ No

H.16 Does the institution provide an on-line orientation program to familiarize students with the equipment and resources used in the distance education activities?
- Yes □ No

H.17 Do syllabi identify course learning objectives and does each course learning objective support one or more program learning outcomes?
- Yes □ No

H.18 Describe how the courses provide opportunities for interaction between faculty and students.
The following strategies are used to facilitate online faculty and student interaction: an “Announcements” feature for all courses that provides directives through instructor postings; a threaded discussion forum in which students are required to post statements and peer responses for which they receive instructor feedback; and an assignment feature with a grade book link that provides a dialogue between an instructor and individual student. In addition, students are encouraged to contact their instructors by email or telephone if an individual or personal response is needed-the instructor’s contact information is accessible through the course’s home page. Access to and observation of scheduled online courses and 98% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?
- Yes □ No

H.19 Describe how the courses provide opportunities for interaction among students.
Students interact with peers through threaded discussion forums that require direct responses to peers’ postings; group project assignments that require dialogue among group members using email, telecommunications, or scheduled face-to-face meetings as appropriate; and an email utility feature in each course that provides the ability to send group or individual emails to peers. Access to and observation of scheduled online courses and 97% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?
- Yes □ No

H.20 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?
- Yes □ No
H.21 Is the curriculum administered in a way that maintains security of access?
☐ Yes ☐ No

H.22 Describe the student identity verification method used by the campus.
Students are assigned access to MyPath through the SMART student information system. When applicants are accepted and become Westwood College Online students they are assigned their own login information which allows them access to MyPath and their campus email. This login verifies the student is "the student who enrolled at the campus." Page 71 of the 2014 Academic Catalog Westwood College Online, Volume 6, NO. 1 explicitly outlines the "Prohibited Use of Information Technology Resources" for students; students are prompted to review this outline during the online orientation.

Is this method adequate?
☐ Yes ☐ No

H.23 Does the institution employ academically and experientially credentialed faculty to teach online courses?
☐ Yes ☐ No

H.24 Describe the institutions learning management system.
The Blackboard learning management system is utilized to deliver online courses. The campus refers to Blackboard as MyPath. MyPath is an institutional shell with a home page that enables students, faculty, and staff to connect to Blackboard, the library, tutoring services, student resources, career services and other information and support through a single login.

H.25 Are the faculty properly trained to utilize the institutions learning management system for purposes of instruction, communication, and assessment?
☐ Yes ☐ No

H.26 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning?
☐ Yes ☐ No

H.27 Does the institution demonstrate appropriate faculty student ratios to support:

(a) Faculty and student interaction?
☐ Yes ☐ No

(b) Facilitation of interaction among students?
☐ Yes ☐ No

(c) Facilitation of interaction with curriculum content?
☐ Yes ☐ No

H.28 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?
☐ Yes ☐ No

H.29 Does the institution have adequate financial resources to support the courses/program(s)?
☐ Yes ☐ No

H.30 Does the institution demonstrate that students taking online courses have access to the same or equivalent library resources and support as on ground students?
☐ Yes ☐ No

H.31 How does the institution orient online students to its learning management system, resources, and support services (including technical support)?
Students are required to complete an online orientation prior to beginning coursework. The orientation is provided in a self-paced, online format accessible through MyPath. Students participate in activities which familiarize them with learning platform navigation, technical support access, student resource information and access, and student success lessons. The virtual workshop requires students to complete quizzes and graded assignments throughout the process. In response to a questionnaire given by the team while on-site, 92% of the
student respondents confirmed they had participated in the orientation. A majority of students confirmed it helped them to navigate the system.

Is this orientation adequate?

☐ Yes ☐ No

H.32 Does the institution provide support services for online students which are the same or equivalent to those provided for on ground students in the following areas:

(a) Counseling?

☐ Yes ☐ No

(b) Academic advising?

☐ Yes ☐ No

(c) Financial aid?

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

(d) Employment assistance?

☐ Yes ☐ No ☐ Not Applicable (Institution enrolls only international students on a student visa)

H.33 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?

☐ Yes ☐ No ☒ N/A

The campus does not offer on-ground courses; therefore, there is no basis for or validity of comparison.

H.34 Does assessment and assignments demonstrate student achievement of course learning objectives?

☒ Yes ☐ No

H.35 Does the institution document that it conducts the following:

(a) Course/program evaluations (including assessments of educational outcomes)?

☒ Yes ☐ No

(b) Student retention and placement?

☒ Yes ☐ No

(c) Student satisfaction?

☒ Yes ☐ No

(d) Faculty satisfaction?

☒ Yes ☐ No

(e) Employer satisfaction?

☒ Yes ☐ No

H.36 Does the institution fully disclose what forms of instruction it uses in its catalog and website and, when appropriate, in its advertising and promotional material?

☒ Yes ☐ No

GENERAL COMMENTS:

To obtain a robust sample of student and faculty perspectives who are engaged in an exclusively online, off-site environment, students and faculty were invited via email to participate in an anonymous survey through SurveyMonkey®. Within a 24-hour period while the team was on-site, nearly 500 students and over 100 faculty members responded. Student responses to queries about orientation, reviewing syllabi and objectives, interactions with faculty and peers, and access to student services, resulted in a 97% positive response rating. Faculty member responses to queries about interactions with students, teaching approaches, administrative support, and use of community resources, resulted in a 98% positive response rating. Questions were objective with "yes/no" responses, and space was provided for brief comments. The data collected was deleted immediately following a review of the analyses generated by the site and the comments. The reliability of the surveys is comparable to on-site classroom visits, faculty meetings, and individual interviews. The validity of the responses is no greater than providing a sample of student and faculty perspectives about their experiences.

SUMMARY
The institution is not in compliance with the *Accreditation Criteria* in the following areas:

<table>
<thead>
<tr>
<th>Number</th>
<th>Citation</th>
<th>Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3-1-303(a)</td>
<td>The school does not keep adequate records as it relates to accreditation and licensure or the CAR, especially regarding placement, attestation, and waiver verification (Pages 8, 30, 31 44, 52).</td>
</tr>
<tr>
<td>2</td>
<td>3-1-303(e)</td>
<td>The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog (Page 11).</td>
</tr>
<tr>
<td>3</td>
<td>3-1-701 and Appendix C</td>
<td>The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript (Page 22).</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution’s consideration (These recommendations are not included in the report seen by the Council):

Publications
- Combine multiple addenda into one document with appropriate date headings for changes, to avoid accidental exclusion of separate sections.

Library
- Renew the lapsed subscription to the EBSCO Master Search database to enhance student research resources in the undergraduate and graduate business programs.

Computer Aided Design/Architectural Drafting
- Faculty suggested an interview process for students coming into the Computer Aided Design/Architectural Drafting program. This approach does not need to be stringent, such as a portfolio requirement but more of a casual conversation and inquiry into the individual’s ideas on the industry and what is involved.
Hi Torri,

I hope you're well today! I have attached a revised version of your report for your review before submitting.

FYI, I added, "for example" to the 9.19 sections that provided examples from 3.05. (pg 31, 37, 41, 49, 58)-If you have any objection, please let me know.

I have some questions about # 9.19 under CJ (53):

Are AA and NA in Rebecca’s description alcoholics anonymous and narcotics anonymous?

I started to organize the text a bit, but I was not very clear on the information for Alfred Segundo. Can you clarify what the information was that you reviewed and how it was not sufficient to verify the placement?

Thanks!!

Chinita D. Obi

Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002

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NEW GRANT

WESTWOOD COLLEGE-ONLINE
10249 Church Ranch Way
Broomfield, CO 80021
ACICS ID Code: 00023709

Mr. Louis Pagano, Chief Operating Officer (lpagano@westwood.edu)
23709@westwood.edu

MAIN CAMPUS
Westwood College- Los Angeles
Los Angeles, CA
ACICS ID Code: 00011142

February 5-7, 2014

| Mr. Terry Campbell          | Chair and Facilities | Kaplan University Online | Okeechobee, FL |
| Dr. Michele Ernst           | Student-Relations Specialist | Former President, Brown College | Chaska, MN |
| Dr. Andrea Olson            | Distance Education Activities and Master in Business Administration Specialist | Executive Director of Research and Development, Program Director, Grad. Studies | Aitkin, MN |
| Dr. Scot Ober               | Educational Activities, Library, and Business Programs Specialist | President, Words Etc. Inc. | Tucson, AZ |
| Ms. LaVerne Lewis           | Criminal Justice and Paralegal Specialist | Mt. Hood Community College | Gresham, OR |
| Mr. Charles Saunders        | Graphic Design and Electronics Specialist | Program Director | Owens Cross Roads, AL |
| Mr. Ernest Johnson          | Information Technology Specialist | Kaplan University | Memphis, TN |
| Ms. Lori Claus              | Interior Design, CAD, and Architectural Design | EDMC | Owens Cross Roads, AL |
| Ms. Kristal Bushong         | Medical Specialist | American National University | Salem, VA |
| Ms. Torri Hayslett          | Staff Representative | ACICS | Washington, DC |

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS
## PROGRAMS OFFERED BY
WESTWOOD COLLEGE ONLINE
BROOMFIELD, COLORADO

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**Notes:**
- Typed in bold are any retention rates below 65% (programs >1 year in length) or 70% (programs =<1 in length) and any placement rates below 70%.
- +++ Classes in teach out mode with last class completion, October 2014
- ++++ Non-degree, student is just taking a class without a major
INTRODUCTION

Westwood College-Online is one of sixteen campuses located in Colorado, Illinois, Georgia, and Virginia. Westwood College is a wholly-owned entity of Wescor Corporation which is wholly-owned subsidiary of Westwood College, Inc.

The Westwood College Online campus was approved in August 2008 as an additional location of Westwood College Online, Los Angeles, California and the first term was in May 2009. The Online campus offers its courses and programs from Broomfield, Colorado. This campus is located in a business district.

Based on the most recent data available, the Campus Effectiveness Plan reports the student population is 53% female and 47% male; and the average age is 33.34 years. Of those reporting it on the survey form provided when the most recent data was collected, the ethnicity of the student population was: 21% African American, 46% Caucasian, 3% Hispanic, 1% Native American, 2% Asian/Pacific Islander, and 27% of the students not reporting their ethnicity.

It is important to note that all Westwood College campuses converted to a curriculum called the Career Advantage Program (CAP) in 2012. All programs were reviewed by system curriculum committees and modified to be more efficiently delivered. A major change resulting from the implementation of the CAP curriculum is that most courses were granting 3.5 quarter credits to 4.5 quarter credits. The CAP curriculum model is an effort to ensure Westwood College is offering the most updated programs as possible to better prepare their graduates for employment. In addition, this model closely resembles the standard semester credit model and allows for the possibility of easier transferability to institutions external to Westwood College. Due to this revision the following bachelor programs are in teach out mode with expected close out October 2014. There are 7 bachelor’s degree programs: Management (1 student), Criminal Justice (2 students), Game Art (2 students), Information Systems Security (1 student), Software Development (1 student), and Visual Communications (1 student).

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.

The Westwood College-Online mission statement is located on page 8 in the 2014 Academic Catalog, Westwood College-Online.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?

☐ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?

☐ Yes ☐ No

1.04 Are the objectives reasonable for the following?

(a) The programs of instruction

☐ Yes ☐ No

(b) The modes of delivery.

☐ Yes ☐ No

(c) The facilities of the campus.

☐ Yes ☐ No

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

☐ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?

☐ Yes ☐ No

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

☐ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?

☐ Yes ☐ No ☐ Not Applicable
1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
- Yes  □ No
(b) The characteristics of the student population.
- Yes  □ No
(c) The types of data that will be used for assessment.
- Yes  □ No
(d) Specific goals to improve the educational processes.
- Yes  □ No
(e) Expected outcomes of the plans.
- Yes  □ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
- Yes  □ No
(b) Student placement.
- Yes  □ No  □ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
- Yes  □ No  □ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
- Yes  □ No  □ Not Applicable (new additional location only)
(e) Student learning outcomes.
- Yes  □ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The data used to demonstrate learning outcomes in the educational programs includes data that supports the acquisition of appropriate skill sets and knowledge. This data consists of retention and placement rates, student and graduate satisfaction surveys, employer satisfaction surveys, student’s grades, and instructor classroom observations.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
- Yes  □ No  □ Not Applicable
(b) The data used by the campus to assess each outcome.
- Yes  □ No  □ Not Applicable
(c) How the data was collected.
- Yes  □ No  □ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
- Yes  □ No  □ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
- Yes  □ No  □ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
- Yes  □ No  □ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
Retention
- Westwood College Online established a retention rate goal of 70% for 2014.
- The campus streamlined the communication process between instructors and academic advisors. This allows for earlier identification of at-risk students.
- The campus will look at improving inside coaching to assist students.
- Work toward improving faculty monitoring and ensure faculty are meeting online teaching standards.
- During week 1 of classes, there has been implementation of a video announcement submitted by the instructor.
• Program chairs also embedded video announcements introducing themselves to their program students.

Placement
• Improve evaluating process of employment rates and other employment data.
• The Career Services Team will meet with the academic dean, and program chairs to review Program Advisory Committee recommendations for additional job leads.
• The career advisor will attend Adobe Connect room meeting with students. This will provide students with information and tips for students first mock interview.
• The campus implemented an exit interview process and graduation packets for all graduates.
• The campus will continue to focus on improving the performance and user friendliness in the classrooms.
• Career Services schedules guest speaker webinars in areas of career interest.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☑ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☑ Yes ☐ No
(c) That periodic progress reports have been completed.
☑ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual’s qualifications. If a committee is utilized please describe the committee.
Mr. Louis Pagano is the chief operating officer at Westwood College Online campus and responsible for implementing and monitoring the campus effectiveness plan (CEP). He is assisted with the CEP by a campus steering committee consisting of the executive assistant, onsite administrator, director of student services, vice president admissions, academic dean, director of marketing, and academic operations managers. Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor’s degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master’s degree in Engineering Management from National Technological University, Fort Collins, Colorado. He brings to the campus over twenty years of management experience.

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

GENERAL COMMENTS:
The CEP provided to the team meets Council expectations for CEP content.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☑ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☑ Yes ☐ No
(c) Names of the administrators.
☑ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☑ Yes ☐ No
(b) Provide them with constant and proper supervision?
☑ Yes ☐ No
(c) Evaluate their work?
☑ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☐ Yes ☐ No
(b) Know the person to whom they report?
☐ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☐ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☐ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☐ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☐ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☐ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Louis Pagano is responsible for financial oversight of the campus. As previously stated, Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor's degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master's degree in Engineering Management from National Technological University, Fort Collins, Colorado. He brings to the campus over twenty years of management experience.

GENERAL COMMENTS:
Even though the class delivery system is online format, interviews with faculty and students promote a spirit of cooperation and open communication among students, staff, and faculty.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☐ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☐ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Mr. Ralph Freye is the on-site administrator and vice president of student services. He began his Westwood College career 2010. He holds a bachelor's degree in Accounting from Ferris State University, Big Rapids, Michigan and a master's degree in Business Administration from Argosy University, Chicago, Illinois. He brings to the campus over eighteen years of management experience.

3.04 Does the campus list degrees of staff members in the catalog?
☐ Yes ☐ No

If Yes, is appropriate evidence of the degrees on file?
☐ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
- Yes ☒ No
(c) Curriculum.
- Yes ☒ No
(d) Accreditation and licensure.
- Yes ☒ No
(e) Guidance.
- Yes ☒ No
(f) Instructional resources.
- Yes ☒ No
(g) Supplies and equipment.
- Yes ☒ No
(h) The school plant.
- Yes ☒ No
(i) Faculty and staff.
- Yes ☒ No
(j) Student activities.
- Yes ☒ No
(k) Student personnel.
- Yes ☒ No

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

**Section 3-1-303(a):** The school does not keep adequate records as it relates to accreditation and licensure on the CAR, specifically regarding placement, attestations, and waiver verification. Below is a list of graduates that have signed attestations for placement in various programs. After sampling 17 graduate files for attestations, the team could not determine if all graduates who attested to being placed in a position were able to benefit from the skills and knowledge learned in the program; needed the credential to obtain a new position; completed the credential for possible future promotion; improved job-related skills; or completed the credential for professional development. For example:

- **Ms. Alicia Bickford,** graduate of the Bachelor’s degree in Business Management program, works at Walmart, Inc., in the Inventory Management System department. On her signed employment information form, Ms. Bickford stated her job duties as follows: “Bin necessary items that did not fit onto sales floor, unbin and take appropriate item to floor to be stocked, keep backroom clean, keep track of shelf caps and on hand numbers.” As another example, Mr. Christopher Hall, graduate of the Information Technology program, works at Thomasville Furniture Brands International, as a Shipping/Receiving Clerk. On his signed employment information form, Mr. Hall stated his job duties as follows: “Box up cushion cores and backs, I fill cushions and bolsters. I also roll yardage for customers and other businesses.”

<table>
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<tr>
<th>Program</th>
<th>Last Name</th>
<th>First Name</th>
<th>Soc Code</th>
<th>Prof Dev or Degree</th>
<th>Title</th>
<th>Company</th>
<th>Date of Hire</th>
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<td>AN - Other</td>
<td>Burrows</td>
<td>Laura</td>
<td>53803100</td>
<td>*</td>
<td>Service Cashier</td>
<td>Bob Moore Porsche Audi</td>
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<td>AN - Other</td>
<td>Hines</td>
<td>Travis</td>
<td>11012100</td>
<td>*</td>
<td>Store Manager</td>
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<tr>
<td>AN - Other</td>
<td>Kannan</td>
<td>Amber</td>
<td>51031100</td>
<td>*</td>
<td>Cake Decorator</td>
<td>Safeway</td>
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<tr>
<td>BAACTFM - Other</td>
<td>Carrillo</td>
<td>Andrew</td>
<td>5101100</td>
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<td>Production Supervisor</td>
<td>Leggett &amp; Platt, Inc.</td>
<td>02/12/2008</td>
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<td>Cristi</td>
<td>43501400</td>
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<td>Assistant</td>
<td>KASI LLC</td>
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<td>Hawthorne</td>
<td>Shayla</td>
<td>41401200</td>
<td>*</td>
<td>Sales Associate</td>
<td>Sleep Inn and Suites</td>
<td>05/10/2010</td>
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<td>BAMGMT - Other</td>
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<td>Alicia</td>
<td>43508103</td>
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<td>Labonor Unskilled/Inventory Management System</td>
<td>Walmart, Inc.</td>
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<td>Boyden</td>
<td>Christina</td>
<td>43405100</td>
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<td>Guervima Brian</td>
<td>Marine Electrician</td>
<td>Norfolk Naval Shipyard</td>
<td>01/31/2011</td>
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<td>03/05/2006</td>
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<tr>
<td>CJ - Other Corpino Yvette</td>
<td>Customer Service</td>
<td>Wave Broadband.com</td>
<td>08/01/2010</td>
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<td>CJ - Other Pacheco Hazel</td>
<td>Customer Service Rep.</td>
<td>Convergent Resources, Inc.</td>
<td>06/19/2012</td>
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<tr>
<td>CJ - Other West Chad</td>
<td>Product Tech/Delivery Furniture</td>
<td>Aaron's Inc.</td>
<td>03/02/2013</td>
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<tr>
<td>PL - Other Brady Tyler</td>
<td>Guest Service Manager</td>
<td>Ronald McDonald House</td>
<td>11/26/2012</td>
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<td>PL - Other Diaz Lisa</td>
<td>Fine Jewelry Sales Specialist</td>
<td>Macy's, Inc.</td>
<td>11/02/2011</td>
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<td>PL - Other Kimble Tiffany</td>
<td>Marketing Manager</td>
<td>Snezha</td>
<td>06/19/2013</td>
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<td>PL - Other Lloyd Tasia</td>
<td>Security Officer</td>
<td>Pinkerton Government Services, Inc.</td>
<td>06/17/2011</td>
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<tr>
<td>IT - Other Bardowell Melissa</td>
<td>Receptionist</td>
<td>Atlanta Gastroenterology</td>
<td>05/01/2011</td>
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<tr>
<td>IT - Other Burch Justin</td>
<td>Hard Lines/Electronics Associate</td>
<td>Target</td>
<td>09/11/2013</td>
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<td>IT - Other Farr Candice</td>
<td>Customer Care Rep</td>
<td>Brooks Instrument</td>
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<td>IT - Other Isias David</td>
<td>Cook</td>
<td>Burger King</td>
<td>04/29/2011</td>
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<td>IT - Other Jordan Shanneta</td>
<td>Written Correspondence Administrator</td>
<td>Coenos</td>
<td>09/26/2006</td>
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<td>IT - Other Kino Arm</td>
<td>Account Manager</td>
<td>Flexi Compras</td>
<td>09/05/2013</td>
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<td>IT - Other Lewter James</td>
<td>Motor Coach Operator</td>
<td>City of Albuquerque</td>
<td>10/20/2012</td>
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<td>IT - Other Motley Christopher</td>
<td>Account Manager</td>
<td>Flexi Compras</td>
<td>09/05/2013</td>
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<td>IT - Other Ryon Don</td>
<td>Vision Center Associate</td>
<td>Wal-Mart</td>
<td>02/01/2011</td>
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<td>IT - Other Shepperd Nicholas</td>
<td>Shipping</td>
<td>Mid-Corn</td>
<td>06/01/2009</td>
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<td>IT - Other Smith Lameret</td>
<td>Distribution Supervisor</td>
<td>UPS SSCS</td>
<td>01/01/1999</td>
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<td>ITCN - Other Acevedo Alberto</td>
<td>Teacher's Aid</td>
<td>Clintonville Schools</td>
<td>03/06/2012</td>
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ED00020455
3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No (Skip to Question 3.11.)

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☐ Yes ☒ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☐ Yes ☒ No

(Section 3-1-303(e)): The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog.

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed a total of 62 student files, including: 10 currently active students, 19 current students from the CAR, 8 drops from the CAR, 10 graduates from the CAR, 2 new students from the CAR, 3 re-enters from the CAR and 10 students not making SAP.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
4.04 Does the campus contract with third parties for admissions and recruiting purposes?

☐ Yes  ☑ No

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

☑ Yes  ☐ No

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

☑ Yes  ☐ No

4.07 Is the admissions policy publicly stated?

☑ Yes  ☐ No

4.08 Is the admissions policy administered as written?

☑ Yes  ☐ No

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

☐ Yes  ☐ No

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

☑ Yes  ☐ No

(b) Outlines all program related tuition and fees?

☑ Yes  ☐ No

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

☑ Yes  ☐ No

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

☑ Yes  ☐ No

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

Ms. Kimberly Beckman, senior vice-president of admissions, is responsible for the oversight of student recruitment at the campus. Ms. Beckman has a bachelor’s degree in Business Administration and Spanish from Coe College, Cedar Rapids, Iowa and a master’s degree in Business Administration from the University of Colorado-Colorado Springs. She has been working at Westwood College since 2004 in admissions and in her current role since 2011.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

The team interviewed two admissions representatives and the vice-president of admissions as well as reviewed 62 enrollment agreements to verify the recruiting process for new students is ethical and compatible.

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

☐ Yes  ☐ No

(a) Courses and programs.

☑ Yes  ☐ No

(b) Services.

☑ Yes  ☐ No

(c) Tuition.

☑ Yes  ☐ No

(d) Terms.

☑ Yes  ☐ No

(e) Operating policies.

☑ Yes  ☐ No

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

☐ Yes  ☑ No

ED00020457
4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☑ Yes ☐ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☑ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No (Skip to question 4.23 for Master’s Degree Programs or 4.24 for all programs)

   If Yes, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

4.23 Is the maximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for the master’s degree?
☒ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

   If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published:
The standards of satisfactory academic progress can be found in the addendum to the academic catalog on page 2-6.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
   (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

   (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

   (c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

   (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
      Withdrawals
      ☒ Yes ☐ No
      Incomplete grades.
4.26 Does the campus apply its SAP standards consistently to all students?
Yes ☒ No ☐

4.27 Are students who are not making satisfactory academic progress properly notified?
Yes ☒ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
Yes ☒ No ☐ Not Applicable (all programs are one year or less)

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
Yes ☒ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
Yes ☒ No ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student’s enrollment?
Yes ☒ No ☐

4.32 Are students allowed to remain on financial aid while under warning status?
Yes ☒ No ☐ Not Applicable (campus does not participate in financial aid)
If Yes, is the student informed of this policy?
Yes ☒ No ☐

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
Yes ☒ No ☐

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
This question is not applicable as the campus does not offer extended enrollment and/or does not participate in financial aid.
4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
   - Yes
   - No
   - Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
   - Yes
   - No
   - Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
   - Yes
   - No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
   Mr. Fletcher Brown, registrar, is responsible for the administration of satisfactory academic progress. Mr. Fletcher has an associate's degree in Computer Networking, a bachelor's degree in Computer Network Management and a master's degree in Business Administration, all from Westwood College. He has been working in academic registration since 2000, and 11 of those years are at Westwood.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
   - Yes
   - No

4.40 Does the campus finance any of the following? (Mark all that apply.)
   - Yes
   - No
   (a) Scholarships.
   (b) Grants.
   (c) Loans.
   (d) The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?
   - Yes
   - No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
   - Yes
   - No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
   - Yes
   - No

4.43 Are tuition and fees clearly stated in the catalog?
   - Yes
   - No

If Yes, have students confirmed receiving a copy of the catalog?
   - Yes
   - No
   - Not Applicable

4.44 Do the financial records of students clearly show the following?
   (a) Charges.
   - Yes
   - No
   (b) Dates for the posting of tuition.
   - Yes
   - No
   (c) Fees.
   - Yes
   - No
   (d) Other charges.
   - Yes
   - No
   (e) Payments.
   - Yes
   - No
   (f) Dates of payment.
   - Yes
   - No
   (g) The balance after each transaction.
4.45 Is the effective date listed on announcements of changes in tuition and fees?
☐ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☐ Yes ☐ No

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

4.48 Is the campus following its stated refund policy?
☐ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 4.57)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Mr. Adam Whitacre, director of student finance/student finance supervisor, is the on-site administrator responsible for financial aid. Mr. Whitacre has a bachelor's degree in Communication from the University of Colorado and has been working in student finance for 10 years, 5 of which are in his current position.

4.51 Is the person who determines the amount of student awards not also responsible for disbursing those awards?
☐ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
☐ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☐ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Mr. Whitacre is a member of the National Association of Student Financial Aid Administrators (NASFAA). Mr. Whitacre receives regular updates from NASFAA regarding changes in policy and regulations with financial aid, which he communicates to his employees. Alta, the parent company, provides weekly training sessions for all employees within the financial aid office.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☐ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☐ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☐ No (Skip to question 4.58.)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The campus offers structured tutoring for all students. Student success workshops are available to students and cover a wide variety of topics including time management, study skills, and navigating the learning management system. Every new student is assigned a success coach who is responsible for providing academic advising and support for the first three terms.
4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☑ Yes ☐ No ☐ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person’s qualifications?
Ms. Cassandra Nicholl, director of career services, is responsible for the oversight of counseling students on employment opportunities. Ms. Nicholl has a bachelor’s degree in Sport Science from the University of Idaho and has been working in career services at the campus since 2009. She was brought into her current role in 2013.

4.61 Does the campus offer employment assistance to all students?
☑ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☐ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 2144.
The ending enrollment reported on the previous year’s CAR is 2144.

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☑ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☑ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
When the campus determines a student is leaving, the student finance advisors contact the student to discuss repayment with their loan obligations. In addition, former students receive an email from the campus explaining their repayment obligations.

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus has a social media site called “In Circle” for current students and alumni where they can network and communicate with each other. Current students can create learning groups to support each other in their learning.

4.68 Do all students enrolled in master’s degree programs possess a bachelor’s degree?
☑ Yes ☐ No

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☑ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person’s qualifications?
Ms. Aimee Callahan, the academic dean, is assigned to oversee the educational activities of all programs. She holds a bachelor’s degree in Theatre, a master’s degree in Communication, a master’s degree in Education, and a doctoral degree in Adult Education, all from the University of Wyoming. She was named academic dean at this institution in January 2013.

5.03 Does this person have appropriate academic or experiential qualifications?
☑ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
The team verified that the administration and program chairs have sufficient authority and support in decision-making for the development and administration of programs. Each program chair participates in an annual curriculum review and program assessment. When areas of need are identified, there are systems in place for communication of recommendations and approval.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☐ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☐ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☐ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☐ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☐ Yes ☐ No
(d) Assessment of student learning outcomes.
☐ Yes ☐ No
(e) Planning for institutional effectiveness.
☐ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☐ Yes ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☐ No (Skip to question 5.10)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
☐ Yes ☐ No (Skip to question 5.14)

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☐ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☐ Yes ☐ No

5.16 What provisions are made for individual differences among students?
Each student is assigned an academic advisor to whom the student can go for individual issues. There are also faculty and peer tutors available, as well as subject-matter coaches. Students can pay to take an opt-out exam for most first- and second-year courses. Students passing the exam receive course credit, but the grade does not affect the student's GPA.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The team was able to verify a system is in place for curriculum assessment, evaluation, and revision. The program chairs meet with the academic dean at least once per quarter to review the curriculum and make changes if needed.

5.18 Does the faculty participate in this process?
☐ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☐ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal
experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☐ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☐ Yes ☐ No ☐ Not Applicable (no student has made such a request)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☐ Yes ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? *(If only nondegree programs are offered with no general education courses, skip to 5.22)*
(a) Facilities.
☐ Yes ☐ No
(b) Instructional equipment.
☐ Yes ☐ No
(c) Resources.
☐ Yes ☐ No
(d) Personnel.
☐ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☐ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☐ Yes ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☐ Yes ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☐ Yes ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
☐ Yes ☐ No

If Yes, how is this documented?
At least two in-service training sessions are held each quarter. Attendees have a certificate of attendance placed in their faculty file.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☐ Yes ☐ No

The campus provided both 2013 and 2014 development plans. The 2014 plans held activities but little documentation since the year is so new. The 2013 plans did contain documentation of the implementation of the plans.

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☐ Yes ☐ No
5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
[X] Yes   [ ] No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
[ ] Yes   [X] No

5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?
[X] Yes   [ ] No

5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?
[X] Yes   [ ] No

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?
[X] Yes   [ ] No

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
[X] Yes   [ ] No

5.37 Do the programs’ general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
[X] Yes   [ ] No

5.38 Are at least one-half of all courses that are part of each associate’s degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor’s degrees plus professional certification?
[X] Yes   [ ] No

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
[X] Yes   [ ] No

5.40 Do the program’s general education courses meet Council standards?
[X] Yes   [ ] No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor’s degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor’s degrees plus professional certification?
[X] Yes   [ ] No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

Westwood College Online is 100% instruction online. Students access their online courses via MyPath (Blackboard) and have access to their courses, and Student Resources including the Library, online Tutoring Center, and other resources.

Administrative offices and other space is located on the second floor of a two story building located in a commercial district. This space includes 43,000 square feet to support the online administrative support and administrative staff. There is ample parking and the building is handicap accessible.

6.02 Does the campus utilize any additional space locations?
[ ] Yes   [X] No

6.03 Does the campus utilize campus additions?
6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☐ Yes ☒ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☐ Yes ☒ No
(b) Instructional tools
☐ Yes ☒ No
(c) Machinery
☐ Yes ☒ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☐ Yes ☒ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used during the evaluation visit is the 2014 Academic Catalog Westwood College - Online, Volume 6 - No.1, Revised September 2013. With addendas dated 01/22/2014, 2/4/2014, 2/7/2014 and an additional addendum that will be effective 3/19/2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☐ Yes ☒ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☐ Yes ☒ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☐ Yes ☒ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☐ Yes ☒ No
(c) The names and titles of the administrators.
☐ Yes ☒ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☐ Yes ☒ No
(e) A statement of accreditation
☐ Yes ☒ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☐ Yes ☒ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☐ Yes ☒ No
(h) An academic calendar.
☐ Yes ☒ No
(i) A full disclosure of the admission requirements.
☐ Yes ☒ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☐ Yes ☒ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
- Yes [ ] No [ ]

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
- Yes [ ] No [ ]

(m) A definition of the unit of credit.
- Yes [ ] No [ ]
- Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.
- Yes [ ] No [ ]

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
- Yes [ ] No [ ]

(p) The transfer of credit policy.
- Yes [ ] No [ ]

(q) A statement of the tuition, fees, and any other charges.
- Yes [ ] No [ ]

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
- Yes [ ] No [ ]
- Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.
- Yes [ ] No [ ]

(t) A statement describing the student services offered.
- Yes [ ] No [ ]

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
- Yes [ ] No [ ]
- Not Applicable (initial applicants only)

If No for any item, insert the section number in parentheses and explain:
(Section 3-1-701 and Appendix C): The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript.

The grading system that starts on page 49 of the catalog gives explanations of the following designations that are not listed on the transcript to include proficiency (PR), transfer (TR), pass (P), no pass (N), incomplete (I), withdraw (W), and repeated course (R). Additionally, on page 153 of the catalog, other grades listed are audit (AU) and equivalent (EQ), although neither are explained in the catalog.

On the transcript, an additional “other grade” of withdraw/pass/no pass (WPN) has been stated. There are statements on the transcript that attempt to explain repeated courses and withdraw and transfer, but the statements do not match the catalog. The campus also provided an updated addendum but still lacked consistency between the catalog and transcript.

7.05 Does the campus offer degree programs?
- Yes [ ] No [ ]

If Yes, does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
- Yes [ ] No [ ]

(b) Identification of courses that satisfy general education requirements (for occupational associate’s, academic associate’s, and bachelor’s degrees only).
- Yes [ ] No [ ]

(c) Identification of courses that satisfy the concentration requirements (for academic associate’s and bachelor’s degrees only).
- Yes [ ] No [ ]

(d) Identification of courses that satisfy the upper-division (for bachelor’s degrees only).
- Yes [ ] No [ ]
- Not Applicable [ ]

7.06 Does the campus offer courses and/or programs via distance education?
- Yes [ ] No (Skip to Question 7.07.) [ ]

If Yes, does the catalog contain the following?
(a) A description of each mode of delivery used for distance education courses.
(b) Any additional or different admissions requirements for students taking distance education courses.
☐ Yes ☐ No ☒ Not Applicable (there are no additional or different admissions requirements).

(c) A description of any tests used to determine access to distance education.
☐ Yes ☐ No ☒ Not Applicable (no additional tests are given).

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.
☐ Yes ☐ No

(e) Costs and fees associated specifically with distance education.
☐ Yes ☐ No ☒ Not Applicable (there are no additional costs and fees).

All courses and/or programs are offered online.

7.07 Does the catalog contain an addendum/supplement?
☐ Yes ☐ No (Skip to Question 7.08.)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☐ Yes ☐ No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☐ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
☐ Yes ☐ No

7.08 Is the catalog available online?
☐ Yes ☐ No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?
☐ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No (Skip to Question 7.10.)

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☐ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☐ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises online through their website, through direct mailers, flyers, newspapers and television.

Are all print and electronic advertisements under acceptable headings?
☐ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes ☒ No (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☐ Yes ☒ No
7.16 Is the phrase “for those who qualify” properly referenced in all advertising that mentions financial aid?
☑ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The institutional performance information that the campus provides to the public includes information on college completion and graduation rates and placement rates.

Where is this information published and how frequently is this information being updated?

This information is published online and was updated for the 2012-2013 CAR.

7.18 Does the catalog have a separate section describing the following:

(a) Program requirements ☐ Yes ☐ No
(b) Admission procedures ☑ Yes ☐ No
(c) Transfer policies ☐ Yes ☐ No
(d) Graduation requirements ☐ Yes ☐ No
(e) Regulations ☐ Yes ☐ No
(f) Course descriptions ☐ Yes ☐ No

COMMENDATIONS:

Commendations are given for the website www.westwoodcollegesuccess.com and the booklet that was created for student success stories and videos that tell the story of graduates who have transformed their lives, families, and futures at Westwood.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☑ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☑ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☑ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☑ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

Faculty members report that they can recommend any new databases to add to the campus holdings. The team reviewed e-mails from faculty requesting resources. All holdings are electronic—with no hard copies of any resources.

Are these methods appropriate?
☑ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☑ Yes ☐ No

8.07 Is the campus’ established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
Yes ☐ No

8.08 What is the amount of the current year’s library budget excluding personnel allocations?

The current year’s library budget is $21,065.

☐ Yes ☐ No

8.09 What portion of the current year’s library budget has been spent and how has the money been allocated?

A total of $5,425 (26%) has been spent thus far—all on electronic databases.

☐ Yes ☐ No

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

☐ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?

☐ Yes ☐ No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

Faculty members confirmed that most courses require projects that require student usage of library resources. This was confirmed by a review of course syllabi.

Are these methods appropriate?

☐ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

☐ Yes ☐ No

The databases are organized online by subject area.

8.14 Are records of physical and/or online resources and circulation accurate and up to date?

☐ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

☐ Yes ☐ No ☑ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.

The library includes several EBSCO databases, LexisNexis, and Proquest. The campus has recently dropped five databases, including EBSCO Academic Search Premier, which is critically useful for the MBA students.

8.17 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?

☑ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

☑ Yes ☐ No

8.19 Who is the on-site librarian, what are this person’s qualifications, and what are his or her hours on-site?

Ms. Denise Lord is the on-site librarian. She holds a master’s degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 p.m.

Does this individual:

(a) Supervise and manage the library and instructional resources?

☑ Yes ☐ No

(b) Facilitate the integration of instructional resources into all phases of the campus’s curricular and educational offerings?

☑ Yes ☐ No

(c) Assist students in the use of instructional resources?

☑ Yes ☐ No
8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

[ ] Yes [ ] No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

[ ] Yes [ ] No [ ] Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian’s participation in professional growth activities?

[ ] Yes [ ] No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

[ ] Yes [ ] No

Since this is a completely electronic library, all resources are available all of the time.

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

[ ] Yes [ ] No

8.25 Are appropriate reference materials and periodicals available for all programs offered?

[ ] Yes [ ] No

8.26 Are the instructional resources organized for easy access, usage, and preservation?

[ ] Yes [ ] No

8.27 Is there a current inventory of instructional resources?

[ ] Yes [ ] No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

[ ] Yes [ ] No

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?

[ ] Yes [ ] No

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?

[ ] Yes [ ] No

8.31 Is there a current inventory of instructional resources, including online resources?

[ ] Yes [ ] No

8.32 Are the resources organized for easy access and usage?

[ ] Yes [ ] No

8.33 Is it evident that faculty encourages the use of the library?

[ ] Yes [ ] No

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?

[ ] Yes [ ] No

8.35 Who is the on-site librarian, what are this person’s qualifications, and what are his or her hours on-site?
Ms. Denise Lord is the on-site librarian. She holds a master's degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
   - Yes [ ] No [X]
(b) Facilitate the integration of instructional resources into all phases of the campus’s curricular and educational offerings?
   - Yes [X] No [ ]
(c) Assist students in the use of instructional resources?
   - Yes [X] No [ ]

8.36 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
   - Yes [ ] No [ ]

8.37 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (ACIE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
   - Yes [ ] No [ ] Not Applicable (staff do not hold foreign credentials)

8.38 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?
   - Yes [X] No [ ]

8.39 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?
   - Yes [X] No [ ]

8.40 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and to aid in the use of the library technologies and resources?
   - Yes [X] No [ ]

8.41 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?
   - Yes [X] No [ ]

8.42 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
   - Yes [X] No [ ]

8.43 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
   - Yes [X] No [ ]

8.44 What library resources does the campus provide to support a better understanding of scholarly research at the graduate level?
   - All of the peer-reviewed journals online support an understanding of scholarly research at the graduate level.

9. PROGRAM EVALUATION

Academic Associate's Degree in Business Administration
Bachelor's Degree in Business Administration: Major in Management
Bachelor's Degree in Business Administration: Major in Human Resource Management
Bachelor's Degree in Business Administration: Major in Marketing Management
Bachelor's Degree in Business Administration: Major in Project Management
Bachelor's Degree in Business Administration: Major in Accounting
Bachelor's Degree in Business Administration: Major in Healthcare Management
Bachelor's Degree in Business Administration: Major in Fashion Merchandising
Master's Degree in Business Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Ms. Jennifer Dartt is the program chair for business. She has been in this position since May 2010. She holds a bachelor's degree in Journalism, a master's degree in Business Administration from Westwood College Online, and a master's degree in Legal Studies from Texas State University.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☐ Yes ☒ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☐ Yes ☒ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☐ Yes ☒ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☐ Yes ☒ No

Improvement plans were on file for the retention percentages of the bachelor's major in Human Resource Management and the major in Project Management and for the placement rate for the bachelor's major in Healthcare Management.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Program advisory committee meeting minutes were reviewed, as was documentation of two guest speakers within the past year. During a telephone faculty meeting, faculty gave other examples of the use of community resources.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☒ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☐ Yes ☒ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☐ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☐ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☐ Yes ☐ No
(b) Course numbers
☐ Yes ☐ No
(c) Course prerequisites and/or corequisites
☐ Yes ☐ No
(d) Instructional contact hours/credits
☐ Yes ☐ No
(e) Learning objectives
☐ Yes ☐ No
(f) Instructional materials and references
☐ Yes ☐ No
(g) Topical outline of the course
☐ Yes ☐ No
(h) Instructional methods
☐ Yes ☐ No
(i) Assessment criteria
☐ Yes ☐ No
(j) Method of evaluating students
☐ Yes ☐ No
(k) Date the syllabus was last reviewed
☐ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☒ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following numbers of calls were attempted:
Bachelor's Degree in Business Administration: Major in Management: 6
Bachelor's Degree in Business Administration: Major in Marketing Management: 5
Bachelor's Degree in Business Administration: Major in Accounting: 3
Bachelor's Degree in Business Administration: Major in Healthcare Management: 4
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 5
Master's Degree in Business Administration: 4

How many calls to employers or graduates were successful?
The following numbers of calls were successful:
Bachelor's Degree in Business Administration: Major in Management: 2
Bachelor's Degree in Business Administration: Major in Marketing Management: 2
Bachelor's Degree in Business Administration: Major in Accounting: 2
Bachelor's Degree in Business Administration: Major in Healthcare Management: 2
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 3
Master's Degree in Business Administration: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The following numbers of calls confirmed employment as stated on the CAR:
Bachelor's Degree in Business Administration: Major in Management: 2
Bachelor's Degree in Business Administration: Major in Marketing Management: 2
Bachelor's Degree in Business Administration: Major in Accounting: 2
Bachelor's Degree in Business Administration: Major in Healthcare Management: 2
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 3
Master's Degree in Business Administration: 3

If No, insert “Section 3-1-303(a)” in parentheses and explain:
Section 3-1-303(a): The following 3 placements could not be verified, based on phone conversations with the following students:

- According to his file, Mr. Jonathan Carter earned a bachelor's degree in Business Administration—Healthcare Management. He is employed at Ashley Furniture, Inc. as a full-time hourly worker. He states his job responsibilities as “I have to ship different products by using an LRT gun [scanner].” The campus stated he was placed in-field based on the following: Placed for Skills Match, working to assess verifying accuracy for all customer payments. Report customer payment files by-yearly to auditors along with verifying inventory in warehouse. Analyze the outbound truck process by examining closing procedures. Duties align with learning outcomes of core courses: MKTG 210—Customer Services; MGMT 400—Operations Management; ITCS 101—Computer Applications; and BUSN 350—Organizational Theory and Behavior.

- According to her file, Ms. Annie B. Collins, earned a bachelor's degree in Business Administration—Accounting. She is employed as a Kitchen Supervisor at IHOP. She states her job responsibilities as: Inventory Count, Order Supplies, and Oversee Operations of Kitchen according to State regulations according to company policy. Complete all logs: manager log, temperature log, dish machine log. The school placed her based on MGMT400 and ITCS101 classes, and has a listed SOC Code & Title: 35-1022.00 First Line Supervisors of Food Preparation and Serving Workers and CIP- Cooking and Related Culinary Arts, General Culinary Arts/Chef Training Restaurant, Culinary, and Catering Management/Manager, Food Service, Waiter/Waitress, and Dining Room Management/Manager, Foodservice Systems Administration/Management.

- According to her file, Ms. Karen Milton earned a bachelor's degree in Business Administration - Healthcare Management. She is employed in the Payroll department at Addison Search/Contract. She states her job responsibilities as: Responsible for collection & reporting payroll changes, perform pre & post payroll audits, involved in implementing ADP streamline and standardization of HR. The school placed her based on BUS100, BUS110, BUS210, BUS300, BUS320, and CA20L.

Additionally 14 students in the various Business Administration programs, as listed in question 3.05 have attestations on file that could not be verified. For example:
- Ms. Alicia Bickford, graduate of the bachelor's degree in Business Management program, works at Wal-Mart, Inc., in the Inventory Management System department. On her signed employment information form, Ms. Bickford stated her job duties as follows: Bin necessary items that did not fit onto sales floor, unbin and take appropriate item to floor to be stocked, keep backroom clean, keep track of shelf carts and on-hand numbers.

- Mr. Andrew Carrillo, Business Administration - Accounting program, Job Title: Production Supervisor, Company: Leggetti & Platt, Inc., Responsibilities: Direct and coordinate the activities of production and operating work areas.

- Ms. Cristi Rife, Business Administration - Fashion Merchandising program, Job Title: Assistant, Company: KASI LLC, Responsibilities: Assisting with online upload of photos and assist in cleaning when needed.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

☐ Yes  ☒ No  ☐ Not Applicable

If No, insert “Section 3-1-303(a)” in parentheses and explain:

(Section 3-1-303(a)): Documentation on file could not verify graduates classified on the CAR as “not available for placement.” Ms. Tiffany Anderson, graduate (May 2013) from the Associate of Business Administration program, has a Career Services Graduation Packet that lists contact information, additional contact information (relatives) and professional interest information. In the professional interest information section of the front page, Ms. Anderson lists the following information that may be helpful to assist the school in her job search:

"Now that I've received my Associate's Degree, I am currently furthering my education at the University of North Texas at Dallas to get my Bachelor's. Although I would love to venture into marketing, I've hit a point where I'm undecided in the direction I wanted to go with my schooling. In the meantime, I would like to find a quality paying job that is part time and willing to work around my school schedule."

On page 2 of this document, there is an electronic signature from the student, dated for September 26, 2013. There is an additional form titled, 'Employment Information', on this graduation form, there is a question checked by the student, "I am unable to work at this time due to the following reason: (check one)

The student has checked Continuing Education

Continuing School: University of North Texas at Dallas
Program: Business
Start Date: August 27, 2013.

Additionally in the Graduation Packet, there is a Career Services Graduate File Review Form that states, "we are familiar with the regulatory agency's policies regarding employment status coding, documentation required to substantiate coding, as well as verification of employment." This document was signed by the vice president, student and academic services and the manager of career services.

While the team was onsite, the manager of career services, provided a wav file with a conversation with that was placed on February 7, 2014 from a Career Service Advisor to Ms. Tiffany Anderson, however, a telephone conversation with the student does not provide the type of written documentation needed to support the continuing education waiver.

9.21 Does the campus participate in Title IV financial aid?

☒ Yes  ☐ No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

☒ Yes  ☐ No  ☐ Not Applicable (Clock hour programs only)

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

☒ Yes  ☐ No  ☐ Not Applicable (Clock hour programs only)

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

Faculty gradebooks online were reviewed that documented assessment of out-of-class work.

9.24 Are the following appropriate to adequately support the number and nature of the program?
9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
   - Yes    □ No
(b) Well-defined instructional objectives.
   - Yes    □ No
(c) The selection and use of appropriate and current learning materials.
   - Yes    □ No
(d) Appropriate modes of instructional delivery.
   - Yes    □ No
(e) The use of appropriate assessment strategies.
   - Yes    □ No
(f) The use of appropriate experiences.
   - Yes    □ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

   - Yes    □ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

   - Yes    □ No

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

   - Yes    □ No

9.30 Are teaching loads reasonable?

   - Yes    □ No

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

   - Yes    □ No

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

   - Yes    □ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

   - Yes    □ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

   - Yes    □ No    □ Not Applicable (no students in the second year)

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

   - Yes    □ No    □ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

   - Yes    □ No
9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☐ Yes  ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes  ☐ No  ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☐ Yes  ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☐ Yes  ☐ No  ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☐ Yes  ☐ No

9.49 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?
☐ Yes  ☐ No

9.50 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?
Dr. Omar Parks, program chair since November 2013, oversees the master's in Business Administration program. Dr. Parks holds a doctoral degree in Business Administration from Argosy University, a master's degree in Adult Education and Distance Learning from the University of Phoenix, and a bachelor's degree in Theatre and Dance from the University of Wyoming. He has 11 years combined experience in education as an administrator, dean, and instructor. Dr. Park's position is 100% administrative. His academic and professional experiences qualify him to chair the program.

9.51 Does this person have appropriate academic or experiential qualifications?
☐ Yes  ☐ No

9.52 Is the time devoted to the administration of the educational programs sufficient?
☐ Yes  ☐ No

9.53 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?
☐ Yes  ☐ No

9.54 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula?
☐ Yes  ☐ No

9.55 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required?
☐ Yes  ☐ No

9.56 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☐ Yes  ☐ No

9.57 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
☐ Yes  ☐ No

9.58 Are the course prerequisites appropriate, and are they being followed?
☐ Yes  ☐ No
9.01 Is licensure, certification or registration required to practice in the specific career field?  □ Yes □ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Mr. Scott Dahl, is the program chair and is assigned to administer the academic duties associated with the Computer-Aided Design and Interior Design programs. He holds an associate’s degree and a bachelor’s degree of Fine Arts in Industrial and Interior Design from Rochester Institute of Technology, a master’s degree in Theatre History from The University of Albany and a master’s degree of Fine Arts in Theatre from the University of Massachusetts. Mr. Dahl has been with Westwood College since 2006, he currently teaches two of the online courses. Prior to starting at Westwood College, Mr. Dahl worked at several firms that specialized in design and project management of theatres, commercial interiors, and exhibits.

9.03 Does this individual possess appropriate academic or experiential qualifications?  □ Yes □ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  □ Yes □ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  □ Yes □ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?  □ Yes □ No □ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?  □ Yes □ No □ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?  □ Yes □ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend online. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Is the utilization of community resources sufficient to enrich the program?
- [X] Yes  [ ] No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
- [X] Yes  [ ] No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
- [X] Yes  [ ] No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- [ ] Yes  [X] No  [ ] Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
- [ ] Yes  [X] No  [ ] Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- [X] Yes  [ ] No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
- [X] Yes  [ ] No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
   (a) Title and course descriptions
       - [X] Yes  [ ] No
   (b) Course numbers
       - [X] Yes  [ ] No
   (c) Course prerequisites and/or corequisites
       - [X] Yes  [ ] No
   (d) Instructional contact hours/credits
       - [X] Yes  [ ] No
   (e) Learning objectives
       - [X] Yes  [ ] No
   (f) Instructional materials and references
       - [X] Yes  [ ] No
   (g) Topical outline of the course
       - [X] Yes  [ ] No
   (h) Instructional methods
       - [X] Yes  [ ] No
   (i) Assessment criteria
       - [X] Yes  [ ] No
   (j) Method of evaluating students
       - [X] Yes  [ ] No
   (k) Date the syllabus was last reviewed
       - [X] Yes  [ ] No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
   (l) Out-of-class work assignments that support the learning objectives for the course
       - [X] Yes  [ ] No  [ ] Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments.

- Yes
- No
- Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
- Yes
- No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
- Yes
- No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
- Yes
- No
- Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Computer Aided Design/Architectural Drafting: 5
Bachelor's degree program in Interior Design: 8

How many calls to employers or graduates were successful?
Academic associate's degree program in Computer Aided Design/Architectural Drafting: 3
Bachelor's degree program in Interior Design: 5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Academic associate's degree program in Computer Aided Design/Architectural Drafting: 3
Bachelor's degree program in Interior Design: 5

Additionally, 6 students in the CADD/Interior Design programs, as listed in question 3.05 have attestations on file that could not be verified. For example:
- Mr. Cody Lorance, CADD program, Job Title: Produce Clerk, Company: Spence Fresh Market, Responsibilities: Stocking, product, building and maintaining displays, and customer service.
- Ms. Lori St. Martin, CADD program, Job Title: Department Manager, Company: The Hoot, Responsibilities: Maintain displays, merchandising, customer service and provide training.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
- Yes
- No
- Not Applicable

9.21 Does the campus participate in Title IV financial aid?
- Yes
- No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes
- No
- Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided homework assignments and while talking with students, they advised they participate and complete homework assignments.
9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
   ☑️ Yes ☐ No
(b) Instructional equipment.
   ☑️ Yes ☐ No
(c) Resources.
   ☑️ Yes ☐ No
(d) Personnel.
   ☑️ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
   ☑️ Yes ☐ No
(b) Well-defined instructional objectives.
   ☑️ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
   ☑️ Yes ☐ No
(d) Appropriate modes of instructional delivery.
   ☑️ Yes ☐ No
(e) The use of appropriate assessment strategies.
   ☑️ Yes ☐ No
(f) The use of appropriate experiences.
   ☑️ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   ☑️ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
   ☑️ Yes ☐ No

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

9.30 Are teaching loads reasonable?
   ☑️ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
   ☑️ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
   ☑️ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
   ☑️ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
   ☑️ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
   ☑️ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
   ☑️ Yes ☐ No
9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
- Yes
- No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
- Yes
- No
- Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
- Yes
- No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
- Yes
- No
- Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
- Yes
- No

COMMENTATIONS:
The Program Chair is very dedicated to the continual improvement of the program and has detailed plans to foster student growth through the use of industry resources, leveraging experienced faculty and online "best practices."

9. PROGRAM EVALUATION
Bachelor's Degree in Visual Communications

9.01 Is licensure, certification or registration required to practice in the specific career field?
- Yes
- No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Kelly Goethals, is the program chair and is assigned to administer the academic duties associated with the Graphic Design programs, including the bachelor's degree in Visual Communications. Ms. Goethals holds an associate's degree in Fine Art from the University of West Florida, a bachelor's degree in Fine Arts from the University of Central Florida, and a master's degree in Graphic Design from Savannah College of Art and Design. Ms. Goethals has been with Westwood College since 2004, she currently teaches two of the online courses. Prior to starting at Westwood College, Ms. Goethals was an adjunct instructor at Broward Community College and worked at a graphic design firm that specialized corporate advertising and photography.

9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes
- No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
- Yes
- No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes
- No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
- Yes
- No
- Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?
- Yes
- No
- Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☐ Yes  ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s). Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend on-line. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Is the utilization of community resources sufficient to enrich the program?

☐ Yes  ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☐ Yes  ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☐ Yes   ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes  ☐ No  ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes  ☐ No (Skip to question 9.14)

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

☐ Yes  ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☐ Yes  ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☐ Yes  ☐ No

(b) Course numbers

☐ Yes  ☐ No

(c) Course prerequisites and/or corequisites

☐ Yes  ☐ No

(d) Instructional contact hours/credits

☐ Yes  ☐ No

(e) Learning objectives

☐ Yes  ☐ No

(f) Instructional materials and references

☐ Yes  ☐ No

(g) Topics outline of the course

☐ Yes  ☐ No

(h) Instructional methods

☐ Yes  ☐ No

(i) Assessment criteria

☐ Yes  ☐ No

(j) Method of evaluating students

☐ Yes  ☐ No
9.17 Do students confirm that they receive a course syllabus and that it is followed?
- Yes
- No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
- Yes
- No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
- Yes
- No
- Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor’s degree program in Visual Communications: 13

How many calls to employers or graduates were successful?
Bachelor’s degree program in Visual Communications: 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Bachelor’s degree program in Visual Communications: 6

Additionally, four students in the Visual Communications program, as listed in question 8.05 have attestations on file that could not be verified. For example:
- Jamie Donoho, Visual Communication program, Job Title: Senior Sales Associate, Company: 7-Eleven, Responsibilities: Ordering store items, assisting in training new associates, provide excellent customer service, managing food service, cleaning, stocking shelves, and placing point of purchase signage.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
- Yes
- No
- Not Applicable

9.21 Does the campus participate in Title IV financial aid?
- Yes
- No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes
- No
- Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided copies of student homework. During interviews with students, they acknowledge they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
- Yes
- No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor’s degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor’s program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☒ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No
COMMENDATIONS:
The program chair is very dedicated to supporting her students and faculty, her efforts to leverage new technology and find innovative ways to continually improve the program.

9. PROGRAM EVALUATION

Academic Associate's Degree in Medical Insurance Coding and Billing

Academic Associate's Degree in Medical Office Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Ms. Mary Aboutar is the healthcare program chair for both the associate of applied science in Medical Insurance Coding and Billing and the associate of applied science in Medical Office Management. She has been with Westwood College since December of 2009, originally as the program chair for the Medical Assisting program and then in May 2011 as the program chair for the Medical Insurance Coding and Billing and Medical Office Management programs. Ms. Aboutar holds a bachelor's degree in Healthcare Administration from St. Leo University. She is a Registered Medical Assistant (RMA) through the American Medical Technologists (AMT), current through April 2014. Ms. Aboutar also holds a certificate in Medical Claims and Billing from the US Career Institute obtained December 2004. She has worked on and off in the field as a RMA and Medical Biller and Coder since 2004.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The institution utilizes a Programmatic Advisory Committee (PAC) that combines the Medical Office Management and Medical Insurance Coding and Billing programs. The committee has met once on May 29, 2013 and has another one planned in the near future. There was documentation for a guest speaker on file. New webinars for the healthcare programs are being implemented February 18, 2014 and there is also documentation on the mypath.westwood.edu website under each syllabus’ assignments tab for other community involvement projects that are class specific.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No
9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- [ ] Yes
- [ ] No
- [x] Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
- [ ] Yes
- [ ] No
- [x] Not Applicable (skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- [x] Yes
- [ ] No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
- [x] Yes
- [ ] No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
- [x] Yes
- [ ] No
- (b) Course numbers
- [x] Yes
- [ ] No
- (c) Course prerequisites and/or corequisites
- [x] Yes
- [ ] No
- (d) Instructional contact hours/credits
- [x] Yes
- [ ] No
- (e) Learning objectives
- [x] Yes
- [ ] No
- (f) Instructional materials and references
- [x] Yes
- [ ] No
- (g) Topical outline of the course
- [x] Yes
- [ ] No
- (h) Instructional methods
- [x] Yes
- [ ] No
- (i) Assessment criteria
- [x] Yes
- [ ] No
- (j) Method of evaluating students
- [x] Yes
- [ ] No
- (k) Date the syllabus was last reviewed
- [x] Yes
- [ ] No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
- (l) Out-of-class work assignments that support the learning objectives for the course
- [x] Yes
- [ ] No
- [ ] Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
- [x] Yes
- [ ] No
- [ ] Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
- [x] Yes
- [ ] No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
- [x] Yes
- [ ] No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
- [ ] Yes
- [x] No
- [ ] Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There was one call attempted for the Associate of Applied Science in Medical Office Management.
There are no graduates for attempted calls in the Associate of Applied Science in Medical Insurance Coding and Billing.

How many calls to employers or graduates were successful?
There was one successful call for the Associate of Applied Science in Medical Office Management.
There are not any graduates in the Associate of Applied Science in Medical Insurance Coding and Billing at this time.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Associate in Medical Office Management - 0

If No, insert “Section 3-1-303(a)” in parentheses and explain:
(Section 3-1-303(a)): Although there was one successful contact for graduate from the Medical Office Management program, the student was not placed in field as attested by the institution. Following the ACICS verification call script, the student states that she is a freelance home health aid that does not work for any agency but takes on patients through word of mouth, family, and friends. She also stated that she had been doing this for many years before obtaining her degree and resumed this position post graduation in September 2013. Her primary skills include companionship, cooking, light housekeeping, transportation to physician appointments, and help with activities of daily living (ADL’s). The student stated that she does not feel that the training she received from Westwood’s Medical Office Management degree has helped her prepare for this position. She previously obtained her bachelor of Healthcare Management from Westwood. Upon team review, there is not a match for job description, title, or skills utilized allowing for an in-field placement of the graduate. The Medical Office Management program specifically states in the catalog, and through review of curriculum offered, that this degree is designed to manage medical office operations and to teach and train students the skills necessary to work with doctors and their patients in a medical office environment. Core curriculum classes include accounting, medical insurance and administrative procedures, principles of human resource management, and advanced medical office management, to name a few. The core curriculum involves over 70% management related topics and does not relate the skill set to afford a placement as in-field in regards to a home health aid position.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☒ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
Electronic gradebooks were reviewed randomly for the Medical Office Management and Medical Insurance Coding and Billing programs. The gradebooks reviewed included: Computer Applications (ITCS101), College Mathematics (MATH107), Success Strategies (PDVE111), Computer Software Applications in Healthcare (MICB151), Healthcare Billing and Reimbursement Systems (MICB240), Anatomy & Physiology I (BIOL170), and Introduction to Health Information Technology (HINT110). Student assignments, course objectives, completion times, and evaluation of progress for those objectives are being met and documented.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
  ☑ Yes ☐ No
(b) Well-defined instructional objectives.
  ☑ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
  ☑ Yes ☐ No
(d) Appropriate modes of instructional delivery.
  ☑ Yes ☐ No
(e) The use of appropriate assessment strategies.
  ☑ Yes ☐ No
(f) The use of appropriate experiences.
  ☑ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
  ☑ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
  ☑ Yes ☐ No

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

9.30 Are teaching loads reasonable?
  ☑ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
  ☑ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
  ☑ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
  ☑ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
  ☑ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
  ☑ Yes ☐ No ☐ Not applicable

COMMENDATIONS:
The team would like to commend the institution for a well evidenced online layout in design, structure, and implementation of curriculum within the healthcare programs. It is also to be commended that the institution has shown to have tried substantial and adequate career advisement for graduates although geographies may be a challenge.

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminal Justice

Academic Associate's Degree in Paralegal

9.01 Is licensure, certification or registration required to practice in the specific career field?
  ☐ Yes ☑ No (Skip to question 9.02)
9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice with Westwood College Online. Dr. Giannoni holds a bachelor's degree and master's degree in Criminal/Social Justice from Lewis University in Romeoville, Illinois, and a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, Illinois.

Mrs. Jennifer Dartt is the interim program chair responsible for administering the Paralegal program. Mrs. Dartt holds a bachelor's degree in Journalism from the University of Texas, Austin, Texas; a master's degree in Business Administration from Westwood College Online, Broomfield, Colorado; and a master's degree in Legal Studies from Texas State University in San Marcos, Texas.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes  ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

☐ Yes  ☐ No

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

☐ Yes  ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with evidence of data, analysis and activities to meet or exceed Council requirements?

☐ Yes  ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CJ381-Women and Criminal Justice, students were assigned the project of locating a female adolescent juvenile program in their community, through a church or another criminal justice program. After conducting interviews with staff, students completed a reflection paper sharing their experiences and received peer review feedback through online threaded discussions.

The Paralegal program also utilizes community resources within its online courses through webinars, specific to course content, such as Fair Debt Collection Practices and Career Management in paralegal careers.

9.08 Is the utilization of community resources sufficient to enrich the program?

☐ Yes  ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☐ Yes  ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☐ Yes  ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes  ☐ No  ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12 Does the program use independent studies?
☐ Yes  ☒ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes  ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes  ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes  ☐ No
(b) Course numbers
☒ Yes  ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes  ☐ No
(d) Instructional contact hours/credits
☒ Yes  ☐ No
(e) Learning objectives
☒ Yes  ☐ No
(f) Instructional materials and references
☒ Yes  ☐ No
(g) Topical outline of the course
☒ Yes  ☐ No
(h) Instructional methods
☒ Yes  ☐ No
(i) Assessment criteria
☒ Yes  ☐ No
(j) Method of evaluating students
☒ Yes  ☐ No
(k) Date the syllabus was last reviewed
☒ Yes  ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

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

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes  ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes  ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes  ☒ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic associate's degree program in Criminal Justice: 3
Academic associate's degree in Paralegal: 9

How many calls to employers or graduates were successful?
The following number of calls, by program was successful:
How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The following number of successful contacts confirmed the employment of the graduates in the following programs:

- Successful contacts confirming employment for Criminal Justice: 1
- Successful contacts confirming employment for Paralegal: 4

Additionally, 15 students in the Criminal Justice and Paralegal programs, as listed in question 3.05 have attestations on file that could not be verified. For example:

- Meg Buchanan, Criminal Justice program, Job Title: Department Manager, Company: F & S Restaurants, Responsibilities: Maintain cash control, supervise food production, sanitary conditions, ensure safety of personnel, secure food ordering, weekly and monthly inventory control, and customer service.

- Reyna Gallegos, Criminal Justice program, Job Title: Varies, Company: Kelly Services, Responsibilities: My position and salary vary depending on the project. With this company, I have worked as an administrative assistant, coder, data entry, translator, and customer support.

- Tyler Brady, Paralegal program, Job Title: Guest Service Manager, Company: Ronald McDonald House, Responsibilities: I handle tasks related to the guests using our services, including registration, house maintenance, and security concerns. I also manage our volunteer program which includes new volunteer orientation.

- Lisa Diaz, Paralegal program, Job Title: Fine Jewelry Sales, Company: Macy's Inc., Responsibilities: Generate sales and process sales transactions for Macy's clientele. Open store credit and process store credit payments. Inform customers of store promotions and generate sales from information.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
- Yes ☒       No     ☐      Not Applicable ☐

9.21 Does the campus participate in Title IV financial aid?  
- Yes ☒       No     ☐      Not Applicable ☐

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
- Yes ☒       No     ☐      Not Applicable (Clock hour programs only) ☐

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

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

Documentation of evaluations in out-of-class work was viewed online for both the Criminal Justice and the Paralegal programs. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in PowerPoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?  
(a) Facilities.  
- Yes ☒       No     ☐      Not Applicable ☐
(b) Instructional equipment.  
- Yes ☒       No     ☐      Not Applicable ☐
(c) Resources.  
- Yes ☒       No     ☐      Not Applicable ☐
(d) Personnel.  
- Yes ☒       No     ☐      Not Applicable ☐
9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
- Yes [ ] No [x]

(b) Well-defined instructional objectives.
- Yes [ ] No [x]

(c) The selection and use of appropriate and current learning materials.
- Yes [x] No [ ]

(d) Appropriate modes of instructional delivery.
- Yes [x] No [ ]

(e) The use of appropriate assessment strategies.
- Yes [x] No [ ]

(f) The use of appropriate experiences.
- Yes [x] No [ ]

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
- Yes [ ] No [x]

9.28 Is the size of the faculty appropriate to the total student enrollment?
- Yes [x] No [ ]

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
- Yes [x] No [ ]

9.30 Are teaching loads reasonable?
- Yes [x] No [ ]

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
- Yes [x] No [ ]

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
- Yes [x] No [ ]

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
- Yes [x] No [ ]

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
- Yes [x] No [ ] Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
- Yes [x] No [ ] Not applicable

**9. PROGRAM EVALUATION**

Bachelor's Degree in Criminal Justice: Major in Administration

Bachelor's Degree in Criminal Justice: Major in Corrections

Bachelor's Degree in Criminal Justice: Major in Investigations

9.01 Is licensure, certification or registration required to practice in the specific career field?
- Yes [ ] No [x] (Skip to question 9.02)
9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice. Dr. Giannoni holds a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, IL; a master's degree and a bachelor's degree in Criminal/Social Justice from Lewis University in Romeoville, IL.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☑ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☑ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☑ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☑ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CRJS211-Communication for the CJ Professional, students were assigned the project of contacting a bilingual law enforcement professional in their community and interview cultural benefits and career goals. Students completed a reflection paper, after interview staff, sharing their experiences and receiving peer review feedback through online threaded discussions.

9.08 Is the utilization of community resources sufficient to enrich the program?
☑ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☑ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
☑ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☒ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☑ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
9.16 Is an appropriately detailed syllabus on file for each course that includes:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Title and course descriptions</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>b. Course numbers</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>c. Course prerequisites and/or corequisites</td>
<td>☑</td>
<td></td>
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<tr>
<td>d. Instructional contact hours/credits</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>e. Learning objectives</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>f. Instructional materials and references</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>g. Topical outline of the course</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>h. Instructional methods</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>i. Assessment criteria</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>j. Method of evaluating students</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>k. Date the syllabus was last reviewed</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable (Additional Location Inclusion OR clock hour program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>l. Out-of-class work assignments that support the learning objectives for the course</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. A description of the minimum amount of time a student is expected to spend on completion of the work assignments</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable (there have been no graduates)</th>
</tr>
</thead>
</table>

How many calls to employers or graduates were attempted?
There were 18 calls made to the employers.

How many calls to employers or graduates were successful?
There were 10 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were 8 successful calls.

If No, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303(a): The team was not able to verify the backup documentation to support the placement rate, in the field of study for the program as reported during phone verification of job placements.)
Ms. Rebecca (Boyle) Thornton graduate of the Criminal Justice (CRMJ) graduate's position as Youth Advocate for the Coalition for Family Harmony was confirmed by Human Resources as a support advocate, similar to a big sister for the youth in the program and the intent of continuity is indefinite. HR stated that Rebecca more than likely was not using any of her field of study skills, which is a bachelor's degree in Criminal Justice. Rebecca does not endorse any skills used within her field of study, in this case. She works with kids on probation, so the employer could be a drop-in resource center mandated by the youth courts for juveniles for Alcoholics Anonymous or Narcotics Anonymous meetings or group counseling sessions with or without parents. In addition, the team learned that Rebecca signed kids in and out from a counterdeck location. A bachelor's degree in Criminal Justice is not needed for such a position.

The school categorized Ms. (Boyle) Thornton as placed based on skills matched, stating that she is a youth advocate and child, family, and school social workers, works with teens on probation in after school programs. Additionally, the school provided an employment verification form that was self-verified by the student, that lists job duties as works with teens on probation in after school program. No other documentation was provided to confirm placement (unfield/related).

Mr. Alfred Segundo - The school provided documentation in the form of a Career Services Graduation Packet that included an Employment Information form that stated that Mr. Segundo was employed at JD Machine Tech as a Store Clerk. His job duties listed included: greet customers and help them with any questions they have about our products; assist the customer in picking the right product; and maintain a clean and safe work environment. The campus provided documentation that suggest Mr. Segundo was placed as a skills match, stating that the employer manufactures firearms and maintains constant contact with technical experts throughout the law enforcement community. Job duties align with learning outcomes of courses: CRJS275 - Constitutional Law; CRJS111 - Introduction to Policing, and CRJS291 - Criminal Justice Administration. The employment verification that the school provided was a self-verified by the student, stating he works front counter at a firearms store and manufacturer. The website http://www.jdmachinetech.com/ was provided. Student must have knowledge of gun laws, backgrounds checks, etc. Company works with military and law officers.

The Syllabus for CRJS275 Constitutional Law - This course explores history of the Constitution of the United States and its application to the legal system. Topics include the structure of the Constitution and its amendments, historical basis of the Constitution and its amendments, separation of powers, judicial review, and court decisions pertinent to contemporary legal issues. Upon successful completion of this course, students will be able to identify and discuss the basic structure of the US Constitution and analyze rights, procedures, and issues as interpreted by the courts.

CRJS111 Introduction to Policing - This course presents an overview of contemporary law enforcement agencies and their functions within the criminal justice system. Topics include historical development, roles and functions, the police sub-culture, ethics, corruption, and civil liability. Upon successful completion of this course, students will be able to describe the functions of modern law enforcement agencies, explain their histories and roles in society, and identify contemporary policing trends and issues.

CRJS291 Criminal Justice Administration - This course examines the administration of the three components of the justice system. Topics include personnel roles and functions; issues and practices, rights of criminal justice employees, labor relations, and practices, rights of criminal justice employees, labor relations, financial administration, study and scope of justice administration, and administrative principles and practices. Upon successful completion of this course, students will be able to describe the concepts, terms, and realities of criminal justice administration.

Documentation from the website that was provided by the school includes information that JD Machine Tech have multiple armors on staff and maintain constant contact with technical experts throughout the Military/Law Enforcement community and the firearms industry.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

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

Documentation of evaluations for out-of-class work was viewed online for the Criminal Justice program. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection...
papers or scenario-based presentations in Powerpoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
9. PROGRAM EVALUATION

Academic Associate's Degree in Graphic Design: Animation

Bachelor's Degree in Graphic Design: Animation

Bachelor's Degree in Graphic Design: Game Art

Bachelor's Degree in Graphic Design: Web Design

Bachelor's Degree in Software Development: Game Software Development

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

☐ Yes ☐ No (Skip to question 9.02)

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

Mr. Carey Richards is the program chair for the Game Art and Animation Department at Westwood College online. Mr. Richards holds a bachelor's degree in Art Studio from Colorado College in Colorado Springs, Colorado and a master's degree in 3D Animation/Digital Effects from Regis University in Denver, Colorado. Mr. Richards owns and works in Media Arts for CKR Productions from 1996 to the present.

Mr. Brian Leader is the program chair for the Game Software Department at Westwood College Online. Mr. Leader holds a bachelor's degree in Aerospace Engineering from Boston College in Boston, Massachusetts and a master's degree in Aeronautical Engineering from Rensselaer Polytechnic Institute in Troy, New York. Mr. Leader, also, is the chief programmer for Ideas Live as a game and educational software development and manager from September 1997 to the present.

Dr. Claire Boger is the program chair for the Web Design Department at Westwood College Online. Dr. Boger holds a bachelor's degree in Visual Communications from the School of Visual Arts in New York, New York, a master's degree in Computer Art from the School of Visual Arts in New York, New York, and a doctoral degree in Education from Capella University in Minneapolis, Minnesota.

Ms. Kelley Goethals is the program chair for the Graphic Design and Visual Communications Department. Ms. Goethals holds an academic associate's degree in Art from the University of West Florida in Pensacola, Florida; a bachelor's degree in Art from the University of Central Florida in Orlando, Florida; and a master's degree in Graphic Design from Savannah College of Art and Design in Savannah, Georgia.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

☒ Yes ☐ No

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

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?

☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?
9.07 List the community resources and describe how they are utilized to enrich the program(s).

The team confirmed the programs utilize their Program Activities Committee (PAC) to provide expertise in the specific areas of concentration. The programs, also, utilized guest speakers who login online with the students. These resources provide the students with insight from professionals, doing business in the field to ensure the students are learning the necessary skills to compete for jobs, in their respective areas, as well as, their respective locations.

9.08 Is the utilization of community resources sufficient to enrich the program?  
☐ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
☐ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
☐ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
☐ Yes ☐ No  ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?  
☐ Yes ☐ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
☐ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
☐ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:  
(a) Title and course descriptions  
☐ Yes ☐ No  
(b) Course numbers  
☐ Yes ☐ No  
(c) Course prerequisites and/or corequisites  
☐ Yes ☐ No  
(d) Instructional contact hours/credits  
☐ Yes ☐ No  
(e) Learning objectives  
☐ Yes ☐ No  
(f) Instructional materials and references  
☐ Yes ☐ No  
(g) Topical outline of the course  
☐ Yes ☐ No  
(h) Instructional methods  
☐ Yes ☐ No  
(i) Assessment criteria  
☐ Yes ☐ No
(j) Method of evaluating students

☐ Yes  ☐ No

(k) Date the syllabus was last reviewed

☐ Yes  ☐ No

**For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:**

(l) Out-of-class work assignments that support the learning objectives for the course

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes  ☐ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

- Academic associate’s degree program in Graphic Design: 6
- Bachelor’s degree program in Graphic Design-Animation: 3
- Bachelor’s degree program in Graphic Design-Game Art: 4
- Bachelor’s degree program in Graphic Design-Web Design: 4
- Bachelor’s degree program in Software Development-Game Software: 6

How many calls to employers or graduates were successful?

- Academic associate’s degree program in Graphic Design: 3
- Bachelor’s degree program in Graphic Design-Animation: 1
- Bachelor’s degree program in Graphic Design-Game Art: 2
- Bachelor’s degree program in Graphic Design-Web Design: 2
- Bachelor’s degree program in Software Development-Game Software: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

- Academic associate’s degree program in Graphic Design: 3
- Bachelor’s degree program in Graphic Design-Animation: 1
- Bachelor’s degree program in Graphic Design-Game Art: 2
- Bachelor’s degree program in Graphic Design-Web Design: 2
- Bachelor’s degree program in Software Development-Game Software: 3

Additionally, 8 students in the various Graphic Design programs, as listed in question 3.05 have attestations on file that could not be verified. For example:

- Mr. Romulo Salgado, Graphic design program, Job Title: Electrician, Company: Bright Future, Responsibilities: Section of the form left blank.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

☐ Yes  ☐ No  ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☐ Yes  ☐ No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
- Yes
- No
- Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.
The team evaluated student's homework, which was appropriate for the subject matter and consistent with the requirement, as defined on the respective program's course syllabi.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
- Yes
- No
(b) Instructional equipment.
- Yes
- No
(c) Resources.
- Yes
- No
(d) Personnel.
- Yes
- No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
- Yes
- No
(b) Well-defined instructional objectives.
- Yes
- No
(c) The selection and use of appropriate and current learning materials.
- Yes
- No
(d) Appropriate modes of instructional delivery.
- Yes
- No
(e) The use of appropriate assessment strategies.
- Yes
- No
(f) The use of appropriate experiences.
- Yes
- No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
- Yes
- No

9.28 Is the size of the faculty appropriate to the total student enrollment?
- Yes
- No

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

9.30 Are teaching loads reasonable?
- Yes
- No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
- Yes
- No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
- Yes
- No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
- Yes
- No
9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
- Yes
- No
- Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
- Yes
- No
- Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
- Yes
- No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
- Yes
- No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
- Yes
- No
- Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
- Yes
- No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
- Yes
- No
- Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
- Yes
- No

GENERAL COMMENTS:
The team found the program was, generally, well- conceived, directed, and taught.

COMMENDATIONS:
This is a well-run campus with competent, caring faculty, administration and staff, all dedicated to the single goal of student success.

9. PROGRAM EVALUATION
Academic Associate's Degree in Information Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?
- Yes
- No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master's degree in Internet Information Systems from Robert Morris University, bachelor's degree in Information Systems Management from Robert Morris University, and an associate's degree in Accounting and business management from Jefferson Community College. He also has certifications in the following areas: A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSE Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

☐ Yes  ☐ No

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

☐ Yes  ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☐ Yes  ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

Students are directed to attend webinars associated with the field of study. Adobe Connect is also used to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques.

9.08 Is the utilization of community resources sufficient to enrich the program?

☐ Yes  ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☐ Yes  ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☐ Yes  ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes  ☐ No  ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes  ☐ No  ☐ Not Applicable (Skip to question 9.14)

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

☐ Yes  ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☐ Yes  ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☐ Yes  ☐ No

(b) Course numbers

☐ Yes  ☐ No

(c) Course prerequisites and/or corequisites
<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>(d) Instructional contact hours/credits</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>(e) Learning objectives</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>(f) Instructional materials and references</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>(g) Topical outline of the course</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>(h) Instructional methods</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>(i) Assessment criteria</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>(j) Method of evaluating students</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>(k) Date the syllabus was last reviewed</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>(l) Out-of-class work assignments that support the learning objectives for the course</td>
<td>Yes</td>
<td>No</td>
<td>(Additional Location Inclusion OR clock hour program)</td>
</tr>
<tr>
<td>(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments</td>
<td>Yes</td>
<td>No</td>
<td>(Additional Location Inclusion OR clock hour program)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

<table>
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<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
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</table>

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
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</table>

9.21 Does the campus participate in Title IV financial aid?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>(Skip to question 9.24)</th>
</tr>
</thead>
</table>

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

<table>
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<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>
If Yes, briefly describe the documentation of evaluation viewed on site.

The team was provided access to the online grade book and student homework assignments. During interviews with the students, they verified they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
   ☑ Yes ☐ No
(b) Instructional equipment.
   ☑ Yes ☐ No
(c) Resources.
   ☑ Yes ☐ No
(d) Personnel.
   ☑ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
   ☑ Yes ☐ No
(b) Well-defined instructional objectives.
   ☑ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
   ☑ Yes ☐ No
(d) Appropriate modes of instructional delivery.
   ☑ Yes ☐ No
(e) The use of appropriate assessment strategies.
   ☑ Yes ☐ No
(f) The use of appropriate experiences.
   ☑ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   ☑ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
   ☑ Yes ☐ No

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

9.30 Are teaching loads reasonable?
   ☑ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
   ☑ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
   ☑ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
   ☑ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
   ☑ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
   ☑ Yes ☐ No ☐ Not applicable
GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.
9. PROGRAM EVALUATION

Bachelor's Degree in Network Management
Bachelor's Degree in Systems Security
Bachelor's Degree in Computer Forensics
Occupational Associates in Information and Network Technologies

9.01 Is licensure, certification or registration required to practice in the specific career field?
□ Yes □ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master's degree in Internet Information Systems from Robert Morris University, bachelor's degree in Information Systems Management from Robert Morris University, and an associate's degree in Accounting and business management from Jefferson Community College. He also has certifications in the following areas: A+, Network+, Linux+, Linux (LPIC-1). IBM's certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCISA Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
□ Yes □ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
□ Yes □ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
□ Yes □ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
□ Yes □ No □ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?
□ Yes □ No □ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
□ Yes □ No

The information technology-forensics program has a retention rate of 59%. The other bachelor programs that have students enrolled have met the retention rate standard.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Students are directed to attend webinars associated with the field of study. Adobe Connect is also used to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques.

9.08 Is the utilization of community resources sufficient to enrich the program?
□ Yes □ No
9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
- Yes
- No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
- Yes
- No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes
- No
- Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
- Yes
- No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- Yes
- No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
- Yes
- No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
- Yes
- No
(b) Course numbers
- Yes
- No
(c) Course prerequisites and/or corequisites
- Yes
- No
(d) Instructional contact hours/credits
- Yes
- No
(e) Learning objectives
- Yes
- No
(f) Instructional materials and references
- Yes
- No
(g) Topical outline of the course
- Yes
- No
(h) Instructional methods
- Yes
- No
(i) Assessment criteria
- Yes
- No
(j) Method of evaluating students
- Yes
- No
(k) Date the syllabus was last reviewed
- Yes
- No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
- Yes
- No
- Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
- Yes
- No
- Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
- Yes
- No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
- Yes
- No
9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? 
☐ Yes ☑ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor’s degree program in Information Technology - Forensics, Network Management, and Systems Security: 10

How many calls to employers or graduates were successful?
Bachelor’s degree program in Information Technology - Systems Security: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful calls confirmed the employment of the graduate as reported on the CAR.

Additionally, 23 students in the various Information Technology programs, as listed in question 3.05 have attestations on file that could not be verified.

Ms. Melissa Bartlowell, Information Technology Program, Job Title: Receptionist, Company: Atlanta Gastroenterology Association, Responsibilities: Greets patients and visitors in a prompt and helpful manner; provides instructions/directions as needed; ensures patient information is complete and accurate; updates patient profiles and scans required documents in Centricity if necessary, Collects co-payments and outstanding balances, manages patient monies collected and closes batches at end of the day, provides necessary release and HIPAA forms to patient for completion and signature.

- Mr. Christopher Hall, Information Technology Program, Job Title: Shipping Receiving Clerk, Company: Thomasville Furniture Brands International, Responsibilities: Box up cushions, covers and backs, fill cushions and bolsters. Also roll yardage for customers and other businesses.

- Ms. Heather Hintz, Information Technology Program, Job Title: Manager, Company: Regal Jewelry, Responsibilities: order/receive inventory, jewelry repair, jewelry sales, daily/monthly reports.

- Mr. Lamar Smith, Information Technology Program, Job Title: Management, Company: UPS SCS, Responsibilities: section of the form blank.

- Mr. Christopher Webb, Information Technology Program, Job Title: Electrician, Company: Kinchen Electric, Responsibilities: Full qualified electrician, all types of electrical construction, Residential/commercial/industrial.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes ☑ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☐ Yes ☑ No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☐ Yes ☑ No ☐ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided homework assignments to review. During interviews with students and faculty, the team was advised of the homework assignments and requirements.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
- Yes [ ] No [ ]

(b) Well-defined instructional objectives.
- Yes [ ] No [ ]

(c) The selection and use of appropriate and current learning materials.
- Yes [ ] No [ ]

(d) Appropriate modes of instructional delivery.
- Yes [ ] No [ ]

(e) The use of appropriate assessment strategies.
- Yes [ ] No [ ]

(f) The use of appropriate experiences.
- Yes [ ] No [ ]

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
- Yes [ ] No [ ]

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
- Yes [ ] No [ ]

9.28 Is the size of the faculty appropriate to the total student enrollment?
- Yes [ ] No [ ]

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

9.30 Are teaching loads reasonable?
- Yes [ ] No [ ]

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
- Yes [ ] No [ ]

9.32 What is the current student/teacher ratio?
- The current student/teacher ratio is 10:1 in the occupational associate's degree program in Information and Network Technologies.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
- Yes [ ] No [ ]

9.34 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
- Yes [ ] No [ ]

9.35 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
- Yes [ ] No [ ]

9.36 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
- Yes [ ] No [ ] Not Applicable (no students in the second year).
9.37 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.

NONTRADITIONAL EDUCATION
- Distance Education
- Self-Paced Instruction
- Consortium Agreements

H.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications?
Mr. Lou Pagano, chief operating officer of Westwood College Online, administers the distance education activities. Mr. Pagano holds a bachelor's degree in Electrical Engineering from SUNY at Buffalo and a master's degree in Engineering Management from National...
Technology University. He has held various executive level positions throughout the past 10 years at Westwood including campus president and regional vice president. His position is 100% administrative.

Mr. Pagano is supported by Dr. Aimee Callahan, academic dean, who oversees the online curriculum in collaboration with the academic affairs curriculum design team members, program chairs, students, faculty, and academic operations managers. Dr. Callahan has a doctorate degree in Adult Learning and Postsecondary Education; two master's degrees, one in Adult Learning and Postsecondary Education and one in Communication & Journalism; and a bachelor's degree in Theatre and Dance; all of her credentials are from the University Wyoming.

H.02 Does this individual possess appropriate academic or experiential qualifications?

☑ Yes ☐ No

H.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?

☑ Yes ☐ No

H.04 Are the time and resources devoted to the administration of distance education sufficient?

☑ Yes ☐ No

H.05 Did the institution receive approval from ACICS prior to using distance education as a mode of delivery?

☑ Yes ☐ No

H.06 Does the institution have a plan to implement distance education instruction?

☑ Yes ☐ No

The campus offers all of its programs exclusively online. Therefore, all academic and student services are provided through an asynchronous virtual environment with adequate on-ground facilities and telecommunications to support its operations.

The course/program content and delivery format is developed by its parent company, Alta Colleges, Inc., central administration curriculum team whose members include master's prepared personnel with over 40 years of combined experience in instructional design, including 25 years in online development. The team collaborates with subject-matter experts from each content area. Ultimately, administration and faculty, review, give feedback, and make recommendations to ensure curricula are aligned with and meeting students' expectations and fulfilling its campus mission. A memorandum documents this system.

H.07 If the institution has a plan, does it include the following:

(a) Rationale?

☑ Yes ☐ No

(b) Resources?

☑ Yes ☐ No

(c) Course/program objectives?

☑ Yes ☐ No

(d) Course content?

☑ Yes ☐ No

(e) Student assessment?

☑ Yes ☐ No

H.08 Does the institution integrate this plan into the Campus Effectiveness Plan?

☑ Yes ☐ No

H.09 Is the delivery method appropriate for students and the curriculum?

☑ Yes ☐ No

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

☑ Yes ☐ No ☒ Not Applicable (no additional admissions requirements)

As previously stated, the campus offers all of its programs exclusively online; therefore, there are no distinctions between its admissions requirements for online versus on campus programs.
H.11 If an admissions test is required, is it administered in a manner which verifies the student's identity?
☑ Yes ☐ No ☐ Not Applicable (no admissions test required)

H.12 Does the institution make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program?
☑ Yes ☐ No ☐ Not Applicable

H.13 Does the institution make it clear in writing at the time of enrollment how the student's privacy will be protected in the identity verification process?
☑ Yes ☐ No

H.14 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?
☑ Yes ☐ No

If Yes, explain how and when this information is disclosed.
There are no additional charges or fees associated with the verification of student identity.

H.15 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to assess this mode of delivery during the admissions/enrollment process?
☑ Yes ☐ No

H.16 Does the institution provide an on-line orientation program to familiarize students with the equipment and resources used in the distance education activities?
☑ Yes ☐ No

H.17 Do syllabi identify course learning objectives and does each course learning objective support one or more program learning outcomes?
☑ Yes ☐ No

H.18 Describe how the courses provide opportunities for interaction between faculty and students.
The following strategies are used to facilitate online faculty and student interaction: an "Announcements" feature for all courses that provides directives through instructor postings; a threaded discussion forum in which students are required to post statements and peer responses for which they receive instructor feedback; and an assignment feature with a grade book link that provides a dialogue between an instructor and individual student. In addition, students are encouraged to contact their instructors by email or telephone if an individual or personal response is needed—the instructor's contact information is accessible through the course's home page. Access to and observation of scheduled online courses and 98% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?
☑ Yes ☐ No

H.19 Describe how the courses provide opportunities for interaction among students.
Students interact with peers through threaded discussion forums that require direct responses to peers' postings; group project assignments that require dialogue among group members using email, telecommunications, or scheduled face-to-face meetings as appropriate; and an email utility feature in each course that provides the ability to send group or individuals emails to peers. Access to and observation of scheduled online courses and 97% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?
☑ Yes ☐ No

H.20 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?
☑ Yes ☐ No
H.21 Is the curriculum administered in a way that maintains security of access?
☐ Yes ☐ No

H.22 Describe the student identity verification method used by the campus.
Students are assigned access to MyPath through the SMART student information system. When applicants are accepted and become Westwood College Online students they are assigned their own login information which allows them access to MyPath and their campus email. This login verifies the student is “the student who enrolled at the campus.” Page 71 of the 2014 Academic Catalog Westwood College-Online, Volume 6, NO. 1 explicitly outlines the “Prohibited Use of Information Technology Resources” for students; students are prompted to review this outline during the online orientation.

Is this method adequate?
☐ Yes ☐ No

H.23 Does the institution employ academically and experientially credentialed faculty to teach online courses?
☐ Yes ☐ No

H.24 Describe the institutions learning management system.
The Blackboard learning management system is utilized to deliver online courses. The campus refers to Blackboard as MyPath. MyPath is an institutional shell with a home page that enables students, faculty, and staff to connect to Blackboard, the library, tutoring services, student resources, career services and other information and support through a single login.

H.25 Are the faculty properly trained to utilize the institutions learning management system for purposes of instruction, communication, and assessment?
☐ Yes ☐ No

H.26 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning?
☐ Yes ☐ No

H.27 Does the institution demonstrate appropriate faculty student ratios to support:

(a) Faculty and student interaction?
☐ Yes ☐ No

(b) Facilitation of interaction among students?
☐ Yes ☐ No

(c) Facilitation of interaction with curriculum content?
☐ Yes ☐ No

H.28 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?
☐ Yes ☐ No

H.29 Does the institution have adequate financial resources to support the courses/program(s)?
☐ Yes ☐ No

H.30 Does the institution demonstrate that students taking online courses have access to the same or equivalent library resources and support as on ground students?
☐ Yes ☐ No

H.31 How does the institution orient online students to its learning management system, resources, and support services (including technical support)?
Students are required to complete an online orientation prior to beginning coursework. The orientation is provided in a self-paced, online format accessible through MyPath. Students participate in activities which familiarize them with learning platform navigation, technical support access, student resource information and access, and student success lessons. The virtual workshop requires students to complete quizzes and graded assignments throughout the process. In response to a questionnaire given by the team while on-site, 92% of the
student respondents confirmed they had participated in the orientation. A majority of students confirmed it helped them to navigate the system.

Is this orientation adequate?

☒ Yes ☐ No

H.32 Does the institution provide support services for online students which are the same or equivalent to those provided for on ground students in the following areas:

(a) Counseling?

☒ Yes ☐ No

(b) Academic advising?

☒ Yes ☐ No

(c) Financial aid?

☒ Yes ☐ No ☐ Not Applicable (Institution does not participate in financial aid)

(d) Employment assistance?

☒ Yes ☐ No ☐ Not Applicable (Institution enrolls only international students on a student visa)

H.33 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?

☐ Yes ☐ No ☒ N/A

The campus does not offer on-ground courses; therefore, there is no basis for or validity of comparison.

H.34 Does the institution document that it conducts the following:

(a) Course/program evaluations (including assessments of educational outcomes)?

☒ Yes ☐ No

(b) Student retention and placement?

☒ Yes ☐ No

(c) Student satisfaction?

☒ Yes ☐ No

(d) Faculty satisfaction?

☒ Yes ☐ No

(e) Employer satisfaction?

☒ Yes ☐ No

H.35 Does assessment and assignments demonstrate student achievement of course learning objectives?

☒ Yes ☐ No

H.36 Does the institution fully disclose what forms of instruction it uses in its catalog and website and, when appropriate, in its advertising and promotional material?

☒ Yes ☐ No

GENERAL COMMENTS:

To obtain a robust sample of student and faculty perspectives who are engaged in an exclusively online, off-site environment, students and faculty were invited via email to participate in an anonymous survey through SurveyMonkey®. Within a 24-hour period while the team was on-site, nearly 500 students and over 100 faculty members responded. Student responses to queries about orientation, reviewing syllabi and objectives, interactions with faculty and peers, and access to student services resulted in a 97% positive response rating. Faculty member responses to queries about interactions with students, teaching approaches, administrative support, and use of community resources resulted in a 98% positive response rating. Questions were objective with "yes/no" responses, and space was provided for brief comments. The data collected was deleted immediately following a review of the analyses generated by the site and the comments. The reliability of the surveys is comparable to on-site classroom visits, faculty meetings, and individual interviews. The validity of the responses is no greater than providing a sample of student and faculty perspectives about their experiences.

SUMMARY
The institution is not in compliance with the *Accreditation Criteria* in the following areas:

<table>
<thead>
<tr>
<th>Number</th>
<th>Citation</th>
<th>Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3-1-303(a)</td>
<td>The school does not keep adequate records as it relates to accreditation and licensure or the CAR, especially regarding placement, attestation, and waiver verification (Pages 8, 30, 31 44, 52).</td>
</tr>
<tr>
<td>2</td>
<td>3-1-303(e)</td>
<td>The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog (Page 11).</td>
</tr>
<tr>
<td>3</td>
<td>3-1-701 and Appendix C</td>
<td>The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript (Page 22).</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution’s consideration *(These recommendations are not included in the report seen by the Council)*:

**Publications**
- Combine multiple addenda into one document with appropriate date headings for changes, to avoid accidental exclusion of separate sections.

**Library**
- Renew the lapsed subscription to the EBSCO Master Search database to enhance student research resources in the undergraduate and graduate business programs.

**Computer Aided Design/Architectural Drafting**
- Faculty suggested an interview process for students coming into the Computer Aided Design/Architectural Drafting program. This approach does not need to be stringent, such as a portfolio requirement but more of a casual conversation an inquiry into the individual’s ideas on the industry and what is involved.
From: Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcbf53b7514e-lHarazduk>
Sent: 7/6/2015 9:33:09 AM -0400
To: Jan Chambers <jchambers@acics.org>
Subject: 2nd Edits

Here you go....

Ian Harazduk
Senior Manager, Compliance

Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002

QUALITY ASSURANCE MONITORING: HIGHER CREDENTIAL REPORT

ACADEMIC ASSOCIATE’S DEGREE IN LE CORDON BLEU CULINARY ARTS

LE CORDON BLEU COLLEGE OF CULINARY ARTS
7898 Veterans Memorial Parkway
St. Peters, MO 63376
ACICS ID Code: 00024557

John Fogarty, Campus President (jfogarty@StLouis.Chefs.edu)
(ACICSINFO@stlouis.chefs.edu)

MAIN
Le Cordon Bleu College of Culinary Arts
Austin, TX
ACICS ID Code: 00021352

June 15, 2015

Date Program Began: April 2014
Current Total Enrollment: 133
Current CAR Program Retention: N/A

Mr. William Roy  Specialist  International Culinary School at the Art Institute  Indianapolis, IN
Ms. Terrasia Harris  Staff Representative  ACICS  Washington, DC

REPORT QUESTIONS

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

ED00020520
QUESTIONS

MISSION
C.01 Is the mission statement appropriate for the type of new credential offered?
   ☒ Yes ☐ No

RELATIONS WITH STUDENTS
C.02 Does the campus have appropriate admissions criteria for the program(s)?
   ☒ Yes ☐ No

   If No, insert the section number in parentheses and explain:
   The program is not enrolling any new students due to the program being taught out and the anticipated closure of the campus in 2016.

C.03 Does the admissions policy conform to the campus’s mission?
   ☒ Yes ☐ No

C.04 Is the admissions policy administered as written?
   ☒ Yes ☐ No

C.05 Are there any admissions requirements unique to the program?
   ☐ Yes ☒ No

C.06 Are the campus’s recruitment methods appropriate and in compliance with Council standards?
   ☒ Yes ☐ No

   If No, insert the section number in parentheses and explain:
   The school is no longer recruiting any new students due to the program being taught out.

C.07 Does the institution offer employment assistance to all students?
   ☒ Yes ☐ No
   ☐ Not Applicable (campus enrolls only international students on a student visa)

C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?
   ☐ Yes ☒ No
   ☐ Not Applicable (there have been no graduates)

C.09 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
   ☐ Yes ☒ No
   ☐ Not Applicable

EDUCATIONAL ACTIVITIES
FOR ALL PROGRAMS

C.13 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes  ☒ No (Skip to Question C.15)

C.15 Who is assigned to administer all academic programs, and what are this person's qualifications?
Ms. Maria (Vicki) Davenport, director of education, is assigned to administer all academic programs.
Ms. Davenport hold a master's degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor's degree in corporate and industrial communications from Lindenwood College. She also has four years working in the culinary industry and two years experience as a culinary instructor.

C.16 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes  ☐ No

C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?
Ms. Maria (Vicki) Davenport, director of education, is assigned to administer the new credential.
As previously stated, Ms. Davenport hold a master's degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor's degree in corporate and industrial communications from Lindenwood College. She also received 28 credits of coursework in culinary arts, has four years working in the culinary industry and two years experience as a culinary instructor.

C.18 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes  ☐ No

C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?
☒ Yes  ☐ No

C.20 Are the time and resources devoted to the administration of the new credential sufficient?
☒ Yes  ☐ No

C.21 Is the program consistent with the campus' mission and the needs of its students?
☒ Yes  ☐ No

C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?
☒ Yes  ☐ No

C.23 List the community resources and describe how they are utilized to enrich the program.
The campus utilizes different ways to help the students be active in the community by working at events like the fall festival, different cooking competitions and the like. They also use guest speakers from the culinary and pastry industry in their classes to give students a better understanding of what is expected of them when they go to work. They also use an advisory board made up of local professionals that provide them with
feedback on the types of skills that they are currently looking for and to make sure the curriculum meets those needs.

C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

- Yes  ☐ No

C.25 Does the catalog accurately describe the program and its objectives?

- Yes  ☐ No

C.26 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

- Yes  ☐ No

☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?

- Yes  ☐ No

☐ Not Applicable (no courses are offered via independent study)

C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

- Yes  ☐ No

C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?

- Yes  ☐ No

C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

- Yes  ☐ No

C.31 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

- Yes  ☐ No

(b) Course numbers

- Yes  ☐ No

(c) Course prerequisites and/or corequisites

- Yes  ☐ No

(d) Instructional contact hours/credits

- Yes  ☐ No

(e) Learning objectives

- Yes  ☐ No

(f) Instructional materials and references

- Yes  ☐ No

(g) Topical outline of the course
(h) Instructional methods
- Yes ☑ No

(i) Assessment criteria
- Yes ☑ No

(j) Method of evaluating students
- Yes ☑ No

(k) Date the syllabus was last reviewed
- Yes ☑ No

C.32 Do students confirm that they receive a course syllabus and that it is followed?
- Yes ☑ No

C.33 Is credit appropriately converted in relation to total student contact hours in each class?
- Yes ☑ No

C.34 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
- Yes ☑ No

C.35 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
- Yes ☑ No

C.36 Are the following appropriate to adequately support the new program?
(a) Facilities.
- Yes ☑ No
(b) Instructional equipment.
- Yes ☑ No
(c) Resources.
- Yes ☑ No
(d) Support for modes of instructional delivery.
- Yes ☑ No
(e) Personnel.
- Yes ☑ No

C.37 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
- Yes ☑ No

C.38 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
- Yes ☑ No

C.39 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
- Yes ☑ No
(b) Well-defined instructional objectives.
Yes [ ] No [ ]
(c) The selection and use of appropriate and current learning materials.
Yes [ ] No [ ]
(d) Appropriate modes of instructional delivery.
Yes [ ] No [ ]
(e) The use of appropriate assessment strategies.
Yes [ ] No [ ]
(f) The use of appropriate experiences.
Yes [ ] No [ ]

C.40 Are official transcripts for all credentials on file for all instructors in the program?
Yes [ ] No [ ]

C.41 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credential to credentials awarded by institutions in the United States?
Yes [ ] No [ ]
Not Applicable (no faculty members hold foreign credentials)

C.42 Is there documented evidence of a systematic program of in-service training at the campus?
Yes [ ] No [ ]

C.43 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?
Yes [ ] No [ ]

C.44 Is there evidence that full-time and part-time instructors in the program(s) participate in regularly scheduled faculty meetings?
Yes [ ] No [ ]

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

C.45 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
Yes [ ] No [ ]

C.46 Are all faculty in the program assigned to teach in no more than three fields of instruction, with no more than five preparations?
Yes [ ] No [ ]

C.47 Is the size of the faculty appropriate?
Yes [ ] No [ ]
C.48 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☐ Yes ☐ No

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

C.49 Are teaching loads reasonable?

☐ Yes ☐ No

FOR ACADEMIC ASSOCIATE’S DEGREES ONLY

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

☐ Yes ☐ No

C.61 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?

☐ Yes ☐ No

C.62 Are all general education courses appropriate for the program and do they meet Council standards?

☐ Yes ☐ No

C.63 Are the courses that satisfy the concentration and general education requirements identified in the catalog?

☐ Yes ☐ No

C.64 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes ☐ No

C.65 Is there evidence that curricular offerings require the appropriate use of library resources?

☐ Yes ☐ No

C.66 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes ☐ No

☐ Not Applicable (no students in the second year)

C.67 Are at least one-half of all subjects that are part of the associate’s degree taught by faculty members who have graduate degrees, professional degrees, or bachelor’s degrees plus professional certification?

☐ Yes ☐ No

PUBLICATIONS

C.105 Do the catalog and other publications accurately describe the new program?

☐ Yes ☐ No
C.106 Is the course-numbering system adequately explained in the catalog?

☒ Yes ☐ No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

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

C.108 Is the campus’ established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

☒ Yes ☐ No

C.109 What is the amount of the current year’s library budget?

$638,638.00

C.110 What portion of the current year's library budget has been spent and how has the money been allocated?

They have an overall corporate library budget for the electronic library that all campuses use. They do not currently have a campus budget due to the programs being in teach out and the anticipated closure of the campus in 2016.

C.111 Does the new program require appropriate use of library resources?

☒ Yes ☐ No

C.112 Is there evidence that the faculty have involvement in the selection of library resources?

☒ Yes ☒ No

FOR ACADEMIC ASSOCIATE’S, BACHELOR’S, MASTER’S, AND DOCTORAL DEGREES ONLY

C.113 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

☒ Yes ☐ No

C.114 Are records of physical and/or online resources and circulation accurate and up to date?

☒ Yes ☐ No

C.115 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?

☒ Yes ☐ No

C.116 Describe any full-text online collections available to students:
The campus uses the following online resources: Culinary Arts-Infotrac, First Research, Food Science Source, Hospitality and Tourism Complete, Oxford Reference: Encyclopedia of Food and Drink in America, Culinary Arts-Infotrac, Food Science Source, Hospitality and Tourism Complete.

C.117 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

☐ Yes ☐ No
☐ Not Applicable (program does not include general education courses)

C.118 Are the hours the library is open adequate to accommodate the needs of all students?

☐ Yes ☐ No

C.119 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

☐ Yes ☐ No

FOR ACADEMIC ASSOCIATE’S AND BACHELOR’S DEGREES ONLY

C.120 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus’ curricular and educational offerings, and assist students in their use?

☐ Yes ☐ No

C.121 Who is the onsite librarian, what are this person’s qualifications, and what are his or her hours onsite?

Ms. Laura Rice is the regional librarian and holds a masters in library science and information systems. She trains the workers in the library so that the students needs can be met. Due to the programs being in teach-out, it is difficult to hire a librarian for such a short amount of time. Ms. Rice also answers all the students email questions and they also have online librarians that students can chat with if they encounter issues. The library is staffed from Monday through Thursday 9 a.m. to 7 p.m. and Friday 9 a.m to 5 p.m.

C.122 Is documentation on file to evidence the librarian participates in professional growth activities?

☐ Yes ☐ No

C.123 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?

☐ Yes ☐ No
SUMMARY

Based on the team’s review, there are no areas requiring additional information.
QUALITY ASSURANCE MONITORING: HIGHER CREDENTIAL REPORT

ACADEMIC ASSOCIATE’S DEGREE IN LE CORDON BLEU PATISSERIE AND BAKING

LE CORDON BLEU COLLEGE OF CULINARY ARTS
7898 Veterans Memorial Parkway
St. Peters, MO 63376
ACICS ID Code: 00024557

John Fogarty, Campus President (jfogarty@StLouis.Chefs.edu)
(ACICSFINGO@stlouis.chefs.edu)

MAIN
Le Cordon Bleu College of Culinary Arts
Austin, TX
ACICS ID Code: 00021352

June 15, 2015

Date Program Began: May 2014
Current Total Enrollment: 133
Current CAR Program Retention: N/A

Mr. William Roy Specialist International Culinary School at the Art Institute Indianapolis, IN
Ms. Terrasia Harris Staff Representative ACICS Washington, DC

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

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS
QUESTIONS

MISSION
C.01 Is the mission statement appropriate for the type of new credential offered?
☑ Yes ☐ No

RELATIONS WITH STUDENTS
C.02 Does the campus have appropriate admissions criteria for the program(s)?
☑ Yes ☐ No

If No, insert the section number in parentheses and explain:
The program is not enrolling any new students due to the program being taught out and the anticipated closure of the campus in 2016.

C.03 Does the admissions policy conform to the campus’s mission?
☑ Yes ☐ No

C.04 Is the admissions policy administered as written?
☑ Yes ☐ No

C.05 Are there any admissions requirements unique to the program?
☐ Yes ☐ No

C.06 Are the campus’s recruitment methods appropriate and in compliance with Council standards?
☑ Yes ☐ No

If No, insert the section number in parentheses and explain:
The school is no longer recruiting any new students due to the program being taught out.

C.07 Does the institution offer employment assistance to all students?
☑ Yes ☐ No
☐ Not Applicable (campus enrolls only international students on a student visa)

C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?
☐ Yes ☐ No
☐ Not Applicable (there have been no graduates)

C.09 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes ☐ No
☒ Not Applicable

EDUCATIONAL ACTIVITIES
FOR ALL PROGRAMS

C.13 Is licensure, certification or registration required to practice in the specific career field?

☐ Yes ☒ No (Skip to Question C.15)

C.15 Who is assigned to administer all academic programs, and what are this person’s qualifications?

Ms. Maria (Vicki) Davenport, director of education, is assigned to administer all academic programs. Ms. Davenport holds a master’s degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor’s degree in corporate and industrial communications from Lindenwood College. She also has four years working in the culinary industry and two years experience as a culinary instructor.

C.16 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person’s qualifications?

Ms. Maria (Vicki) Davenport, director of education, is assigned to administer the new credential. As previously stated, Ms. Davenport holds a master's degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor's degree in corporate and industrial communications from Lindenwood College. She also received 28 credits of coursework in culinary arts, has four years working in the culinary industry and two years experience as a culinary instructor.

C.18 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?

☒ Yes ☐ No

C.20 Are the time and resources devoted to the administration of the new credential sufficient?

☒ Yes ☐ No

C.21 Is the program consistent with the campus' mission and the needs of its students?

☒ Yes ☐ No

C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?

☒ Yes ☐ No

C.23 List the community resources and describe how they are utilized to enrich the program.

The campus utilizes different ways to help the students be active in the community by working at events like the fall festival, different cooking competitions and the like. They also use guest speakers from the culinary and pastry industry in their classes to give students a better understanding of what is expected of them when they go to work. They also use an advisory board made up of local professionals that provide them with
feedback on the types of skills that they are currently looking for and to make sure the curriculum meets those needs.

C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

- [ ] Yes
- [ ] No

C.25 Does the catalog accurately describe the program and its objectives?

- [ ] Yes
- [ ] No

C.26 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

- [ ] Yes
- [ ] No
- Not Applicable (these elements are not part of the program or no student is at the point of needing them)

C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?

- [ ] Yes
- [ ] No
- Not Applicable (no courses are offered via independent study)

C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

- [ ] Yes
- [ ] No

C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?

- [ ] Yes
- [ ] No

C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

- [ ] Yes
- [ ] No

C.31 Is an appropriately detailed syllabus on file for each course that includes:

- (a) Title and course descriptions
  - [ ] Yes
  - [ ] No
- (b) Course numbers
  - [ ] Yes
  - [ ] No
- (c) Course prerequisites and/or corequisites
  - [ ] Yes
  - [ ] No
- (d) Instructional contact hours/credits
  - [ ] Yes
  - [ ] No
- (e) Learning objectives
  - [ ] Yes
  - [ ] No
- (f) Instructional materials and references
  - [ ] Yes
  - [ ] No
- (g) Topical outline of the course
(h) Instructional methods  
☑ Yes ☐ No

(i) Assessment criteria  
☑ Yes ☐ No

(j) Method of evaluating students  
☑ Yes ☐ No

(k) Date the syllabus was last reviewed  
☑ Yes ☐ No

C.32 Do students confirm that they receive a course syllabus and that it is followed?  
☑ Yes ☐ No

C.33 Is credit appropriately converted in relation to total student contact hours in each class?  
☑ Yes ☐ No

C.34 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
☑ Yes ☐ No

C.35 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
☑ Yes ☐ No

C.36 Are the following appropriate to adequately support the new program?  
(a) Facilities.  
☑ Yes ☐ No
(b) Instructional equipment.  
☑ Yes ☐ No
(c) Resources.  
☑ Yes ☐ No
(d) Support for modes of instructional delivery.  
☑ Yes ☐ No
(e) Personnel.  
☑ Yes ☐ No

C.37 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
☑ Yes ☐ No

C.38 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  
☑ Yes ☐ No

C.39 Are the following elements appropriately incorporated into the instructional components of the program?  
(a) Systematic planning.  
☑ Yes ☐ No
(b) Well-defined instructional objectives.

- Yes ☐ No

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

- Yes ☐ No

(d) Appropriate modes of instructional delivery.

- Yes ☐ No

(e) The use of appropriate assessment strategies.

- Yes ☐ No

(f) The use of appropriate experiences.

- Yes ☐ No

C.40 Are official transcripts for all credentials on file for all instructors in the program?

- Yes ☐ No

C.41 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credential to credentials awarded by institutions in the United States?

- Yes ☐ No

☐ Not Applicable (no faculty members hold foreign credentials)

C.42 Is there documented evidence of a systematic program of in-service training at the campus?

- Yes ☐ No

C.43 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

- Yes ☐ No

C.44 Is there evidence that full-time and part-time instructors in the program(s) participate in regularly scheduled faculty meetings?

- Yes ☐ No

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

C.45 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

- Yes ☐ No

C.46 Are all faculty in the program assigned to teach in no more than three fields of instruction, with no more than five preparations?

- Yes ☐ No

C.47 Is the size of the faculty appropriate?

- Yes ☐ No
C.48 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☐ Yes ☐ No

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

C.49 Are teaching loads reasonable?
☐ Yes ☐ No

FOR ACADEMIC ASSOCIATE’S DEGREES ONLY

C.60 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?
☐ Yes ☐ No

C.61 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?
☐ Yes ☐ No

C.62 Are all general education courses appropriate for the program and do they meet Council standards?
☐ Yes ☐ No

C.63 Are the courses that satisfy the concentration and general education requirements identified in the catalog?
☐ Yes ☐ No

C.64 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☐ Yes ☐ No

C.65 Is there evidence that curricular offerings require the appropriate use of library resources?
☐ Yes ☐ No

C.66 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No
☐ Not Applicable (no students in the second year)

C.67 Are at least one-half of all subjects that are part of the associate’s degree taught by faculty members who have graduate degrees, professional degrees, or bachelor’s degrees plus professional certification?
☐ Yes ☐ No

PUBLICATIONS

C.105 Do the catalog and other publications accurately describe the new program?
☐ Yes ☐ No
C.106 Is the course-numbering system adequately explained in the catalog?
  ☒ Yes    ☐ No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY
FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY

C.108 Is the campus’ established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
  ☒ Yes    ☐ No

C.109 What is the amount of the current year’s library budget?
$638,638.00

C.110 What portion of the current year’s library budget has been spent and how has the money been allocated?
They have an overall corporate library budget for the electronic library that all campuses use. They do not currently have a campus budget due to the programs being in teach out and the anticipated closure of the campus in 2016.

C.111 Does the new program require appropriate use of library resources?
  ☒ Yes    ☐ No

C.112 Is there evidence that the faculty have involvement in the selection of library resources?
  ☒ Yes    ☐ No

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

C.113 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
  ☒ Yes    ☐ No

C.114 Are records of physical and/or online resources and circulation accurate and up to date?
  ☒ Yes    ☐ No

C.115 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?
  ☒ Yes    ☐ No

C.116 Describe any full-text online collections available to students:
The campus uses the following online resources: Culinary Arts-InfoTrac, First Research, Food Science Source, Hospitality and Tourism Complete, Oxford Reference: Encyclopedia of Food and Drink in America, Culinary Arts-Infotrac, Food Science Source, Hospitality and Tourism Complete.

C.117 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
- ☒ Yes  ☐ No
- ☐ Not Applicable (program does not include general education courses)

C.118 Are the hours the library is open adequate to accommodate the needs of all students?
- ☒ Yes  ☐ No

C.119 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
- ☒ Yes  ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

C.120 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus' curricular and educational offerings, and assist students in their use?
- ☒ Yes  ☐ No

C.121 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?
   Ms. Laura Rice is the regional librarian and holds a masters in library science and information systems. She trains the workers in the library so that the students needs can be met. Due to the programs being in teach-out, it is difficult to hire a librarian for such a short amount of time. Ms. Rice also answers all the students email questions and they also have online librarians that students can chat with if they encounter issues. The library is staffed from Monday through Thursday 9 a.m. to 7 p.m. and Friday 9 a.m to 5 p.m.

C.122 Is documentation on file to evidence the librarian participates in professional growth activities?
- ☒ Yes  ☐ No

C.123 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?
- ☒ Yes  ☐ No
SUMMARY

Based on the team’s review, there are no areas requiring additional information.
February 12, 2016

***REVISED***

Ms. Jessica Sanders
Director of Regulatory Operations
Career Education Corporation
231 North Martingale Road
Schaumburg, IL 60173-2007

Dear Ms. Sanders:

Subject: Approval of Teach-Out Plans

LE CORDON BLEU COLLEGE OF CULINARY ARTS, PASADENA, CA
ID CODE 00019019(MC)
LE CORDON BLEU COLLEGE OF CULINARY ARTS, PASADENA, CA
ID CODE 00012821(LS)
LE CORDON BLEU COLLEGE OF CULINARY ARTS, PASADENA, CA
ID CODE 00018883(LS)

In accordance with Section 2-2-301 and 2-2-302 of the Accreditation Criteria, the Council approves the teach-out plans received on January 15, 2016 for the following locations and their prospective date of closure:

- Le Cordon Bleu College of Culinary Arts, 521 East Green Street, Pasadena, CA 91101, ACICS ID 00019019, on September 29, 2017
- Le Cordon Bleu College of Culinary Arts, 525 East Colorado Boulevard, Pasadena, CA 91101, ACICS ID 00012821, on September 29, 2017
- Le Cordon Bleu College of Culinary Arts, 521 East Green Street, Pasadena, CA 91101, ACICS ID 00018883, on September 29, 2017

As described in the teach-out plan, presently enrolled students will complete the program of instruction for which they have enrolled at their current campus.

ACICS is in receipt of Career Education Corporation’s letter dated February 11, 2016 in which a supplement to the teach-out plans for the above referenced campus is presented. ACICS finds this supplement to be compatible with the existing teach-out plans, and is in the interest of students completing their programs of study. The supplement is, therefore, acceptable to ACICS.*
As you referenced in your supplement to the teach-out plan, if the original plan changes in any way, the institution is required to notify ACICS in writing. In addition, the institution must notify the Council in writing of its official closure within 5 days prior of that closing.

Thank you for keeping the Council informed of your institution’s activities.

Sincerely,

Ian R. Harazduk
Senior Manager, Policy and Compliance

c: Mr. Lachlan Sands, Le Cordon Bleu College of Culinary Arts, Pasadena, CA (acicsinfo@la.chefs.edu)
Ms. Jill DeAtley, Career Education Corporation (JDeAtley@careered.com)
Dr. Albert C. Gray, ACICS President and CEO (agray@acics.org)
Dr. Joseph E. Gurubatham, ACICS Executive Vice President (igurubatham@acics.org)
Ms. Susan Greer, ACICS Vice President - Accreditation Operations (sgreer@acics.org)
February 12, 2016

***REVISED***

Ms. Jessica Sanders
Director of Regulatory Operations
Career Education Corporation
231 North Martingale Road
Schaumburg, IL 60173-2007

Dear Ms. Sanders:

Subject: Approval of Teach-Out Plans

LE CORDON BLEU COLLEGE OF CULINARY ARTS, AUSTIN, TX   ID CODE 00021352(MC)
LE CORDON BLEU COLLEGE OF CULINARY ARTS, SACRAMENTO, CA   ID CODE 00023522(BC)
LE CORDON BLEU COLLEGE OF CULINARY ARTS, DALLAS, TX   ID CODE 00023542(BC)
LE CORDON BLEU COLLEGE OF CULINARY ARTS, TUKWILA, WA   ID CODE 00023929(BC)

In accordance with Section 2-2-301 and 2-2-302 of the Accreditation Criteria, the Council approves the teach-out plans received on January 15, 2016 for the following locations and their prospective date of closure:

- Le Cordon Bleu College of Culinary Arts, 3110 Esperanza Crossing, Suite 100, Austin, TX 78758, ACICS ID 00021352, on September 29, 2017
- Le Cordon Bleu College of Culinary Arts, 2450 Del Paso Road, Suite 150, Sacramento, CA 90028, ACICS ID 00023522, on September 29, 2017
- Le Cordon Bleu College of Culinary Arts, 11830 Webb Chapel Road, Suite 1200, Dallas, TX 75234, ACICS ID 00023542, on September 29, 2017
- Le Cordon Bleu College of Culinary Arts, 360 Corporate Drive North, Tukwila, WA 98188, ACICS ID 00023929, on September 29, 2017

As described in the teach-out plan, presently enrolled students will complete the program of instruction for which they have enrolled at their current campus.

ACICS is in receipt of Career Education Corporation’s letter dated February 11, 2016 in which a supplement to the teach-out plans for the above referenced campus is presented. ACICS finds this supplement to be compatible with the existing teach-out plans, and is in the interest of
students completing their programs of study. The supplement is, therefore, acceptable to ACICS.*

As you referenced in your supplement to the teach-out plan, if the original plan changes in any way, the institution is required to notify ACICS in writing. In addition, the institution must notify the Council in writing of its official closure within 5 days prior of that closing.

Thank you for keeping the Council informed of your institution’s activities.

Sincerely,

[Redacted]

Ian R. Harazduk
Senior Manager, Policy and Compliance

c: Ms. Kimberly Velasquez, Le Cordon Bleu College of Culinary Arts, Sacramento, CA (ACICSINFO@sacramento.chefs.edu)
Ms. Jill DeAtley, Career Education Corporation (JDeAtley@careered.com)
Dr. Albert C. Gray, ACICS President and CEO (agray@acics.org)
Dr. Joseph E. Gurubatham, ACICS Executive Vice President (jgurubatham@acics.org)
Ms. Susan Greer, ACICS Vice President - Accreditation Operations (sgreer@acics.org)
February 12, 2016

***REVISED***

Ms. Jessica Sanders
Director of Regulatory Operations
Career Education Corporation
231 North Martingale Road
Schaumburg, IL 60173-2007

Dear Ms. Sanders:

Subject: Approval of Teach-Out Plan

LE CORDON BLEU COLLEGE OF CULINARY ARTS, SAN FRANCISCO, CA ID CODE 00048280(MC)

In accordance with Section 2-2-301 and 2-2-302 of the Accreditation Criteria, the Council approves the teach-out plan received on January 15, 2016 for Le Cordon Bleu College of Culinary Arts, 350 Rhode Island Street, San Francisco, CA 94103, ACICS ID 00048280, which plans to close on September 29, 2017.

As described in the teach-out plan, presently enrolled students will complete the program of instruction for which they have enrolled at their current campus.

ACICS is in receipt of Career Education Corporation’s letter dated February 11, 2016 in which a supplement to the teach-out plans for the above referenced campus is presented. ACICS finds this supplement to be compatible with the existing teach-out plans, and is in the interest of students completing their programs of study. The supplement is, therefore, acceptable to ACICS.*

If the plan changes in any way, the institution is required to notify ACICS in writing. In addition, the institution must notify the Council in writing of its official closure within 5 days prior of that closing. Thank you for keeping the Council informed of your institution’s activities.

Sincerely,

Ian R. Harazduk
Senior Manager, Policy and Compliance

c: Mr. Marvin Sabido, Le Cordon Bleu College of Culinary Arts, San Francisco, CA (acicsinfo@sf.chefs.edu)
Ms. Jessica Sanders
February 12, 2016
Page 2

Ms. Jill DeAtley, Career Education Corporation (JDeAtley@careered.com)
Dr. Albert C. Gray, ACICS President and CEO (agray@acics.org)
Dr. Joseph E. Gurubatham, ACICS Executive Vice President (jgurubatham@acics.org)
Ms. Susan Greer, ACICS Vice President - Accreditation Operations (sgreer@acics.org)
From: Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIOBOH23SPDLT)/Recipients/653bda8a6414411414820bfcfb53b7514e-IHarazduk>
Sent: 1/30/2016 9:13:08 AM -0500
To: 'Jessica Sanders' <jsanders@careered.com>;
    'aslrecordsmanager@ed.gov';
    'martina.fernandez-rosario@ed.gov';
    'leeza.nifredi@dca.ca.gov';
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    'ac@acfcchefs.net';
    Albert C. Gray <ExchangeLabs/Exchange Administrative Group (FYDIOBOH23SPDLT)/Recipients/a1a35d9f738542d48eb51f1ddabe428a0-agray>;
    Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIOBOH23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>;
    Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIOBOH23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db-6-sgreer>;
    'asicsinfo@austin.chefs.edu';
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    'cynthia.thornton@ed.gov';
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    'mike.brennan@wtb.wa.gov'
CC: Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIOBOH23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>;
    Katy Fisher <kfisher@acics.org>;
    Jeff Olszewski <ExchangeLabs/Exchange Administrative Group (FYDIOBOH23SPDLT)/Recipients/5b5c75d2af243ad81663a2950d5c8f9-JOlszewski>;
    Terron King <ExchangeLabs/Exchange Administrative Group (FYDIOBOH23SPDLT)/Recipients/ecc7ed5977e45b59050c554c845b2f080f-tking>
BCC: Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIOBOH23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>;
    Katy Fisher <kfisher@acics.org>;
    Jeff Olszewski <ExchangeLabs/Exchange Administrative Group (FYDIOBOH23SPDLT)/Recipients/5b5c75d2af243ad81663a2950d5c8f9-JOlszewski>;
    Terron King <ExchangeLabs/Exchange Administrative Group (FYDIOBOH23SPDLT)/Recipients/ecc7ed5977e45b59050c554c845b2f080f-tking>
Subject: ACICS Approval of Teach-Out Plan: Le Cordon Bleu College of Culinary Arts, Austin, TX [00021352] and Branch Campuses
Attachments: 21352, 23522, 23542, 23929, Approval of Teach-Out Plan.pdf

Ms. Sanders,

Thank you for submitting the ACICS Campus Closing Applications as well as the teach-out plans and all supplemental documents for the Le Cordon Bleu College of Culinary Arts campuses located in Austin, TX [00021352]; Sacramento, CA [00023522]; Dallas, TX [00023542]; and Tukwila, WA [00023929]. I have attached a copy of the approval for the teach-out plans. If you have any questions, please feel free to contact me.

Thank you.

Ian Harazduk
January 30, 2016

SENT VIA E-MAIL

Ms. Jessica Sanders
Director of Regulatory Operations
Career Education Corporation
231 North Martingale Road
Schaumburg, IL 60173-2007

Dear Ms. Sanders:

Subject: Approval of Teach-Out Plans

In accordance with Section 2-2-301 and 2-2-302 of the Accreditation Criteria, the Council approves the teach-out plans received on January 15, 2016 for the following locations and their prospective date of closure:

- Le Cordon Bleu College of Culinary Arts, 3110 Esperanza Crossing, Suite 100, Austin, TX 78758, ACICS ID 00021352, on September 29, 2017
- Le Cordon Bleu College of Culinary Arts, 2450 Del Paso Road, Suite 150, Sacramento, CA 90028, ACICS ID 00023522, on September 29, 2017
- Le Cordon Bleu College of Culinary Arts, 11830 Webb Chapel Road, Suite 1200, Dallas, TX 75234, ACICS ID 00023542, on September 29, 2017
- Le Cordon Bleu College of Culinary Arts, 360 Corporate Drive North, Tukwila, WA 98188, ACICS ID 00023929, on September 29, 2017

As described in the teach-out plan, presently enrolled students will complete the program of instruction for which they have enrolled at their current campus.

If the plans change in any way, the institution is required to notify ACICS in writing. In addition, the institution must notify the Council in writing of its official closure within 5 days prior of that closing.
Ms. Jessica Sanders  
January 30, 2016  
Page 2

Thank you for keeping the Council informed of your institution’s activities.

Sincerely,

Ian R. Harazduk  
Senior Manager, Policy and Compliance

c:  
Mr. Steven Smith, Le Cordon Bleu College of Culinary Arts, Austin, TX  
(acicsinfo@austin.chefs.edu)  
Ms. Kimberly Velasquez, Le Cordon Bleu College of Culinary Arts, Sacramento, CA  
(ACICSINFO@sacramento.chefs.edu)  
Ms. Maureen Clements, Le Cordon Bleu College of Culinary Arts, Dallas, TX  
(acicsinfo@dallas.chefs.edu)  
Ms. Jennifer Sohombie, Le Cordon Bleu College of Culinary Arts, Tukwila, WA  
(ACICSINFO@seattle.chefs.edu)  
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
(aslrecordsmanager@ed.gov)  
Ms. Cynthia Thornton, U.S. Department of Education, School Participation Team,  
Region VI (cynthia.thornton@ed.gov)  
Team, Region IX (martina.fernandez-rosario@ed.gov)  
Mr. J. Michael DeLong, Texas Workforce Commission (michael.delong@twc.state.tx.us)  
Ms. Cathie Maeyaert, Texas Higher Education Coordinating Board  
(cathie.maeyaert@thecb.state.tx.us)  
Ms. Leeza Rifredi, California Bureau for Private Postsecondary Education  
(leeza.rifredi@dca.ca.gov) (bppe@dca.ca.gov)  
Mr. Mike Brennan, Washington Workforce Training & Education Coordinating Board  
(mike.brennan@wtb.wa.gov)  
Ms. Wendy Laino, American Culinary Federation (acf@acfcghefs.net)  
Dr. Albert C. Gray, ACICS President and CEO (agray@acics.org)  
Dr. Joseph E. Gurubatham, ACICS Executive Vice President (igurubatham@acics.org)  
Ms. Susan Greer, ACICS Vice President - Accreditation Operations (sgreer@acics.org)
Ms. Sanders,

Thank you for submitting the ACICS Campus Closing Application as well as the teach-out plan and all supplemental documents for Le Cordon Bleu College of Culinary Arts, Pasadena, CA [00019019] and its respective learning sites. I have attached a copy of the approval for the teach-out plan. If you have any questions, please feel free to contact me.

Thank you.

Ian Harazduk
Senior Manager, Policy and Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington DC 20002
January 30, 2016

SENT VIA E-MAIL

Ms. Jessica Sanders  jsanders@careered.com
Director of Regulatory Operations
Career Education Corporation
231 North Martingale Road
Schaumburg, IL 60173-2007

Dear Ms. Sanders:

Subject: Approval of Teach-Out Plans

LE CORDON BLEU COLLEGE OF CULINARY ARTS, PASADENA, CA  ID CODE 00019019(MC)
LE CORDON BLEU COLLEGE OF CULINARY ARTS, PASADENA, CA  ID CODE 00012821(LS)
LE CORDON BLEU COLLEGE OF CULINARY ARTS, PASADENA, CA  ID CODE 00018883(LS)

In accordance with Section 2-2-301 and 2-2-302 of the Accreditation Criteria, the Council approves the teach-out plans received on January 15, 2016 for the following locations and their prospective date of closure:

- Le Cordon Bleu College of Culinary Arts, 521 East Green Street, Pasadena, CA 91101, ACICS ID 00019019, on September 29, 2017
- Le Cordon Bleu College of Culinary Arts, 525 East Colorado Boulevard, Pasadena, CA 91101, ACICS ID 00012821, on September 29, 2017
- Le Cordon Bleu College of Culinary Arts, 521 East Green Street, Pasadena, CA 91101, ACICS ID 00018883, on September 29, 2017

As described in the teach-out plan, presently enrolled students will complete the program of instruction for which they have enrolled at their current campus.

If the plan changes in any way, the institution is required to notify ACICS in writing. In addition, the institution must notify the Council in writing of its official closure within 5 days prior of that closing.
Thank you for keeping the Council informed of your institution’s activities.

Sincerely,

Ian R. Harazduk
Senior Manager, Policy and Compliance

c:  Mr. Lachlan Sands, Le Cordon Bleu College of Culinary Arts, Pasadena, CA  
    (acicsinfo@la.chefs.edu)
    Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
    (aslrecordsmanager@ed.gov)
    Mr. Martina Fernandez-Rosario, U.S. Department of Education, School Participation  
    Team, Region IX (martina.fernandez-rosario@ed.gov)
    Ms. Leeza Rifredi, California Bureau for Private Postsecondary Education  
    (leeza.rifredi@dca.ca.gov) (bppe@dca.ca.gov)
    Ms. Wendy Laino, American Culinary Federation (acf@acfc.hefs.net)
    Dr. Albert C. Gray, ACICS President and CEO (agray@acics.org)
    Dr. Joseph E. Gurubatham, ACICS Executive Vice President (jgurubatham@acics.org)
    Ms. Susan Greer, ACICS Vice President - Accreditation Operations (sgreer@acics.org)
From: Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIOBHF23SPDLT)/Recipients/653bda8a64144114820bfcbf53b7514e-Harazduk>

Sent: 2/16/2016 3:48:57 PM -0500
To: 'Jessica Sanders' <jsanders@careered.com>
CC: 'acicsinfo@portland.chefs.edu'; 'acicsinfo@atlanta.chefs.edu'; 'acicsinfo@msp.chefs.edu'; 'astrecordmanager@ed.gov'; 'martina.fernandez-rosario@ed.gov'; 'christopher.miller@ed.gov'; 'douglas.parrott@ed.gov'; 'jennifer.diallo@state.or.us'; 'byarborough@gnpec.org'; 'betsy.talbot@state.mn.us'; acf@acfchefs.net; Albert C. Gray <ExchangeLabs/Exchange Administrative Group (FYDIOBHF23SPDLT)/Recipients/a1a35d9f738542d48eb5f1ddabe428a0-ugray>; Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIOBHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>; Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIOBHF23SPDLT)/Recipients/2839eecc7707f4128a4de87103ed162f4-JGurubatham>

BCC: Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIOBHF23SPDLT)/Recipients/3625966a21b477e17337561576fd9f-ABieda>; Jeff Olszewski <ExchangeLabs/Exchange Administrative Group (FYDIOBHF23SPDLT)/Recipients/5b5c75d2f243ad81863a29505d5cf9-JOlszewski>; Katy Fisher <kfisher@acics.org>; Terron King <ExchangeLabs/Exchange Administrative Group (FYDIOBHF23SPDLT)/Recipients/ecc7fd59f77e45b590500c554c080f-king>

Subject: ACICS Approval of Teach-Out Plan: Le Cordon Bleu College of Culinary Arts, Portland, OR [00038375] and Branch Campuses

Attachments: 38375, 38381, 38353.Approval of Teach-Out Plan.pdf

Ms. Sanders,

Thank you for submitting the ACICS Campus Closing Applications as well as the teach-out plans and all supplemental documents for the Le Cordon Bleu College of Culinary Arts campuses located in Portland, OR [00038375]; Tucker, GA [00038381]; and Mendota Heights, MN [00038353]. I have attached a copy of the approval for the teach-out plans. If you have any questions, please feel free to contact me.

Thank you.

Ian Harazduk

Senior Manager, Policy and Compliance

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002
February 16, 2016

SENT VIA E-MAIL

Ms. Jessica Sanders
Director of Regulatory Operations
Career Education Corporation
231 North Martingale Road
Schaumburg, IL 60173-2007

Dear Ms. Sanders:

Subject: Approval of Teach-Out Plans

LE CORDON BLEU COLLEGE OF CULINARY ARTS, PORTLAND, OR  ID CODE 00038375(MC)
LE CORDON BLEU COLLEGE OF CULINARY ARTS, TUCKER, GA  ID CODE 00038381(BC)
LE CORDON BLEU COLLEGE OF CULINARY ARTS, MENDOTA HEIGHTS, MN  ID CODE 00038353(BC)

In accordance with Section 2-2-301 and 2-2-302 of the Accreditation Criteria, the Council approves the teach-out plans received on January 15, 2016 for the following locations and their prospective date of closure:

• Le Cordon Bleu College of Culinary Arts, 600 SW 10th Avenue, Suite 400, Portland, OR 97205, ACICS ID 00038375, on September 29, 2017
• Le Cordon Bleu College of Culinary Arts, 1927 Lakeside Parkway, Tucker, GA 30084, ACICS ID 00038381, on September 29, 2017
• Le Cordon Bleu College of Culinary Arts, 1315 Mendota Heights Road, Mendota Heights, MN 55120, ACICS ID 00038353, on September 29, 2017

As described in the teach-out plan, presently enrolled students will complete the program of instruction for which they have enrolled at their current campus.

If the plans change in any way, the institution is required to notify ACICS in writing. In addition, the institution must notify the Council in writing of its official closure within 5 days prior of that closing.
Ms. Jessica Sanders  
February 16, 2016  
Page 2

Thank you for keeping the Council informed of your institution’s activities.

Sincerely,

[Redacted]

Ian R. Harazduk  
Senior Manager, Policy and Compliance

c: Mr. Adam Thompson, Le Cordon Bleu College of Culinary Arts, Portland, OR  
(acicsinfo@portland.chefs.edu)  
Mr. Lamar Farr, Le Cordon Bleu College of Culinary Arts, Tucker, GA  
(acicsinfo@atlanta.chefs.edu)  
Mr. Turner Berg, Le Cordon Bleu College of Culinary Arts, Mendota Heights, MN  
(acicsinfo@msp.chefs.edu)  
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
(aslrecordsmanager@ed.gov)  
Team, Region IX (martina.fernandez-rosario@ed.gov)  
Mr. Christopher Miller, U.S. Department of Education, School Participation Team,  
Region IV (christopher.miller@ed.gov)  
Mr. Douglas Parrott, U.S. Department of Education, School Participation Team, Region  
V (douglas.parrott@ed.gov)  
Ms. Jennifer Diallo, Oregon Student Assistance Commission (jennifer.diallo@state.or.us)  
Ms. Corinna Robinson, Georgia Nonpublic Postsecondary Education Commission  
(byarburgh@gnpec.org)  
Ms. Betsy Talbot, Minnesota Office of Higher Education (betsy.talbot@state.mn.us)  
Ms. Wendy Laino, American Culinary Federation (acf@acfchefs.net)  
Dr. Albert C. Gray, ACICS President and CEO (agray@acics.org)  
Dr. Joseph E. Gurubatham, ACICS Executive Vice President (jgurubatham@acics.org)  
Ms. Susan Greer, ACICS Vice President - Accreditation Operations (sgreer@acics.org)
From: Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcbf53b7514e-IHarazdu>  
Sent: 1/30/2016 7:52:10 AM -0500  
To: 'Jessica Sanders' <jsanders@careered.com>  
CC:  
   'asrecordsmanager@ed.gov'; 'martina.fernandez-rosario@ed.gov'; 'leeza.nifredi@dca.ca.gov'; 'bppe@dca.ca.gov'; 'act@acfcchefs.net'; Albert C. Gray <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a1a35d9f738542d48eb5f1ddabe428e-agray>; Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>; Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ee54c71a8d2bc2d86525db-6-sgreer>; 'acicsinfo@sf.chefs.edu'; 'info@accsct.org'  
BCC:  
   Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966ea21b477ea17337561576fd9f-ABieda>; Katy Fisher <kfisher@acics.org>; Jeff Olszewski <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/5b5c75d2fa243ad8163a2950d5c8f-jOlszewski>; Terron King <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/ecc7fd5f77e45b59050c554ccf080f-tking>  
Subject: ACICS Approval of Teach-Out Plan: Le Cordon Bleu College of Culinary Arts, San Francisco, CA [00048280]  
Attachments: 48280.Approval of Teach-Out Plan.pdf  

Ms. Sanders,

Thank you for submitting the ACICS Campus Closing Application as well as the teach-out plan and all supplemental documents for Le Cordon Bleu College of Culinary Arts, San Francisco, CA [00048280]. I have attached a copy of the approval for the teach-out plan. If you have any questions, please feel free to contact me.

Thank you.

Ian Harazduk
Senior Manager, Policy and Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002
January 30, 2016

SENT VIA E-MAIL

Ms. Jessica Sanders
Director of Regulatory Operations
Career Education Corporation
231 North Martingale Road
Schaumburg, IL 60173-2007

Dear Ms. Sanders:

Subject: Approval of Teach-Out Plan

LE CORDON BLEU COLLEGE OF CULINARY ARTS, SAN FRANCISCO, CA ID CODE 00048280(MC)

In accordance with Section 2-2-301 and 2-2-302 of the Accreditation Criteria, the Council approves the teach-out plan received on January 15, 2016 for Le Cordon Bleu College of Culinary Arts, 350 Rhode Island Street, San Francisco, CA 94103, ACICS ID 00048280, which plans to close on September 29, 2017.

As described in the teach-out plan, presently enrolled students will complete the program of instruction for which they have enrolled at their current campus.

If the plan changes in any way, the institution is required to notify ACICS in writing. In addition, the institution must notify the Council in writing of its official closure within 5 days prior of that closing. Thank you for keeping the Council informed of your institution’s activities.

Sincerely,

Ian R. Harazduk
Senior Manager, Policy and Compliance

c: Mr. Marvin Sabido, Le Cordon Bleu College of Culinary Arts, San Francisco, CA (acicsinfo@sfc.hefes.edu)
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education (aslrecordsmanager@ed.gov)
Ms. Leeza Rifredi, California Bureau for Private Postsecondary Education  
(leeza.rifredi@dca.ca.gov) (bppe@dca.ca.gov)  
Dr. Michale McComis, Accrediting Commission of Career Schools and Colleges  
(info@accsct.org)  
Ms. Wendy Laino, American Culinary Federation (acf@acfchefs.net)  
Dr. Albert C. Gray, ACICS President and CEO (agray@acics.org)  
Dr. Joseph E. Gurubatham, ACICS Executive Vice President (jgurubatham@acics.org)  
Ms. Susan Greer, ACICS Vice President - Accreditation Operations (sgreer@acics.org)
Ms. Sanders,

Thank you for submitting the ACICS Campus Closing Applications as well as the teach-out plans and all supplemental documents for the Le Cordon Bleu College of Culinary Arts campuses located in Scottsdale, AZ [00038375]; Cambridge, MA [00038381]; Miramar, FL [00048561]; Orlando, FL [00019776]; and Las Vegas, NV [00048157]. I have attached a copy of the approval for the teach-out plans. If you have any questions, please feel free to contact me.

Thank you.

Ian Harazduk
Senior Manager, Policy and Compliance
Accrediting Council for Independent Colleges and Schools
February 16, 2016

SENT VIA E-MAIL

Ms. Jessica Sanders  
Director of Regulatory Operations  
Career Education Corporation  
231 North Martingale Road  
Schaumburg, IL 60173-2007

Dear Ms. Sanders:

Subject: Approval of Teach-Out Plans

In accordance with Section 2-2-301 and 2-2-302 of the Accreditation Criteria, the Council approves the teach-out plans received on January 15, 2016 for the following locations and their prospective date of closure:

- Le Cordon Bleu College of Culinary Arts, 8100 E. Camelback Rd., Scottsdale, AZ 85251, ACICS ID 00048705, on September 29, 2017
- Le Cordon Bleu College of Culinary Arts Boston, 215 First Street, 3rd Floor, Cambridge, MA 02142, ACICS ID 00048109, on September 29, 2017
- Le Cordon Bleu College of Culinary Arts in Miami, 3221 Enterprise Way, Miramar, FL 33025, ACICS ID 00048561, on September 29, 2017
- Le Cordon Bleu College of Culinary Arts, 8511 Commodity Circle, Suite 100, Orlando, FL 32819, ACICS ID 00019776, on September 29, 2017
- Le Cordon Bleu College of Culinary Arts 1451 Center Crossing Road, Las Vegas, NV 89144, ACICS ID 00048157, on September 29, 2017
Ms. Jessica Sanders  
February 16, 2016  
Page 2

- Le Cordon Bleu College of Culinary Arts Skybridge, 4301 N. Scottsdale Road, Suite 260, Scottsdale, AZ 85251, ACICS ID 00109290, on September 29, 2017

As described in the teach-out plan, presently enrolled students will complete the program of instruction for which they have enrolled at their current campus.

If the plans change in any way, the institution is required to notify ACICS in writing. In addition, the institution must notify the Council in writing of its official closure within 5 days prior of that closing. Thank you for keeping the Council informed of your institution’s activities.

Sincerely,

Ian R. Harazduk  
Senior Manager, Policy and Compliance

c:  
Mr. Craig Bartholomew, Le Cordon Bleu College of Culinary Arts, Scottsdale, AZ  
(acicsinfo@scottsdale.chefs.edu)  
Mr. James Dunleavy, Le Cordon Bleu College of Culinary Arts, Cambridge, MA  
(acicsinfo@boston.chefs.edu)  
Mr. Kevin Mitchell, Le Cordon Bleu College of Culinary Arts, Miramar, FL  
(acicsinfo@miami.chefs.edu)  
Mr. Tirrell Anthony, Le Cordon Bleu College of Culinary Arts, Orlando, FL  
(ACICSINFO@Orlando.chefs.edu)  
Mr. Jason Smith, Le Cordon Bleu College of Culinary Arts, Las Vegas, NV  
(acicsinfo@vegas.chefs.edu)  
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
(asrecordsmanager@ed.gov)  
Ms. Betty Coughlin, U.S. Department of Education, School Participation Team, Region I and II (betty.coughlin@ed.gov)  
Mr. Christopher Miller, U.S. Department of Education, School Participation Team, Region IV (Christopher.miller@ed.gov)  
Ms. Teri Stanfill, Arizona State Board For Private Postsecondary Education  
(teri.stanfill@azppse.gov)  
Mr. Clinton Dick, Massachusetts Division of Professional Licensure  
(REG.Director@state.ma.us)  
Mr. Samuel Ferguson, Florida Department of Education (Susan.Hood@fldoe.org)  
Mr. David Perlman, Nevada Commission on Postsecondary Education  
(dperlman@cpe.state.nv.us)
Ms. Jessica Sanders  
February 16, 2016
Page 3

Dr. Michale McComis, Accrediting Commission of Career Schools and Colleges  
(info@accsct.org)
Ms. Wendy Laino, American Culinary Federation (acf@acfschefs.net)
Dr. Albert C. Gray, ACICS President and CEO (agray@acics.org)
Dr. Joseph E. Gurubatham, ACICS Executive Vice President (jgurubatham@acics.org)
Ms. Susan Greer, ACICS Vice President - Accreditation Operations (sgreer@acics.org)
Dear Ms. DeAtley,

RE: Le Cordon Bleu College of Culinary Arts, Sacramento, CA, ACICS ID: 00023522

Le Cordon Bleu College of Culinary Arts, San Francisco, CA ACICS ID: 00048280

Le Cordon Bleu College of Culinary Arts, Pasadena, CA, ACICS ID: 00019019

ACICS is in receipt of Career Education Corporation’s letter of February 11, 2016 in which a supplement to the teach-out plans for the above referenced campuses is presented. ACICS finds this supplement to be compatible with the existing teach-out plans, and is in the interest of students completing their programs of study. The supplement is, therefore, acceptable to ACICS. Thank you for keeping ACICS apprised of activities related to the teach-out process.

Albert C. Gray

Albert C. Gray, Ph.D.
President & CEO
Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980, Washington, DC 20002

Follow us on Twitter - http://twitter.com/aciesaccredits

Like us on Facebook - http://facebook.com/aciesaccredits
Bill and Kay,

The Le Cordon Bleu campuses are sending in a number of Campus Closing Applications. They've detailed some issues with submitting and purchasing the applications. We worked out the issues with getting the documents uploaded and they are all squared away on that. However, I have two different institutions that are getting a similar error message when they try and purchase the applications.

Any thoughts, suggestions? This one’s out of my capacity 😞

Thanks,

Ian Harazduk
Senior Manager, Policy and Compliance

Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002

Minor edits - check out the acronyms in the introduction - LCBC was used throughout the report, but there was an LCBCA in the intro??? May not be a problem. The vertical spacing was really screwed up - hope I didn't make it worse LOL!
# RENEWAL OF ACCREDITATION VISIT REPORT

Le Cordon Bleu School of Culinary Arts  
350 Rhode Island Street  
San Francisco, CA 94103  
ACICS ID Code: 00048280

Chef Lisa Wilson (LWilson@sf.chefs.edu)  
www.chefs.edu/San Francisco

**MAIN CAMPUS**

International Academy of Design & Technology  
3725 W. Grace Street  
Tampa, FL 33607  
Main Campus ID Code: 00011161

January 28 and 29, 2015

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<th>Name</th>
<th>Title</th>
<th>Institution</th>
<th>Location</th>
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<tbody>
<tr>
<td>Dr. Harpal S. Dhillon</td>
<td>Chair</td>
<td>President, Intelligent Education Solutions, Inc.</td>
<td>Annandale, VA</td>
</tr>
<tr>
<td>Ms. Kathryn Sellers</td>
<td>Student-Relations Specialist</td>
<td>On-Line Professor, Everett College</td>
<td>St. Augustine, FL</td>
</tr>
<tr>
<td>Ms. Lisa Bynoe</td>
<td>Educational Activities/Library</td>
<td>Associate Professor of Business, Argosy University</td>
<td>Charlotte, NC</td>
</tr>
<tr>
<td>Mr. Antony D. Osborne</td>
<td>Culinary-Arts/Patisserie &amp; Baking</td>
<td>Education of America</td>
<td>Birmingham, AL</td>
</tr>
<tr>
<td>Ms. Jocelyn Harris</td>
<td>Staff Representative</td>
<td>ACICS</td>
<td>Washington, DC</td>
</tr>
</tbody>
</table>
**PROGRAMS OFFERED BY**  
Le Cordon Bleu College of Culinary Arts  
San Francisco, California

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</tr>
</tbody>
</table>

**TOTAL ENROLLMENT**  
[333/0]

* Program reviewed for the first time

** Program(s) not reviewed because of specialized accreditation by American Culinary Federation, expiring on June 30, 2018.
INTRODUCTION

Please use this page to give a narrative introduction of the campus.

Provide a brief history of the campus, a description of its geographic service area, and a description of the composition of the student population.

Le Cordon Bleu of North America is the largest provider of quality culinary arts education worldwide. The network of 17 Le Cordon Bleu schools in the United States offers culinary students a hands-on education with faculty dedicated to providing students with the necessary skills, knowledge, support, and guidance to pursue fulfilling career opportunities in the culinary arts, and patisserie and baking. Le Cordon Bleu College of Culinary Arts (LCBC) is a member of the Career Education Corporation (NASDAQ:CECO) network of universities, colleges and schools.

Le Cordon Bleu College of Culinary Arts, San Francisco (LCBCA-SF) has its origin in California Culinary Academy (CCA), which was founded in 1977 in San Francisco as a professional training school for aspiring chefs. CCA was the first institution of its kind in the western United States. The first campus of CCA was located at California Hall at 625 Polk Street in San Francisco. In 1982, The Accrediting Commission of Career Schools and Colleges of Technology (ACCSC) accredited CCA.

To cope with the steady rise in student enrollment, CCA operated in facilities at multiple locations in San Francisco between 1994 and 2007. In 2004, CCA started conducting classes at 350 Rhode Island Street. This location became the main campus of CCA in 2007, when all academic and administrative operations were consolidated at this facility. The dormitories operated by CCA were closed in 2008. The Education Foundation Accrediting Commission (EFAC) of American Culinary Foundation (ACF) accredited the Associate of Le Cordon Bleu Culinary Arts and the Certificate in Le Cordon Bleu Culinary Arts programs at CCA in April 2011. CCA was granted institutional accreditation by ACICS in August 2011, and the ACCSC institutional accreditation was renewed in the same year. In May 2013, CCA changed its name officially to Le Cordon Bleu College of Culinary Arts, San Francisco.

Currently, the San Francisco campus of LCBC has 333 full-time students in two academic associate degree (204 students) programs, and two certificate programs (129 students). The student population has about 50 percent male and 50 percent female split. The student age distribution is skewed towards young adults. The average age of students has ranged between 27 and 32 years. The youngest student is 18 years old and the oldest student is 65 years old. In 2014, 89 percent of the students did not identify themselves as members of a specific ethnic group. However, it is evident that the proportion of students belonging to the Asian and Hispanic ethnic groups is increasing every year.

Also include a description and explanation of any extenuating circumstances and/or any distinctive or unusual features of the campus or evaluation visit. If the campus has learning sites, describe how those locations are used for administrative and instructional purposes.
There are no extenuating circumstances and unusual features associated with this campus. LCBCA-SF does not operate any learning sites.
REPORT QUESTIONS

MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
   The mission statement for LCBC is presented on page 6 in the 2014-2015 school catalog.

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

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

1.04 Are the objectives reasonable for the following?
   (a) The programs of instruction
       □ Yes  □ No
   (b) The modes of delivery.
       □ Yes  □ No
   (c) The facilities of the campus.
       □ Yes  □ No

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

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

CAMPUS EFFECTIVENESS

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

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

1.09 Does the CEP describe the following?
   (a) The characteristics of the programs offered.
       □ Yes  □ No
   (b) The characteristics of the student population.
       □ Yes  □ No
   (c) The types of data that will be used for assessment.
1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
   ☑ Yes ☐ No
(b) Student placement.
   ☑ Yes ☐ No ☐ Not Applicable (new branch only)
(c) Level of graduate satisfaction.
   ☑ Yes ☐ No ☐ Not Applicable (new branch only)
(d) Level of employer satisfaction.
   ☑ Yes ☐ No ☐ Not Applicable (new branch only)
(e) Student learning outcomes.
   ☑ Yes ☐ No

1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed.
- Student engagement measured through the number of (i) qualitative warnings, (ii) quantitative warnings, and (iii) probationary status determinations per 100 students, in the context of Satisfactory Academic Progress (SAP).
- Pass percentage in standardized examinations such as National Certified Professional Food Manager Test conducted by National Environmental Health Association (NEHA).
- Quantitative and qualitative evaluation of student performance in externship projects.
- Numeric measure of employer satisfaction with the performance of recent LCBC graduates.
- Trends in grade point distribution in specific courses, cumulative grade point averages for students, percentage of students failing (Grade F) in each course.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
   ☑ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
   ☑ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
   ☑ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
   ☑ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

☐ Yes  ☐ No  ☐ Not Applicable (new branch or initial applicant only)

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

(a) A listing of the actions aimed at improving the student retention rates is provided below:
- Focusing on student attendance through indicators such as 'last day of attendance' (LDA) and re-enter and return from 'leave of absence' (LOA).
- Investigation of timing and reasons for dropping out of the school, with the objective of identifying effective corrective actions.
- Responding to results of student course evaluations and student satisfaction surveys with prompt and meaningful corrective actions, when appropriate.
- Enhancement of student engagement through the creation and implementation of more engaging classroom dynamics.
- Creation of opportunities for students to participate in clubs and community service groups/activities in the school.

(b) The actions aimed at improving graduate placement rate are listed below:
- Controlling the number of new enrollments in each degree/certificate program in response to variations in the employment market demands.
- Increasing the percentage of students placed in paid externships.
- Developing and maintaining a network of prospective employers and involving representatives of some employers in the program advisory boards.
- Making well-timed modifications in curriculum to cater to the changing skill needs of the employers of LCBC graduates.
- Preparing graduates for successful pursuit of job opportunities by helping them with resumes development and mock job interviews in the office of Career Services.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

☐ Yes  ☐ No

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

☐ Yes  ☐ No

(c) That periodic progress reports have been completed.

☐ Yes  ☐ No

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

Chef Lisa Wilson, the campus director for the San Francisco campus of LCBC, is the chair of the CEP committee, and is charged with the responsibility for leading the implementation and monitoring of the CEP.

Chef Wilson was appointed as the campus director for LCBC-San Francisco, in May 2014. Prior to her appointment as the campus director, Chef Wilson was the director of career services at this campus from 2007 to 2014. Between
1997 and 2007, she worked in various positions involving hotel and conference management as an employee of ARAMARK Services, Inc. Chef Wilson secured the associate of arts degree in Professional Cooking from Baltimore International Culinary College in Baltimore, Maryland. She was awarded the bachelor’s degree in Business Management by University of Phoenix in Phoenix, Arizona.

The other members of CEP committee are
- Market Director
- Director of Education
- Director of Admissions
- Business Operations Manager
- One Lead Instructor

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

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☑ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☑ Yes ☐ No
(c) Names of the administrators.

☐ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☐ Yes ☐ No
(b) Provide them with constant and proper supervision?
☐ Yes ☐ No
(c) Evaluate their work?
☐ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☐ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☐ Yes ☐ No
(b) Know the person to whom they report?
☐ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☐ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☐ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☐ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☐ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☐ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Chef Lisa Wilson, the campus director for the San Francisco campus of LCBC, is responsible for the financial oversight of the operations at this campus.
Chef Wilson was appointed as the campus director for LCBC-San Francisco, in May 2014. Prior to her appointment as the campus director, Chef Wilson was the director of career services at this campus from 2007 to 2014. Between 1997 and 2007, she worked in various positions involving hotel and conference management as an
employee of ARAMARK Services, Inc.
Chef Wilson secured the associate of arts degree in Professional Cooking from Baltimore International Culinary College in Baltimore, Maryland. She was awarded the bachelor’s degree in Business Management by University of Phoenix in Phoenix, Arizona.

COMMENDATIONS:
The administration personnel at the San Francisco campus of LCBC deserve to be commended for operating a high quality educational institution. Interviews with students and faculty confirmed the existence of a positive environment for instructors and students at this campus. The student externship opportunities available for students are diverse and very beneficial for students. The career progression of graduates of this institution is really impressive.

3. ADMINISTRATION
3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☑ Yes  ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☑ Yes  ☐ No

3.03 Who is the on-site administrator, and what are this person’s qualifications?
Chef Lisa Wilson, the campus director for the San Francisco campus of LCBC, is the chief on-site administrator for this campus.

Chef Wilson was appointed as the campus director for LCBC-San Francisco, in May 2014. Prior to her appointment as the campus director, Chef Wilson was the director of career services at this campus from 2007 to 2014. Between 1997 and 2007, she worked in various positions involving hotel and conference management as an employee of ARAMARK Services, Inc.

Chef Wilson secured the associate of arts degree in Professional Cooking from Baltimore International Culinary College in Baltimore, Maryland. She was awarded the bachelor’s degree in Business Management by University of Phoenix in Phoenix, Arizona.

3.04 Does the campus list degrees of staff members in the catalog?
   - Yes ☑️ No ☐

   If Yes, is appropriate evidence of the degrees on file?
   - Yes ☑️ No ☐

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
   (a) Financial aid activities.
      - Yes ☑️ No ☐
      - Not Applicable (campus does not participate in financial aid)
   (b) Admissions.
      - Yes ☑️ No ☐
   (c) Curriculum.
      - Yes ☑️ No ☐
   (d) Accreditation and licensure.
      - Yes ☑️ No ☐
   (e) Guidance.
      - Yes ☑️ No ☐
   (f) Instructional resources.
      - Yes ☑️ No ☐
   (g) Supplies and equipment.
      - Yes ☑️ No ☐
   (h) The school plant.
      - Yes ☑️ No ☐
   (i) Faculty and staff.
      - Yes ☑️ No ☐
   (j) Student activities.
      - Yes ☑️ No ☐
   (k) Student personnel.
      - Yes ☑️ No ☐

3.06 Does the campus admit ability-to-benefit students?
   - Yes ☐ No ☑️ (Skip to Question 3.11.)

3.11 Do student files contain evidence of graduation from high school or the equivalent?
   - Yes ☑️ No ☐
3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

1. FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 35 student files at Le Cordon Bleu College of Culinary Arts in San Francisco. Three of the 35 files contained satisfactory academic progress warning and probation status documentation, and five files contained evidence of transfer of credit evaluations.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus’s mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that:
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person’s qualifications?
Mr. Brent Wallace, director of admissions, is responsible for the oversight of student recruitment. Mr. Wallace has a bachelor's degree in rhetoric and public communication from Northern Illinois University—He has over 10 years' experience in college admissions and has been in his current position with Le Cordon Bleu - San Francisco since April 2014.

4.11 Describe how the recruiting process for new students is compatible with the educational objectives for the campus?
Following an interview with the director of admissions, the team determined the recruiting process for new students is compatible with the educational objectives of the campus. During a new student's initial interview, the admission representative presents the history and mission of Le Cordon Bleu, followed by information on program curricula, tuition, student services, and campus operating policies. In order to determine if the campus and the program of interest are the best fit for the new student, the admissions representative discusses the new student's educational goals and expectations. New students have the ability to meet with a financial aid representative, should they have questions prior to enrollment.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
   (a) Courses and programs.  
      [ ] Yes  [ ] No
   (b) Services.  
      [ ] Yes  [ ] No
   (c) Tuition.  
      [ ] Yes  [ ] No
   (d) Terms.  
      [ ] Yes  [ ] No
   (e) Operating policies.  
      [ ] Yes  [ ] No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
   [ ] Yes  [ ] No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
   [ ] Yes  [ ] No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
   [ ] Yes  [ ] No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
   [ ] Yes  [ ] No  [ ] Not Applicable (campus does not participate in financial aid)

If Yes, who holds this responsibility and what are this person's qualifications?
Ms. Rebecca Woods, campus business operations manager-market, is responsible on-site for administering student financial aid and is responsible for making final decisions regarding financial aid eligibility, packaging, awarding and disbursement—Ms. Woods has worked in higher education for nine years, serving in many capacities: student assistant, tuition planner, associate registrar, business operations manager and in her current position since July 2014—Ms. Woods has a bachelor's degree in criminal justice from California State University, Sacramento.
4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☐ Yes    ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☐ Yes    ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☐ Yes    ☐ No    ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☐ Yes    ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes    ☐ No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)
If Yes, has the campus published a list of institutions with which it has established the agreements?
☐ Yes    ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☐ Yes    ☐ No

2. FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☐ Yes    ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of academic progress policy are published in the Le Cordon Bleu catalog, effective May 2014, on pages 78-80.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☐ Yes    ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
(c) Procedures for re-establishing satisfactory academic progress.

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

- Withdrawals.
  - Yes □ No
- Incomplete grades.
  - Yes □ No
- Repeated courses.
  - Yes □ No
- Non-punitive grades.
  - Yes □ No □ Not Applicable (campus does not offer)
- Non-credit or remedial courses.
  - Yes □ No □ Not Applicable (campus does not offer)
- A warning status.
  - Yes □ No □ Not Applicable (campus does not use)
- A probationary period.
  - Yes □ No
- An appeal process.
  - Yes □ No
- An extended-enrollment status.
  - Yes □ No □ Not Applicable (campus does not offer)

The effect when a student changes programs.

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

The implications of transfer credit.

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

- Yes □ No

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

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

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

- Yes □ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

- Yes □ No □ Not Applicable (all programs are less than two years)
4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?

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

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

☒ Yes  ☐ No

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

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

If Yes, is the student informed of this policy?

☒ Yes  ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

☒ Yes  ☐ No  ☒ Not Applicable (there are no such students)

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?)

☐ Yes  ☐ No  ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

☐ Yes  ☐ No  ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard timeframe and were awarded the original credential, were any additional financial obligations waived?

☐ Yes  ☐ No  ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

☒ Yes  ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person’s qualifications?
Ms. Lilibeth Chapman, associate registrar, is responsible for the administration of satisfactory academic progress. Ms. Chapman began her employment at California Culinary Academy (now Le Cordon Bleu San Francisco) in November 2006. She has worked in admissions and student services/financial aid departments and was promoted to the role of associate registrar in the fall of 2013. She holds a bachelor's degree in computer information systems from DeVry University.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
- Yes ☒ No ☐

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a) ☒ Scholarships.
(b) ☒ Grants.
(c) ☐ Loans.
(d) ☐ The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
- Yes ☒ No ☐

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
- Yes ☒ No ☐

4.43 Are tuition and fees clearly stated in the catalog?
- Yes ☒ No ☐

If Yes, have students confirmed receiving a copy of the catalog?
- Yes ☒ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
- Yes ☒ No ☐
(b) Dates for the posting of tuition.
- Yes ☒ No ☐
(c) Fees.
- Yes ☒ No ☐
(d) Other charges.
- Yes ☒ No ☐
(e) Payments.
- Yes ☒ No ☐
(f) Dates of payment.
4.45 Is the effective date listed on announcements of changes in tuition and fees?
☐ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus’ refund policy published in the catalog?
☐ Yes ☐ No

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

4.48 Is the campus following its stated refund policy?
☐ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 4.57)

4.50 Who is responsible on-site for administering student financial aid, and what are this person’s qualifications?
Ms. Rebecca Woods, campus business operations manager-market, is responsible on-site for administering student financial aid. As stated earlier in this report, Ms. Woods has worked in higher education for nearly a decade in many capacities—she has been in her current position since July 2014.

4.51 Is the person who determines the amount of student awards not also responsible for disbursing those awards?
☐ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
☐ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☐ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Ms. Rebecca Woods stays current with regulation and policy changes in financial aid by attending bi-weekly student finance calls, bi-weekly campus business operations manager calls, and supplemental trainings provided by the
corporate office—Ms. Woods completed the Federal Student Aid (FSA) Coach program offered through the U.S. Department of Education. She is also a member of the National Association of Student Financial Aid Administrators.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☑ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education’s definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☑ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☑ No (Skip to question 4.58.)

4.58Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
Le Cordon Bleu, San Francisco holds a mandatory new student orientation approximately one week before the start of each new session. All new students must attend this orientation or attend an individual orientation session. During orientation, the students attend sessions conducted by the various departments where they are briefed on the policies and procedures as well as the student portal, career services features, and student accounts/financial aid information. The academics department provides information to students regarding housing, transportation, learning or other disabilities on request. The campus provides weekly academic counseling to students who are placed on Satisfactory Academic Progress (SAP).

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus’ graduates?
☑ Yes ☐ No ☐ Not Applicable (there have been no graduates)

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person’s qualifications?
Chef Lisa Wilson, the campus director for the San Francisco campus of LCBC, is responsible for the oversight of counseling students on employment opportunities. Chef Wilson was appointed as the campus director for LCBC-San Francisco, in May 2014. Prior to her appointment as the campus director, Chef Wilson was the director of career services at this campus from 2007 to 2014. Between 1997 and 2007, she worked in various positions involving hotel and conference management as an employee of ARAMARK Services, Inc. Chef Wilson earned the associate of arts degree in professional cooking from Baltimore International Culinary College. She was awarded the bachelor’s degree in business management by University of Phoenix in Phoenix, Arizona.

Ms—Wilson has two career services advisors who work directly with the students: Ms. Amy Milbrath and Ms. Chelsea Kidwell.

4.61 Does the campus offer employment assistance to all students?
☐ Yes  ☐ No  ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes  ☐ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 328.
The ending enrollment reported on the previous year's CAR is 328.

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☐ Yes  ☐ No  ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☐ Yes  ☐ No  ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
All students must complete an entrance and exit interview. In addition, financial aid advisors advise students on responsible borrowing activities. Financial aid advisors also provide students with access to a financial literacy portal, which includes repayment calculators, modules on managing finances, loan repayment, and general financial literacy. Students can create a unique profile that tracks their progress and allows them to customize their experience. After leaving the programs, students have access to a dedicated team, which provides ongoing support to students during their grace period and loan repayment.

4.67 Describe the extracurricular educational activities of the campus (if applicable).
Le Cordon Bleu-San Francisco hosts activities throughout the year coordinated by faculty, career services, and on-campus clubs. These activities include field trips (relating to the program of study), career expos, employer spotlights, participation in culinary competitions, fundraising activities for on-campus clubs, and student appreciation days. Students are encouraged to participate in various student clubs and organizations, including the Iron Toques, the Fermentation Club, the Molecular Gastronomy Club, and the Student Board.
5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

☒ Yes ☐ No

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

Chef Tim Grable is the interim director of education and the person assigned to oversee the educational activities of all programs at the campus. Chef Grable has held this position since December 15, 2014. Academically, Chef Grable earned a master's degree in education from American Intercontinental University, a bachelor's degree in culinary management from Le Cordon Bleu, and an associate's degree, as well as a certificate in culinary arts both from the California Culinary Academy. Experientially, Chef Grable has been with the campus since 2002 and has held positions of increasing responsibility including, instructor, executive chef, program chair, and lead instructor.

5.03 Does this person have appropriate academic or experiential qualifications?

☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of its programs via several collaborative efforts. The faculty, administration, and advisory boards collaborate to establish and maintain the educational objectives at Le Cordon Bleu- San Francisco. Additionally, the local campus administrators also consult with Career Education Corporation (the parent company)
academic leadership to share input, gain insight, guidance and support. The director of education (DOE) works with program and department chairs and other academic support elements on program development and refinement. Furthermore, the DOE and program lead instructors work with faculty to develop coursework and to ensure that the faculty members are qualified for the individual courses that they are responsible for teaching.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☐ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☐ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☐ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☐ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☐ Yes ☐ No
(d) Assessment of student learning outcomes.
☐ Yes ☐ No
(e) Planning for institutional effectiveness.
☐ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☐ Yes ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☐ No (Skip to question 5.10 for renewal of accreditation. Skip to 5.14 for initial grants or branch inclusion)

If Yes, does the campus:
(a) Carry the programmatic accreditation or is currently in the process of obtaining such accreditation in a timely manner for programs in which it is required by the state in order for students to attain entry-level employment?
☐ Yes ☐ No  ☐ Not Applicable (there is no such requirement by the state)
(b) Notify students as to:
(1) Which programs hold specialized or programmatic accreditation?
☐ Yes ☐ No
(2) Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?
(3) Any other requirements that are generally required for employment?

☐ Yes  ☐ No  ☐ Not Applicable (no other requirements)

FOR RENEWAL OF ACCREDITATION ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

☐ Yes  ☐ No  (Skip to question 5.14)

5.11 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 in length)?

☐ Yes  ☐ No

(b) Student placement rate of 70 percent?

☐ Yes  ☐ No

5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes  ☐ No  ☐ Not Applicable

How many calls to employers or graduates were attempted?
The following number(s) of calls was(were) attempted by program:
Certificate program in culinary arts: 8
Occupational associate’s degree program in culinary arts: 29

How many calls to employers or graduates were successful?
The following number(s) of calls was(were) successful by program:
Certificate program in culinary arts: 2
Occupational associate’s degree program in culinary arts: 11

How many of the successful contacts confirmed the employment of the graduate as reported on the 2013-2014 CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts made to both the certificate in culinary arts and the occupational associate’s degree in culinary arts programs, respectively, were able to confirm employment of the graduates as reported on the 2013-2014 CAR. There were no discrepancies of note to report.

5.13 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

☐ Yes  ☐ No  ☐ Not Applicable

FOR ALL CAMPUSSES
5.14 Are the educational programs consistent with the campus' mission and the needs of its students?

☒ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

☐ Yes ☒ No

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

The Le Cordon Bleu - San Francisco campus recognizes that students have individual learning styles and makes necessary provisions to address individual differences among its students in this learning environment. To adeptly address these differences among its student population, instructors are encouraged to adapt and respond to these styles through personalized student attention based on their professional expertise. Students benefit from lectures, demonstrations, and hands-on learning lab experiences. Different student clubs provide students with the opportunity to collaborate in areas of shared interests. Moreover, the campus works diligently with students who make requests (and qualify) for reasonable accommodation plans.

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

The campus has instituted a system to evaluate, revise, and make changes to the curriculum. Faculty contribute to the development, periodic review and revision, and evaluation of the educational programs offered at the college. The development, review, revision, and evaluation of educational programs also includes feedback from advisory boards, students, graduates, and employers. To promote robust and effective programs, faculty members are encouraged to participate in program reviews and curriculum discussions. Faculty members periodically review and select course materials, including instructional equipment, textbooks, supplies, and supplemental materials that support student learning outcomes. This review often occurs as part of the curriculum evaluation process or, more formally, by a separate committee.

In addition to advisory board and faculty meetings, Curriculum Assessment Groups (CAGs) assess common program standards, resources, and metrics and recommend changes for proposed curricula and syllabi. Through the use of systematic checklists, subject matter experts (SMEs), graduate and employer surveys, class evaluations, and committee work, the college evaluates program performance and effectiveness and incorporates that analysis into the syllabus development process. Furthermore, individual faculty members provide recommendations about textbooks and proposed curriculum updates through the institution's internal Curriculum SharePoint site. Once all feedback and recommendations have been received, instructional designers assist with the development of standard syllabi in conjunction with SMEs and curriculum development specialists. Depending on the nature of the course, this process may also include input from distance learning specialists, publisher support services, or other third-party resources. The standard syllabi are then made available for additional review, feedback, and revision.

5.18 Does the faculty participate in this process?

☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?

☒ Yes ☐ No
5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

- Yes  - No  - Not Applicable (campus does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

- Yes  - No  - Not Applicable (no student has made such a request)

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

- Yes  - No

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

At the time the team was on campus there were initial concerns that breaks were not given consistently. While the team was on campus, an email was sent to the entire faculty reiterating the 10-minute break per academic hour policy and necessity for strict adherence. The team was satisfied this policy will be enforced going forward.

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.23)

(a) Facilities.

- Yes  - No

(b) Instructional equipment.

- Yes  - No

(c) Resources.

- Yes  - No

(d) Personnel.

- Yes  - No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

- Yes  - No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

- Yes  - No

5.25 Based on the team’s observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

- Yes  - No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all
instructors?
☒ Yes  ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes  ☐ No  ☐ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes  ☐ No

If Yes, how is this documented?
The campus provides in-service training designed to enhance professional growth and to improve instruction and curriculum. All faculty members may attend these sessions, with two per year being mandatory. Participation is documented for each training session by sign-in sheets or certificates of attendance placed in the employee file. For those who are unable to attend a scheduled in-service training, a copy of the in-service agenda, presentation and notes are kept on file for the faculty member to review. The faculty members will then document and sign that they have reviewed the material and that all questions/comments have been noted.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes  ☐ No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes  ☐ No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes  ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes  ☒ No

If Yes, do the contracts and/or agreements comply with all requirements of the applicable criterion?
☐ Yes  ☐ No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY
5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?
5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?
☒ Yes ☐ No

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

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?
☒ Yes ☐ No

GENERAL COMMENTS:
The team’s visit evidenced sound and well-run academic programs. The campus was/is aesthetically pleasing, well appointed with suitably equipped classrooms, and labs are outfitted with state of the art equipment. Faculty, staff, and administration were found to be well credentialled, experienced, knowledgeable, friendly and welcoming. Students were enthusiastic about their learning experiences and confident regarding post-graduation employment.

COMMENDATIONS:
The team would like to commend the campus on several initiatives. The campus is in good hands under the leadership of Chef Lisa Wilson and interim director of education Chef Tim Grable. Faculty and students were equally complimentary of their leadership styles and passion for the craft and student success. The campus is passionate about community service and giving back, evident in the many events the students and faculty partake in throughout the year, such as breast cancer awareness, Make A Wish, March of Dimes and involvement with Porter Hill Community Center and similar initiatives. Furthermore, the student organization, the Iron Touques, as well as the American Culinary Federation (ACF) Hot Food teams should be highly commended for the limitless tangible opportunities presented for students for networking, externships, and post graduation employment engagements. In speaking to employers it should be noted the high commendation given to Le Cordon Bleu graduates and the rapid ascent and promotion opportunities that can be directly attributed to the skills garnered from their time at the campus.
6. **EDUCATIONAL FACILITIES**

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

Le Cordon Bleu College of Culinary Arts (LCBC) San Francisco campus is located at 350 Rhode Island Street. The LCBC classrooms, offices, kitchens, laboratories, student learning center, and staff/student lounges are housed in a four story building with a floor area of 75,252 square feet. At this location, there are 12 kitchens/laboratories, seven demonstration and lecture rooms, a learning resource center, two computer equipped class rooms, a computer laboratory, offices for all function areas associated with student services and academic activities, and spacious lounges for students and faculty/staff. The facilities are well maintained and the level of cleanliness is impressive.

The LCBC campus is about three miles from downtown San Francisco and students have relatively easy access to public transportation. The nearest bus stops are located within a short walking distance from the campus. The closest BART (Metro) station at 16th Street and Mission is accessible through a connecting bus service with frequent trips both ways.

There is ample public street parking space in the vicinity of the school. A covered parking garage with several hundred parking spaces and reasonable charges, is located in the school building.

6.02 Does the campus utilize any additional space locations?

☐ Yes ☒ No

6.03 Does the campus utilize learning sites?

☐ Yes ☒ No

6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?

☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites)?

(a) Equipment

☒ Yes ☐ No

(b) Instructional tools

☒ Yes ☐ No

(c) Machinery

☒ Yes ☐ No
6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

☒ Yes ☐ No ☐ Not Applicable
7.  PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviewed the 2014-2015 Le Cordon Bleu (multi-campus) academic catalog.

7.02 Does the self-study or branch application part II accurately portray the campus?
☑ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☑ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☑ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☑ Yes ☐ No
(c) The names and titles of the administrators.
☑ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☑ Yes ☐ No
(e) A statement of accreditation
☑ Yes ☐ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☑ Yes ☐ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☑ Yes ☐ No
(h) An academic calendar.
☑ Yes ☐ No
(i) A full disclosure of the admission requirements.
☑ Yes ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☑ Yes ☐ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☑ Yes ☐ No
(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☑ Yes ☐ No
(m) A definition of the unit of credit.

- Yes  □ No  □ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

- Yes  □ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

- Yes  □ No

(p) The transfer of credit policy.

- Yes  □ No

(q) A statement of the tuition, fees, and any other charges.

- Yes  □ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

- Yes  □ No  □ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

- Yes  □ No

(t) A statement describing the student services offered.

- Yes  □ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

- Yes  □ No  □ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

- Yes  □ No

If Yes, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

- Yes  □ No

(b) Identification of courses that satisfy general education requirements (for occupational associate’s, academic associate’s, and bachelor’s degrees only).

- Yes  □ No  □ Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

- Yes  □ No (Skip to Question 7.07.)

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

- Yes  □ No

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

- Yes  □ No  □ Not Applicable (there are no additional costs and fees)

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

7.07 Does the catalog contain an addendum/supplement?

- Yes  □ No (Skip to Question 7.08.)
7.08 Is the catalog available online?

- Yes  ☒  No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?

- Yes  ☒  No

7.09 Does the campus utilize a multiple-school catalog?

- Yes  ☒  No (Skip to Question 7.10.)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

- Yes  ☒  No

(b) Are all photographs utilized properly labeled to identify the location depicted?

- Yes  ☒  No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

- Yes  ☒  No

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

- Yes  ☒  No

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

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

- Yes  ☒  No

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

The campus advertises via its website, television commercials, and print materials (including brochures, post cards, and other direct mailings).
Are all print and electronic advertisements under acceptable headings?
☐ Yes   ☑ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes   ☑ No (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?
☐ Yes   ☑ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☐ Yes   ☑ No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?
☐ Yes   ☑ No   ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The campus provides information relative to each program's graduation and employment rates, program length, and program cost—

Where is this information published and how frequently is this information being updated?
The information is housed on the "Student Disclosures" page of the campus's website.
8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?
   ☒ Yes  ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at non-main campuses?
   ☒ Yes  ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
   ☒ Yes  ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
   ☒ Yes  ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
   The campus develops continuous assessment strategies for resources and information services via its Shared Services Library Team (SSLT). The SSLT provides resource usage statistics on a monthly basis to the regional librarian, who monitors these statistics and uses this data to improve services or make adjustments to the collection. These monthly statistical measurements include:
   - Cybrary: usage of 15 digital research databases, including the number of sessions initiated by students and staff, the number of searches conducted, the number of full-text results and the number of abstracts delivered as a result of these information searches.
   - Library portal page: the number of times per month that students and staff have visited the library page via their campus portal to find information about library hours, the email/chat service, research and citation guides and digital databases.
   - Email/Chat: The number of times per month that students and staff have contacted an online librarian to ask reference questions. This email and chat service is available to students and staff seven days a week.
   - Visitors, facilities and trainings: Quarterly updates obtained from the director of education regarding the average number of library users per day, the number of computers, study tables and seats available in the library and the number of library instruction sessions conducted in classrooms.
   Are these methods appropriate?
   ☒ Yes  ☐ No

8.06 Is the library staff adequately trained to support the library?
   ☒ Yes  ☐ No
FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Is the campus’ established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

☒ Yes ☐ No

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

8.08 What is the amount of the current year’s library budget excluding personnel allocations?

The current year’s library budget is $6,000 for the campus. Additionally, there is $675,071.37 that represents an aggregate annual budget for all 16 Le Cordon Bleu campuses (15 on-ground and one on-line), allocated for expenses related to the Cybrary and databases.

8.09 What portion of the current year's library budget has been spent?

To date, an amount of approximately $500 has been spent.

How has the money been allocated?

For technology, books, materials, and supplies.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?

☒ Yes ☐ No

FOR NONDEGREE PROGRAMS ONLY

8.25 Are appropriate reference materials and periodicals available for all programs offered?

☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?

☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?

☒ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

☒ Yes ☐ No
FOR OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?
☑ Yes ☐ No

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?
☑ Yes ☐ No

8.31 Is there a current inventory of instructional resources, including online resources?
☑ Yes ☐ No

8.32 Are the resources organized for easy access and usage?
☑ Yes ☐ No

8.33 Is it evident that faculty encourages the use of the library?
☑ Yes ☐ No

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?
☑ Yes ☐ No

GENERAL COMMENTS:

The library of the San Francisco campus of Le Cordon Bleu College of Culinary Arts is esthetically pleasing. The facility is well equipped with 24 computer stations and adjoining six-table group work area for study and student meetings. The regional librarian Ms. Sharon Tani was found to friendly and knowledgeable. The library holdings (physical and electronic) for all programs were found to be substantive providing students and faculty with strong academic research and reference materials well aligned with scope of the campus.

9. PROGRAM EVALUATION

Associate of Occupational Science Associate’s Degree in Patisserie and Baking
Certificate in Patisserie and Baking

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes    ☑ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Ms. Lisa K. Wilson was hired on August 14, 2007 as the director of career services Le Cordon Bleu (LCB) - San Francisco. Since 2007 she has held various training, curriculum development and management positions, before being promoted to the campus director position on May 15, 2014, where she is responsible for the day to day business activities of the campus in the absence of the marketing director and has managerial oversight over the Academics and Career services departments.
Ms. Wilson holds a bachelor's degree in business management from University of Phoenix (online), Phoenix, AZ, and an associate of arts in professional cooking from Baltimore International Culinary College. She has extensive hospitality experience, working in several Aramark food service operations, before taking up her responsibilities at LCB.

9.03 Does this individual possess appropriate academic or experiential qualifications?
 ☑ Yes    ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 ☑ Yes    ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 ☑ Yes    ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 ☑ Yes    ☐ No    ☐ Not Applicable (Branch Inclusion only)

(b) Student placement rate of 70 percent?
 ☑ Yes    ☐ No    ☐ Not Applicable (Branch Inclusion only)

The Associate of Science degree in Patisserie and Baking program has yet to have any placements to date.
9.07 List the community resources and describe how they are utilized to enrich the program(s).
There is sufficient documentation of community involvement to commensurate with the time the patisserie & baking program has been in existence. The school has increased its attention on the student community and educational environment. This includes the development of student clubs, community learning events (Iron Toque) and campus communication efforts. The Iron Toque program is an excellent initiative for community outreach, providing valuable real world experience for the program's students to work with industry professionals, allowing them to network with potential externship/placement sites. For example, documentation existed for students to participate in the "Wine & Wishes" event held February 14th, 2014, organized by a local charity - Make a Wish Foundation. The documentation attested to the visit and the activities which took place. Further examples were shown in the programs community outreach file and communicated in the programs newsletter, verifying the schools commitment.

9.08 Is the utilization of community resources sufficient to enrich the program?

☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.10 Does the program include an externship?

☒ Yes ☐ No  (Skip to question 9.11)

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

☒ Yes ☐ No ☐ Not Applicable (no student is at the point of needing them)

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

☒ Yes ☐ No

(c) Is there evidence, based on observation, that the externship or internship is an appropriate culmination of previously studied theory and appropriate for the program's objectives?

☒ Yes ☐ No ☐ Not Applicable (site was not visited-please explain)

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

9.11 Does the program use independent studies?

☐ Yes ☒ No (Skip to question 9.13)

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards

☐ Yes ☐ No

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

ED00020609
9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☑ Yes ☐ No

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

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☑ Yes ☐ No

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

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☑ Yes ☐ No
(b) Course numbers
☑ Yes ☐ No
(c) Course prerequisites and/or corequisites
☑ Yes ☐ No
(d) Instructional contact hours/credits
☑ Yes ☐ No
(e) Learning objectives
☑ Yes ☐ No
(f) Instructional materials and references
☑ Yes ☐ No
(g) Topical outline of the course
☑ Yes ☐ No
(h) Instructional methods
☑ Yes ☐ No
(i) Assessment criteria
☑ Yes ☐ No
(j) Method of evaluating students
☑ Yes ☐ No
(k) Date the syllabus was last reviewed
☑ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☑ Yes ☐ No ☐ Not Applicable (Branch Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☑ Yes ☐ No ☐ Not Applicable (Branch Inclusion OR clock hour program)
9.16 Do students confirm that they receive a course syllabus and that it is followed?
   - Yes ☒   - No ☐

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
   - Yes ☒   - No ☐

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
   - Yes ☒   - No ☐   - Not Applicable (there have been no graduates)

   How many calls to graduates or employers were attempted?
   The number of calls were made to employers or graduates for the Diploma in Patisserie and Baking: 9

   The Occupational Associate’s degree in Patisserie & Baking has no graduating students in the program at the time of the visit;

   How many calls to graduates or employers were successful?
   There were 4 successful calls.

   How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
   There were 4 calls that confirmed the employment of the graduates as reported on the 2014 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
   - Yes ☒   - No ☐   - Not Applicable ☐

FOR RENEWAL OF ACCREDITATION AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
   - Yes ☒   - No ☐ (Skip to question 9.23)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
   - Yes ☒   - No ☐   - Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
   - Yes ☒   - No ☐   - Not Applicable (Clock hour programs only)
If Yes, briefly describe the documentation of evaluation viewed on site.
A variety of out-of-class work assignments were provided (bakers percentages, baquette synopsis and bakery reports) and validated in the course syllabi for each program.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
   ☑ Yes ☐ No
(b) Instructional equipment.
   ☑ Yes ☐ No
(c) Resources.
   ☑ Yes ☐ No
(d) Personnel.
   ☑ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
   ☑ Yes ☐ No
(b) Well-defined instructional objectives.
   ☑ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
   ☑ Yes ☐ No
(d) Appropriate modes of instructional delivery.
   ☑ Yes ☐ No
(e) The use of appropriate assessment strategies.
   ☑ Yes ☐ No
(f) The use of appropriate experiences.
   ☑ Yes ☐ No

FOR NONDEGREE PROGRAMS ONLY

9.25 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?
   ☑ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
   ☑ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY
9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☐ Yes  ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☐ Yes  ☐ No

**FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY**

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

☐ Yes  ☐ No

**FOR ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S DEGREES ONLY**

9.30 Are teaching loads reasonable?

☐ Yes  ☐ No

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


**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY**

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

☐ Yes  ☐ No

9.32 What is the current student/teacher ratio?

(Calculate the student/teacher ratio by using the following formula:
- Add the number of students enrolled in the program-specific courses (courses with program prefix)
- Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The current student/teacher ratio is 9:1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

☐ Yes  ☐ No

**FOR OCCUPATIONAL ASSOCIATE’S DEGREES ONLY**
9.34 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
   □ Yes    □ No

9.35 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
   □ Yes    □ No

9.36 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
   □ Yes    □ No    □ Not Applicable (no students in the second year)

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

GENERAL COMMENTS:
The Patisserie and Baking programs are very well organized, well sequenced and indicative of programs that facilitate student learning. All of the instructors and students interviewed displayed very positive attitudes. All of the documentation required for this visit was well organized and readily available. Such thoroughness is indicative of a well-managed college that delivers quality programs.

COMMENDATIONS:
1) The students seem genuinely pleased with the education they are receiving from the school.
2) The faculty are loyal, hard working, and dedicated to providing a conducive learning environment for their students.
3) Chef Tim Grable is an energetic professional who represents and leads the program well.
SUMMARY

Based on the team’s review, there are no areas requiring additional information.
RECOMMENDATIONS

Any recommendations provided in this report are not included in the report seen by the Council:

The evaluation team offers the following recommendations for the institution’s consideration:

Library

Conversations with students and faculty alike revealed the library was recently reinstated and the time when not active on campus was sorely missed. The library is a vital resource to both faculty and students and it is the recommendation of the team that the upkeep and maintenance be of importance to campus administration. It is also the recommendation of the team that the librarian work on building a stronger rapport with faculty to seek vital and well-informed input that could only serve to strengthened library holdings while benefitting the campus and the students it serves.

Occupational Programs

The team wishes to recommend the following:
1) Verify in the instructor personal files and ACICS Data sheets those instructors who are academically qualified and have extensive real world experience in the teaching of wines, beers and spirits. Show case the attributes of your program.
2) Include in the Patisserie & Baking program field trips as well as guest speakers to enrich the program.
3) When hiring new faculty members the team wishes to suggest hiring qualified individuals from outside institutions.
4) Maintain a binder of out-of-classwork assignments, which should include a cross section of students' work and graded homework.
Institutional Teach-Out Plan

LE CORDON BLEU COLLEGE OF
CULINARY ARTS - SCOTTSDALE

SCOTTSDALE, ARIZONA
ACICS ID’s: 48705,109290
ACCSC ID: M058944

Submitted to
ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS,
ACCREDITING COMMISSION OF CAREER SCHOOLS AND COLLEGES, and
GEORGIA NONPUBLIC POSTSECONDARY EDUCATION COMMISSION,
WISCONSIN EDUCATIONAL APPROVAL BOARD,
ARIZONA STATE BOARD OF PRIVATE POSTSECONDARY EDUCATION,
ALABAMA COMMISSION ON HIGHER EDUCATION,
ALABAMA DEPARTMENT OF POSTSECONDARY EDUCATION,
 PENNSYLVANIA DEPARTMENT OF EDUCATION-
POSTSECONDARY AND ADULT EDUCATION,
ALASKA COMMISSION ON POSTSECONDARY EDUCATION,
INDIANA BOARD FOR PROPRIETARY EDUCATION,
IOWA COLLEGE STUDENT AID COMMISSION,
MARYLAND HIGHER EDUCATION COMMISSION,
MISSISSIPPI COMMISSION ON PROPRIETARY SCHOOL AND COLLEGE
REGISTRATION,
NORTH DAKOTA UNIVERSITY SYSTEM,
UTAH DIVISION OF CONSUMER PROTECTION, AND
WYOMING DEPARTMENT OF EDUCATION

JANUARY 15, 2016
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Purpose

Le Cordon Bleu College of Culinary Arts - Scottsdale ("LCB-Scottsdale") located in Scottsdale, Arizona has prepared this plan for the Accrediting Council for Independent Colleges and Schools ("ACICS"), Accrediting Commission of Career Schools and Colleges ("ACCSC"), Georgia Nonpublic Postsecondary Education Commission ("NPEC"), Wisconsin Educational Approval Board ("WEAB"), Arizona State Board of Private Postsecondary Education ("ASBPPE"), Alabama Commission on Higher Education ("ACHE"), Alabama Department of Postsecondary Education ("ADPE"), Pennsylvania Department of Education-Postsecondary and Adult Education ("PA PLS"), Alaska Commission on Postsecondary Education ("ACPE"), Board for Proprietary Education ("IN BPE"), Iowa College Student Aid Commission ("ICSAC"), Maryland Higher Education Commission ("MHEC"), Mississippi Commission on Proprietary School and College Registration ("MCPSC"), North Dakota University System ("NDUS"), Utah Division of Consumer Protection ("UDCP") and Wyoming Department of Education ("WDE") as part of the formal announcement that it has entered into the teach-out phase of operations and that it will no longer enroll new students for starts beyond January 2016. The institution will permit withdrawn students to re-enter depending on how many credits and classes they need to complete their program of study. The institution explains its teach-out plan below. The anticipated date of closure is September 29, 2017. This closure date will allow all currently enrolled students to graduate from their program provided they make reasonable progress throughout their program of study.

With the financial and administrative support of its parent company, Career Education Corporation ("CEC"), LCB-Scottsdale will fulfill the institution’s obligations to currently enrolled students at the school. The school has cancelled all future class starts beyond January 2016. CEC will assist the school with the fulfillment of its mission and ensure an efficient, educationally-sound, employee-sensitive, and student-focused transition to school closure. If the closure does not allow for a teach-out of the school or each program at LCB-Scottsdale at its present location or at a nearby LCB-Scottsdale location or by CEC, CEC will supplement this plan and will ensure a responsible teach-out at other comparable institutions. At this time there are no transfer or articulation agreements with other schools proposed. LCB-Scottsdale will carry out this plan with the highest standard of academic integrity while complying with applicable laws, regulations, and rules.

Public Disclosures

LCB-Scottsdale has taken the following steps to notify faculty, staff, and students:

- The campus president informed all faculty and staff in a school-wide meeting on December 16, 2015.
- The institution distributed via email a letter from CEC to all faculty and staff immediately following the conclusion of the December 16, 2015 notification meeting.
- LCB-Scottsdale notified current students by email and through a posting on the student portal. Faculty visited classrooms to assure students of the school’s intention to provide...
them with learning resources and student services for the duration of the teach-out of each program.

- Using CEC’s Telephone Call Center, the school has notified students who signed enrollment agreements but have not started class.
- New students scheduled to start on January 4, 2016, were provided a disclosure letter informing them that the school was closing and that their start would be the last class of new students starting at the institution and providing them an opportunity to cancel their enrollment without obligation.
- Following the announcement of the teach-out to faculty and staff, LCB-Scottsdale mailed notifications to the following:
  - Alumni
  - Students – currently enrolled
  - Students – enrolled for future cancelled starts
  - Students on a Leave Of Absence
  - Students that had withdrawn from the school
  - Externship sites
  - Accreditation agencies, state licensing agencies

Please refer to Exhibit 1 for a sample copy of each of these notification letters.

LCB-Scottsdale has the following programatically accredited programs:

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Programmatic Accreditor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Occupational Studies Degree in Le Cordon</td>
<td>American Culinary Federation Education Foundation Accrediting Commission</td>
</tr>
<tr>
<td>Bleu Culinary Arts</td>
<td></td>
</tr>
<tr>
<td>Certificate in Le Cordon Bleu Culinary Arts</td>
<td>American Culinary Federation Education Foundation Accrediting Commission</td>
</tr>
<tr>
<td>Associate of Occupational Studies Degree in Le Cordon</td>
<td>American Culinary Federation Education Foundation Accrediting Commission</td>
</tr>
<tr>
<td>Bleu Patisserie and Baking</td>
<td></td>
</tr>
<tr>
<td>Certificate in Le Cordon Bleu Patisserie and Baking</td>
<td>American Culinary Federation Education Foundation Accrediting Commission</td>
</tr>
</tbody>
</table>

**Student Completion Support**

In its teach-out communication to students, LCB-Scottsdale and CEC announced the intent to fulfill their obligations to current students by developing a program completion schedule for each student and by providing student learning and support services that will allow students the opportunity to complete their programs of study in a reasonable amount of time prior to the closure of the campus.

School officials had examined the progress of all current students to ascertain their needed courses of study and to determine an anticipated timeframe for completion. LCB-Scottsdale will create and provide to each student an education plan course schedule. The lead instructors and the registrar will conduct audits of student progress at the end of each module to ensure that students remain on track for course completion within the anticipated timeframes. Please refer to Exhibit 2 for a listing of all students by program, name, and anticipated graduation date.
LCB-Scottsdale will maintain financial aid and student services assistance for the duration of the teach-out period. Institutional scholarships will also continue. The teach-out communication to students informed them that the school will maintain necessary student services, as well as continuity in instructional personnel, as much as possible.

The Career Services Office will remain in operation through the end of the teach-out period. Upon campus closure, career services will be available to graduates through Career Services support at Career Education Corporation at (866) 934-1594 or via e-mail at cssupport@careered.com.

The Resource Center will remain open to the end of the teach-out period to ensure students have access to resource materials. The on-line resource databases, as well as Cybrary, will also remain available to students.

The school is committed to maintaining a fully-functional facility throughout the teach-out process to provide for all educational needs in classroom and laboratories. LCB-Scottsdale has and will continue to include in its school budget for maintenance and replacement line items to maintain the educational environment of the campus.

Based on projected student completions, LCB-Scottsdale has prepared employment end dates for the faculty and staff and communications to provide that information to faculty and staff will commence on January 15, 2016. To reduce service disruptions and student distress resulting from excessive staff turnover, LCB-Scottsdale has developed severance packages for all full-time employees, as well as financial incentives for key personnel, to encourage them to stay until their projected end dates.

Disposition of Records and Transcripts

During the teach-out of the institution prior to closure, student records will remain available at the campus. When the institution closes, LCB-Scottsdale will prepare academic records, financial aid information, and other records for permanent archiving at a local Iron Mountain facility. This facility is equipped with an on-line document retrieval system. CEC will store these records in compliance with the applicable record retention requirements specified by the regulations governing Title IV of the Higher Education Act, as amended.

LCB-Scottsdale will also ensure the integrity of, and access to, its records in other ways. The school maintains official student records, including academic transcripts, attendance records, and student account information, within CampusVue (CVue), the school's integrated database. It also digitally images financial aid documents for permanent housing within the CVue database. CEC's central server permanently houses, maintains, and backs up electronically records and imaged documents within the CVue database. CEC will house and maintain electronically these records on a central server located at 231 North Martingale Road, Schaumburg, Illinois 60173.

After LCB-Scottsdale completes its teach-out and closes its campus, alumni and students may request transcripts in several ways: online; mailing a request to Career Education Corporation-
Closed School Records, PO Box 681129, Schaumburg, Illinois; calling 1-866-470-7445; or submitting a request to records@careered.com.

Under the guidance of our corporate regulatory and academic staff, designated LCB-Scottsdale personnel will also audit all offices and storage areas on campus to identify records and other documents for archiving. In compliance with FERPA and other applicable regulatory requirements, the institution will shred, recycle, or otherwise dispose of records not designated for archiving.

LCB-Scottsdale has informed alumni that the school will make available their records through the campus until closure (with access to information available on the Internet after closure).

Provisions for Faculty and Staff

LCB-Scottsdale has estimated end dates for current employees based on projections of student completion dates. The school calculated severance pay based on each full-time employee’s job classification and employment tenure. The campus president will confidentially inform pertinent employees about anticipated end dates, retention bonuses (where applicable), and severance pay. All personnel policies and benefits are being upheld for current employees, including retirement benefits, authorized leaves of absences, and acceptances of any resignations. CEC centrally processes LCB-Scottsdale’s benefits and payroll and will continue to do so without disruption.

LCB-Scottsdale is planning employee reductions in accordance with the reduction of the student population, and it will continue to maintain faculty based on course requirements and academic credentialing. The institution will retain sufficient staff so as to ensure an adequate student-to-staff ratio and an effective level of service to students through the completion of classes.

CEC career services and human resources units are coordinating efforts to assist employees in their reemployment efforts.

Disposition of Assets and Facilities

LCB-Scottsdale is a wholly owned subsidiary of CEC, and all assets remaining after the closure of the campus will remain the property of CEC. In coordination with appropriate CEC personnel, the institution will develop plans for disposition of the assets based on the estimated asset release dates determined by the school (with proper consideration to the furniture, fixtures, and equipment [FF&E] needed for student program completion and corresponding staff support). Prior to the closure, FF&E released by the school will be sold to other CEC schools based upon the calculated value of their present depreciation by the controller of the school and otherwise disposed pursuant to company guidelines.

LCB-Scottsdale will assess resources donated to the school for disposition in a manner consistent with the intent of the donors.

Obligations to Creditors
Because LCB-Scottsdale is a wholly owned subsidiary of CEC, corporate representatives will negotiate, administer, and sign any required long-term obligations. Any financial obligations remaining after the school’s closure will remain the responsibility of the parent corporation.

CEC centrally processes and pays payments due to vendors. CEC’s Student Aid Solutions centrally services Financial Aid processes, including disbursements and refunds related to financial aid programs. This centralized servicing process will enable a seamless fulfillment of outstanding obligations and the maintenance of Financial Aid services until LCB-Scottsdale closes. Payroll processes are centralized using PeopleSoft, thus allowing LCB-Scottsdale to manage efficiently all incentive, salary, and severance payments due to employees.

Comparable Institutions

If the circumstances surrounding a closure do not allow for a teach-out of the school at its present location or for a teach-out of a program or the institution by CEC, CEC will take steps to facilitate the teach-out at other comparable locations. In accordance with ACICS Standard 2-2-203 and state regulatory requirements, LCB-Scottsdale would submit to the ACICS, ACCSC, NPEC, WEAB, ASBPPE, ADPE, PA PLS, ACPE, IN BPE, ICSAC, MHEC, MCPSC, NDUS, UDCP and WDE a signed agreement with the other institution prior to implementation. The agreement would comply with ACICS Standard 2-2-203 (or its successor) and any state regulatory requirements. In accordance with ACCSC Standards of Accreditation Rules of Process and Procedure Section IV.E.7, an ACCSC Teach-Out Agreement Approval Form would be submitted to the ACCSC for approval prior to implementation.

Conclusion

As evidenced by this report, the school and CEC are working to ensure fulfillment of their obligations to students, employees, creditors, and regulatory agencies throughout the discontinuation of its programs and the closure of the school. The guiding principles in the management of the teach-out of the school are to uphold the integrity of the institution, to maintain availability of student services, and to ensure that appropriately trained members of the faculty instruct students.
Exhibit 1

Notification Letters

- Alumni
  - Students currently enrolled
- Students enrolled for future cancelled starts
- Interested students
- Students on a Leave Of Absence
- Withdrawn Students
- Externship, sites
- Accreditation and State Agencies
Exhibit 2

Student Enrollment by Program
With Status of Unearned Tuition, Current Refunds Due, and Account Balances

As of January 8, 2016
Hi Ian,

As we are hearing from current and former students following the announcement of the teach out I wanted to discuss with you a few scenarios and determine if ACICS would have any concerns with LCB offering the following:

Withdrawn students (from their initial LCB campus or other LCB campuses) who could reasonably complete a program prior to campus closure will be considered for acceptance if they have applicable transfer credits and were in good standing upon their withdrawal.

Graduates who desire to pursue an additional credential will be considered for acceptance in the applicable degree program if they can complete the program prior to the campus closing date. Our four offered programs share a number of courses and therefore a graduate returning for another program does not need to take all courses in the program to complete an additional credential.

If necessary, LCB will waive its residency policy, as published in the campus catalog, to allow qualified students to transfer all eligible credit between LCB locations.

Please let me know if you would like to discuss further or if there are any concerns with these scenarios. If not we can follow up with a formal written notification to ACICS on this topic as well.

Jessica

Jessica Sanders
Director of Regulatory Operations | Licensing and Accreditation | Le Cordon Bleu
Cell Phone (724) 255-5209 | Fax (847) 551-7891
Hi Ian,

I just wanted to reach out and let you know that I am working with our Le Cordon Bleu campuses in anticipation of them each uploading the Report of a Campus Closing and corresponding teach-out plans next week. I will confirm with you once we are complete with all 14 but we anticipate that they will be uploaded between January 13-15th.

The CA VA agency, CSAAVE, has requested from our 3 CA based campuses an ACICS approved teach-out plan by 1/29/16 to ensure continued approval to train veterans. We would like to do everything possible to not jeopardize the education or funding of our currently enrolled veterans. I am working to ensure that our 3 CA campuses in Sacramento, San Francisco, and Los Angeles are among the first to upload their forms and plans to ACICS. If possible, could these three schools plans be reviewed and considered for approval first due to this request from CSAAVE?

Thank you for your consideration,

Jessica

Jessica Sanders
Director of Regulatory Operations | Licensing and Accreditation | Le Cordon Bleu

Cell Phone (724) 255-5209 | Fax (847) 551-7891

jsanders@careered.com
Hey Derrick,

I hope all is well. I have a few questions/concerns with the report as I was doing the second edit.

Please see below.

C.27- If this answer is actually a “No” that would warrant a finding. **(Section 3-1-513 (a) and Glossary)**

C.41- You have a note explaining that the foreign transcript was translated in English however, it was not evaluated by a member of NACES or AICES. That also would warrant a finding **(Section 3-1-541)**

C. 124- The find reads that library assistant, Ms. Joyce Nicholas, did not have any professional growth documentation. However, if onsite librarian Ms. Sharon Tani’s file did show evidence of professional growth documentation this should not have been a finding.

I have attached the report below with some edits. However, I will need further clarity on the concerns above before I can complete the editing.

Best regards,

Maurice Wadlington, M.Ed.
Senior Accreditation Coordinator
Accrediting Council for Independent Colleges and Schools
QUALITY ASSURANCE MONITORING: HIGHER CREDENTIAL REPORT
ACADEMIC ASSOCIATE'S DEGREE IN CULINARY ARTS
ACADEMIC ASSOCIATE'S DEGREE IN PATISSERIE AND BAKING

LE CORDON BLEU COLLEGE OF CULINARY ARTS
360 Corporate Drive North
Tukwila, WA, 98188
ACICS ID Code: 00023929

Ms. Jennifer Sohonie, Campus Director (JSohonie@seattle.chefs.edu)
acicsinfo@seattle.chefs.edu

MAIN
Le Cordon Bleu College of Culinary Arts
3110 Esperanza Crossing, Suite 100
Austin, TX 78758
ACICS ID Code: 00021352

September 21, 2015

Date Culinary Arts Program Began: April 7, 2014
Date Patisserie and Baking Program Began: August 18, 2014
Current Total Enrollment: 223
Current CAR Program Retention: N/A

Chef Antony Osborne Specialist Education Corporation of America Birmingham, Alabama
Mr. Derrick Ware Staff Representative ACICS Washington, DC
REPORT QUESTIONS

MISSION
C.01 Is the mission statement appropriate for the type of new credential offered?
☒ Yes ☐ No

GENERAL COMMENTS
The mission statement accurately reflects the specific purpose for existing.

RELATIONS WITH STUDENTS
C.02 Does the campus have appropriate admissions criteria for the program(s)?
☒ Yes ☐ No

C.03 Does the admissions policy conform to the campus’s mission?
☒ Yes ☐ No

C.04 Is the admissions policy administered as written?
☒ Yes ☐ No

C.05 Are there any admissions requirements unique to the program?
☐ Yes ☒ No

C.06 Are the campus’s recruitment methods appropriate and in compliance with Council standards?
☒ Yes ☐ No

C.07 Does the institution offer employment assistance to all students?
☒ Yes ☐ No
☐ Not Applicable (campus enrolls only international students on a student visa)

C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?
☐ Yes ☒ No
☐ Not Applicable (there have been no graduates)

C.09 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes ☐ No
☒ Not Applicable

EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

C.13 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (Skip to Question C.15)
C.15 Who is assigned to administer all academic programs, and what are this person's qualifications?
Chef Jennifer Sohonie is the campus director for Le Cordon Bleu College of Culinary Arts (LBC) - Tukwila. Chef Sohonie holds a bachelor's degree in sociology from Duke University and a master's degree in education in leadership of educational organization from the American Intercontinental University. Chef Sohonie also holds a associate's degree in culinary arts from the California School of Culinary Arts, Pasadena, CA and has achieved certification through the American Culinary Federation as a Certified Executive Chef and as a Certified Culinary Educator. Chef Sohonie has over 10 years of industry experience working in the hospitality field and has the culinary experience and the educational background to successfully oversee the campus culinary & pastry degree programs.

C.16 Does this individual possess appropriate academic or experiential qualifications?
☑ Yes ☐ No

C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?
Chef Jennifer Sohonie is assigned to administer the new credentials. As previously noted, Chef Sohonie holds a bachelor's degree in sociology from Duke University and a master's degree in education in leadership of educational organization from the American Intercontinental University. Chef Sohonie has over 10 years of industry experience working in the hospitality field and has the culinary experience and the educational background to successfully administer the campus' culinary & pastry degree programs.

C.18 Does this individual possess appropriate academic or experiential qualifications?
☑ Yes ☐ No

C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?
☑ Yes ☐ No

C.20 Are the time and resources devoted to the administration of the new credential sufficient?
☑ Yes ☐ No

C.21 Is the program consistent with the campus's mission and the needs of its students?
☑ Yes ☐ No

C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?
☑ Yes ☐ No

C.23 List the community resources and describe how they are utilized to enrich the program.
The program has strong community resources to support both the culinary and pastry programs, as witnessed through the use of guest speakers and specialty site visits being utilized to enhance the classroom experience. The students are also active in several community events through participation in local food festivals, high school cooking demonstrations, and charity activities. The advisory board meets twice a year and is comprised of both culinary and pastry professionals, faculty, current and potential employers. The advisory board is well attended and is supportive of the culinary and pastry department programs.
C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
   - Yes  ☒ No

C.25 Does the catalog accurately describe the program and its objectives?
   - Yes  ☒ No

C.26 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the externship site, including specific learning objectives, course requirements, and evaluation criteria?
   - Yes ☒ No
   - Not Applicable (these elements are not part of the program or no student is at the point of needing them)

C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?
   - Yes ☒ No
   - Not Applicable (no courses are offered via independent study)

C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
   - Yes  ☒ No

C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?
   - Yes  ☒ No

C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
   - Yes  ☒ No

C.31 Is an appropriately detailed syllabus on file for each course that includes:
   (a) Title and course descriptions
      - Yes  ☒ No
   (b) Course numbers
      - Yes  ☒ No
   (c) Course prerequisites and/or corequisites
      - Yes  ☒ No
   (d) Instructional contact hours/credits
      - Yes  ☒ No
   (e) Learning objectives
      - Yes  ☒ No
   (f) Instructional materials and references
      - Yes  ☒ No
   (g) Topical outline of the course
      - Yes  ☒ No
   (h) Instructional methods
Yes  No
(i) Assessment criteria
Yes  No
(j) Method of evaluating students
Yes  No
(k) Date the syllabus was last reviewed
Yes  No

C.32 Do students confirm that they receive a course syllabus and that it is followed?
Yes  No

C.33 Is credit appropriately converted in relation to total student contact hours in each class?
Yes  No

C.34 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
Yes  No

C.35 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
Yes  No

C.36 Are the following appropriate to adequately support the new program?
(a) Facilities.
Yes  No
(b) Instructional equipment.
Yes  No
(c) Resources.
Yes  No
(d) Support for modes of instructional delivery.
Yes  No
(e) Personnel.
Yes  No

C.37 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
Yes  No

C.38 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
Yes  No

C.39 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
Yes  No
(b) Well-defined instructional objectives.
☑ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
☑ Yes ☐ No

(d) Appropriate modes of instructional delivery.
☑ Yes ☐ No

(e) The use of appropriate assessment strategies.
☑ Yes ☐ No

(f) The use of appropriate experiences.
☑ Yes ☐ No

C.40 Are official transcripts for all credentials on file for all instructors in the program?
☑ Yes ☐ No

C.41 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credential to credentials awarded by institutions in the United States?
☑ Yes ☐ No
☐ Not Applicable (no faculty members hold foreign credentials)

The foreign credential verification for Mr. Jean-Rene Thiery was translated into English however, the team was unable to verify if the translating agency was approved by an approved association such as NACES or AICE.

C.42 Is there documented evidence of a systematic program of in-service training at the campus?
☑ Yes ☐ No

C.43 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?
☑ Yes ☐ No

C.44 Is there evidence that full-time and part-time instructors in the program(s) participate in regularly scheduled faculty meetings?
☑ Yes ☐ No

**FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, AND BACHELOR’S DEGREES ONLY**

C.46 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☑ Yes ☐ No

C.47 Are all faculty in the program assigned to teach in no more than three fields of instruction?
☑ Yes ☐ No
C.48 Is the size of the faculty appropriate?

- Yes  
- No

C.49 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

- Yes  
- No

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

C.50 Are teaching loads reasonable?

- Yes  
- No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

C.61 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?

- Yes  
- No

C.62 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?

- Yes  
- No

C.63 Are all general education courses appropriate for the program and do they meet Council standards?

- Yes  
- No

C.64 Are the courses that satisfy the concentration and general education requirements identified in the catalog?

- Yes  
- No

C.65 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

- Yes  
- No

C.66 Is there evidence that curricular offerings require the appropriate use of library resources?

- Yes  
- No

C.67 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

- Yes  
- No

- Not Applicable (no students in the second year)

C.68 Are at least one-half of all subjects that are part of the associate’s degree taught by faculty members who have graduate degrees, professional degrees, or bachelor’s degrees plus professional certification?

- Yes  
- No
PUBLICATIONS
C.107 Do the catalog and other publications accurately describe the new program?
☑ Yes        ☐ No

If No, insert the section number in parentheses and explain:
(Section 3-1-703 & Appendix C): The campus's catalog is not current and does not accurately describe
the new programs. While the team was onsite, the campus presented the Le Cordon Bleu College of
Culinary Arts 2014-2015 Catalog effective May 2014 – May 2015. Therefore, the catalog does not meet
Council standards.

C.108 Is the course-numbering system adequately explained in the catalog?
☑ Yes        ☐ No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY
FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE’S, BACHELOR’S, MASTER’S AND
DOCTORAL DEGREES ONLY

C.110 Is the campus’s established annual budget appropriate for the program, and is the allocation appropriately
expended for the purchase of books, periodicals, library equipment, and other resource and reference
materials?
☑ Yes        ☐ No

C.111 What is the amount of the current year’s library budget?
The amount of the current year’s library budget is $1,400.

C.112 What portion of the current year's library budget has been spent and how has the money been allocated?
To date, $600 of the 2015 library budget has been spent on various culinary and pastry text books and
periodicals.

C.113 Do the new programs require appropriate use of library resources?
☑ Yes        ☐ No

C.114 Is there evidence that the faculty have involvement in the selection of library resources?
☑ Yes        ☐ No

FOR ACADEMIC ASSOCIATE’S, BACHELOR’S, MASTER’S, AND DOCTORAL DEGREES ONLY

C.115 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize
the library materials?
☑ Yes        ☐ No

C.116 Are records of physical and/or online resources and circulation accurate and up to date?
☑ Yes        ☐ No
C.117 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?

☑ Yes ☐ No

C.118 Describe any full-text online collections available to students:

The library provides 18 databases, including GALE, a database that is specific to the culinary and pastry arts programs.

C.119 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

☑ Yes ☐ No

☐ Not Applicable (program does not include general education courses)

C.120 Are the hours the library is open adequate to accommodate the needs of all students?

☑ Yes ☐ No

C.121 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

☑ Yes ☐ No

FOR ACADEMIC ASSOCIATE’S AND BACHELOR’S DEGREES ONLY

C.122 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus’s curricular and educational offerings, and assist students in their use?

☑ Yes ☐ No

C.123 Who is the onsite librarian, what are this person’s qualifications, and what are his or her hours onsite?

Ms. Sharon Tani is the onsite librarian. Ms. Tani holds a bachelor's degree in photography and English from San Francisco State University and a master's degree in library and information science from San Jose State University. Ms. Tani has over 20 years of work experience in the public, academic, and special libraries field. She is supported by Ms. Joyce Nicholas, who holds a bachelor's degree in social sciences from Portland State University. Her office hours onsite are Monday through Thursday, from 8:30 a.m. to 3:00 p.m. and Friday from 5:30 p.m. to 8:30 p.m.

C.124 Is documentation on file to evidence the librarian participates in professional growth activities?

☐ Yes ☑ No

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

(Section 3-4-401) There is no evidence that the librarian professional development documentation in Ms. Joyce Nicholas' file to evidence professional growth activities for 2015.

C.125 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?

☑ Yes ☐ No
SUMMARY

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Section</th>
<th>Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3-4-401</td>
<td>There is no professional development documentation on file to substantiate professional growth activities for 2015. (page 10)</td>
</tr>
<tr>
<td>2</td>
<td>3-1-703 and Appendix C</td>
<td>The team was presented with the Le Cordon Bleu College of Culinary Arts 2014-2015 Catalog effective May 2014 – May 2015. The catalog does not meet Council standards as it is expired. (page 8)</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS

Any recommendation(s) provided in this report are not included in the report seen by the Council:

The team wishes to thank Chef Sohonie and her faculty for the hospitality given during the visit.

The team wishes to suggest the following recommendations:
Establish a comprehensive list of subject matter experts for the advisory board, which includes a brief biographical sketch listing their credentials and indicating their area of expertise.
Hi,

Please see attached the report for the mentioned above.

Best regards,

Maurice Wadlington, M.Ed.
Senior Accreditation Coordinator
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002
| 202.421.5923 - c
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QUALITY ASSURANCE MONITORING: HIGHER CREDENTIAL REPORT
ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU CULINARY ARTS
ACADEMIC ASSOCIATE'S DEGREE IN PATISSERIE AND BAKING

LE CORDON BLEU COLLEGE OF CULINARY ARTS
2450 Del Paso Road, Suite 150
Sacramento, CA 90028
ACICS ID Code: 00023522

Ms. Kimberly Valasquez, Campus President (kvalesquez@sacramento.chefs.edu)

(acicssinfo@sacramento.chefs.edu)

MAIN
Le Cordon Bleu College of Culinary Arts
Austin, TX
ACICS ID Code: 00021352

May 8, 2015

Date Programs Began: February 2014
Current Total Enrollment:
Culinary Arts: 135
Patisserie & Baking: 37

Current CAR Program Retention: Culinary Arts: 92%
Patisserie & Baking: 80%

Mr. Paul Lacroix Culinary Arts and Patisserie and Baking Johnson & Wales Speciali Providence, RI
Mr. Maurice Staff Representative ACICS Wadlington
Mr. Maurice Staff Representative ACICS Wadlington

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

ED00020645
MISSION
C.01 Is the mission statement appropriate for the type of new credential offered?
☑ Yes ☐ No

RELATIONS WITH STUDENTS
C.02 Does the campus have appropriate admissions criteria for the program(s)?
☑ Yes ☐ No

C.03 Does the admissions policy conform to the campus’s mission?
☑ Yes ☐ No

C.04 Is the admissions policy administered as written?
☑ Yes ☐ No

C.05 Are there any admissions requirements unique to the program?
☐ Yes ☒ No

C.06 Are the campus’s recruitment methods appropriate and in compliance with Council standards?
☑ Yes ☐ No

C.07 Does the institution offer employment assistance to all students?
☑ Yes ☐ No  
☐ Not Applicable (campus enrolls only international students on a student visa)

C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?
☐ Yes ☐ No  
☐ Not Applicable (there have been no graduates)

C.09 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes ☐ No  
☐ Not Applicable

EDUCATIONAL ACTIVITIES
FOR ALL PROGRAMS
C.13 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (Skip to Question C.15)

C.15 Who is assigned to administer all academic programs, and what are this person’s qualifications?
Chef Jeffrey Euteneier is the director of education for all programs. He earned a certificate in culinary arts from Le Cordon Bleu College of Culinary Arts in Portland, Oregon, a bachelor’s degree in interdisciplinary studies from Central Washington University, and master’s degree in business administration from Colorado Technical University. He is a certified executive chef in prometric food, safety proctor, and certified in
servsafe. Prior to coming to Le Cordon Bleu, he had over 10 years of culinary experience prior to coming to Le Cordon Bleu College of Culinary Arts.

C.16 Does this individual possess academic or experiential qualifications?
☑️ Yes ☐ No

C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person’s qualifications?
Chef Adrian Day-Murchison is the lead instructor for both the diploma and associate’s level culinary arts programs. Chef Day-Murchison earned an associate’s degree in culinary arts from Johnson & Wales University, Providence, Rhode Island and a bachelor’s degree in management from Le Cordon Bleu College of Culinary Arts in Scottsdale, Arizona. He is certified as a prometric food safety proctor and servsafe by the National Restaurant Association. He had ten years of experience prior to coming to Le Cordon Bleu.

Chef Scot Rice is the lead instructor for both the diploma and associate’s level patisserie & baking programs. Chef Rice earned a certificate in baking and pastry arts from the Culinary Institute of America in Hyde Park, New York, an associate’s degree in business administration from Santa Rosa Junior College, in Santa Rosa, California and a bachelor’s degree in career and technical studies from California State University in Sacramento, California. He is a certified food manager. Both lead instructors have a reduced teaching load which permits them to fully supervise their departments.

C.18 Does this individual possess appropriate academic or experiential qualifications?
☑️ Yes ☐ No

C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?
☑️ Yes ☐ No

C.20 Are the time and resources devoted to the administration of the new credential sufficient?
☑️ Yes ☐ No

C.21 Is the program consistent with the campus’ mission and the needs of its students?
☑️ Yes ☐ No

C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?
☑️ Yes ☐ No

C.23 List the community resources and describe how they are utilized to enrich the program.
The college offers and extensive program of community resources including externships. They have participated in several employer spotlight programs, and published a list of upcoming events such as visits to the Arden Hills Country Club, Pearl on the River, Chops Steak Seafood & Bar, The Krazy Sac Latz Inc., Selland’s Market-Café, and Sierra at Tahoe Resort. The team reviewed over 28 pages of planned internal and external activities.
C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
✓ Yes ☐ No

C.25 Does the catalog accurately describe the program and its objectives?
✓ Yes ☐ No

C.26 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the externship site, including specific learning objectives, course requirements, and evaluation criteria?
✓ Yes ☐ No
☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?
☐ Yes ☑ No
☐ Not Applicable (no courses are offered via independent study)

C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
✓ Yes ☐ No

C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?
✓ Yes ☐ No

C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
✓ Yes ☐ No

C.31 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
✓ Yes ☐ No
(b) Course numbers
✓ Yes ☐ No
(c) Course prerequisites and/or corequisites
✓ Yes ☐ No
(d) Instructional contact hours/credits
✓ Yes ☐ No
(e) Learning objectives
✓ Yes ☐ No
(f) Instructional materials and references
✓ Yes ☐ No
(g) Topical outline of the course
✓ Yes ☐ No
(h) Instructional methods
✓ Yes ☐ No
(i) Assessment criteria
☐ Yes ☐ No
(j) Method of evaluating students
☐ Yes ☐ No
(k) Date the syllabus was last reviewed
☐ Yes ☐ No

C.32 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes ☐ No

C.33 Is credit appropriately converted in relation to total student contact hours in each class?
☐ Yes ☐ No

C.34 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☐ Yes ☐ No

C.35 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☐ Yes ☐ No

C.36 Are the following appropriate to adequately support the new program?
   (a) Facilities.
      ☐ Yes ☐ No
   (b) Instructional equipment.
      ☐ Yes ☐ No
   (c) Resources.
      ☐ Yes ☐ No
   (d) Support for modes of instructional delivery.
      ☐ Yes ☐ No
   (e) Personnel.
      ☐ Yes ☐ No

C.37 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☐ Yes ☐ No

C.38 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☐ Yes ☐ No

C.39 Are the following elements appropriately incorporated into the instructional components of the program?
   (a) Systematic planning.
      ☐ Yes ☐ No
   (b) Well-defined instructional objectives.
      ☐ Yes ☐ No
   (c) The selection and use of appropriate and current learning materials.
Yes ☐ No
(d) Appropriate modes of instructional delivery.

Yes ☐ No
(e) The use of appropriate assessment strategies.

Yes ☐ No
(f) The use of appropriate experiences.

Yes ☐ No

C.40 Are official transcripts for all credentials on file for all instructors in the program?

Yes ☐ No

C.41 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credential to credentials awarded by institutions in the United States?

Yes ☐ No
☐ Not Applicable (no faculty members hold foreign credentials)

C.42 Is there documented evidence of a systematic program of in-service training at the campus?

Yes ☐ No

C.43 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

Yes ☐ No

C.44 Is there evidence that full-time and part-time instructors in the program(s) participate in regularly scheduled faculty meetings?

Yes ☐ No

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

C.45 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes ☐ No

C.46 Are all faculty in the program assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes ☐ No

C.47 Is the size of the faculty appropriate?

Yes ☐ No

C.48 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes ☐ No
FOR ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S, DEGREES ONLY

C.49 Are teaching loads reasonable?
  ☒ Yes  ☐ No

FOR ACADEMIC ASSOCIATE’S DEGREES ONLY

C.60 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?
  ☒ Yes  ☐ No

C.61 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?
  ☒ Yes  ☐ No

C.62 Are all general education courses appropriate for the program and do they meet Council standards?
  ☒ Yes  ☐ No

C.63 Are the courses that satisfy the concentration and general education requirements identified in the catalog?
  ☒ Yes  ☐ No

C.64 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
  ☒ Yes  ☐ No

C.65 Is there evidence that curricular offerings require the appropriate use of library resources?
  ☒ Yes  ☐ No

C.66 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
  ☒ Yes  ☐ No
  ☐ Not Applicable (no students in the second year)

C.67 Are at least one-half of all subjects that are part of the associate’s degree taught by faculty members who have graduate degrees, professional degrees, or bachelor’s degrees plus professional certification?
  ☒ Yes  ☐ No

PUBLICATIONS

C.105 Do the catalog and other publications accurately describe the new program?
  ☒ Yes  ☐ No
C.106 Is the course-numbering system adequately explained in the catalog?

☐ Yes  ☐ No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

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

C.108 Is the campus’ established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

☐ Yes  ☐ No

C.109 What is the amount of the current year’s library budget?

The current year’s library budget is $13,000.

C.110 What portion of the current year's library budget has been spent and how has the money been allocated?

$6,000 has been allocated for acquisitions on books, periodicals, CD’s, and for demonstrations. In addition, the campus is assessed between $7,000 and $9,000 for Cybrary Beyond the expenditure for Cybrary, no additional expenditures have been made because of the acquisitions received from other campuses.

C.111 Does the new program require appropriate use of library resources?

☐ Yes  ☐ No

C.112 Is there evidence that the faculty have involvement in the selection of library resources?

☐ Yes  ☐ No

FOR ACADEMIC ASSOCIATE’S, BACHELOR’S, MASTER’S, AND DOCTORAL DEGREES ONLY

C.113 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

☐ Yes  ☐ No

C.114 Are records of physical and/or online resources and circulation accurate and up to date?

☐ Yes  ☐ No

C.115 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?

☐ Yes  ☐ No

C.116 Describe any full-text online collections available to students:

Virtually all databases in the Cybrary are full texts. Some of these include Ebsco, Gate Cengage, Business Source Complete, Credo Reference, Culinary Arts (Gale), ebook Collection, Mergent, Food Science
Source and Greenfile, Hospitality and Tourism Complete, Proquest Newsstand, and Opposing Viewpoints in Context.

☐ Not Applicable (online resources are not utilized)

C.117 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☐ Yes ☐ No
☐ Not Applicable (program does not include general education courses)

C.118 Are the hours the library is open adequate to accommodate the needs of all students?
☐ Yes ☐ No

C.119 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☐ Yes ☐ No

FOR ACADEMIC ASSOCIATE’S AND BACHELOR’S DEGREES ONLY

C.120 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus’ curricular and educational offerings, and assist students in their use?
☐ Yes ☐ No

C.121 Who is the onsite librarian, what are this person’s qualifications, and what are his or her hours onsite?
Ms. Kathleen Rainey is the on-site learning resource specialist. She has a master’s in library science from Rutgers University in New Brunswick, New Jersey. She is a certified Pearson Vue test administrator and a member of the American Library Association. Her hours on-site are 40 hours a week.

At the time of the team’s visit, Ms Sharon Tani, regional librarian was in residence. Ms Tani holds a master’s degree in library science from San Jose State University. She is a member of the American Library Association (ALA), The California Library Association, The Culinary Historians of Southern California, as well as the Association of College and Research Librarians.

C.122 Is documentation on file to evidence the librarian participates in professional growth activities?
☐ Yes ☐ No

C.123 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?
☐ Yes ☐ No

SUMMARY

Based on the team’s review, there are no areas requiring additional information.
From: Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfb53b7514e-lHarazduk>
Sent: 1/12/2016 10:58:09 AM -0500
To: 'Jessica Sanders' <jsanders@careered.com>
Subject: RE: LCB Teach-out Plans

Jessica,

Thank you for your notice and once the campus closing are purchased and completed, I will do my best to review (and if in good order) approve the CA plans prior to the end of the month.

As for the documents, if you are able to upload the documents individually and label them as such that would be appreciated. I won’t say it’s required, but certainly appreciated, since it would be easier to locate each individual document, if we ever needed to retrieve this information.

Thank you.

Ian Harazduk
Senior Manager, Policy and Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002

From: Jessica Sanders [mailto:jsanders@careered.com]
Sent: Monday, January 11, 2016 5:09 PM
To: Ian Harazduk
Subject: RE: LCB Teach-out Plans
Sensitivity: Private

Hi Ian,

Just one additional item of follow up regarding our submission of teach out plans this week. Our teach-out plan has exhibit 1 – list of students and exhibit 2 – all notification letters to students, regulatory agencies, etc. referenced within it and included for reference at the end. I see on the ACICS upload site that it appears
these are wanted individually. Do you advise that we include with the teach-out plan and also upload each individually or if they are included in the plan is that acceptable?

Thank you,

Jessica

Jessica Sanders
Director of Regulatory Operations | Licensing and Accreditation | Le Cordon Bleu

Cell Phone Fax (847) 551-7891
jsanders@careered.com

---

From: Jessica Sanders  
Sent: Thursday, January 07, 2016 2:52 PM  
To: 'IHarazduk@acics.org'  
Subject: LCB Teach-out Plans  
Sensitivity: Private

Hi Ian,

I just wanted to reach out and let you know that I am working with our Le Cordon Bleu campuses in anticipation of them each uploading the Report of a Campus Closing and corresponding teach-out plans next week. I will confirm with you once we are complete with all 14 but we anticipate that they will be uploaded between January 13-15th.

The CA VA agency, CSAAVE, has requested from our 3 CA based campuses an ACICS approved teach-out plan by 1/29/16 to ensure continued approval to train veterans. We would like to do everything possible to not jeopardize the education or
funding of our currently enrolled veterans. I am working to ensure that our 3 CA campuses in Sacramento, San Francisco, and Los Angeles are among the first to upload their forms and plans to ACICS. If possible, could these three schools plans be reviewed and considered for approval first due to this request from CSAAVE?

Thank you for your consideration,

Jessica

Jessica Sanders
Director of Regulatory Operations | Licensing and Accreditation | Le Cordon Bleu
Cell Phone [510] Fax (847) 551-7891
jsanders@careered.com
Thanks Ian,

To confirm, once we purchase the applications for teach-out online, will we be able to upload and submit that same day? I know when we used to be able to purchase the application in advance we had to then wait 24 hours to upload and submit. Now that we cannot purchase until we upload, I wanted to ensure there is no longer a waiting period.

Thanks,

Jessica

Jessica Sanders

Director of Regulatory Operations | Licensing and Accreditation | Le Cordon Bleu

Cell Phone (724) 255-5209 | Fax (847) 551-7891

jsanders@careered.com

Jessica,

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As for the documents, if you are able to upload the documents individually and label them as such that would be appreciated. I won’t say it’s required, but certainly appreciated, since it would be easier to locate each individual document, if we ever needed to retrieve this information.

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Senior Manager, Policy and Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002

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Thank you for your consideration,

Jessica
Jessica Sanders

Director of Regulatory Operations | Licensing and Accreditation | Le Cordon Bleu

Cell Phone (6) Fax (847) 551-7891

jsanders@careered.com
Thanks Ian,

Even an email from you regarding these three CA campuses would probably suffice for CSAAVE if getting out a letter this week would be too challenging.

On another note, regarding my email attached, we do have 5-6 prior LCB graduates total across all our campuses that have expressed interest so far in returning for another program/higher credential to complete during the course of the teach-out. They want to return for the February 15, 2016 module. Should we provide a follow up written notification/supplement to the teach-out explaining this activity?

Jessica

-----Original Message-----
From: Ian Harazduk [mailto:IHarazduk@acics.org]
Sent: Tuesday, January 26, 2016 12:14 PM
To: Jessica Sanders
Subject: Re: LCB Teach-out Upload Errors

Jessica,

We have had a 'historic' blizzard here, which put us a bit behind. I'm on a visit this week, but I will take a look and should be able to get these out by the end of the week.

Ian

Sent from my iPhone

> On Jan 26, 2016, at 11:57 AM, Jessica Sanders <jsanders@careered.com> wrote:
> Hi Ian,
> > Just checking in to see if there are any questions or concerns with the LCB teach-out plans for the CA campuses that I can assist with and to see if you anticipate having their review completed this week for us to provide to CA SAAVE by their January 29th deadline for continued VA eligibility.
> > Thanks again for your all assistance,
> > Jessica
> > Jessica Sanders
> > Director of Regulatory Operations | Licensing and Accreditation | Le
Jessica,

Thank you and my apologies for any inconvenience. We were also able to fix the issue with the application.

I will begin to process these applications this week (beginning with the California locations). If I have any questions about the applications, I hope you don't mind if I reach out to you as well as the campus in question.

Let me know if you have any questions moving forward.

Thank you.

Ian Harazduk
Senior Manager, Policy and Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002 www.acics.org
| 202.336.6795 - p | 202.842.2593 - f

Boston was just able to process, all are complete!

Hello Ms. Sanders,

I tried giving you a call but it went to voicemail. You can reach me at

Thank you!

-SooRyun Kim
Jessica,

So they shouldn't have deleted, they should have went straight to check out, but in any case, Ms. Soo Ryun Kim is going to contact you or the institutions to get the issue resolved.

Thanks.

Ian Harazduk
Senior Manager, Policy and Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002 www.acics.org

-----Original Message-----
From: Jessica Sanders [mailto:jsanders@careered.com]
Sent: Tuesday, January 19, 2016 11:54 AM
To: Ian Harazduk; Bill Davis
Cc: Soo Ryun Kim; James Dunleavy; Maureen Clements
Subject: RE: LCB Teach-out Upload Errors

Both campuses just deleted everything, completed the upload again and tried to purchase and both still received the same two errors. I have cc both of these campus presidents. Please advise if they should speak with someone in IT directly. Thanks,

Jessica

-----Original Message-----
From: Ian Harazduk [mailto:IHarazduk@acics.org]
Sent: Tuesday, January 19, 2016 11:24 AM
To: Jessica Sanders; Bill Davis
Cc: Soo Ryun Kim
Subject: RE: LCB Teach-out Upload Errors

Our IT department says that these should be able to purchase. If they do to the check out and purchase the application. It should work. Let me know if there's any difficulty.

Thanks.

Ian Harazduk
Senior Manager, Policy and Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002 www.acics.org
| 202.336.6795 - p | 202.842.2593 - f

-----Original Message-----
From: Jessica Sanders [mailto:jsanders@careered.com]
Sent: Tuesday, January 19, 2016 11:11 AM
To: Ian Harazduk; Bill Davis
Cc: Soo Ryun Kim
Subject: RE: LCB Teach-out Upload Errors

Yes, all other campuses have been able to process. These are the only two remaining with errors.

-----Original Message-----
From: Ian Harazduk [mailto:IHarazduk@acics.org]
Sent: Tuesday, January 19, 2016 10:38 AM
To: Jessica Sanders; Bill Davis
Cc: Soo Ryun Kim
Subject: RE: LCB Teach-out Upload Errors

Jessica,

We are looking into it further. Are these the only two campuses experiencing issues at this time?

Ian Harazduk
Senior Manager, Policy and Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002 www.acics.org
| 202.336.6795 - p | 202.842.2593 - f

-----Original Message-----
From: Jessica Sanders [mailto:jsanders@careered.com]
Sent: Tuesday, January 19, 2016 9:36 AM
To: Bill Davis; Ian Harazduk
Cc: Soo Ryun Kim
Subject: RE: LCB Teach-out Upload Errors

LCB Boston is still getting the same error as well.

-----Original Message-----
From: Bill Davis [mailto:bdavis@ACICS.ORG]
Sent: Saturday, January 16, 2016 11:04 AM
To: Jessica Sanders; Ian Harazduk
Cc: Soo Ryun Kim
Subject: Re: LCB Teach-out Upload Errors

Jessica,
I have fixed this the issue that was causing the problem in the campuses below that could not complete checkout for the Campus Closure applications. As Ian mentioned, we know what the issue is that was causing the problem, but I'm not sure why it was affecting these campuses only.

If you find that you still have trouble completing checkout, please let us know.

Thanks, and we apologize for any inconvenience you have experienced with this issue.

--Bill

Jessica Sanders <jsanders@careered.com>
Sent: Friday, January 15, 2016 5:18 PM
To: Ian Harazduk
Cc: Bill Davis; Soo Ryun Kim
Subject: Re: LCB Teach-out Upload Errors

Sacramento was able to complete!

Sent from my iPhone

On Jan 15, 2016, at 4:18 PM, Ian Harazduk <IHarazduk@acics.org> wrote:

Jessica,

I am including Mr. Bill Davis in my response as he is the individual that has been assisting with the technical issues. He has not been entirely sure why this issue is arising, but has been able to fix it manually in the system. He is interested to know if you are purchasing the application through the corporate account or through each individual campus account.

Thank you.

Ian Harazduk
Senior Manager, Policy and Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002

Jessica Sanders [jsanders@careered.com]
Sent: Friday, January 15, 2016 3:44 PM
To: Ian Harazduk
Subject: LCB Teach-out Upload Errors
Importance: High

Hi Ian,

As of this afternoon we have confirmed that the following campuses are still not
able to complete their upload of the teach out plans on the website and are all getting the same two errors as showing in each of the attached emails:

* LCB Seattle
* LCB MSP
* LCB Miami
* LCB Sacramento
* LCB Boston
* LCB Atlanta
* LCB Dallas

We have 7 campuses that were able to complete upload but the 7 listed above are not. Please confirm if you would like me to email you zip folders of these files that will not upload until the issue is resolved. Thank you,

Jessica

Jessica Sanders
Director of Regulatory Operations | Licensing and Accreditation | Le Cordon Bleu Cell Phone (724) 255-5209 | Fax (847) 551-7891
jsanders@careered.com

<image001.jpg>
Hi Ian,

As we are hearing from current and former students following the announcement of the teach out I wanted to discuss with you a few scenarios and determine if ACICS would have any concerns with LCB offering the following:

* Withdrawn students (from their initial LCB campus or other LCB campuses) who could reasonably complete a program prior to campus closure will be considered for acceptance if they have applicable transfer credits and were in good standing upon their withdrawal.

* Graduates who desire to pursue an additional credential will be considered for acceptance in the applicable degree program if they can complete the program prior to the campus closing date. Our four offered programs share a number of courses and therefore a graduate returning for another program does not need to take all courses in the program to complete an additional credential.

* If necessary, LCB will waive its residency policy, as published in the campus catalog, to allow qualified students to transfer all eligible credit between LCB locations.

Please let me know if you would like to discuss further or if there are any concerns with these scenarios. If not we can follow up with a formal written notification to ACICS on this topic as well.

Jessica Sanders
Director of Regulatory Operations | Licensing and Accreditation | Le Cordon Bleu

Cell Phone [***] Fax (847) 551-7891

jsanders@careered.com<mailto:jsanders@careered.com>

CEC-REG-OP-LOGO-HORIZ.jpg
February 4, 2016

Sent via email to: IHarazduk@acics.org
Ian Harazduk
Senior Manager, Policy and Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street NE, Suite 980
Washington, DC 20002-4223

RE: LE CORDON BLEU COLLEGE OF CULINARY ARTS TEACH-OUT

Dear Mr. Harazduk:

The attached notifications serve as a supplement to our current teach-out plan and other campus
 teach-out correspondence previously submitted to your office on behalf of the Le Cordon Bleu
 Colleges of Culinary Arts (“LCB”).

I thank you in advance for your time and consideration. Please contact me at 724-255-5209 or at
jsanders@careered.com, if you have any questions or concerns.

Sincerely,

Jessica Sanders
Director of Regulatory Operations

cc: Craig Bartholomew, Campus President, LCB Scottsdale
Jason Smith, Campus President, LCB Las Vegas
Miles Mitchell, Campus President, LCB Miramar
Tirrell Anthony, Campus President, LCB Orlando
James Dunleavy, Campus President, LCB Cambridge
Marvin Sabido, Campus President, LCB San Francisco
Steve Smith, Campus President, LCB Austin
Maureen Clements, Campus President, LCB Dallas
Kimberly Velasquez, Campus President, LCB Sacramento
Jennifer Sohonie, Campus Director, LCB Seattle
Lachlan Sands, Campus President, LCB Los Angeles
Brian William, Campus President, LCB Portland
Lamar Farr, Campus President, LCB Atlanta
Turner Berg, Campus President, LCB Minneapolis
Notification to ACICS to enroll prior graduates at Le Cordon Bleu College of Culinary Arts locations during campus teach-out

(only available for students that previously attended and earned a credential (comprised of course credit) at a Le Cordon Bleu College of Culinary Arts and requested to use that course credit toward completion of an additional credential prior to campus closure)

[Le Cordon Bleu College of Culinary Arts, San Francisco, CA, ACICS ID: 00048280]
[Le Cordon Bleu College of Culinary Arts, Scottsdale, AZ, ACICS ID: 00048705]
[Le Cordon Bleu College of Culinary Arts, Orlando, FL, ACICS ID: 00019776]
[Le Cordon Bleu College of Culinary Arts, Miami, FL, ACICS ID: 00048561]
[Le Cordon Bleu College of Culinary Arts, Las Vegas, NV, ACICS ID: 00048157]
[Le Cordon Bleu College of Culinary Arts, Cambridge, MA, ACICS ID: 00048109]
[Le Cordon Bleu College of Culinary Arts, Atlanta, GA, ACICS ID: 00038381]
[Le Cordon Bleu College of Culinary Arts, Austin, TX, ACICS ID: 00021352]
[Le Cordon Bleu College of Culinary Arts, Dallas, TX, ACICS ID: 00023542]
[Le Cordon Bleu College of Culinary Arts, Los Angeles, CA, ACICS ID: 00019019]
[Le Cordon Bleu College of Culinary Arts, Minneapolis, MN, ACICS ID: 00038353]
[Le Cordon Bleu College of Culinary Arts, Sacramento, CA, ACICS ID: 00023522]
[Le Cordon Bleu College of Culinary Arts, Seattle, WA, ACICS ID: 00023929]
[Le Cordon Bleu College of Culinary Arts, Portland, OR, ACICS ID: 00038375]

This notification serves as a supplement to our current teach-out plan and other campus teach-out correspondence previously submitted to your office on behalf of Le Cordon Bleu College of Culinary Arts ("LCB"). Since our initial teach-out notification, LCB graduates have expressed an interest in applying their previously earned LCB credits towards an additional LCB credential prior to the closure of either their original campus location or another LCB campus location. To best serve our LCB alumni, LCB will extend the following opportunities to those who previously attended and earned a credential at an LCB location:

1) Graduates who desire to pursue an additional credential will be considered for acceptance in another program if they have necessary transfer credits (either from their original credential or through external transfer) and can complete the program prior to the campus closing date.

2) If necessary, LCB will waive its residency policy, as published in the campus catalog, to allow qualified students to transfer all eligible credit between LCB locations.

All existing entrance and academic policies will remain unchanged. Since students will only be allowed to enroll in the additional program under narrow criteria, we anticipate these opportunities to be infrequent. However, since the possibility exists, we want your agency to be aware of our efforts to support our LCB graduates. Due to course availability, July 2016 is the last opportunity for graduates to return for another program.

In addition, these students will be required to review and sign a program completion plan/disclosure form to acknowledge they understand the teach-out status of the school and their individual class schedule that is required for completion prior to campus closure.

This notification does not modify other elements of the campus closure plans on file with your agency.

Please contact me if you have any questions or require any additional information. Jessica Sanders
Director of Regulatory Operations
724-255-5209
jsanders@careered.com

LCB Returning Graduates Notification

ED00020671
02/04/2016
cc:
Marvin Sabido, Interim President, LCB San Francisco
Craig Bartholomew, President, LCB Scottsdale
Tirrell Anthony, President, LCB Orlando
Miles Mitchell, President, LCB Miami
Jason Smith, President, LCB Las Vegas
James Dunleavy, President, LCB Cambridge
Lamar Farr, President, LCB Atlanta
Steve Smith, President, LCB Austin
Maureen Clements, President, LCB Dallas
Lachlan Sands, President, LCB Los Angeles
Turner Berg, President, LCB Minneapolis
Kimberly Valesquez, President, LCB Sacramento
Brian Williams, Market Director, LCB Seattle
Jennifer Sohonie, Campus Director, LCB Portland
Notification to ACICS to enroll prior students at Le Cordon Bleu College of Culinary Arts locations during campus teach-out

(only available for students that previously attended and earned a Le Cordon Bleu College of Culinary Arts and requested to use that course credit toward completion of a credential prior to campus closure)

[Le Cordon Bleu College of Culinary Arts, San Francisco, CA ACICS ID: 00048280]
[Le Cordon Bleu College of Culinary Arts, Scottsdale, AZ, ACICS ID: 00048705]
[Le Cordon Bleu College of Culinary Arts, Orlando, FL, ACICS ID: 00019776]
[Le Cordon Bleu College of Culinary Arts, Miami, FL, ACICS ID: 00048561]
[Le Cordon Bleu College of Culinary Arts, Las Vegas, NV, ACICS ID: 00048157]
[Le Cordon Bleu College of Culinary Arts, Cambridge, MA, ACICS ID: 00048109]
[Le Cordon Bleu College of Culinary Arts, Atlanta, GA, ACICS ID: 00038381]
[Le Cordon Bleu College of Culinary Arts, Austin, TX, ACICS ID: 00021352]
[Le Cordon Bleu College of Culinary Arts, Dallas, TX, ACICS ID: 00023542]
[Le Cordon Bleu College of Culinary Arts, Los Angeles, CA, ACICS ID: 00019019]
[Le Cordon Bleu College of Culinary Arts, Minneapolis, MN, ACICS ID: 00038353]
[Le Cordon Bleu College of Culinary Arts, Sacramento, CA, ACICS ID: 00023522]
[Le Cordon Bleu College of Culinary Arts, Seattle, WA, ACICS ID: 00023929]
[Le Cordon Bleu College of Culinary Arts, Portland, OR, ACICS ID: 00038375]

This notification serves as a supplement to our current teach-out plan and other campus teach-out correspondence previously submitted to your office on behalf of Le Cordon Bleu College of Culinary Arts ("LCB"). Since our initial teach-out notification, former students have expressed an interest in applying their previously earned LCB credits towards completing an LCB credential prior to the closure of either their original campus location or another LCB campus location. To best serve our LCB students, LCB will extend the following opportunities to those who previously attended and earned credit at an LCB location:

1) Withdrawn students who could reasonably complete a program prior to campus closure at any other LCB location will be considered for acceptance if they have applicable transfer credits and were in good standing upon their withdrawal.

2) If necessary, LCB will waive its residency policy, as published in the campus catalog, to allow qualified students to transfer all eligible credit between LCB locations.

All existing entrance and academic policies will remain unchanged. Since students will only be allowed to re-enroll in the program under narrow criteria, we anticipate these opportunities to be infrequent. However, since the possibility exists, we want your agency to be aware of our efforts to support our LCB students.

In addition, these students will be required to review and sign a program completion plan/disclosure form to acknowledge they understand the teach-out status of the school and their individual class schedule that is required for completion prior to campus closure.

This notification does not modify other elements of the campus closure plans on file with your agency.

Please contact me if you have any questions or require any additional information.

Jessica Sanders
Director of Regulatory Operations
724-255-5209
jsanders@careered.com
Cc:
Marvin Sabido, Interim President, LCB San Francisco
Craig Bartholomew, President, LCB Scottsdale
Tirrell Anthony, President, LCB Orlando
Miles Mitchell, President, LCB Miami
Jason Smith, President, LCB Las Vegas
James Dunleavy, President, LCB Cambridge
Lamar Farr, President, LCB Atlanta
Steve Smith, President, LCB Austin
Maureen Clements, President, LCB Dallas
Lachlan Sands, President, LCB Los Angeles
Turner Berg, President, LCB Minneapolis
Kimberly Valesquez, President, LCB Sacramento
Brian Williams, Market Director, LCB Seattle
Jennifer Sohonie, Campus Director, LCB Portland
REEVALUATION VISIT REPORT

Westwood College - River Oaks
80 River Oaks Center, Suite D-9
Calumet City, IL 60409
ACICS ID Code: 00018945

Main Campus
Westwood College
Los Angeles, CA
ACICS ID Code: 00011142

18945@westwood.edu

Mr. Hamed H. Shibli, Campus Director, (hshibli@westwood.edu)

January 28-29, 2014

William Winger  Chair  American International College of Arts and Sciences Antigua  Denver, CO
Thomas Bryant  Student-Relations Specialist  Medtech  Roswell, GA
James Taylor  Educational Activities and Criminal Justice  Brown Mackie College  Tulsa, OK
Charles Saunders  Animation/Computer Aided Design/Graphic Design and Multimedia/Visual Communications/Construction Management  Virginia College (retired)  Owens Cross Roads, AL
Kevin Brown  Business Administration/Accounting and Financial Management/Marketing Management  Metropolitan State University  Woodbury, MN
Eli Hochn  Information Technology/Computer Networking/Systems Security and Library  Brown College (former instructor)  St. Peter, MN
Yolanda Staff  Medical Assisting/Healthcare Management  Virginia College  Mobile, AL
Jan Shelton  Staff Representative  ACICS  Washington, DC
## PROGRAMS OFFERED BY

Westwood College - River Oaks Campus
Calumet City, Illinois

<table>
<thead>
<tr>
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<td>Information and Network</td>
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<td>Academic Associate's</td>
<td>Computer Aided Design/Architectural Drafting</td>
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<td>Information and Network Technologies: Major in Network Management</td>
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<td>5/1</td>
<td>81.00%</td>
<td>63.00%</td>
<td>57.89%</td>
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<td>Bachelor's</td>
<td>Information and Network Technologies Major in Systems Security</td>
<td>2350</td>
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<td>3/0</td>
<td>81.00%</td>
<td>71.00%</td>
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**TOTAL ENROLLMENT**: 296

**Notes**: In bold are retention rates below 65% (programs >1 year in length) or 70% (programs <=1 in length) and any placement rate below 70%.
INTRODUCTION

Westwood College was founded in 1953 as the Radio and Television Repair Institute in Denver, Colorado. In 1958, the institution became the National Electronics Institute. Then in 1974, it became the Denver Institute of Technology and in 1997, the name was changed to Westwood College of Technology, Inc. Because the institution began to expand its locations and program offerings, it name was changed to Westwood College in 2004.

In 2000, the River Oaks campus was the first Westwood College campus established in Illinois. The campus is located on the south side of Chicago between downtown Chicago and the Indiana border. The campus is located in a shopping mall and is 42,000 square feet containing 27 classrooms and laboratories, a library, a student lounge, and office space for administration, faculty, and staff to utilize. The facility is bright, well configured and is adequate to meet the campus’ mission.

The River Oaks campus today comprises approximately 300 students in diploma, associate’s and bachelor’s degree programs. The average age of the students is 31 with the population majority comprised of the following: 61% female, 61% black, and 11% white. The mix of educational objectives is evenly balanced between the three options of diploma, associate’s and bachelor’s programs.
MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.

The mission and supporting objectives are found on page 8 of the 2014 academic catalog volume 32-No. 1 revised September 2013.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?

☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?

☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction

☒ Yes ☐ No
(b) The modes of delivery.

☒ Yes ☐ No
(c) The facilities of the campus.

☒ Yes ☐ No

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

☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?

☒ Yes ☐ No

CAMPUS EFFECTIVENESS

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

☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?

☒ Yes ☐ No ☐ Not Applicable

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

☒ Yes ☐ No
(b) The characteristics of the student population.

☒ Yes ☐ No
(c) The types of data that will be used for assessment.

☒ Yes ☐ No
(d) Specific goals to improve the educational processes.

☒ Yes ☐ No
(e) Expected outcomes of the plans.

☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.

☒ Yes ☐ No
(b) Student placement.

☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.

☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(d) Level of employer satisfaction.

☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(e) Student learning outcomes.
1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

The campus uses average daily attendance and grade distributions to assess its learning outcomes. Attendance is reviewed daily and over the last year has improved by 2.9%. Grade distributions have been analyzed and grading rubrics have been implemented. These measures give the campus an overview of grading tendencies by its faculty and identify courses that fall outside of the standards that have been established.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
   ☑ Yes  ☐ No  ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
   ☑ Yes  ☐ No  ☐ Not Applicable
(c) How the data was collected.
   ☑ Yes  ☐ No  ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
   ☑ Yes  ☐ No  ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
   ☑ Yes  ☐ No  ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
   ☑ Yes  ☐ No  ☐ Not Applicable (new additional location only)

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

The campus has established a goal of 70% retention for 2014. They plan to achieve this goal by daily monitoring of attendance, absence reports, and implementing student support follow up activities. Specific goals have been set by each discipline to carefully assess its student retention. Intervention programs for students who have high absence rates have been instituted. The campus plans to host more program-specific job fairs with on-site interviews available to students and graduates. The career services staff will visit more classes to inform students of resources available and will offer special program job readiness events. The campus will encourage students to create placement portfolios as well.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
   ☑ Yes  ☐ No
(b) That specific activities listed in the plan have been completed.
   ☑ Yes  ☐ No
(c) That periodic progress reports have been completed.
   ☑ Yes  ☐ No

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

The campus president, Mr. Hamed Shibli, is responsible for the implementation and monitoring of the CEP. Mr. Shibli has been the campus president since May 2013 but has been with the institution and its parent corporation, Alta Colleges, since 2008. Mr. Shibli has also worked with several additional educational institutions since 2003 - mainly in the marketing field. He holds a bachelor's degree in Economics from California State University in San Bernardino, California.

Mr. Shibli is assisted by a committee consisting of the following administrators and faculty:
- academic dean,
- director of admissions,
- director of career services,
- director of student finance,
- director of student support,
1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
- Yes
- No
- Not Applicable (new additional location or initial applicant only)

ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
  (a) Governance, control, and corporate organization.
      - Yes
      - No
  (b) Names of the trustees, directors, and/or officers.
      - Yes
      - No
  (c) Names of the administrators.
      - Yes
      - No

2.02 Does the campus:
  (a) Adequately train its employees?
      - Yes
      - No
  (b) Provide them with constant and proper supervision?
      - Yes
      - No
  (c) Evaluate their work?
      - Yes
      - No

2.03 Is the administration of the campus efficient and effective?
- Yes
- No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
  (a) Clearly understand their duties and responsibilities?
      - Yes
      - No
  (b) Know the person to whom they report?
      - Yes
      - No
  (c) Understand the standards by which the success of their work is measured?
      - Yes
      - No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
- Yes
- No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
- Yes
- No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
- Yes
- No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
- Yes
- No
- Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person’s qualifications?
The campus president, Mr. Hamed Shibli, is responsible for the financial oversight of the campus. Mr. Shibli has been with the institution and its parent corporation, Alta Colleges, since 2008. Mr. Shibli has also worked with several educational institutions since 2003 - mainly in the marketing field. He holds a bachelor's degree in Economics from California State University in San Bernardino, California.
ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

☐ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?

☐ Yes ☐ No

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

The on-site administrator is the campus president, Mr. Hamed Shibli. As previously stated, Mr. Shibli has been with the institution and its parent corporation, Alta Colleges, since 2008. Mr. Shibli has also worked with several other educational institutions since 2003, mainly in the marketing field. He holds a bachelor’s degree in Economics from California State University in San Bernardino, California.

3.04 Does the campus list degrees of staff members in the catalog?

☐ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

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

(b) Admissions.

☐ Yes ☐ No

(c) Curriculum.

☐ Yes ☐ No

(d) Accreditation and licensure.

☐ Yes ☐ No

(e) Guidance.

☐ Yes ☐ No

(f) Instructional resources.

☐ Yes ☐ No

(g) Supplies and equipment.

☐ Yes ☐ No

(h) The school plant.

☐ Yes ☐ No

(i) Faculty and staff.

☐ Yes ☐ No

(j) Student activities.

☐ Yes ☐ No

(k) Student personnel.

☐ Yes ☐ No

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

☐ Yes ☐ No (Skip to Question 3.11.)

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

☐ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?

☐ Yes ☐ No

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

☐ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
3.15 Does the campus maintain transcripts for all students indefinitely?
☑ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☑ Yes ☐ No

RELATIONS WITH STUDENTS
FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 37 student files which included student transcripts and student account cards.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☑ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☑ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☑ Yes ☐ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☑ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☑ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☑ Yes ☐ No

4.08 Is the admissions policy administered as written?
☑ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that:
(a) Clearly outlines the financial obligations of both the institution and the student?
☑ Yes ☐ No
(b) Outlines all program related tuition and fees?
☑ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☑ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☑ Yes ☐ No

The enrollment agreement contains verbiage stating that the student acknowledges receiving a copy of the agreement by signing the document. A total of 37 files were reviewed during the evaluation. Each file contained an enrollment agreement signed by the student, admissions representative, and campus president.

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. James Galas is the campus director of admissions. Prior to this position, he owned and operated a real estate firm and worked in the drafting and design industry. Mr. Galas holds a bachelor's degree in Technical Management from DeVry University in Addison, Illinois and an associate's degree in Design and Drafting Technology from Morrison Institute of Technology in Morrison, Illinois. Mr. Galas has participated in admissions related training activities since joining the campus.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?  
The campus has several processes in place to ensure ethical recruitment practices are compatible with its educational objectives. All recruitment materials are reviewed and approved by the corporate office prior to utilization to ensure they contain accurate descriptions of the program offerings and their objectives. All employees responsible for recruitment activities are required to participate in training activities. These activities focus on integrity and the importance of providing accurate and correct program information to students. The director of admissions regularly observes interviews conducted by representatives as a means of ensuring appropriate information is provided to students. The corporate office engages secret shoppers to call and visit the campus as an additional method of ensuring compliance.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?  
(a) Courses and programs.  
☐ Yes ☐ No  
(b) Services.  
☐ Yes ☐ No  
(c) Tuition.  
☐ Yes ☐ No  
(d) Terms.  
☐ Yes ☐ No  
(e) Operating policies.  
☐ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?  
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
☐ Yes ☐ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?  
☐ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
☐ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
☐ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?  
☐ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
☐ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?  
☐ Yes ☐ No
If Yes, has the campus published a list of institutions with which it has established the agreements?

Yes ☐ No ☐

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

Yes ☐ No ☐

FOR ALL PROGRAMS

4.24 Is the standard of satisfactory academic progress policy published in the catalog?

Yes ☐ No ☐

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published:

The updated standards of satisfactory academic progress (SAP) policy is located on page 5 of the catalog addendum, effective January 8, 2014.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes ☐ No ☐

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes ☐ No ☐

(c) Procedures for re-establishing satisfactory academic progress.

Yes ☐ No ☐

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes ☐ No ☐

Incomplete grades.

Yes ☐ No ☐

Repeated courses.

Yes ☐ No ☐

Non-punitive grades.

Yes ☐ No ☐ ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.

Yes ☐ No ☐ ☐ Not Applicable (campus does not offer)

A warning status.

Yes ☐ No ☐ ☐ Not Applicable (campus does not use)

A probationary period.

Yes ☐ No ☐

An appeal process.

Yes ☐ No ☐

An extended-enrollment status.

Yes ☐ No ☐ ☐ Not Applicable (campus does not offer)

The effect when a student changes programs.

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

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

Yes ☐ No ☐ ☐ Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes ☐ No ☐

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

Yes ☐ No ☐

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

Yes ☐ No ☐ ☐ Not Applicable (no students are in violation of SAP)
4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?

☐ Yes  ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

☐ Yes  ☐ No  ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

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

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

☐ Yes  ☐ No

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

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

If Yes, is the student informed of this policy?

☐ Yes  ☐ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

☐ Yes  ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?)

☐ Yes  ☐ No  ☐ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

☐ Yes  ☐ No  ☐ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

☐ Yes  ☐ No  ☐ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

☐ Yes  ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person’s qualifications?

Ms. Debbie Plemons is the campus academic dean. She holds a bachelor's degree in Business Administration from DePaul University in Chicago, Illinois and a master's degree in Commerce from Keller Graduate School of Management of DeVry University in Chicago, Illinois. Ms. Plemons has been employed with the campus since 2007 and has held a variety of positions including: campus academic dean, director of education, and director of campus operations. In each of these positions, she was responsible for the administration of SAP and advising students.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

☐ Yes  ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)

(a) ☐ Scholarships.
(b) ☐ Grants.
(c) ☐ Loans.
(d) ☐ The campus does not offer scholarships, grants, and/or loans.

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?
4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?

☐ Yes ☐ No

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

☐ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?

☐ Yes ☐ No

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

☐ Yes ☐ No ☐ Not Applicable

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

(a) Charges.

☐ Yes ☐ No

(b) Dates for the posting of tuition.

☐ Yes ☐ No

(c) Fees.

☐ Yes ☐ No

(d) Other charges.

☐ Yes ☐ No

(e) Payments.

☐ Yes ☐ No

(f) Dates of payment.

☐ Yes ☐ No

(g) The balance after each transaction.

☐ Yes ☐ No

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

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

4.46 Is the campus’ refund policy published in the catalog?

☐ Yes ☐ No

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

☐ Yes ☐ No

4.48 Is the campus following its stated refund policy?

☐ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?

☐ Yes ☐ No (Skip to question 4.57)

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

Ms. Deborah McKenzie, director of student finance, is responsible for administering student financial aid. Ms. McKenzie holds a bachelor’s degree in Communications from Illinois State University in Normal, Illinois. She is a member of the Illinois Association of Student Financial Aid Administrators (ILASFAA) and regularly participates in their conferences and training activities.

4.51 Is the person who determines the amount of student awards not also responsible for disbursing those awards?

☐ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?

☐ Yes ☐ No
4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
- Yes  □ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

As previously noted, Ms. Deborah McKenzie, director of student finance, is a member of the ILASFAA and regularly participates in their conferences and training activities. Ms. McKenzie completes webinars sponsored by various agencies such as the Department of Education and the National Association of Student Financial Aid Administrators. The institution also regularly provides training activities.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
- Yes  □ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
- Yes  □ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
- Yes  □ No (Skip to question 4.58.)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The campus holds student orientation sessions for each group of incoming students. The orientation, entitled Day One Success Class, includes the following:
- an introduction to campus life,
- a review of policies and procedures,
- presentations from each of the key functional areas,
- and a general question and answer session.

The administration strives to make the orientation process positive and encouraging, while providing vital information new students will need during their programs of study.

The education department monitors student attendance and academic progress on a routine basis. If it is determined that a student is facing challenges in either area, they are required to attend advising sessions. During these sessions, improvement strategies are developed which may include: tutoring, assistance with personal matters that are a hindrance to the student, and referrals for assistance from to outside agencies.

The campus does not provide professional counseling. If professional counseling is needed, students are referred to outside professional service agencies in the area.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
- Yes  □ No  □ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Alicia Thomas, director of career services, is responsible for advising students on employment opportunities. Ms. Thomas holds a bachelor's degree in Occupational Education/Fashion Merchandising from Chicago State University in Chicago, Illinois. Ms. Thomas has completed training workshops and training meetings that focused on student placement.

4.61 Does the campus offer employment assistance to all students?
- Yes  □ No  □ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
- Yes  □ No
4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 421
The ending enrollment reported on the previous year’s CAR is 421.

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
- Yes  
- No  
- Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
- Yes  
- No  
- Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
The campus has a student finance department that is responsible for implementing its default prevention plan. All students are required to participate in an orientation that is designed to provide information about loan repayment obligations. During the initial meeting with the department's staff, students receive entrance counseling on their loan obligations and budgeting information. There is a series of brochures provided to students on the following topics: deferment, forbearance, student loan repayment, and default resolution. Exit loan counseling is also provided for students who "drop", are terminated, or graduate.

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus provides students with a variety of extracurricular activities designed to promote community involvement, along with social activities, and student recognition. Campus clubs and organizations such as: Alpha Beta Kappa Honor Society, Criminal Justice Club, Technology Club, and Gamers Club provide students with opportunities to interact with one another and participate in curriculum specific activities. Student recognition activities such as awards ceremonies, recognize student achievement. Job fairs and speakers from the employment community are sponsored throughout the year as a means of providing students with the opportunity to interact with professionals in the community.

GENERAL COMMENTS:
Interviews were conducted with the following campus administrators:
- the campus president,
- director of admissions,
- director of career services,
- director of student finance,
- director of student support,
- and the academic dean.
Each director provided accurate and consistent information as it related to the general operation of their departments. The campus president, as well as all of the departmental managers displayed a knowledge of and respect for regulatory compliance that they continually project to the associates within their departments.

EDUCATIONAL ACTIVITIES
FOR ALL PROGRAMS
5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
- Yes  
- No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?  
The academic dean, Ms. Debbie Plemons, is assigned to oversee the educational activities of all campus programs. Ms. Plemons holds a master's in Business Administration from Keller Graduate School of Management of DeVry University. Ms. Plemons also holds a bachelor's degree in Commerce from DePaul University.

5.03 Does this person have appropriate academic or experiential qualifications?  
- Yes  
- No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the
The academic dean and campus president give the administrators the authority to develop and administer their respective programs. As per the team's interview with the academic dean, program administrators must meet specific academic and professional criteria in order to hold their positions.

5.05 Is the time devoted to the administration of the educational programs sufficient?
- Yes
- No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
- Yes
- No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
- Yes
- No
(b) Selection of course materials, instructional equipment and other educational resources.
- Yes
- No
(c) Systematic evaluation and revision of the curriculum.
- Yes
- No
(d) Assessment of student learning outcomes.
- Yes
- No
(e) Planning for institutional effectiveness.
- Yes
- No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
- Yes
- No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
- Yes
- No (Skip to question 5.10)

FOR NEW GRANTS ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
- Yes
- No (Skip to question 5.14)

FOR ALL CAMPUSSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
- Yes
- No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
- Yes
- No

5.16 What provisions are made for individual differences among students?
The academic dean, faculty, and staff are encouraged to get to know each student on an individual basis. This helps them better understand and accommodate the differences amongst students. There are various campus organizations and activities that students can involve themselves to accommodate their differences in learning styles.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The academic dean and the campus administration have implemented weekly faculty meetings to discuss the effectiveness of the curriculum. Faculty is encouraged to evaluate, revise, and make changes as long as they are within the standardized scope of the curriculum.

5.18 Does the faculty participate in this process?
- Yes
- No
5.19 Is credit appropriately converted in relation to total student contact hours in each class?
- Yes
- No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
- Yes
- No
- Not Applicable (campus does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
- Yes
- No
- Not Applicable (no student has made such a request)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
- Yes
- No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses?
   (a) Facilities.
   - Yes
   - No
   (b) Instructional equipment.
   - Yes
   - No
   (c) Resources.
   - Yes
   - No
   (d) Personnel.
   - Yes
   - No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
- Yes
- No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
- Yes
- No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
- Yes
- No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
- Yes
- No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
- Yes
- No
- Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
- Yes
- No

If Yes, how is this documented?
- The team reviewed minutes and sign-in sheets for the in-service training programs held at the campus.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
- Yes
- No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
- Yes
- No
5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

☐ Yes  ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

☐ Yes  ☐ No

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

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

☐ Yes  ☐ No

FOR ACADEMIC ASSOCIATE’S DEGREES ONLY

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

☐ Yes  ☐ No

5.37 Do the programs’ general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

☐ Yes  ☐ No

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

☐ Yes  ☐ No

FOR BACHELOR’S DEGREES ONLY

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

☐ Yes  ☐ No

5.40 Do the program’s general education courses meet Council standards?

☐ Yes  ☐ No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor’s degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor’s degrees plus professional certification?

☐ Yes  ☐ No

EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located between downtown Chicago and the Indiana border and is nearer the Indiana border. The campus is located in a shopping mall and encompasses 42,000 square feet of space containing:

- 27 classrooms and laboratories;
- a library;
- a student lounge with leisure space and activities available to students, including couches and a foosball table;
- and office space for administration, faculty, and staff to utilize.

Parking is more than adequate in the shopping mall parking lot. The facility is brightly lit, well configured, and is adequate to meet the campuses mission.

6.02 Does the campus utilize any additional space locations?
6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☒ Not Applicable

PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviewed the Westwood College 2014 academic catalog, volume 32 - number 1.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No
(c) The names and titles of the administrators.
☒ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No
(e) A statement of accreditation
☒ Yes ☐ No ☒ Not Applicable (initial applicant)
(f) A mission statement.
☒ Yes ☐ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No
(h) An academic calendar.
☒ Yes ☐ No
(i) A full disclosure of the admission requirements.
☒ Yes ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock...
hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

- Yes  □ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

- Yes  □ No
(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

- Yes  □ No
(m) A definition of the unit of credit.

- Yes  □ No  □ Not Applicable (The campus does not award credit)
(n) A complete explanation of the standards of satisfactory academic progress.

- Yes  □ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

- Yes  □ No
(p) The transfer of credit policy.

- Yes  □ No
(q) A statement of the tuition, fees, and any other charges.

- Yes  □ No
(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

- Yes  □ No  □ Not Applicable (no scholarships, grants, or loans offered)
(s) The refund policy.

- Yes  □ No
(t) A statement describing the student services offered.

- Yes  □ No
(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

- Yes  □ No  □ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

- Yes  □ No

If Yes, does the catalog contain the following?
(n) An explanation of the course numbering system (for all levels).

- Yes  □ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

- Yes  □ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

- Yes  □ No
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

- Yes  □ No  □ Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

□ Yes  □ No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

- Yes  □ No (Skip to Question 7.08.)

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

- Yes  □ No
(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

- Yes  □ No
(c) Do students receive a copy of the addendum/supplement with the catalog?
7.08 Is the catalog available online?
☐ Yes ☐ No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?
☐ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☐ No (Skip to Question 7.10.)

If Yes, answer the following:
(a) Are all campuses using the same catalog of common ownership?
☐ Yes ☐ No
(b) Are all photographs utilized properly labeled to identify the location depicted?
☐ Yes ☐ No
(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
☐ Yes ☐ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☐ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☐ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises through a variety of outlets including:
- online,
- television,
- radio,
- flyers,
- and brochures on and off campus.

In addition, the campus has a multi-campus publication, available to the general public, entitled the "Westwood 100." This publication highlights the "personal success stories" of 100 of the institution's alumni.

Are all print and electronic advertisements under acceptable headings?
☐ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes ☐ No (Skip to Question 7.14.)

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
☐ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☐ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☐ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The campus provides the following performance information to the public:
- completion rates,
- graduation rates,
- retention rates,
- and employment disclosures.

Where is this information published and how frequently is this information being updated?
This information is provided on the campus' website and is updated annually.

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?
☐ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☐ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☐ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☐ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
During scheduled campus meetings, the librarian makes regular requests of faculty and staff to assess resources and information services needed. Faculty indicate that the librarian is very responsive to their needs for resources and information services.
Are these methods appropriate?
☐ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☐ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S DEGREES ONLY

8.07 Is the campus’ established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☐ Yes ☐ No

8.08 What is the amount of the current year’s library budget excluding personnel allocations?
The current year’s library budget is: $7200 or $600 per month.

8.09 What portion of the current year’s library budget has been spent and how has the money been allocated?
To date, $1800 of the $7200 yearly library budget has been spent. The money has been allocated for physical books and periodicals.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☐ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☐ Yes ☐ No

FOR ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S DEGREES ONLY
8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

Students receive library training in PDEV111, Success Strategies. This course is typically taken during the student's first term. In addition, faculty assign projects in which usage of the library's resources are necessary for completion.

Are these methods appropriate?
☐ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☐ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☐ Yes ☐ No

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

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

Yes, there is an interlibrary agreement with the Consortium of Academic and Research Libraries of Illinois (CARLI), which gives students free borrowing privileges from the majority of Illinois' academic libraries. The provisions of the agreement are appropriate, and the resources are accessible to students. However, there is no documented evidence of usage since students have not yet done so. According to the campus librarian, Ms. Elizabeth Samaniego, with the available campus library resources and convenient access to the Calumet City Library and Lansing Public Library, both within walking distance of the campus; there is no demand for these resources.

8.16 Describe any full-text online collections available to students.

Full-text online collections available to students include:
- Britannica Online,
- eBooks on EBSCOhost,
- Films on Demand,
- LexisNexis Academic,
- lynda.com,
- Points of View Reference Center,
- ProQuest,
- Statistical Ready Reference,
- and STAT!Ref.

8.17 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of enrollment in its educational programs?
☐ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☐ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Ms. Elizabeth Samaniego is the on-site librarian. Ms. Samaniego holds a master's in Library and Information Science from Dominican University in River Forest, Illinois. Ms. Samaniego is on-site in the library during the following times:
- Monday, 7:30 AM - 9:00 PM
- Tuesday, 8:30 AM - 9:00 PM
- Wednesday, 7:30 AM - 9:00 PM
- Thursday, 8:30 AM - 9:00 PM
- Friday, 8:30 AM - 7:00 PM
It is also accessible to students and faculty by email and phone.

Does this individual:
(a) Supervise and manage the library and instructional resources?
   ☒ Yes  ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus’s curricular and educational offerings?
   ☒ Yes  ☐ No
(c) Assist students in the use of instructional resources?
   ☒ Yes  ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
   ☒ Yes  ☐ No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
   ☐ Yes  ☐ No  ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian’s participation in professional growth activities?
   ☒ Yes  ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
   ☒ Yes  ☐ No

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

FOR NONDEGREE PROGRAMS ONLY

8.25 Are appropriate reference materials and periodicals available for all programs offered?
   ☒ Yes  ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
   ☒ Yes  ☐ No

8.27 Is there a current inventory of instructional resources?
   ☒ Yes  ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
   ☒ Yes  ☐ No

PROGRAM EVALUATION

Bachelor's Degree in Business Administration: Major in Healthcare Management

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
   ☐ Yes  ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Ms. Sheila Roe-Boston, general education and school of business program chair, is assigned to administer the Healthcare Management bachelor's degree program. Ms. Roe-Boston is a member of the Illinois Education Association/National Education Association (IEA/NEA). She holds a master's degree in Human Resource Management and master's in Business Management, both from Keller Graduate School of Management of DeVry University. She also holds a bachelor's degree in Communications from Northern Illinois University. Prior to becoming program chair, Ms. Roe-Boston worked as an instructor in the general education and business programs.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☐ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☐ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☐ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program has strong community support from its Program Advisory Committee (PAC) members as evidenced by the 13 members in attendance at the November 15, 2013 PAC meeting.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☐ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☐ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☐ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☐ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☐ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☐ Yes ☐ No
(b) Course numbers
☑ Yes ☐ No

c) Course prerequisites and/or corequisites
☑ Yes ☐ No

(d) Instructional contact hours/credits
☑ Yes ☐ No

e) Learning objectives
☑ Yes ☐ No

(f) Instructional materials and references
☑ Yes ☐ No

(g) Topical outline of the course
☑ Yes ☐ No

(h) Instructional methods
☑ Yes ☐ No

(i) Assessment criteria
☑ Yes ☐ No

(j) Method of evaluating students
☑ Yes ☐ No

(k) Date the syllabus was last reviewed
☑ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☑ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☑ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☑ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Seven calls were attempted to employers or graduates.

How many calls to employers or graduates were successful?
Three calls were successful.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Three successful contacts confirmed the employment of the graduates as reported on the CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☑ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

ED00020699
9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.
Several samples of graded, student homework assignments were provided to the team.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☐ Yes ☐ No
(b) Instructional equipment.
☐ Yes ☐ No
(c) Resources.
☐ Yes ☐ No
(d) Personnel.
☐ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☐ Yes ☐ No
(b) Well-defined instructional objectives.
☐ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☐ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☐ Yes ☐ No
(e) The use of appropriate assessment strategies.
☐ Yes ☐ No
(f) The use of appropriate experiences.
☐ Yes ☐ No

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

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☐ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☐ Yes ☐ No

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

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

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

9.30 Are teaching loads reasonable?
☐ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY
9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

☑ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

☑ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor’s degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

☐ Yes ☐ No ☑ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☑ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor’s program sufficient to support regularly scheduled classes and laboratory work?

☑ Yes ☐ No ☑ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

☑ Yes ☐ No

PROGRAM EVALUATION
Bachelor's Degree in Business Administration: Major in Accounting
Bachelor's Degree in Business Administration: Major in Marketing Management

FOR ALL PROGRAMS

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

☐ Yes ☑ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?

Ms. Sheila Roe-Boston is the general education and school of business program chair. She holds a bachelor's in Communications from Northern Illinois University; a master's of Business Administration and master's of Human Resource Management, both from Keller Graduate School of Management of DeVry University. Ms. Roe-Boston also has more than 15 years of private sector experience as the owner and chief executive officer of Boston Custom Design. She sits on several of the institution's committees, including a committee involving curriculum development.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☑ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

☑ Yes ☐ No

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

☑ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
   ✗ Yes ☐ No ☑ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?
   ✗ Yes ☐ No ☑ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The campus offers a comprehensive set of community resources in which business students can participate including:
   • a program advisory board,
   • "IT tech squad",
   • veterans resource fairs,
   • job fairs, financial seminars,
   • employment mock interviews,
   • and a variety of field trips.

Students also have volunteer opportunities with a variety of organizations, such as JenCare Neighborhood Medical Centers. These resources offer significant opportunities for the business students to engage with and gain career-relevant experience.

9.08 Is the utilization of community resources sufficient to enrich the program?
   ✗ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
   ✗ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
   ✗ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
   ✗ Yes ☐ No ☑ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
   ✗ Yes ☐ No

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
   ✗ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
   ✗ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
   ✗ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
   (a) Title and course descriptions
      ✗ Yes ☐ No
   (b) Course numbers
      ✗ Yes ☐ No
   (c) Course prerequisites and/or corequisites
      ✗ Yes ☐ No
   (d) Instructional contact hours/credits
      ✗ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

- Out-of-class work assignments that support the learning objectives for the course

For NEW GRANTS AND INITIAL GRANTS ONLY

- Does the campus participate in Title IV financial aid?
9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

- Yes
- No
- Not Applicable (Clock hour programs only)

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

The team reviewed graded homework assignments, quizzes, mid-term and final exams. The team also reviewed documentation that displayed student, in-class participation. Students are given points based upon their quantity and quality of participation in subject-related discussion while in class. These participation points help instructors assess if students are successfully completing their homework assignments.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.
- Yes
- No

(b) Instructional equipment.
- Yes
- No

(c) Resources.
- Yes
- No

(d) Personnel.
- Yes
- No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
- Yes
- No

(b) Well-defined instructional objectives.
- Yes
- No

(c) The selection and use of appropriate and current learning materials.
- Yes
- No

(d) Appropriate modes of instructional delivery.
- Yes
- No

(e) The use of appropriate assessment strategies.
- Yes
- No

(f) The use of appropriate experiences.
- Yes
- No

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

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

- Yes
- No

9.28 Is the size of the faculty appropriate to the total student enrollment?

- Yes
- No

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

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

- Yes
- No

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

9.30 Are teaching loads reasonable?

- Yes
- No
FOR BACHELOR’S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☑ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☑ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor’s degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☑ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☑ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor’s program sufficient to support regularly scheduled classes and laboratory work?
☑ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☑ Yes ☐ No

GENERAL COMMENTS:
As per the business program chair, the accounting program is being taught out. The three remaining students should graduate at the end of the January 2014 term. Students commented on their desire to have more practical, hands-on experiences in their courses rather than relying so much on textbooks and lectures. First year students, in particular, said they were satisfied with the campus thus far.

PROGRAM EVALUATION

Bachelor’s Degree in Criminal Justice: Major in Administration

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☑ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Mr. Stephen Kashirsky, criminal justice program chair, is assigned to administer program. Mr. Kashirsky holds a master’s in Criminal Justice from the University of Detroit, a master’s in Physical Education from Indiana University, and a bachelor’s in Upper Grade Teaching from Chicago Teacher’s College. Mr. Kashirsky is an instructor for South Suburban College where he began teaching in 2003. He has also been a loss prevention agent for Carson Pierre Scott, and is currently still employed with the company. Mr. Kashirsky started as an instructor for Westwood College in 2004. Mr. Kashirsky retired as a special agent for the Federal Bureau of Investigations (FBI).

9.03 Does this individual possess appropriate academic or experiential qualifications?
☑ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☑ Yes ☐ No
9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes [ ] No [ ]

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
- Yes [ ] No [ ] Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
- Yes [ ] No [ ] Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program chair and additional faculty have direct relationships with local, state, and federal law enforcement agencies. Students are able to go on field trips and attend seminars within the community to reinforce what they learn in the classroom. Students have guest speakers every month, including career-related professionals who work in the criminal justice field.

9.08 Is the utilization of community resources sufficient to enrich the program?
- Yes [ ] No [ ]

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
- Yes [ ] No [ ]

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
- Yes [ ] No [ ]

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes [ ] No [ ] Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
- Yes [ ] No [ ]

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
- Yes [ ] No [ ]

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- Yes [ ] No [ ]

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
- Yes [ ] No [ ]

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
- Yes [ ] No [ ]
(b) Course numbers
- Yes [ ] No [ ]
(c) Course prerequisites and/or corequisites
- Yes [ ] No [ ]
(d) Instructional contact hours/credits
- Yes [ ] No [ ]
(e) Learning objectives
- Yes [ ] No [ ]
(f) Instructional materials and references
   ☒ Yes ☐ No

(g) Topical outline of the course
   ☒ Yes ☐ No

(h) Instructional methods
   ☒ Yes ☐ No

(i) Assessment criteria
   ☒ Yes ☐ No

(j) Method of evaluating students
   ☒ Yes ☐ No

(k) Date the syllabus was last reviewed
   ☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
   ☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
   ☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
   ☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
   ☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
   ☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

   How many calls to employers or graduates were attempted?
   Five calls to employers or graduates were attempted.

   How many calls to employers or graduates were successful?
   Three calls to employers or graduates were successful.

   How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
   Three of the successful contacts confirmed the employment of the graduate as reported on the CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
   ☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
   ☒ Yes ☐ No

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
   ☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

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

The team was able to review documentation provided by the campus in the program binder. It verifies that homework is assigned, graded, and is counted toward the student's quarterly grade.
FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
   (a) Facilities.
       □ Yes □ No
   (b) Instructional equipment.
       □ Yes □ No
   (c) Resources.
       □ Yes □ No
   (d) Personnel.
       □ Yes □ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
   (a) Systematic planning.
       □ Yes □ No
   (b) Well-defined instructional objectives.
       □ Yes □ No
   (c) The selection and use of appropriate and current learning materials.
       □ Yes □ No
   (d) Appropriate modes of instructional delivery.
       □ Yes □ No
   (e) The use of appropriate assessment strategies.
       □ Yes □ No
   (f) The use of appropriate experiences.
       □ Yes □ No.

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

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   □ Yes □ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
   □ Yes □ No

FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY

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

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

9.30 Are teaching loads reasonable?
   □ Yes □ No

FOR BACHELOR’S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
   □ Yes □ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
   □ Yes □ No
9.45 If the institution offers only the last two years of the bachelor’s degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

☐ Yes  ☐ No  ☑ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☑ Yes  ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor’s program sufficient to support regularly scheduled classes and laboratory work?

☑ Yes  ☐ No  ☑ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

☑ Yes  ☐ No

PROGRAM EVALUATION

**Associate’s Degree in Construction Management**

**Bachelor’s Degree in Construction Management**

**Associate’s Degree in Computer Aided Design/Architectural Drafting**

**Associate’s Degree in Graphic Design**

**Bachelor’s Degree in Graphic Design: Major in Animation**

**Bachelor’s Degree in Graphic Design: Major in Game Art**

**Bachelor’s Degree in Graphic Design: Major in Visual Communications**

FOR ALL PROGRAMS

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

☐ Yes  ☐ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?

Mr. Kevin Connaughton, program chair, is assigned to administer the campus Computer Aided Design/Architectural Drafting (CAD) and design programs. Mr. Connaughton holds a bachelor’s degree in Art from Columbia College in Chicago, Illinois and a master’s degree in Art from St. Xavier University in Chicago, Illinois. Mr. Connaughton has been with the campus since October 2006. Prior to joining the campus, he worked as a teachers aide from 1997-2000 at Columbia College-Chicago; a student teacher at Joliet Central High School from January 2006-May 2006; and as a graphic designer/draftsman for Primera Engineer from 2000-2005. Mr. Connaughton also teaches part time at the University of Phoenix and has been with them since 2003.

Mr. Richard T. Dixon, program chair, is assigned to administer the campus’ construction management programs. Mr. Dixon began working at the campus in October 2002 as an adjunct instructor before becoming a full-time faculty member. He holds the following Cisco certifications:

- Cisco Certified Network Associate (CCNA) Network Basics,
- CCNA2 Routers/Routing Basics,
- CCNA-Accessing WAN,

and CompTIA Linux +

Prior to his employment at the campus, Mr. Dixon worked for LTV Steel Corporation as manager of the computer and networking department from 1994-2002. He currently teaches at DeVry University and its Keller School of Management and has been with that institution since 2001.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☑ Yes  ☐ No
9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
   ☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
   ☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
   (a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
      ☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
   (b) Student placement rate of 70%?
      ☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
   A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
   ☐ Yes ☒ No

9.07 List the community resources and describe how they are utilized to enrich the program(s):
   The programs have numerous local companies represented in the campus' Program Activities Committee (PAC) meeting which meets twice a year. The programs also have career-related field trips and guest speakers to for students.

9.08 Is the utilization of community resources sufficient to enrich the program?
   ☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
   ☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
   ☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
   ☒ Yes ☒ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
   ☒ Yes ☐

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
   ☒ Yes ☒ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
   ☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
   ☒ Yes ☒ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
   (a) Title and course descriptions
(a) Course numbers
Yes ☐ No

(c) Course prerequisites and/or corequisites
Yes ☐ No

(d) Instructional contact hours/credits
Yes ☐ No

(e) Learning objectives
Yes ☐ No

(f) Instructional materials and references
Yes ☐ No

(g) Topical outline of the course
Yes ☐ No

(h) Instructional methods
Yes ☐ No

(i) Assessment criteria
Yes ☐ No

(j) Method of evaluating students
Yes ☐ No

(k) Date the syllabus was last reviewed
Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was attempted for the following programs:
Associate's degree in Construction Management - 1
Bachelor's degree in Construction Management - 5
Associate's degree in Graphic Design - 3
Bachelor's degree in Visual Communication - 4
Bachelor's degree in Animation - 3
Associate's degree in CAD - 0

There were not calls attempted in the CAD program. The program was started in the Fall of 2013 and has yet to yield any graduates.

How many calls to employers or graduates were successful?
The following number of calls was successful:
Associate's degree in Construction Management - 1
Bachelor's degree in Construction Management - 3
Associate's degree in Graphic Design - 2
Bachelor's degree in Visual Communication - 3
Bachelor's degree in Animation - 3
Associate's degree in CAD - N/A
How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The following number of contacts confirmed employment as reported on the CAR:

- Associate's degree in Construction Management - 1
- Bachelor's degree in Construction Management - 1
- Associate's degree in Graphic Design - 1
- Bachelor's degree in Visual Communication - 1
- Bachelor's degree in Animation - 1
- Associate's degree in CAD - N/A

Five of the 12 successful contacts confirmed the graduates' "in-field" employment as reported on the 2013 CAR. Seven of the contacts indicated that the graduates' positions obtained upon graduation were neither "in-field" nor field-related.

If No, explain:

**Section 3-1-303 (a):** The team was not able to verify the placement rates as reported on the 2013 Campus Accountability Report (CAR). There were discrepancies found between the information reported on the 2013 CAR and employment confirmation calls placed to employers or graduates. The CAR reported that, Mr. Patrick Kitchin, Construction Management bachelor's degree program graduate, is working in field; but the team confirmed he is employed by American House Development as a carpenter. Mr. Marcus Salter, Construction Management bachelor's degree program graduate, is reported as working in-field; but the team confirmed he is self-employed by Salter's Decorating Services as a painter. Mr. Erin Fuchion, Graphic Design associate's degree graduate, is reported as working in-field; but the team confirmed he is employed by CD One Price Cleaners as a counter/customer service person. Ms. Kierra Sims, Visual Communications bachelor's degree program graduate, is reported as working in-field; but the team confirmed she is employed by Southside AutoWash as a hand car washer and detailer. Ms. Tara Werner, Visual Communications bachelor's degree program graduate, is reported as working in-field; but the team confirmed she is employed by Pier 1 Imports as a sales associate. Mr. Blake Fletcher, Animation bachelor's degree program graduate is reported as working in-field; but the team confirmed he is employed by Advocate South Suburban Hospital as a food and nutrition services aid. Mr. Robert Houston, Animation bachelor's degree program graduate is reported as working in-field; but the team confirmed he is employed by Apple One-Chicago as a temporary guest relations/hospitality specialist as an area hotel. Graduates contacted commented that their employment does not require the utilization of program-related skills acquired with their degree.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
- Yes
- No
- Not Applicable

**FOR NEW GRANTS AND INITIAL GRANTS ONLY**

9.21 Does the campus participate in Title IV financial aid?
- Yes
- No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes
- No
- Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team reviewed current syllabi and homework submitted during the current term. The campus and provided the team with graded homework assignments for review.

**FOR ALL VISITS**

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.
- Yes
- No

(b) Instructional equipment.
- Yes
- No
9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
   - [X] Yes  [ ] No

(b) Well-defined instructional objectives.
   - [X] Yes  [ ] No

(c) The selection and use of appropriate and current learning materials.
   - [X] Yes  [ ] No

(d) Appropriate modes of instructional delivery.
   - [X] Yes  [ ] No

(e) The use of appropriate assessment strategies.
   - [X] Yes  [ ] No

(f) The use of appropriate experiences.
   - [X] Yes  [ ] No

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

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

   - [X] Yes  [ ] No

9.28 Is the size of the faculty appropriate to the total student enrollment?

   - [X] Yes  [ ] No

FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY

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

   - [X] Yes  [ ] No

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

9.30 Are teaching loads reasonable?

   - [X] Yes  [ ] No

FOR ACADEMIC ASSOCIATE’S DEGREES ONLY

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

   - [X] Yes  [ ] No

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

   - [X] Yes  [ ] No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

   - [X] Yes  [ ] No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

   - [X] Yes  [ ] No  [ ] Not Applicable (no students in the second year)
9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☑ Yes ☐ No ☐ Not applicable

FOR BACHELOR’S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☑ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☑ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor’s degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☑ Yes ☐ No ☑ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☑ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor’s program sufficient to support regularly scheduled classes and laboratory work?
☑ Yes ☐ No ☑ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☑ Yes ☐ No

GENERAL COMMENTS:
The students commented on their desire to have more practical, hands-on experiences in their courses; rather than mainly relying on textbooks, term papers, and lectures.

PROGRAM EVALUATION

Associate's Degree in Information and Network Technologies

Bachelor's Degree in Information and Network Technologies: Major in Network Management

Bachelor's Degree in Information and Network Technologies: Major in Systems Security

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☑ Yes ☐ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Mr. Richard Dixon, school of technology program chair, is assigned to administer Information and Network Technologies (IT) programs.
Mr. Dixon holds a bachelor's degree in Chemistry from the University of Pittsburgh, and a master's degree in Telecommunications Management from Keller Graduate School of Management of DeVry University. He also holds multiple CCNA certifications. Mr. Dixon's experiential qualifications include: employment at LTV Steel Corporation as a computer network manager, a senior faculty at DeVry University and its Keller Graduate School of Management, and teacher and program chair at Westwood College.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☑ Yes ☐ No
9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☐ Yes ☒ No

If No, insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
The 2013 Campus Accountability Report (CAR) shows that each of these programs has less than 10 graduates, and therefore, do not need to provide an improvement plan in the Campus Effectiveness Plan (CEP).

9.07 List the community resources and describe how they are utilized to enrich the program(s).
These programs utilize a Program Advisory Committee (PAC) composed of local industry professionals that provide recommendations and feedback on the needs of local industry. The team found evidence that a PAC meeting was held on 11/15/2013. In addition, the campus also hosts an IT club whose goals are to provide students with:
- access to software and hardware,
- networking workshops,
- volunteer opportunities in the local community,
- and ability to participate in IT relevant field trips.
Additional documentation shows students have participated in class field trips and have had guest speakers.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☒ No ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No
9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☑ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☑ Yes ☐ No
(b) Course numbers
☑ Yes ☐ No
(c) Course prerequisites and/or corequisites
☑ Yes ☐ No
(d) Instructional contact hours/credits
☑ Yes ☐ No
(e) Learning objectives
☑ Yes ☐ No
(f) Instructional materials and references
☑ Yes ☐ No
(g) Topical outline of the course
☑ Yes ☐ No
(h) Instructional methods
☑ Yes ☐ No
(i) Assessment criteria
☑ Yes ☐ No
(j) Method of evaluating students
☑ Yes ☐ No
(k) Date the syllabus was last reviewed
☑ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☑ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☑ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was attempted for the following programs:
Associate's degree in Information and Network Technologies - 2
Bachelor's degree in Information and Network Technologies: Major in Network Management - 5
Bachelor's degree in Information and Network Technologies: Major in Systems Security - 5

How many calls to employers or graduates were successful?
The following number of calls was successful:
Associate's degree in Information and Network Technologies - 1
Bachelor's degree in Information and Network Technologies: Major in Network Management - 1
Bachelor's degree in Information and Network Technologies: Major in Systems Security - 2
How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The following number of contacts confirmed employment as reported on the CAR:

- Associate's degree in Information and Network Technologies - 1
- Bachelor's degree in Information and Network Technologies: Major in Network Management - 0
- Bachelor's degree in Information and Network Technologies: Major in Systems Security - 0

One of the four contacts confirmed the graduate's employment as reported on the 2013 Campus Accountability Report (CAR). Three of the contacts confirmed that the graduates' positions obtained upon graduation were neither in-field nor field-related.

If No, explain.

(Section 3-1-303 (a)): The team was not able to verify the placement rates as reported on the 2013 Campus Accountability Report (CAR). There were discrepancies found between the information reported on the 2013 CAR and employment confirmation calls placed to employers or graduates. The CAR reported that, Mr. Joseph Davis, Information and Network Technologies associate's degree program graduate, is reported as working in-field; but the team confirmed he is employed by CTJ Auto Group as an auto group owner. Mr. Jerry Crawford, Network Management bachelor's degree program graduate, is reported as working in-field; but the team confirmed he is employed by Pearson Education as a temporary student essay scorer. Mr. Thomas Cypress, Systems Security bachelor's degree program graduate, is reported as working in-field; but the team confirmed he is employed by Horseshoe Casino as a security investigator. Mr. Cypress stated that although the position dealt with a form of security, it did not utilize nor require the computer skills acquired from his program of study. Graduates; Mr. Davis and Mr. Crawford also commented that their employment does not require the utilization of program-related skills acquired from the programs of study.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

- Yes
- No
- Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?

- Yes
- No

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

- Yes
- No
- Not Applicable (Clock hour programs only)

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

- Yes
- No
- Not Applicable (Clock hour programs only)

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

The team was provided graded out-of-class work assignments from each of these programs.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

- Yes
- No

(b) Instructional equipment.

- Yes
- No

(c) Resources.

- Yes
- No

(d) Personnel.

- Yes
- No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
- Yes  No
(b) Well-defined instructional objectives.
- Yes  No
(c) The selection and use of appropriate and current learning materials.
- Yes  No
(d) Appropriate modes of instructional delivery.
- Yes  No
(e) The use of appropriate assessment strategies.
- Yes  No
(f) The use of appropriate experiences.
- Yes  No

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

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
- Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?
- Yes  No

FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY

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

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

9.30 Are teaching loads reasonable?
- Yes  No

FOR ACADEMIC ASSOCIATE’S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
- Yes  No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
- Yes  No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
- Yes  No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
- Yes  No  Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
- Yes  No  Not applicable

FOR BACHELOR’S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

- Yes □ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

- Yes □ No □ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

- Yes □ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

- Yes □ No □ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

- Yes □ No

GENERAL COMMENTS:
The students commented on their desire to have more practical, hands-on experiences in their courses rather than relying so much on textbooks, term papers, and lectures.

PROGRAM EVALUATION
Diploma in Medical Assisting
FOR ALL PROGRAMS

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

□ Yes □ No (Skip to question 9.02)

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

Ms. Adrienne Reaves is the interim program chair for the Medical Assistant program. She currently holds a master's degree in Adult Education from National Louis University. Mrs. Reaves is also a registered medical assistant. Prior to joining the campus, she has held positions with Harrison College as medical program coordinator and online instructor.

9.03 Does this individual possess appropriate academic or experiential qualifications?

- Yes □ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

- Yes □ No

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

- Yes □ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

- Yes □ No □ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?
9.07 List the community resources and describe how they are utilized to enrich the program(s).

The program has strong community support from its Program Advisory Committee (PAC) members as evidenced by the seven members of the November 15, 2013 PAC meeting. There is continued evidence of community resources as evidenced by the field trips to Rush Medical Center and the Gross Anatomy Lab. There were guest speakers that spoke on the following topics:

- breast cancer,
- kidney transplants,
- immune systems,
- job readiness,
- gastrointestinal diseases.

There is further evidence of strong community support based on the 13 available externship site contracts.

9.08 Is the utilization of community resources sufficient to enrich the program?

☐ Yes  ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☐ Yes  ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☐ Yes  ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes  ☐ No  ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes  ☐ No (Skip to question 9.14)

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

☐ Yes  ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☐ Yes  ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☐ Yes  ☐ No

(b) Course numbers

☐ Yes  ☐ No

(c) Course prerequisites and/or corequisites

☐ Yes  ☐ No

(d) Instructional contact hours/credits

☐ Yes  ☐ No

(e) Learning objectives

☐ Yes  ☐ No

(f) Instructional materials and references

☐ Yes  ☐ No

(g) Topical outline of the course

☐ Yes  ☐ No

(h) Instructional methods

☐ Yes  ☐ No
(i) Assessment criteria
☐ Yes ☐ No

(j) Method of evaluating students
☐ Yes ☐ No

(k) Date the syllabus was last reviewed
☐ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were 12 calls attempted to employers or graduates.

How many calls to employers or graduates were successful?
There were ten successful calls to employers or graduates.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Ten successful contacts confirmed employment of the graduates as reported on the CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
Several samples of homework were provided to the team for review.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☐ Yes ☐ No

(b) Instructional equipment.
☐ Yes ☐ No
9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
   - Yes ☒ No ☐

(b) Well-defined instructional objectives.
   - Yes ☒ No ☐

(c) The selection and use of appropriate and current learning materials.
   - Yes ☒ No ☐

(d) Appropriate modes of instructional delivery.
   - Yes ☒ No ☐

(e) The use of appropriate assessment strategies.
   - Yes ☒ No ☐

(f) The use of appropriate experiences.
   - Yes ☒ No ☐

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
   - Yes ☒ No ☐

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

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   - Yes ☒ No ☐

9.28 Is the size of the faculty appropriate to the total student enrollment?
   - Yes ☒ No ☐

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
   - Yes ☒ No ☐

9.32 What is the current student/teacher ratio?
   (Calculate the student/teacher ratio by using the following formula:
   - Add the number of students enrolled in the program-specific courses (courses with program prefix)
   - Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
   The current student/teacher ratio is 8:1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
   - Yes ☒ No ☐
### Student Survey Response Summary Graph

<table>
<thead>
<tr>
<th>Personify Id</th>
<th>Survey Question</th>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>00018945</td>
<td><strong>1.1. Do you have other postsecondary or college education?</strong></td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</strong></td>
<td>Yes</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</strong></td>
<td>Yes</td>
<td>14</td>
</tr>
</tbody>
</table>
2.1. Did your admissions representative accurately state the enrollment process regarding the following?
- Services offered by the school
  - Yes
  - 14

2.1. Did your admissions representative accurately state the enrollment process regarding the following?
- Tuition and fees
  - Yes
  - 14

2.2. Did you receive a catalog or provided access to an online catalog?
  - Yes
  - 13
  - No
  - 1

2.3. Did the catalog accurately portray programs, services and policies of the institution?
  - Yes
  - 13
  - No
  - 1
2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?

- Yes: 12
- No: 2

3.1. Do you receive financial aid?

- Yes: 11
- No: 3
- N/A: 0

3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?

- Yes: 11
- No: 0
- N/A: 3

3.3. Are you aware of your loan repayment obligations?

- Yes: 10
- No: 0
- N/A: 4
<table>
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<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. Do you know when you will complete your program?</td>
<td>14</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4.2. Are your instructors available to provide additional help?</td>
<td>14</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4.3. Are computers, lab equipment, etc. in good working order?</td>
<td>11</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>4.4. Were textbooks available when you started classes?</td>
<td>14</td>
<td>0</td>
<td></td>
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</table>
4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>14</td>
<td>0</td>
</tr>
</tbody>
</table>

5.1. Overall, I am satisfied with the quality of education I am receiving.

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
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<td>13</td>
</tr>
</tbody>
</table>

5.2. I would recommend this school to others.

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>0</td>
<td>14</td>
</tr>
</tbody>
</table>
SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

<table>
<thead>
<tr>
<th>Number</th>
<th>Citation</th>
<th>Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Section 3-1-303(a)</td>
<td>The team was unable to verify the Campus Accountability Report (CAR), as some students were not able to be verified as &quot;placed in field&quot; as reported. (pages 38 and 43).</td>
</tr>
</tbody>
</table>
COMMENDATIONS:
The evaluation team offers the following commendations in recognition of the institution:

Relations with Students:
- The organization and content of the campus’ student files provided consistent arrangement; and accuracy of the documents within the files simplified the review process. The team further commends the campus on the variety of student centered extracurricular activities that provide them with opportunities to interact with each other and professionals within their fields.

Business Programs:
- The program director will oversee a wonderful 11 day international trip, available for all business students in the institution. They will visit London, Paris, Lucerne, and Milan. The trip includes roundtrip airfare, a full-time tour director, land transportation, hotels and accommodations, a light breakfast daily, and 3 to 4 dinners for $3,700 - $4,000 per person. Three days are reserved to participate in “business visits”.

General:
- Student Services Representative, Jamal Yousef’s hard work and dedication to the campus, helped provide the team with a pleasant experience during the reevaluation visit. Mr. Yousef took the time to ensure that the team had everything needed and requested.
RECOMMENDATIONS
The evaluation team offers the following recommendations for the institution’s consideration
(These recommendations are not included in the report seen by the Council):

Business Programs:

- Consider including a required externship, service learning activities, or other practical experiences in the curriculum that would reinforce knowledge and skills students have learned in the classroom.
- Community resources should be used to enrich the business programs. Inviting guest speakers, such as local business leaders, to talk with students about how to start a business and other topics would enhance the program.
- The program would also benefit from standardized rubrics for the major assignments in each course that have been developed, vetted, and implemented throughout the program. Rubrics could be provided to students to facilitate their work and alleviate concerns about fairness in grading.
- Incorporate syllabi with more course specific language. The current syllabi appear to be written with broad language that may not always suit the requirements of individual courses.

Medical Assisting Program:

- Guest speakers and field trips should be regularly utilized every term for each core course in the program.
QUALITY ASSURANCE MONITORING: OUT OF SCOPE REPORT

Academic Associate's degree in Business Management

ITT Technical Institute
6101 W. Centinela Ave. #180
Culver City, California
ACICS ID Code: 00022752

Mr. Eufrasio Cortez, Director (eicortez@itt.tech.edu)
(regulatory145@itt.tech.edu)

MAIN
Main Campus ITT Technical Institute
Indianapolis, Indiana
ACICS ID Code: 00016040

February 14, 2014

Date Program Began: March 31, 2013
Current Total Enrollment: 11
Current CAR Program Retention: N/A

Ms. Marlyce Carlson Specialist Adjunct Instructor, Southeast Community Collge
Mr. Chad Hartman Staff Representative ACICS Lincoln, Nebraska Washington, DC

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

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS
RELATIONS WITH STUDENTS

N.01 Does the campus have appropriate admissions criteria for this program?
   □ Yes   ■ No

N.02 Does the admissions policy conform to the campus’ mission?
   □ Yes   ■ No

N.03 Give the page number in the campus catalog on which the admissions policy can be found.
   The admissions policy can be found on page 35.

N.04 Is the admissions policy administered as written?
   □ Yes   ■ No

N.05 Are the admissions requirements appropriate for the new program?
   □ Yes   ■ No

N.06 Are there any admissions requirements unique to this program?
   □ Yes   ■ No

N.07 Describe how the campus offers employment assistance to all students in the new program.
   The director of career services helps students with resumes, mock interviews, and sends emails to students about job possibilities. There is also a bulletin board that displays current job openings.
   Is this appropriate?
   □ Yes   ■ No   ■ Not Applicable (campus enrolls only international students on a student visa)

N.08 Was the team able to verify the backup documentation to support the placement rate for this program as reported on the Campus Accountability Report?
   □ Yes   □ No   □ Not Applicable (there have been no graduates)

N.09 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
   □ Yes   □ No   □ Not Applicable

EDUCATIONAL ACTIVITIES

N.10 Is licensure, certification or registration required to practice in the specific career field?
   □ Yes   ■ No (Skip to Question N.11.)

N.11 Does the program require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
   □ Yes   ■ No (Skip to question N.12)

N.12 Who is assigned to administer all academic programs, and what are this person’s qualifications?
   Mr. Martin Andaya is assigned to administer all academic programs. Mr. Andaya has an associate's degree in Computer Aided Drafting Technology from ITT Technical Institute, Oxnard, California, a bachelor's in Computer Visualization Technology from ITT Technical Institute, Sylmar, California and a master's in Technology Management from American InterContinental University, Los Angeles, California. Mr. Andaya started as an instructor at the Culver City campus in June of 2001 and became the chair of the School of Drafting and Design in December of 2003. He moved to the position of associate dean in December of 2005 and became Dean in January of 2012.

N.13 Does this individual possess appropriate academic or experiential qualifications?
   □ Yes   ■ No
N.14 Who is assigned to administer the new program (e.g., program chair or lead instructor), and what are this person’s qualifications?

Ms. Susan Kolko is the lead instructor for the Business Management program. Ms. Kolko has a bachelor's degree in Retail Management from Syracuse University, Syracuse, New York and a master's in Organizational Management/Human Resources from Antioch University, Marina Del Ray, California. Ms Kolko has been teaching at this campus since September of 2012. Before coming to ITT Technical Institute, Culver City, Ms. Kolko was an instructor at American InterContinental University, Los Angeles, California and an adjunct instructor for Everest Institute and Santa Monica College. She brings 19 years of teaching experience with her. Also, Ms. Kolko is the co-author of the book "100 Things Every International Student Ought to Know and is very active in community organizations."

N.15 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes  ☐ No

N.16 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

☐ Yes  ☐ No

N.17 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☐ Yes  ☐ No

N.18 Is the program consistent with the campus' mission and the needs of its students?

☐ Yes  ☐ No

N.19 List the community resources and describe how they are utilized to enrich the program.

Fieldtrips to community businesses and guest speakers from the community are used to enhance the curriculum. There is also an advisory board that meets throughout the year.

N.20 Are these resources sufficient?

☐ Yes  ☐ No

N.21 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☐ Yes  ☐ No

N.22 Does the catalog accurately describe the program and its objectives?

☐ Yes  ☐ No

N.23 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes  ☐ No  ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

N.24 Does the program use independent studies?

☐ Yes  ☐ No (Skip to Question N.26.)

N.25 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes  ☐ No  ☐ Not Applicable (no students are currently using independent study)

N.26 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☐ Yes  ☐ No

N.27 Are the courses available when needed by the student in the normal pursuit of this program of study?

☐ Yes  ☐ No
N.28 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

- Yes □ No

N.29 Is an appropriately detailed syllabus on file for each course that includes:

- Title and course descriptions
  - Yes □ No
- Course numbers
  - Yes □ No
- Course prerequisites and/or corequisites
  - Yes □ No
- Instructional contact hours/credits
  - Yes □ No
- Learning objectives
  - Yes □ No
- Instructional materials and references
  - Yes □ No
- Topical outline of the course
  - Yes □ No
- Instructional methods
  - Yes □ No
- Assessment criteria
  - Yes □ No
- Method of evaluating students
  - Yes □ No
- Date the syllabus was last reviewed
  - Yes □ No

N.30 Do students confirm that they receive a course syllabus and that it is followed?

- Yes □ No

N.31 Is credit appropriately converted in relation to total student contact/clock hours in each class?

- Yes □ No

N.32 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

- Yes □ No

N.33 Are the following appropriate to adequately support the new program?

- Facilities
  - Yes □ No
- Instructional equipment
  - Yes □ No
- Resources
  - Yes □ No
- Support for modes of instructional delivery
  - Yes □ No
- Personnel
  - Yes □ No

N.34 Does the campus comply with applicable copyright laws in the use of instructional materials?

- Yes □ No
N.35 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
   - Yes ☐ No ☑

(b) Well-defined instructional objectives.
   - Yes ☐ No ☑

(c) The selection and use of appropriate and current learning materials.
   - Yes ☐ No ☑

(d) Appropriate modes of instructional delivery.
   - Yes ☐ No ☑

(e) The use of appropriate assessment strategies.
   - Yes ☐ No ☑

(f) The use of appropriate experiences.
   - Yes ☐ No ☑

N.36 Are official transcripts for all credentials held on file for all instructors in the program?
   - Yes ☐ No ☑

N.37 Have all foreign transcripts been translated into English and evaluated by a member of Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
   - Yes ☐ No ☑ Not Applicable (no faculty members hold foreign credentials)

N.38 Is there documented evidence of a systematic program of in-service training at the campus?
   - Yes ☐ No ☑

   If Yes, how is this documented?
   Each faculty member has an annual development plan in their faculty folder which lists in-service training and includes supporting documentation.

N.39 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?
   - Yes ☐ No ☑

N.40 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?
   - Yes ☐ No ☑

N.42 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   - Yes ☐ No ☑

N.43 Is the size of the faculty appropriate?
   - Yes ☐ No ☑

N.44 Are the teaching loads reasonable, and do they meet Criteria requirements?
   - Yes ☐ No ☑

N.55 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?
   - Yes ☐ No ☑

N.56 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?
   - Yes ☐ No ☑

N.57 Are all general education courses appropriate for the program and do they meet Council standards?
N.58 Identify the page number in the catalog where the courses that satisfy the concentration and general education requirements can be found.
Yes □ No

N.59 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
Yes □ No

N.60 Is there evidence that curricular offerings require the appropriate use of library resources?
Yes □ No

N.61 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
□ Yes □ No □ Not Applicable (no students in the second year)

N.62 Are at least one-half of all subjects that are part of the associate’s degree taught by faculty members who have graduate degrees, professional degrees, or bachelor’s degrees plus professional certification?
Yes □ No

PUBLICATIONS

N.99 Do the catalog and other publications accurately describe the new program?
Yes □ No

N.100 Is the course-numbering system adequately explained in the catalog?
Yes □ No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

N.106 Is the campus’ established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
Yes □ No

N.107 What is the amount of the current year’s library budget that has been allocated for the program?
All expenditures for the on-line databases are part of the ITT Technical Institute corporate budget. The corporate budget is $1,150,070.00. The ITT Technical Institute, Culver City has a $5947.00 budget that is allocated to the library for all of the programs.

N.108 What portion of the current year’s library budget for the program has been spent and how has the money been allocated?
Of the money allocated, $312,17 has been spent on materials for the Business Management program this year.

N.109 Describe how faculty have involvement in the selection of library resources.
The faculty may submit a written request for library resources.

N.110 Who is the on-site librarian, what are this person’s qualifications, and what are his or her hours on-site?
Ms. Kathrine Melendez is the library assistant. Ms Melendez has an associate's degree in Computer Drafting and Design from ITT Technical Institute, Sylmer, California. Her hours are Monday 12:00pm to 9:00pm, Tuesday 11:00am to 8:00pm, Wednesday 10:00am to 7:00pm, Thursday and Friday 9am to 6pm. The library is open for students Monday through Friday from 9:00am to 9:00pm and Saturday from 9:00am to 2:00pm. When Ms Melendez is not on site, the library is covered by the dean and lead teachers. Ms Melendez and all others who cover the library have had the LRC Service Training required by ITT Technical Institute in Indianapolis, Indiana. The library is also assisted by master's trained corporate librarian.
N.111 Is there a professionally trained individual on staff that is responsible for:
   (a) Supervising and managing the library and instructional resources?
     □ Yes  □ No
   (b) Facilitating the integration of instructional resources into all phases of the campus' curricular and educational offerings?
     □ Yes  □ No
   (c) Assisting students in the use of instructional resources?
     □ Yes  □ No

N.112 Is documentation on file to evidence the librarian participates in professional growth activities?
     □ Yes  □ No

N.113 Are students adequately trained to utilize resources as part of their learning process?
     □ Yes  □ No

N.114 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
     □ Yes  □ No

N.115 Are records of physical and/or online resources and circulation accurate and up-to-date?
     □ Yes  □ No

N.116 Are the library holdings, including full-text online collections, up-to-date and adequate for the new program?
     □ Yes  □ No

N.117 Describe any full-text online collections available to students:
   There are a variety on-line databases with full text collections available such as: Books24x7, Britannica Online, Ebrary, IBISWorld, and ProQuest Newsstand

N.118 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
     □ Yes  □ No  □ Not Applicable (program does not include general education courses)

N.119 Are the hours the library is open adequate to accommodate the needs of all students?
     □ Yes  □ No

N.120 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
     □ Yes  □ No

N.121 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?
     □ Yes  □ No

**SUMMARY**

The institution is not in compliance with the Accreditation Criteria in the following areas:

<table>
<thead>
<tr>
<th>Number</th>
<th>Citation #</th>
<th>Summary Statement (followed by report page number)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>There are no areas of non-compliance.</td>
</tr>
</tbody>
</table>
REEVALUATION VISIT REPORT

EUPHORIA INSTITUTE OF BEAUTY ARTS & SCIENCES
9343 West Sahara Avenue, Suite 205
Las Vegas, NV 89117
ACICS ID Code: 00023088

Ms. Lu Suarez, Regional Campus President (lsuarez@euphoriainstitute.com)
acicssummerlin@euphoriainstitute.com

MAIN CAMPUS
Lincoln Technical Institute
Edison, NJ
ACICS ID Code: 00010950

June 19-20, 2014

Ms. Rogena Kyles Chair Attorney Alexandria, VA
Ms. Donna Reed Student-Relations Specialist School Owner, Retired Indianapolis, IN
Dr. Jack Phan Educational Activities Western Nebraska Olathe, KS
and Library Specialist Community College
Ms. Stephanie Brown Cosmetology and Kingdom K reations Day Memphis, TN
Aesthetics Specialist Spa and Salon
Mr. Maurice Wadlington Staff Representative ACICS Washington, DC
### Programs Offered by Euphoria Institute of Beauty Arts & Sciences

LAS VEGAS, NV

<table>
<thead>
<tr>
<th>Credential Earned (As defined by the institution)</th>
<th>ACICS Credential (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)</th>
<th>Approved Program Title</th>
<th>Clock Hrs.</th>
<th>Enroll: Full-time/Part-time</th>
<th>CAR Retention &amp; Placement</th>
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<tbody>
<tr>
<td>Diploma</td>
<td>Diploma</td>
<td>Aesthetics</td>
<td>900</td>
<td>0/38</td>
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<tr>
<td>Diploma</td>
<td>Diploma</td>
<td>Cosmetology</td>
<td>1800</td>
<td>54/34</td>
<td>79% 71%</td>
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<tr>
<td>Total Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>126</td>
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</table>

<table>
<thead>
<tr>
<th>CAR Retention &amp; Placement</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A N/A</td>
<td>N/A N/A</td>
<td>N/A N/A</td>
</tr>
</tbody>
</table>
INTRODUCTION

The Las Vegas (Summerlin) campus of Euphoria Institute of Beauty Arts & Sciences is located in a shopping plaza mall on one of the main highways in Las Vegas. It is a 19,000 square-foot, two-level facility with access to unreserved plaza parking. There are clearly designated handicapped parking spaces throughout the parking lot. The campus has large, somewhat dated classrooms but a very well-designed, modern salon whose services are provided to the public by students who are supervised by instructors. The campus is designed and approved to accommodate about 200 students at one time; current day and evening enrollment is about 120 students.

Ninety (90) percent of student enrollment is female; 44 percent of all students are Caucasian, 22 percent are Hispanic, and 9 percent are African-American or Black. Fifty-two (52) percent of students are in the 18-24 year-old age group; 38 percent are 25-39 and 10 percent are over the age of 40.

Except for the director of education, primary administrative positions at the campus are held by regional personnel. The campus president, the director of admissions and career services, and the director of administrative services are classified as "regional" and they divide their time between the Henderson (Green Valley) campus and the Las Vegas (Summerlin) campus. Given the currently small enrollments of the two campuses (114 and 120) and their fairly close locations, this shared-administrators arrangement is manageable for the present.
MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found. The campus mission statement is located on page 4 of its 2013-2015 Official School Catalog, Volume IX, revised May 2013.

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

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

1.04 Are the objectives reasonable for the following?
   (a) The programs of instruction
       - Yes □ No
   (b) The modes of delivery.
       - Yes □ No
   (c) The facilities of the campus.
       - Yes □ No

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

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

CAMPUS EFFECTIVENESS

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

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
- Yes □ No □ Not Applicable

1.09 Does the CEP describe the following?
   (a) The characteristics of the programs offered.
       - Yes □ No
   (b) The characteristics of the student population.
       - Yes □ No
   (c) The types of data that will be used for assessment.
       - Yes □ No
   (d) Specific goals to improve the educational processes.
       - Yes □ No
   (e) Expected outcomes of the plans.
1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒ Yes ☐ No
(b) Student placement.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)
(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The campus uses monthly student progress reports, SAP reports, licensure pass rates, student surveys, student evaluations of instructor performance, and analyses of attendance records to determine whether or not student learning outcomes are being achieved.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus has implemented an "Early Student Engagement Program" to interact with each new student on a weekly basis for the first 24 weeks of their studies, monitoring their attendance and ensuring that they receive whatever academic assistance and student services they may need. It has also begun a "honors" program, a monthly activity to recognize students with attendance records of 90 percent or higher. Tutoring and academic advisement efforts have been increased to assist those students who may be having academic difficulties or who may request help.
Activities to achieve placement goals include the following: improving relations with students and staying better connected with graduates for networking purposes, encouraging volunteer work and/or internship connections to strengthen one's resume, and vigorous efforts to identify potential new employers and to bring potential employers to the campus to meet and interact with students.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
   ☒ Yes  ☐ No
(b) That specific activities listed in the plan have been completed.
   ☒ Yes  ☐ No
(c) That periodic progress reports have been completed.
   ☒ Yes  ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual’s qualifications. If a committee is utilized please describe the committee.
The CEP is developed and managed by a team that includes the campus director of education as the lead and the regional campus president, director of admissions and career services, director of financial aid, and director of administrative services.

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

ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
   ☒ Yes  ☐ No
(b) Names of the trustees, directors, and/or officers.
   ☒ Yes  ☐ No
(c) Names of the administrators.
   ☒ Yes  ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
   ☒ Yes  ☐ No
(b) Provide them with constant and proper supervision?
   ☒ Yes  ☐ No
(c) Evaluate their work?
   ☒ Yes  ☐ No

2.03 Is the administration of the campus efficient and effective?
   ☒ Yes  ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
   ☒ Yes  ☐ No
(b) Know the person to whom they report?
☐ Yes □ No
(c) Understand the standards by which the success of their work is measured?
☐ Yes □ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☐ Yes □ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☐ Yes □ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☐ Yes □ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☐ Yes □ No □ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Ms. Lu Suarez, the regional campus director, has financial oversight responsibility for the campus. She works with the regional director of administrative services to prepare a campus budget for submission to the regional vice president. After his review and approval, the budget is forwarded to the corporate office for final approval. Ms. Suarez then administers the budget for the campus.

Ms. Suarez has a certificate in cosmetology from Ippolito's Cosmetology School in Illinois and holds current Nevada licenses in cosmetology and cosmetology instruction. She has worked for Lincoln Educational Services, the campus's parent company, since 2004, first as an instructor and later in various management positions. She has been the regional campus president since October 2013.

ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☐ Yes □ No

3.02 Are all staff well trained to carry out administrative functions?
☐ Yes □ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
As mentioned in Question 2.9, Ms. Lu Suarez, the regional campus president, is the on-site administrator. She has a certificate in cosmetology and is currently licensed in Nevada as a cosmetologist and as a cosmetology instructor. She has over 10 years' experience in higher education.

3.04 Does the campus list degrees of staff members in the catalog?
□ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.

ED00020744
<table>
<thead>
<tr>
<th>Item</th>
<th>Answer</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Admissions.</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>(c) Curriculum.</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>(d) Accreditation and licensure.</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>(e) Guidance.</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>(f) Instructional resources.</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>(g) Supplies and equipment.</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>(h) The school plant.</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>(i) Faculty and staff.</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>(j) Student activities.</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>(k) Student personnel.</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

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

**Section 3-1-303(a):** Adequate records are not being kept by the campus related to admissions exams. The campus was unable to provide copies of the admissions tests taken by the following students: Kelly Pierre, Sade Randolph-Stewart, Brenda Murilla, Anna Esquivel, and Kyler Norder.

3.06 Does the campus admit ability-to-benefit students?
- ☑ Yes ☐ No *(Skip to Question 3.11.)*

3.07 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students?
(a) Validated test scores.
- ☑ Yes ☐ No
(b) Initial and periodic academic advising.
- ☑ Yes ☐ No
(c) Initial and periodic career advising.
- ☑ Yes ☐ No

3.08 Is there evidence of documentation that supports the relationship between test cut-off scores and successful academic or employment outcomes for ability-to-benefit students?
- ☑ Yes ☐ No

3.09 Does the campus maintain longitudinal data that compares the test cut-off scores utilized for acceptance with the eventual success of ability-to-benefit students?
- ☑ Yes ☐ No ☐ Not Applicable (campus has not admitted ATB students long enough to have developed such data)
3.10 Describe the data used for ability-to-benefit student determination and how it is analyzed. The campus requires that an applicant provide proof of completion of the 10th grade of high school and must be able to achieve a grade level of 11th grade on an approved ability-to-benefit exam.

3.11 Do student files contain evidence of graduation from high school or the equivalent?
- Yes ⚡ No

3.12 Are appropriate transcripts maintained for all students?
- Yes ⚡ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
- Yes ⚡ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
- Yes ⚡ No

3.15 Does the campus maintain transcripts for all students indefinitely?
- Yes ⚡ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
- Yes ⚡ No

RELATIONS WITH STUDENTS
FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation? The team selected and reviewed 20 student files with an equal representation of active, withdrawn, and graduate students, along with a comprehensive review of unofficial transcripts, ledger cards, and financial aid files.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
- Yes ⚡ No

4.03 Does the campus have appropriate admissions criteria?
- Yes ⚡ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
- Yes ⚡ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
- Yes ⚡ No
4.06 Does the admissions policy conform to the campus’s mission?
✓ Yes ☐ No

4.07 Is the admissions policy publicly stated?
✓ Yes ☐ No

4.08 Is the admissions policy administered as written?
✓ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that:
(a) Clearly outlines the financial obligations of both the institution and the student?
✓ Yes ☐ No  
(b) Outlines all program related tuition and fees?
✓ Yes ☐ No  
(c) Has a signature of the student and the appropriate school representative?
✓ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
✓ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person’s qualifications?
Ms. Sonya Petrie, regional director of admissions and career services, is responsible for student recruitment. Ms. Petrie began employment with the Euphoria Institutes in January 2012. She holds a bachelor’s degree in English and a master’s degree in education from New York State University in Potsdam, New York and has more than 18 years of sales and marketing management experience.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The team selected and reviewed 20 student files, interviewed the regional director of admissions and career services and three current students. As a result, the team was able to determine that the campus follows an ethical recruitment process that is compatible with its educational objectives.

The campus is able to accomplish these objectives by confirming that each prospective student is well-informed about the nature of the education provided through an extensive recruitment interview conducted by an admissions representative. The recruitment interview incorporates a questionnaire that assists the campus with identifying the applicant’s strengths and weaknesses and his or her educational and career expectations. In addition, the prospective student receives a copy of the college catalog, which contains program and course descriptions for each curriculum. The admissions requirements for each program are developed to ensure that students entering the program are prepared for the demands of the coursework and can benefit from the intense career training that focuses on the knowledge and skills required to succeed in the aesthetics and cosmetology programs offered at the campus.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

☐ Yes ☒ No

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

☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

☒ Yes ☐ No

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

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

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?

☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?

☐ Yes ☒ No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

☐ Yes ☐ No
FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?


4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
   Withdrawals.
   ☒ Yes ☐ No
   Incomplete grades.
   ☒ Yes ☐ No
   Repeated courses.
   ☒ Yes ☐ No
   Non-punitive grades.
   ☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
   Non-credit or remedial courses.
   ☐ Yes ☐ No ☐ Not Applicable (campus does not offer)
   A warning status.
   ☒ Yes ☐ No ☐ Not Applicable (campus does not use)
   A probationary period.
   ☒ Yes ☐ No
   An appeal process.
   ☒ Yes ☐ No
   An extended-enrollment status.
   ☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
   The effect when a student changes programs.
   ☐ Yes ☐ No ☐ Not Applicable (campus only offers one program of study)
   The effect when a student seeks to earn an additional credential.
   ☐ Yes ☐ No ☐ Not Applicable (campus only offers one credential)
   The implications of transfer credit.
   ☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
Are students who are not making satisfactory academic progress properly notified?

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

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

☐ Yes ☐ No

Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

☐ Yes ☐ No ☑ Not Applicable (all programs are one year or less)

Are students who are not making satisfactory academic progress at the end of the second year dismissed?

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

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

☐ Yes ☐ No

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

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

If Yes, is the student informed of this policy?

☐ Yes ☐ No

Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

☐ Yes ☐ No

Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?)

☐ Yes ☐ No ☑ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

☐ Yes ☐ No ☑ Not Applicable (campus does not have extended enrollment)

For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

☐ Yes ☐ No ☑ Not Applicable (there is no such student)

Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

☐ Yes ☐ No

Who is responsible for the administration of satisfactory academic progress, and what are this person’s qualifications?
Ms. Jacqueline (Benita) Williams, the director for education, is responsible for the administration of satisfactory academic progress. Ms. Williams holds a diploma in cosmetology from Brook Beauty School in St. Paul, Minnesota and both a cosmetology license and cosmetology instructor license from the State of Nevada. She has served as the director of education since February 2010. Prior to her current position, Ms. Williams was a cosmetology instructor for 21 years.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
  ✗ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
  (a) ☐ Scholarships.
  (b) ☐ Grants.
  (c) ☐ Loans.
  (d) ☐ The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?
  ✗ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
  ✗ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
  ✗ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
  ✗ Yes ☐ No

If Yes, have students confirmed receiving a copy of the catalog?
  ✗ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
  (a) Charges.
    ✗ Yes ☐ No
  (b) Dates for the posting of tuition.
    ✗ Yes ☐ No
  (c) Fees.
    ✗ Yes ☐ No
  (d) Other charges.
    ✗ Yes ☐ No
  (e) Payments.
    ✗ Yes ☐ No
  (f) Dates of payment.
    ✗ Yes ☐ No
(g) The balance after each transaction.

- Yes  □ No

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

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

4.46 Is the campus’ refund policy published in the catalog?

- Yes  □ No

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

- Yes  □ No

4.48 Is the campus following its stated refund policy?

- Yes  □ No

4.49 Does the campus participate in Title IV financial aid?

- Yes  □ No (Skip to question 4.57)

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

Ms. Lena Kitchen, the financial aid advisor, is responsible for the oversight of financial aid at the campus. Ms. Kitchen earned a bachelor’s degree in psychology from the University of Nevada and had more than seven years of financial aid packaging experience at The Art Institute and Le Cordon Bleu before accepting her current position at the campus.

4.51 Is the person who determines the amount of student awards not also responsible for disbursing those awards?

- Yes  □ No

4.52 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?

- Yes  □ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

- Yes  □ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Kitchen is a member of the National Association of Student Financial Aid Association (NASFAA). She stays current with student financial aid (SFA) regulations and policy changes through telephone conferences with the corporate director of financial aid and by reviewing NASFAA update materials. Additional training is provided through conferences, workshops, and webinars attended throughout the year, which focus on tax filing requirements, applying federal methodology, 150% direct loan usage, and federal updates.
4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
   ✔ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
   ✔ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
   ☐ Yes ✔ No (Skip to question 4.58.)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic personal counseling, student orientation, etc.

Each of the licensed cosmetology instructors, director of education, early student engagement coordinator and the regional campus president, counsel students on their progression through their program. The campus offers an in-depth new student orientation, a resource lab, and seminars that engage students in the proper techniques of conflict resolution, conflict management and/or confrontation. Individual instruction and tutoring are available for any student requiring additional assistance or in need of academic support outside of the classroom. The career services department offers employment services to active students and alumni such as resume writing and cover letter advisement, mock interviews, and job search techniques. It assists with full and part time employment opportunities. The early student engagement coordinator offers seminars on enhancing communication skills, goal setting, professional development, stress management, critical thinking, personal branding, and cultural diversity.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
   ✔ Yes ☐ No ☐ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
   Ms. Sonya Petrie, regional director of admissions and career services is responsible for student recruitment. As mentioned previously, Ms. Petrie holds degrees in English and education and has more than 18 years' sales and marketing management experience.

4.61 Does the campus offer employment assistance to all students?  
   ✔ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
   ☐ Yes ✔ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 183. The ending enrollment reported on the previous year's CAR is 183.

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
   ✔ Yes ☐ No ☐ Not Applicable
4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

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

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

All students are required to complete an entrance and exit interview. In addition to students completing the entrance/exit counseling, the financial aid representative counsels students on responsible borrowing and provides students with access to a robust financial literacy portal, including repayment calculators, modules on managing finances, loan repayment, and general financial literacy. Students who have Direct Loans complete their exit loan counseling via the www.studentloans.gov website and may review all student loan history on the National Student Loan Data System (NSLDS).

4.67 Describe the extracurricular activities of the campus (if applicable).

The campus offers a variety of activities, which are sponsored by the early student engagement coordinator and the career services department. These activities are designed to promote community, school pride, and creativity. Campus-sponsored activities include fantasy make-up and nail competitions, spirit week, job fairs, honor society events, and semi-annual “stick it to the staff” fundraisers.

EDUCATIONAL ACTIVITIES
FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

- Yes □ No

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

Ms. Jacqueline Williams, the director of education, oversees the educational activities of all programs at the campus. Ms. Williams holds a diploma in cosmetology from Brook Beauty School in Minnesota and cosmetology and cosmetology instructor licenses from the State of Nevada. She has served as the director of education since February 2010. Prior to her current position, Ms. Williams was a cosmetology instructor for 21 years.

5.03 Does this person have appropriate academic or experiential qualifications?

- Yes □ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The job description for the director of education contains language that is sufficiently broad to give him the authority necessary to carry out his academic oversight and supervisory duties. The position is 100 percent administrative, allowing him time to carry out those responsibilities.

5.05 Is the time devoted to the administration of the educational programs sufficient?

- Yes □ No
5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
  [x] Yes  [ ] No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
  (a) Development of the educational program.
    [x] Yes  [ ] No
  (b) Selection of course materials, instructional equipment and other educational resources.
    [x] Yes  [ ] No
  (c) Systematic evaluation and revision of the curriculum.
    [x] Yes  [ ] No
  (d) Assessment of student learning outcomes.
    [x] Yes  [ ] No
  (e) Planning for institutional effectiveness.
    [x] Yes  [ ] No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
  [x] Yes  [ ] No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
  [ ] Yes  [x] No (Skip to question 5.10)

FOR NEW GRANTS ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
  [ ] Yes  [x] No (Skip to question 5.14)

FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
  [x] Yes  [ ] No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
  [x] Yes  [ ] No

5.16 What provisions are made for individual differences among students?
  The campus provides individual tutoring for students who need it and extra skills practice time when appropriate. Its transfer of credit policy would allow new students to start their studies with advanced standing. While observing classroom instruction, the team confirmed that instructors' lessons plans target various learning styles. There is effective use of visual aids, overhead projectors, computer presentations, handouts, and charts to fully engage students.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Faculty is encouraged to evaluate, revise, and make changes to the curriculum by participating on the Euphoria Institute curriculum committees. Faculty makes suggestions to the director of education who, in turn, takes the suggestions to the regional campus president. Approved ideas are then forwarded to the corporate level for ultimate approval or disapproval.

5.18 Does the faculty participate in this process?
☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☐ Yes ☐ No ☑ Not Applicable (campus does not award such credit)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☑ Not Applicable (no faculty members hold foreign credentials)

5.27 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No
If Yes, how is this documented?
Faculty files contain professional development plans that include in-service training. Training sessions have included classroom management, student engagement, and faculty engagement and are documented by certificates signifying completion. The annual schedule of planned in-service sessions is included in each of the faculty folders. Agendas, sign-in sheets, and minutes of in-service meetings were provided to the team.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

GENERAL COMMENTS:
Classroom observations by the team revealed that instructors’ lessons plans target different learning styles. The faculty is a committed group of educators who have the interests of both the students and the campus at heart. They are clearly willing to go above and beyond classroom duties to increase student success on campus and to help students complete their educational programs.

EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The campus is located in a shopping plaza that contains several small businesses and a few stores. It is a two-story facility with unreserved parking spaces in front of its doors. Although spaces are not specifically reserved for the campus, there are far more available spaces than are needed for current enrollment size, staff, faculty, and visitors. Handicapped spaces are clearly marked and several are located in front of the building.
The building itself complies with the American with Disabilities Act in all areas on both floors, with a functioning elevator for access to the second floor.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
Except as noted above regarding a lack of air conditioning for the aesthetician clinic rooms, the facilities are appropriate for the size of the student body and for the programs offered.

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

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

(Section 3-1-601): The plant support system of the campus is not appropriate and does not contribute to the achievement of the institution's objectives. The air conditioning system does not function in any of the three aesthetician clinic rooms and has not worked since the program's inception. The team learned that, in fact, since the campus leased that space three years ago, the air conditioning has never worked.

Besides the physical discomfort of working in closed spaces in a city where daily temperatures can and often do exceed 100 degrees Fahrenheit and, for seven months out of the year, the average daily temperature is 92.2 degrees, the lack of air conditioning adversely affects the students' abilities to properly perform their skills. As detailed in Section 9 of this report, waxing products are less adhesive when a client is perspiring, wax removal causes more discomfort for the client, and hair removal is less effective.

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviewed the Euphoria Institute of Beauty Arts and Sciences 2013-2015 Official School Catalog, Volume IX, revised May 2013.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
- Yes □ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page
- Yes □ No
(c) The names and titles of the administrators.
- Yes □ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
- Yes □ No
(e) A statement of accreditation
- Yes □ No □ Not Applicable (initial applicant)
(f) A mission statement.
- Yes □ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
- Yes □ No
(h) An academic calendar.
- Yes □ No
(i) A full disclosure of the admission requirements.
- Yes □ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
- Yes □ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
- Yes □ No
(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
- Yes □ No
(m) A definition of the unit of credit.
- Yes □ No □ Not Applicable (The campus does not award credit)
(n) A complete explanation of the standards of satisfactory academic progress.
- Yes □ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
- Yes □ No
(p) The transfer of credit policy.
- Yes □ No
(q) A statement of the tuition, fees, and any other charges.
- Yes □ No
(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
- Yes □ No □ Not Applicable (no scholarships, grants, or loans offered)
(s) The refund policy.
☐ Yes □ No

(a) A statement describing the student services offered.
☐ Yes □ No

(b) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☐ Yes □ No □ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?
☐ Yes □ No

7.06 Does the campus offer courses and/or programs via distance education?
☐ Yes □ No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?
☐ Yes □ No (Skip to Question 7.08.)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☐ Yes □ No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☐ Yes □ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
☐ Yes □ No

7.08 Is the catalog available online?
☐ Yes □ No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?
☐ Yes □ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes □ No (Skip to Question 7.10.)

If Yes, answer the following:
(a) Are all campuses using the same catalog of common ownership?
☐ Yes □ No

(b) Are all photographs utilized properly labeled to identify the location depicted?
☐ Yes □ No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
☐ Yes □ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☐ Yes □ No
7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
- Yes    - No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises via television, newspaper ads, brochures, open house flyers, and online.
Are all print and electronic advertisements under acceptable headings?
- Yes    - No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
- Yes    - No (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?
- Yes    - No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
- Yes    - No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?
- Yes    - No    - Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The institutional performance information that campus routinely provide to the public are the student retention and placement rates and the student gainful employment disclosures.
Where is this information published and how frequently is this information being updated?
The information is published at the campus website and is updated annually.

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY
FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?
- Yes    - No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
- Yes    - No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
- Yes    - No
8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
- Yes ☑  - No ❌

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Ms. Jacqueline Williams, the director of education, is responsible for the on-site collection and for training faculty and students on how to use it. She periodically asks the faculty for input on additions to or improvement of the collection.

Are these methods appropriate?
- Yes ☑  - No ❌

8.06 Is the library staff adequately trained to support the library?
- Yes ☑  - No ❌

FOR NONDEGREE PROGRAMS ONLY

8.25 Are appropriate reference materials and periodicals available for all programs offered?
- Yes ☑  - No ❌

8.26 Are the instructional resources organized for easy access, usage, and preservation?
- Yes ☑  - No ❌

8.27 Is there a current inventory of instructional resources?
- Yes ☑  - No ❌

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
- Yes ☑  - No ❌

9. PROGRAM EVALUATION

Diploma in Cosmetology

Diploma in Aesthetics

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
- Yes ☑  - No (Skip to question 9.02)

If Yes, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The experienced faculty uses modern equipment and professional grade supplies to fully prepare a person for a successful career in the cosmetology and aesthetics industry. The campus has curriculum specific classrooms and practical training areas for cosmetology and aesthetics that was designed to replicate a daily real-world work environment. The programs were designed to develop students' technical skills as well as
offer personal professional development. The Euphoria Institute of Beauty Arts & Sciences is an open-to-the public facility where patrons come in for beauty services from the community.

(a) Is there a federal or state licensing agency pass rate established for this program?

- Yes
- No

If Yes, what is the minimum pass rate set by the federal or state licensing requirements?
The state pass rate for cosmetology and aesthetics is 75 percent.

*Add additional qualifiers if necessary: There are no current graduates for the aesthetics program.*

(b) What are this program's pass rates for the past three years?

- Year: 2011 Pass Rate: 97%
- Year: 2012 Pass Rate: 95%
- Year: 2013 Pass Rate: 98.2%

These rates are for the theory (written) portion of the exam only. The National Interstate Council of Nevada does not provide composite scores for license test-takers. It does, however, provide the results of the practical tests in a separate report. The team was provided with copies of that report which confirmed that the campus's pass rates on the practical exam were 100 percent in 2012 and in 2013.

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?

- Yes
- No
- Not Applicable

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

Ms. Jacqueline Williams, the director of education, oversees the educational activities of both of campus's academic programs. She has a diploma in cosmetology from Brook Beauty School in Minneapolis and holds current Nevada licenses as a cosmetologist and a cosmetology instructor. Ms. Williams has served as the director of education since February 2010. Prior to her current position, she was a cosmetology instructor for 21 years.

9.03 Does this individual possess appropriate academic or experiential qualifications?

- Yes
- No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

- Yes
- No

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

- Yes
- No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤1 year in length)?
- Yes
- No
- Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?
- Yes
- No
- Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The use of community resources includes field trips and an advisory board. These resources are used to enrich programs by letting students see in-field applications of knowledge and skills they have learned when they visit local salons, spas, entertainment district salons and spas. Input and recommendations received from the advisory board serve to strengthen the curriculum of both programs and, in that way, to improve the employability of graduates.

9.08 Is the utilization of community resources sufficient to enrich the program?
- Yes
- No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
- Yes
- No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes
- No
- Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?
- Yes
- No (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- Yes
- No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
- Yes
- No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
   (a) Title and course descriptions
   - Yes
   - No
   (b) Course numbers
   - Yes
   - No
   (c) Course prerequisites and/or corequisites
   - Yes
   - No
   (d) Instructional contact hours/credits
   - Yes
   - No
(e) Learning objectives
☐ Yes  ☐ No

(f) Instructional materials and references
☐ Yes  ☐ No

(g) Topical outline of the course
☐ Yes  ☐ No

(h) Instructional methods
☐ Yes  ☐ No

(i) Assessment criteria
☐ Yes  ☐ No

(j) Method of evaluating students
☐ Yes  ☐ No

(k) Date the syllabus was last reviewed
☐ Yes  ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes  ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes  ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes  ☐ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There are no current graduates in the Aesthetics diploma program.
The following number of calls was made to employers or graduates for the following program:
Diploma in Cosmetology - 8

How many calls to employers or graduates were successful?
The following number of calls was successful: 8

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?
Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
   ☑ Yes □ No (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
   ☑ Yes □ No ☑ Not Applicable (Clock hour programs only)

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

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
   (a) Facilities.
      ☑ Yes □ No
   (b) Instructional equipment.
      ☑ Yes □ No
   (c) Resources.
      ☑ Yes □ No
   (d) Personnel.
      ☑ Yes □ No

If No for any item, insert the section number in parentheses and explain:
   (Section 3-1-531(a)): The campus does not provide the appropriate instructional facilities in the aesthetics program. During its interviews with students, the team was informed that there is no air conditioning working in any of the spa rooms. Interviews with the director of education and faculty confirmed this information. The lack of air conditioning causes discomfort to guests, students, and faculty. Sanitation and the delivery of adequate spa services techniques are affected as well. The following services are typically performed in the spa clinic rooms: waxing of the legs, bikini line, full bikini, hands, arms, armpits, lower belly and facial areas. Spa rooms that are too warm induce excess perspiration by both the clients and students. Waxes do not adhere well to perspired client bodies and poor wax adhesion results in inferior hair removal. Removal of the poorly adhered wax increases client discomfort. Additional clammy hands may affect students’ manipulation or handling of spatulas they use.

   It should also be noted that tables being used as student desks in the cosmetology programs were in unacceptable condition at the time of the team’s arrival. However, while the team was on-site, all of those tables were replaced with new ones.

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
   (a) Systematic planning.
      ☑ Yes □ No
   (b) Well-defined instructional objectives.
(c) The selection and use of appropriate and current learning materials.
\(\checkmark\) Yes \(\square\) No

(d) Appropriate modes of instructional delivery.
\(\checkmark\) Yes \(\square\) No

(e) The use of appropriate assessment strategies.
\(\checkmark\) Yes \(\square\) No

(f) The use of appropriate experiences.
\(\checkmark\) Yes \(\square\) No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
\(\checkmark\) Yes \(\square\) No

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

9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
\(\checkmark\) Yes \(\square\) No

9.27 Is the size of the faculty appropriate to the total student enrollment?
\(\checkmark\) Yes \(\square\) No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
\(\checkmark\) Yes \(\square\) No

9.31 What is the current student/teacher ratio?
(Calculate the student/teacher ratio by using the following formula:
- Add the number of students enrolled in the program-specific courses (courses with program prefix)
- Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The student/teacher ratio is 10:1 in the cosmetology program and 7:1 in the aesthetics program.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
\(\checkmark\) Yes \(\square\) No
SUMMARY

The campus is not in compliance with the Accreditation Criteria in the following areas:

<table>
<thead>
<tr>
<th>Number</th>
<th>Section</th>
<th>Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3-1-303(a)</td>
<td>The campus recordkeeping is inconsistent in regards to maintaining complete SLE exams on file for all students' admission (p 8).</td>
</tr>
<tr>
<td>2.</td>
<td>3-1-531(a)</td>
<td>The campus does not provide the appropriate instructional facilities in the aesthetics program (p 29).</td>
</tr>
<tr>
<td>3.</td>
<td>3-1-601</td>
<td>The campus facility equipment is not adequately installed to support the aesthetic program objectives (p 21).</td>
</tr>
</tbody>
</table>
REEVALUATION VISIT REPORT

EUPHORIA INSTITUTE OF BEAUTY ARTS & SCIENCES
11041 South Eastern Avenue, Suite 112
Henderson, NV 89052
ACICS ID Code: 00023089

Ms. Lu Suarez, Regional Campus President (lsuareze@euphoriainstitute.com)
acicsgreenvalley@euphoriainstitute.com

MAIN CAMPUS
Lincoln Technical Institute
Edison, NJ
ACICS ID Code: 00010950
June 17-18, 2014

Ms. Rogen Kyles  Chair  Attorney
Ms. Donna Reed  Student-Relations  School Owner, Retired
    Specialist  Western Nebraska
Dr. Jack Phan  Educational Activities  Community College
    and Library Specialist  Kingdom Creations Day
Ms. Stephanie Brown  Cosmetology and  Spa and Salon
    Aesthetics Specialist  ACICS
Mr. Maurice Wadlington  Staff Representative

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS
### Programs Offered by Euphoria Institute of Beauty Arts & Sciences

**Henderson, NV**

<table>
<thead>
<tr>
<th>Credential Earned</th>
<th>ACICS Credential</th>
<th>Approved Program Title</th>
<th>Clock Hrs</th>
<th>Enroll: Full-time/Part-time</th>
<th>CAR Retention &amp; Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>Diploma</td>
<td>Aesthetics</td>
<td>900</td>
<td>0/37</td>
<td>0.00% 0.00% 92.8% 63.5%</td>
</tr>
<tr>
<td>Diploma</td>
<td>Diploma</td>
<td>Cosmetology</td>
<td>1800</td>
<td>59/18</td>
<td>0.00% 0.00% 80.3% 71.4%</td>
</tr>
</tbody>
</table>

**Total Enrollment**: 114
INTRODUCTION

The Henderson, Nevada campus of Euphoria Institute of Beauty Arts & Sciences is located in a moderately high-traffic shopping center on one of the main highways in Henderson. It is a 16,000 square-foot, one-level facility with ample parking in the front of the building, with reserved handicapped-parking spaces. All areas of the campus comply with applicable provisions of the American with Disabilities Act. In addition to its fully equipped multiple classrooms/labs, the campus houses a full-service salon and spa, staffed by students under instructor supervision and open to the public. The campus is designed and approved to accommodate just over 200 students, although total current enrollment between day and night is 114 students.

The student body consists primarily of females; males represent 3.2 percent of enrollment. Forty-four percent of the students are Caucasian; 22 percent are Hispanic; 9 percent are Black and 5 percent are Asian. The majority of students (52 percent) are between the ages of 18-24; 38 percent fall into the 25-39 percent range and 10 percent are age 40 or over.

Several key administrative positions at the campus are held by regional personnel: campus president, director of administrative services, and director of admissions and career services. Each of these individuals, whose titles include “regional” (e.g., regional campus president), divide their time equally between the Henderson (Green Valley) campus and the Las Vegas (Summerlin) campus. Because both campuses are relatively small (114 and 134) and fairly close geographically, this arrangement is manageable for the present.
MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found. The campus mission statement is located on page 4 of its 2013-2015 Official School Catalog, Volume IX, revised May 2013.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?

☑ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?

☑ Yes ☐ No

1.04 Are the objectives reasonable for the following?

(a) The programs of instruction

☑ Yes ☐ No

(b) The modes of delivery.

☑ Yes ☐ No

(c) The facilities of the campus.

☑ Yes ☐ No

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

☑ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?

☑ Yes ☐ No

CAMPUS EFFECTIVENESS

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

☑ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?

☐ Yes ☐ No ☒ Not Applicable

1.09 Does the CEP describe the following?

(a) The characteristics of the programs offered.

☑ Yes ☐ No

(b) The characteristics of the student population.

☑ Yes ☐ No

(c) The types of data that will be used for assessment.

☐ Yes ☒ No

(d) Specific goals to improve the educational processes.

☑ Yes ☐ No

(e) Expected outcomes of the plans.
☐ Yes ☐ No

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

(Section 3-1-111): The types of data that will be used for assessment of retention and placement are not included in the CEP.

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

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

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The campus uses monthly student progress reports, SAP reports, licensure pass rates, student surveys, student evaluations of instructor performance, and analyses of attendance records to determine whether or not student learning outcomes are being achieved.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.
☐ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☐ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☐ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☐ Yes ☐ No ☐ Not Applicable

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

(Section 3-1-111): The campus CEP does not identify baseline data for retention or placement nor does it specify what data will be used in an assessment of these two areas or how the data will be used to improve educational processes.

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☐ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☐ Yes ☐ No ☐ Not Applicable (new additional location only)
1.15 Describe the specific activities that the campus will undertake to meet these goals.

To improve retention, the campus has created the position of early student engagement coordinator. This coordinator is responsible for tracking new students for the first 24 weeks of their programs to ensure that students receive the academic and student services support they may need to successfully complete their programs. The coordinator also follows up with any student who has had more than one absence to minimize future absences or to try to address risk factors that may result in drops.

Activities planned to improve placement include aggressive "recruitment" efforts to identify potential new employers and to bring potential employers to the campus to meet and interact with students. The range of activities to help students prepare for job-hunting is being expanded and the hours of the career services office have been extended on Mondays through Thursdays to better accommodate the needs of evening students and some Saturday hours have been added.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
   [ ] Yes [ ] No
(b) That specific activities listed in the plan have been completed.
   [ ] Yes [ ] No
(c) That periodic progress reports have been completed.
   [ ] Yes [ ] No

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

The CEP is developed and managed by a team that includes the campus director of education as the lead and the regional campus president, director of admissions and career services, director of financial aid, and director of administrative services.

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

ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
   [ ] Yes [ ] No
(b) Names of the trustees, directors, and/or officers.
   [ ] Yes [ ] No
(c) Names of the administrators.
   [ ] Yes [ ] No

2.02 Does the campus:
(a) Adequately train its employees?
   [ ] Yes [ ] No
(b) Provide them with constant and proper supervision?
   [ ] Yes [ ] No
(c) Evaluate their work?
2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
   (a) Clearly understand their duties and responsibilities?
      ☒ Yes ☐ No
   (b) Know the person to whom they report?
      ☒ Yes ☐ No
   (c) Understand the standards by which the success of their work is measured?
      ☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person’s qualifications?
Ms. Lu Suarez, the regional campus president, has financial oversight responsibility for the campus. She works with the regional director of administrative services to prepare a campus budget for submission to the regional vice president. After his review and approval, the budget is forwarded to the corporate office for final approval. Ms. Suarez then administers the budget for the campus.

Ms. Suarez has a certificate in cosmetology from Ippolito’s Cosmetology School in Illinois and holds current Nevada licenses in cosmetology and cosmetology instruction. She has worked for Lincoln Educational Services, the campus’s parent company, since 2004, first as an instructor and later in various management positions. She has been the regional campus president since October 2013.

ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No
3.03 Who is the on-site administrator, and what are this person’s qualifications?
As mentioned in Question 2.9, Ms. Lu Suarez, the regional campus president, is the on-site administrator. She has a certificate in cosmetology and is currently licensed in Nevada as a cosmetologist and as a cosmetology instructor. She has over 10 years’ experience in higher education.

3.04 Does the campus list degrees of staff members in the catalog?
☐ Yes ☒ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☒ Yes ☐ No (Skip to Question 3.11.)

3.07 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students?
(a) Validated test scores.
☒ Yes ☐ No
(b) Initial and periodic academic advising.
☒ Yes ☐ No
(c) Initial and periodic career advising.
☒ Yes ☐ No

3.08 Is there evidence of documentation that supports the relationship between test cut-off scores and successful academic or employment outcomes for ability-to-benefit students?
3.09 Does the campus maintain longitudinal data that compares the test cut-off scores utilized for acceptance with the eventual success of ability-to-benefit students?

☐ Yes  ☐ No  ☐ Not Applicable (campus has not admitted ATB students long enough to have developed such data)

3.10 Describe the data used for ability-to-benefit student determination and how it is analyzed.

The campus requires that an applicant provide proof of completion of the 10th grade of high school and that the applicant be able to achieve a grade level of 11th grade on an approved ability-to-benefit exam.

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

☐ Yes  ☐ No

3.12 Are appropriate transcripts maintained for all students?

☐ Yes  ☐ No

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

(Section 3-1-303(e)): The campus transcript does not accurately reflect student accomplishment in all cases. The team found that, in at least two cases, graduates' transcripts showed the "Earned Hours Attended" being less than the 1800 clock hours required by the State of Nevada. An additional statement, "Total Posted Attended Hours," appears with an indication of 1800 clock hours with no explanation as to how the additional hours were derived. As generated, the transcripts appear to arbitrarily raise a student's total hours to 1800 so that the student can graduate. The graduate transcripts containing these inconsistencies were those of Brittany Pistorio (1,773.15 "Earned Hours Attended" versus 1,800.12 "Total Posted Attended Hours") and Alexandria Lee (1,693.52 "Earned Hours Attended" versus 1,807.23 "Total Posted Attended Hours.").

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

☐ Yes  ☐ No

While the team was on-site, the campus made corrections to two minor inconsistencies between the catalog and the transcript.

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

☐ Yes  ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?

☐ Yes  ☐ No

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

☐ Yes  ☐ No

RELATIONS WITH STUDENTS
FOR ALL PROGRAMS
4.01 How many student files were reviewed during the evaluation?

The team selected and reviewed 17 student files with an equal representation of active, withdrawn, and graduate students, along with a comprehensive review of unofficial transcripts, ledger cards, and financial aid files.

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

☑ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?

☑ Yes ☐ No

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

☐ Yes ☑ No

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

☑ Yes ☐ No

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

☑ Yes ☐ No

4.07 Is the admissions policy publicly stated?

☑ Yes ☐ No

4.08 Is the admissions policy administered as written?

☑ Yes ☐ No

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

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

☑ Yes ☐ No

(b) Outlines all program related tuition and fees?

☑ Yes ☐ No

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

☑ Yes ☐ No

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

☑ Yes ☐ No

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

Ms. Sonya Petrie, regional director of admissions and career services, is responsible for student recruitment. Ms. Petrie holds a bachelor’s degree in English and a master’s degree in education from New York State University in Potsdam, New York. She has more than 18 years of combined sales and marketing management experience with The Princeton Review and 1-800-Flowers.com. Ms. Petrie served in the
positions of assistant vice president of marketing, executive director of field marketing, executive director of sales and partnerships, regional president of franchise marketing, and director for franchise marketing before beginning her employment with Euphoria Institute of Beauty Arts & Sciences in January 2012.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

Through its review of 17 student files, interviews with the regional director of admissions and career services and with three current students, the team was able to verify that the campus follows an ethical recruitment process that is compatible with its educational objectives of 1) providing theoretical and practical training by following the State Board of Cosmetology approved curriculum created in accordance with Pivot Point Salon Fundamentals for Cosmetology, 2) employing qualified faculty who offer students personalized attention and professional expertise, 3) remaining in the forefront of emerging technology, 4) providing staff and faculty members who uphold the highest standards of service, quality and commitment, and 5) cultivating an environment that celebrates creativity, diversity and improved self-esteem.

The campus is able to accomplish these objectives by confirming that each prospective student is well-informed about the nature of the education provided through an extensive recruitment interview conducted by an admissions representative. The recruitment interview incorporates a questionnaire that assists the campus with identifying the applicant's strengths and weaknesses and his or her educational and career expectations. In addition, the prospective student receives a copy of the college catalog, which contains program and course descriptions for each curriculum. The admissions requirements for each program are developed to ensure that students entering the program are prepared for the demands of the coursework and can benefit from the intense career training that focuses on the knowledge and skills required to succeed in the aesthetics and cosmetology programs offered at the campus.

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

(a) Courses and programs.
   [X] Yes  [ ] No

(b) Services.
   [X] Yes  [ ] No

(c) Tuition.
   [X] Yes  [ ] No

(d) Terms.
   [X] Yes  [ ] No

(e) Operating policies.
   [X] Yes  [ ] No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
   [ ] Yes  [X] No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
   [ ] Yes  [X] No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
- Yes  □ No  □ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
- Yes  □ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
- Yes  □ No

4.19 Is there evidence that the campus properly awards transfer of credit?
- Yes  □ No  □ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
- Yes  □ No

4.21 Has the campus established articulation agreements with other institutions?
□ Yes  □ No  (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)

FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
- Yes  □ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
- Yes  □ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
- Yes  □ No

(c) Procedures for re-establishing satisfactory academic progress.
- Yes  □ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
   - Withdrawals.
      - Yes  □ No
   - Incomplete grades.
      - Yes  □ No
Repeated courses.  
- Yes  □ No

Non-punitive grades.  
- Yes  □ No  □ Not Applicable (campus does not offer)

Non-credit or remedial courses.  
- Yes  □ No  □ Not Applicable (campus does not offer)

A warning status.  
- Yes  □ No  □ Not Applicable (campus does not use)

A probationary period.  
- Yes  □ No

An appeal process.  
- Yes  □ No

An extended-enrollment status.  
- Yes  □ No  □ Not Applicable (campus does not offer)

The effect when a student changes programs.  
- Yes  □ No  □ Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.  
- Yes  □ No  □ Not Applicable (campus only offers one credential)

The implications of transfer credit.  
- Yes  □ No

4.26 Does the campus apply its SAP standards consistently to all students?  
- Yes  □ No

4.27 Are students who are not making satisfactory academic progress properly notified?  
- Yes  □ No  □ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?  
- Yes  □ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?  
- Yes  □ No  □ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
- Yes  □ No  □ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student’s enrollment?  
- Yes  □ No

4.32 Are students allowed to remain on financial aid while under warning status?  
- Yes  □ No  □ Not Applicable (campus does not participate in financial aid)

If Yes, is the student informed of this policy?  
- Yes  □ No
4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
   ☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
   ☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
   ☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
   ☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
   ☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person’s qualifications?
   Mr. Mark DeCola, the director for education for the campus, is responsible for the administration of satisfactory academic progress. Mr. DeCola holds a diploma in cosmetology from Arlington Academy in Illinois and both a cosmetology license and cosmetology instructor licence from the State of Nevada. Prior to his employment with the campus in 2006, Mr. DeCola was a stylist, cosmetology instructor, and student engagement coordinator.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
   ☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
   (a) ☒ Scholarships.
   (b) ☐ Grants.
   (c) ☐ Loans.
   (d) ☐ The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)

   If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?
   ☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
   ☒ Yes ☐ No
4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☑ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☑ Yes ☐ No

If Yes, have students confirmed receiving a copy of the catalog?
☑ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☑ Yes ☐ No
(b) Dates for the posting of tuition.
☑ Yes ☐ No
(c) Fees.
☑ Yes ☐ No
(d) Other charges.
☑ Yes ☐ No
(e) Payments.
☑ Yes ☐ No
(f) Dates of payment.
☑ Yes ☐ No
(g) The balance after each transaction.
☑ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☑ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☑ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☑ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☑ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☑ Yes ☐ No (Skip to question 4.57)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Sharon Walker is responsible for the oversight of financial aid at the campus. Ms. Walker earned a bachelor's degree in business administration from Columbia College in Illinois and both a paralegal certificate and a master's degree in integrated marketing communications from Roosevelt University, also
in Illinois. She had more than 10 years of financial aid packaging, compliance and financial aid management experience from her employment with Lincoln Educational Services, Corinthian Colleges, The Cooking and Hospitality Institute of Chicago, and Expertise Cosmetology Institute before accepting her current position at the campus.

4.51 Is the person who determines the amount of student awards not also responsible for disbursing those awards?
   - Yes □ No

4.52 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
   - Yes □ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
   - Yes □ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Walker maintains a membership with the National Association of Student Financial Aid Association (NASFAA) and participates in conferences and training calls with the corporate director of financial aid to discuss current policy, regulation changes, and any financial aid concerns. Additional training is provided through conferences, workshops, and webinars attended throughout the year, which focus on tax filing requirements, 150% direct loan usage, federal updates, types and sources of financial aid, lending discrimination, cohort default rate, calculations and management, over-award and over-payments, and the basics of direct loans.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
   - Yes □ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education’s definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
   - Yes □ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
   - Yes □ No (Skip to question 4.58.)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Each of the licensed cosmetology instructors, director of education, early student engagement coordinator and the regional campus president, counsel students on their progression through their program. The campus offers an in-depth new student orientation, a resource lab, and seminars that engage students in the proper techniques of conflict resolution, conflict management and/or confrontation. Individual instruction and tutoring are available for any student requiring additional assistance or in need of academic support outside of the classroom. The career services department offers employment services to active students and alumni such as resume writing and cover letter advisement, mock interviews, and job search techniques. It
assists with full and part time employment opportunities. The early student engagement coordinator offers seminars on enhancing communication skills, goal setting, and professional development.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus’ graduates?

☐ Yes  ☐ No  ☐ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person’s qualifications?

Ms. Sonya Petrie, regional director of admissions and career services is responsible for student recruitment. As mentioned previously, Ms. Petrie holds degrees in English and education and has more than 18 years’ sales and marketing management experience.

4.61 Does the campus offer employment assistance to all students?

☐ Yes  ☐ No  ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

☐ Yes  ☐ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 120

The ending enrollment reported on the previous year’s CAR is 120

The beginning and ending enrollment data are identical; however, the data provided in the back-up documentation do not support the information in the CAR.

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

☐ Yes  ☐ No  ☐ Not Applicable

If No, insert “Section 3-1-303(a)” in parentheses and explain:

(Section 3-1-303(a)) The team was unable to verify the retention rates reported by the campus on its 2013 Campus Accountability Report (CAR). The backup documentation for the CAR provided to the team included duplicate entries for the following students and resulted in producing inaccurate retention rates for both of the campus’s academic programs:

Aesthetics program: Devan Franklin, Corelle Jimerson, Oxana Ramsey, and Melina Redona


4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

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

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

All students are required to complete an entrance and exit interview. In addition to students completing the entrance/exit counseling, the financial aid representative counsels students on responsible borrowing and provides students with access to a robust financial literacy portal, including repayment calculators, modules
on managing finances, loan repayment, and general financial literacy. Students who have Direct Loans complete their exit loan counseling via the www.studentloans.gov website and may review all student loan history on the National Student Loan Data System (NSLDS).

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus offers a variety of activities, which are sponsored by the early student engagement coordinator and the education and career services departments. These activities are designed to promote community, school pride, and creativity and include fantasy make-up and nail competitions, spirit week, and job fairs. Additionally, students have an opportunity to participate in several cosmetology design teams.

EDUCATIONAL ACTIVITIES
FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

☐ Yes  ☐ No

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

Mr. Mark DeCola is the director of education and oversees the educational activities of all programs at the campus. Mr. DeCola holds a diploma in cosmetology from Arlington Academy in Illinois and a cosmetology license and a cosmetology instructor license from the State of Nevada. He has served as the director of education since November 2006. Prior to his current position, Mr. DeCola was a stylist, cosmetology instructor, and student engagement coordinator for 17 years.

5.03 Does this person have appropriate academic or experiential qualifications?

☐ Yes  ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The job description for the director of education contains language that is sufficiently broad to give him the authority necessary to carry out his academic oversight and supervisory duties. The position is 100 percent administrative, allowing him time to carry out those responsibilities.

5.05 Is the time devoted to the administration of the educational programs sufficient?

☐ Yes  ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

☐ Yes  ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

☐ Yes  ☐ No

(b) Selection of course materials, instructional equipment and other educational resources.

☐ Yes  ☐ No

(c) Systematic evaluation and revision of the curriculum.
☐ Yes ☐ No  
(d) Assessment of student learning outcomes.  
☐ Yes ☐ No  
(e) Planning for institutional effectiveness.  
☐ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
☐ Yes ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
☐ Yes ☐ No (Skip to question 5.10)

FOR NEW GRANTS ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
☐ Yes ☐ No (Skip to question 5.14)

FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?  
☐ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
☐ Yes ☐ No

5.16 What provisions are made for individual differences among students?  
The campus provides individual tutoring for students who need it and extra skills practice time when appropriate. Its transfer of credit policy would allow new students to start their studies with advanced standing. Classroom observations by the team confirmed that instructors’ lessons plans target various learning styles. There was effective use of visual aids, overhead projectors, computer presentations, handouts, and charts to fully engage students.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
Faculty is encouraged to evaluate, revise, and make changes to the curriculum by participating on the Euphoria Institute curriculum committees. Faculty makes suggestions to the director of education who, in turn, takes the suggestions to the regional campus president. Approved ideas are then forwarded to the corporate level for ultimate approval or disapproval.

5.18 Does the faculty participate in this process?  
☐ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
☐ Yes ☐ No
5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

☐ Yes  ☐ No  ☒ Not Applicable (campus does not award such credit)

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

☒ Yes  ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

☒ Yes  ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

☒ Yes  ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

☒ Yes  ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

☒ Yes  ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

☐ Yes  ☐ No  ☒ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?

☒ Yes  ☐ No

If Yes, how is this documented?
The campus keeps record of all in-service activities in a binder located in the director of education's office. Agendas and meeting minutes are stored together, along with a signature of all attendees.

There was evidence of assessment procedures taken for the purpose of setting priorities and making decisions to enhance faculty and student effectiveness. There was balanced representation of faculty and administration to discuss responsibilities, regulations, organizational matters, and technical resources. The team found evidence of faculty and administration support and consensus-based decision-making processes.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

☒ Yes  ☐ No
5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

☒ Yes ☐ No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

☒ Yes ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

☐ Yes ☒ No

GENERAL COMMENTS:
The campus's educational programs and activities are consistent with the stated mission and adequately achieve and produce measurable results for student success and outcomes. The program curricula have both quantitative and qualitative standards and are designed to assist students in the application of relevant skills in the workplace. The instructional procedures, materials, and technology are appropriate to the curricula objectives and standards of the campus's academic offerings.

EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is well-located in a moderately high-traffic shopping center on one of the main highways in Henderson. It occupies 16,000 square feet on one level facility with plenty of parking in the front of the building. There are an adequate number of reserved handicapped-parking spaces, based on the campus's square footage. The building is fully compliant with applicable provisions of the American with Disabilities Act. In addition to its fully equipped multiple classrooms/labs, the campus houses a full-service salon and spa, staffed by students under instructor supervision and open to the public. The campus is designed and approved to accommodate just over 200 students, although total current enrollment between day and night is 114 students.

6.02 Does the campus utilize any additional space locations?

☐ Yes ☒ No

6.03 Does the campus utilize campus additions?

☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?

☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment

☒ Yes ☐ No

(b) Instructional tools
6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
- Yes ☒ No ☐

PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviewed the Euphoria Institute of Beauty Arts and Sciences 2013-2015 Official School Catalog, Volume IX, revised May 2013.

7.02 Does the self-study or additional location application part II accurately portray the campus?
- Yes ☒ No ☐

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
- Yes ☒ No ☐

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
- Yes ☒ No ☐
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
- Yes ☒ No ☐
(c) The names and titles of the administrators.
- Yes ☒ No ☐
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
- Yes ☒ No ☐
(e) A statement of accreditation.
- Yes ☒ No ☐
(f) A mission statement.
- Yes ☒ No ☐
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
- Yes ☒ No ☐
(h) An academic calendar.
- Yes ☒ No ☐
(i) A full disclosure of the admission requirements.
- Yes ☒ No ☐
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary
requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

☐ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

☐ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

☐ Yes ☐ No

(m) A definition of the unit of credit.

☐ Yes ☐ No ☒ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

☐ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

☐ Yes ☐ No

(p) The transfer of credit policy.

☐ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.

☐ Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

☐ Yes ☐ No ☒ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

☐ Yes ☐ No

(t) A statement describing the student services offered.

☐ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☐ Yes ☐ No ☒ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

☐ Yes ☒ No

7.06 Does the campus offer courses and/or programs via distance education?

☐ Yes ☒ No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

☒ Yes ☐ No (Skip to Question 7.08.)

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

☒ Yes ☐ No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

☒ Yes ☐ No
(c) Do students receive a copy of the addendum/supplement with the catalog?
   ☑ Yes ☐ No

7.08 Is the catalog available online?
   ☑ Yes ☐ No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?
   ☑ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
   ☑ Yes ☐ No (Skip to Question 7.10.)

If Yes, answer the following:
   (a) Are all campuses using the same catalog of common ownership?
      ☑ Yes ☐ No
   (b) Are all photographs utilized properly labeled to identify the location depicted?
      ☑ Yes ☐ No
   (c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
      ☑ Yes ☐ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
   ☑ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
   ☑ Yes ☐ No

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

The campus advertises via television, newspaper ads, brochures, open house flyers, and online.

Are all print and electronic advertisements under acceptable headings?
   ☑ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
   ☑ Yes ☐ No (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?
   ☑ Yes ☐ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
   ☑ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?
   ☑ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The institutional performance information that campus routinely provide to the public are the student retention and placement rates and the student gainful employment disclosures.

Where is this information published and how frequently is this information being updated?
The information is published at the campus website and is updated annually.

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY
FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
The campus has the appropriate resources to continuously assess the library services and holdings. Mr. Mark DeCola, the director of education, has the responsibility of maintaining the on-site collection, training students and faculty on the collection. Mr. DeCola has completed the appropriate library training and is qualified to assist students with assessing library resources.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS ONLY

8.25 Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?
☒ Yes ☐ No
8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
☑ Yes ☐ No

9. PROGRAM EVALUATION

Diploma in Cosmetology
Diploma in Aesthetics

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☑ Yes ☐ No (Skip to question 9.02)

If Yes, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The experienced faculty uses modern equipment and professional grade supplies to fully prepare a person for a successful career in the cosmetology and aesthetics industry. The campus has curriculum specific classrooms and practical training areas for cosmetology and aesthetics that were designed to replicate a daily real-world work environment. The programs were designed to develop students' technical skills as well as offer personal professional development. The Euphoria Institute of Beauty Arts & Sciences is an open-to-the public facility where patrons from the community come in for beauty services.

(a) Is there a federal or state licensing agency pass rate established for this program?
☑ Yes ☐ No

If Yes, what is the minimum pass rate set by the federal or state licensing requirements?
The state pass rate for cosmetology and aesthetics is 75 percent.

(b) What are this program’s pass rates for the past three years?
Year: 2011 Pass Rate: 99.9 cosmetology and 99.9 aesthetics
☐ Not Available
Year: 2012 Pass Rate: 95.24 cosmetology and 95.24 aesthetics
☐ Not Available
Year: 2013 Pass Rate: 96.8 cosmetology and 96.88 aesthetics
☐ Not Available

These rates are for the theory (written) portion of the exam only. The National Interstate Council of Nevada does not provide composite scores for license test-takers. It does, however, provide the results of the practical tests in a separate report. The team was provided with copies of that report which confirmed that the campus’s pass rates on the practical exam were 100 percent in 2012 and in 2013.

(c) Does the current year’s program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?
☑ Yes ☐ No ☐ Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
As the director of education since November 2006, Mr. Mark Decola oversees the educational activities of all programs at the campus. As stated earlier in this report, Mr. Decola has a diploma in cosmetology and both a cosmetology license and cosmetology instructor license from Nevada. For 17 years before assuming his current position, he worked as a stylist, cosmetology instructor, and student engagement coordinator.

9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes ☑️  No ☐

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
- Yes ☑️  No ☐

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes ☑️  No ☐

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
- Yes ☑️  No ☐  ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
- Yes ☑️  No ☐  ☐ Not Applicable (Additional Location Inclusion only)

As noted in the team's response to Question 4.64, retention rates for these programs could not be verified with the back-up data provided by the campus. The cosmetology program had six duplicate names and the aesthetician program had four duplicates. Nevertheless, with the team's treating those duplicates as drops, the retention rate for each program remained significantly above the ACICS standard of 70 percent. The cosmetology retention rate would decrease from 90 percent to 84.8 percent and, for the aesthetician program, the rate would change from 88 percent to 81 percent.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The use of community resources includes field trips and an advisory board. These resources are used to enrich programs by letting students see in-field applications of knowledge and skills they have learned when they visit local salons, spas, entertainment district salons and spas. Input and recommendations received from the advisory board serve to strengthen the curriculum of both programs and, thereby, to improve the employability of graduates.

9.08 Is the utilization of community resources sufficient to enrich the program?
- Yes ☑️  No ☐

9.09 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
- Yes ☑️  No ☐
9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes ☐ No ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?

Yes ☒ No ☐ (Skip to question 9.13)

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

Yes ☒ No ☐

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

Yes ☒ No ☐

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

Yes ☒ No ☐

(b) Course numbers

Yes ☒ No ☐

(c) Course prerequisites and/or corequisites

Yes ☒ No ☐

(d) Instructional contact hours/credits

Yes ☒ No ☐

(e) Learning objectives

Yes ☒ No ☐

(f) Instructional materials and references

Yes ☒ No ☐

(g) Topical outline of the course

Yes ☒ No ☐

(h) Instructional methods

Yes ☒ No ☐

(i) Assessment criteria

Yes ☒ No ☐

(j) Method of evaluating students

Yes ☒ No ☐

(k) Date the syllabus was last reviewed

Yes ☒ No ☐

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes ☐ No ☒ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes ☐ No ☒ Not Applicable (Additional Location Inclusion OR clock hour program)
9.16 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes  ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes  ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes  ☐ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers or graduates for the following programs:
- Diploma in Cosmetology - 8
- Diploma in Aesthetics - 9

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
- Diploma in Cosmetology - 8
- Diploma in Aesthetics - 9

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes  ☐ No  ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☐ Yes  ☐ No (Skip to question 9.24)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☐ Yes  ☐ No  ☐ Not Applicable (Clock hour programs only)

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

FOR ALL VISITS
9.23 Are the following appropriate to adequately support the number and nature of the program?
   (a) Facilities.
     ☒ Yes ☐ No
   (b) Instructional equipment.
     ☒ Yes ☐ No
   (c) Resources.
     ☒ Yes ☐ No
   (d) Personnel.
     ☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
   (a) Systematic planning.
     ☒ Yes ☐ No
   (b) Well-defined instructional objectives.
     ☒ Yes ☐ No
   (c) The selection and use of appropriate and current learning materials.
     ☒ Yes ☐ No
   (d) Appropriate modes of instructional delivery.
     ☒ Yes ☐ No
   (e) The use of appropriate assessment strategies.
     ☒ Yes ☐ No
   (f) The use of appropriate experiences.
     ☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
  ☒ Yes ☐ No

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

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
  ☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
  ☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
9.31 What is the current student/teacher ratio?
(Calculate the student/teacher ratio by using the following formula:
- Add the number of students enrolled in the program-specific courses (courses with program prefix)
- Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
The student/teacher ratio is 10:1 in the diploma program in cosmetology and 6:1 in the diploma program in aesthetics.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☐ Yes ☐ No

RECOMMENDATIONS:
During the team’s interviews with them, students expressed strong concerns regarding the lead instructor’s skill set. They felt that her sole strength is in hair weaving and, because of that limitation, they were not being taught the most current trends, including how to do gel nails. The team recommends that all instructors have proficient comprehension for the entire scope of cosmetology ranging from the basics to current trends.

SUMMARY
The campus is not in compliance with the Accreditation Criteria in the following areas:

<table>
<thead>
<tr>
<th>Number</th>
<th>Section</th>
<th>Summary Statement</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>3-1-111</td>
<td>The CEP does not adequately address the baseline data, types of data used for assessment, or how the data will be used to improve the educational processes (p 5).</td>
</tr>
<tr>
<td>2.</td>
<td>3-1-303 (a)</td>
<td>The team was unable to verify the retention rate as reported in the back-up data of the 2013 CAR (p17).</td>
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<tr>
<td>3.</td>
<td>3-1-303(e)</td>
<td>The campus does maintain consistent graduate transcripts in</td>
</tr>
</tbody>
</table>
regard to clock hours completed (p 9).
REEVALUATION VISIT REPORT

Westwood College Anaheim
1551 South Douglass Road
Anaheim, CA 92806
ACICS ID Code: 00027067

Mr. Lou Osborn, Campus President (LOsborn@westwood.edu)
27067@westwood.edu

MAIN CAMPUS
Westwood College-Denver North
7350 N. Broadway
Denver, CO 80221
ACICS ID Code: 00027062

May 8-9, 2014

Dr. Darlene Minore Educational Strategies, LLC
Dr. Richard Murphree Effectual Business Services
Mrs. Michelle Edwards Delta School of Business & Technology
Ms. Joyce Strout J.B. Strout & Co.
Ms. Lori Claus Construction Management, Computer Aided Design, Interior Design Specialist
Dr. Gail Robin Medical Assistant, Health Information Technology, Medical Office Management, Medical Insurance, Business Administration Specialist
Mr. Alex Yarbrough Criminal Justice, Criminal Justice Administration, Paralegal Specialist
Mr. David Hoehn Information & Network Technology, Software Development, Game & Information Technology Specialist
Mr. Barry PBS, NBC, SHO Art

Bainbridge Island, WA
Eagle, ID
Lake Charles, LA
S. Barrington, IL
Pittsburgh, PA
McLean, VA
Chelsea, AL
Saint Peter, MN
Burleson, TX
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<td>Phillips</td>
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<tr>
<td>Mr. Chad Hartman</td>
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<td></td>
<td>Staff Representative</td>
<td>ACICS</td>
</tr>
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Introduction

In 1953, Westwood College started operating in Denver, Colorado as the Radio and Television Repair Institute. In 1958, the curriculum was expanded to meet the growing demands of the industry and the name of the college was changed to the National Electronics Institute (NEI). Throughout the 1960s and early 1970s, NEI constantly updated courses and equipment, offering educational programs that were practical in content, intensive in character, and reflective of modern technical practices. In 1974, Denver Institute of Technology, Inc. (DIT) acquired ownership of the college and began to expand the curriculum to meet the needs of growing technological industries. In November 1997, DIT officially became Westwood College of Technology. In 2004, due to expansion in programs offered, Westwood College of Technology became Westwood College. Westwood College opened its first campus outside the Denver area in Anaheim, California in January 1999.

Westwood College is dedicated to preparing students with the knowledge, skills and training needed for meaningful employment. Through education, we create opportunities, change lives and impact futures. The mission statement serves to provide the campus with a description of the desired environment, plus a compelling call to action for all employees. Westwood graduates have entered numerous careers and have distinguished themselves as leaders in their industries. Over the years, these men and women have established the excellent reputation currently enjoyed by Westwood College. The success of Westwood College is a result of the campus’ ability to meet the needs of students by providing skilled instruction with comprehensive facilities and equipment. The curriculum is updated and developed based on a combination of input from curriculum managers, subject matter experts, faculty members and program advisory committees feedback for each program.

Westwood College Anaheim has over 700 active enrolled students. The average age of the students is 26 years of age. The mix between male and female students is fairly evenly distributed with the female student population of 350 students, 45 percent, and the male student population of 413, 55 percent. The majority of students attend classes during the day primarily due to the high percentage of students that begin classes immediately following high school graduation. The day student population consists of 558 students, 72 percent, with an evening student population of 214 students, 28 percent. While there are a high percentage of non-specified ethnic backgrounds in reporting, the Westwood College Anaheim campus has a diverse student population, with Hispanic students, 20 percent, being the largest population.

The Anaheim campus is located at 1551 S. Douglass Road, Anaheim, CA 92806. The college occupies approximately 50,000 square feet of office space in a two story build-to-suit professional building. The facility includes theory classrooms and laboratories, interior design resource library, learning commons, student commons, student study rooms, student game room, faculty commons area, testing center, academic support center, interior design resource library, life-drawing classroom, and administrative offices. Each classroom contains a faculty computer and ceiling mounted LCD projector. All computers have Internet access and the entire facility is WiFi enabled. Televisions and DVD players are available for instructional use. Ample parking is available for students, staff and visitors. Special facilities available for disabled persons include specially equipped restrooms and parking spaces.
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<td>53</td>
<td>77% 78% 70.79% 94.44%</td>
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**TOTAL ENROLLMENT = 1392**

**Notes:**
- Type in bold any retention or placement below rate 70%
- *Campus applied for and was granted mitigating circumstances for the 2012-2013 campus accountability report (CAR) reporting period. There were 10 or less graduates available for placement.
- **No retention improvement plan was necessary due program enrollment of less than 10 students. The campus submitted a mitigating circumstance application for this reason with the 2012-2013 CAR.**
- ***Approved programs with no active enrollment at the time of the visit.**
1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found. The mission statement can be found on page eight of the Westwood College 2014 Catalog for California/Colorado/Georgia/Virginia.

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

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

1.04 Are the objectives reasonable for the following?
   (a) The programs of instruction
      ☑ Yes   ☐ No
   (b) The modes of delivery.
      ☑ Yes   ☐ No
   (c) The facilities of the campus.
      ☑ Yes   ☐ No

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

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

CAMPUS EFFECTIVENESS

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

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
   ☑ Yes   ☐ No   ☑ Not Applicable

1.09 Does the CEP describe the following?
   (a) The characteristics of the programs offered.
      ☑ Yes   ☐ No
   (b) The characteristics of the student population.
      ☑ Yes   ☐ No
   (c) The types of data that will be used for assessment.
      ☑ Yes   ☐ No
   (d) Specific goals to improve the educational processes.
      ☑ Yes   ☐ No
(e) Expected outcomes of the plans.
  ☒ Yes    ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
  ☒ Yes    ☐ No
(b) Student placement.
  ☒ Yes    ☐ No    ☐ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
  ☒ Yes    ☐ No    ☐ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
  ☒ Yes    ☐ No    ☐ Not Applicable (new additional location only)
(e) Student learning outcomes.
  ☒ Yes    ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
Assessments of current programs, courses and student learning is an ongoing process. Program reviews are periodically conducted by subject matter experts and faculty members to help ensure the integrity of the Westwood Anaheim campus by examining specific evaluation points as evidence of student learning. No programs require certification or licensure. Direct measures are course projects which are designed to ensure specific learning objectives are mastered and averaging the last two years of failure rates and a five term history of grade data. The campus developed grading rubric for projects enables projects to be measurable. Trends are explored and analyzed and goals for the academic year are set.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
  ☒ Yes    ☐ No    ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
  ☒ Yes    ☐ No    ☐ Not Applicable
(c) How the data was collected.
  ☒ Yes    ☐ No    ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
  ☒ Yes    ☐ No    ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
  ☒ Yes    ☐ No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
  ☒ Yes    ☐ No

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The specific activities that the campus will undertake to meet the published retention goals are consistent and continuous monitoring of absence reports by advisors and student services departments. Additional actions are now taken to improve first term student retention. Placement goals were set at 80 percent for the first 6 months after graduation. If that goal is not met the career services department will continue to increase focus on pre-graduation employment efforts through career fairs and job search skill programs.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
   - Yes   - No
(b) That specific activities listed in the plan have been completed.
   - Yes   - No
(c) That periodic progress reports have been completed.
   - Yes   - No

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

Mr. Lou Osborn, campus president, is responsible for implementing and monitoring the CEP. He was appointed to this position in August of 2006. Mr. Osborn has more than two decades experience in a variety of senior administrative positions for proprietary career colleges. He holds a bachelor’s degree in secondary education from the University of Kansas, Lawrence, Kansas and an MBA from Westwood College’s online division. Mr. Osborn is assisted by a CEP committee that is comprised of: the academic dean, general education program chair, director of career services, director of finance support, director of admissions, and the campus executive assistant.

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

GENERAL COMMENTS:
Mr. Osborn is an experienced leader who delegates and enables his administrative team to best serve the student body. The method in which graded projects are systematically graded is statistically sound and ensures that a comparison of these grades aggregated by student, course, program, and student body aids the CEP committee to make sure that the course and program objectives are met. Retention is deemed the responsibility of all employees. Students are able to comfortably seek assistance from faculty and staff when the student feels that the demands of school are overwhelming.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
   - Yes   - No
(b) Names of the trustees, directors, and/or officers.
   - Yes   - No
(c) Names of the administrators.
   - Yes   - No

2.02 Does the campus:
(a) Adequately train its employees?
2.03 Is the administration of the campus efficient and effective?
- Yes □ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
- Yes □ No
(b) Know the person to whom they report?
- Yes □ No
(c) Understand the standards by which the success of their work is measured?
- Yes □ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
- Yes □ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
- Yes □ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
- Yes □ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
- Yes □ No □ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person’s qualifications?
Mr. Lou Osborn, the campus president, is responsible for the financial oversight of the campus. As previously stated in 1.17, his educational and occupational experience ensure he is well qualified to oversee the school's finances.

GENERAL COMMENTS:
Westwood College Anaheim has been in existence since 1999. There are strong systems in place to ensure that the campus' administration is proactive and allows most administrative time to focus on serving students. These systems are well communicated to new faculty and staff through an extensive on-boarding process. Faculty and staff are well versed in these areas and feel they are supportive to their success at Westwood College Anaheim.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
- Yes □ No
3.02 Are all staff well trained to carry out administrative functions?
   ☒ Yes   ☐ No

3.03 Who is the on-site administrator, and what are this person’s qualifications?
   Mr. Lou Osborn, campus president, is the on-site administrator. As previously stated in 1.17, his educational
   and occupational experience ensure he is well qualified to lead the campus.

3.04 Does the campus list degrees of staff members in the catalog?
   ☐ Yes   ☒ No

   If Yes, is appropriate evidence of the degrees on file?
   ☒ Yes   ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
   (a) Financial aid activities.
       ☒ Yes   ☐ No
   Admissions.
       ☐ Yes   ☒ No
   (b) Curriculum.
       ☐ Yes   ☒ No
   (c) Accreditation and licensure.
       ☒ Yes   ☐ No
   (d) Guidance.
       ☐ Yes   ☒ No
   (e) Instructional resources.
       ☒ Yes   ☐ No
   (f) Supplies and equipment.
       ☒ Yes   ☐ No
   (g) The school plant.
       ☒ Yes   ☐ No
   (h) Faculty and staff.
       ☒ Yes   ☐ No
   (i) Student activities.
       ☐ Yes   ☒ No
   (j) Student personnel.
       ☐ Yes   ☒ No

3.11 Do student files contain evidence of graduation from high school or the equivalent?
   ☒ Yes   ☐ No

3.12 Are appropriate transcripts maintained for all students?
   ☒ Yes   ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in
   the campus catalog?
   ☒ Yes   ☐ No
3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☑ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☑ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☑ Yes ☐ No

GENERAL COMMENTS:
Mr. Lou Osborn is a dynamic leader who truly believes that service to students come first. He empowers all employees to meet the expectations of their job descriptions. Mr. Osborn is well respected by students, faculty, staff and his administrative team. They know that Mr. Osborn supports their efforts. The open door policy allows the entire campus access to Mr. Osborn. The facility is well maintained, superbly decorated and designed as a conducive learning environment. Mr. Osborn is very proud of his facility and that emanates to all the campus' employees.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The files of 50 matriculated or active students and graduates from the CAR period ending June 30, 2013 were reviewed during the evaluation.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☑ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☑ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☑ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☑ Yes ☐ No

4.06 Does the admissions policy conform to the campus’s mission?
☑ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☑ Yes ☐ No

4.08 Is the admissions policy administered as written?
4.09 Does the campus use an enrollment agreement for each enrolled student that:
(a) Clearly outlines the financial obligations of both the institution and the student?
[ ] Yes [ ] No
(b) Outlines all program related tuition and fees?
[ ] Yes [ ] No
(c) Has a signature of the student and the appropriate school representative?
[ ] Yes [ ] No
(d) Is there evidence that a copy of the agreement has been provided to the student?
[ ] Yes [ ] No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person’s qualifications?
Mr. Wes Camp is the director of admissions and is responsible for the oversight of student recruitment. Mr. Camp has a bachelor’s degree in theology from California Baptist University, Riverside, California. He has been with the campus since 2006 in his current position. Previously, Mr. Camp was a director of admissions at different colleges since 2000.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The director of admissions for the campus discussed in detail the recruitment procedures, shared admissions forms, training manuals and the supervision process for the admissions representatives. Based on this conversation and observation, the team was able to determine the recruiting process is ethical and compatible with the educational objectives for this institution.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
[ ] Yes [ ] No
(b) Services.
[ ] Yes [ ] No
(c) Tuition.
[ ] Yes [ ] No
(d) Terms.
[ ] Yes [ ] No
(e) Operating policies.
[ ] Yes [ ] No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
[ ] Yes [ ] No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
[ ] Yes [ ] No
4.15 Are the titles of recruitment and enrollment personnel appropriate?
☑ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☑ Yes ☐ No

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☑ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☑ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☑ Yes ☐ No

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☑ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☑ Yes ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress policy (SAP) can be found in the 2014 academic catalog on page 74.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☑ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☑ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☑ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals.
☑ Yes ☐ No
Incomplete grades.
☑ Yes ☐ No
Repeated courses.
Does the campus apply its SAP standards consistently to all students?

☐ Yes ☐ No

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

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

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

☐ Yes ☐ No

Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

☐ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

Are students who are not making satisfactory academic progress at the end of the second year dismissed?

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

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

☐ Yes ☐ No

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

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

If Yes, is the student informed of this policy?

☐ Yes ☐ No
4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Ms. Cathy Dropkin, campus academic dean, is responsible for the administration of satisfactory academic progress. Ms. Dropkin has a bachelor's and master's degrees in English from Florida State University, Tallahassee, Florida. She has been in her current position since 1998 and assisted in the opening of the campus. Previously, she was the director of education and dean since 1989 with a variety of career and community colleges.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a) ☒ Scholarships.
(b) ☒ Grants.
(c) ☒ Loans.
(d) ☐ The campus does not offer scholarships, grants, and/or loans.

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No
4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If Yes, have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☐ Yes ☐ No ☒ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Angeles Ramirez, director of finance, is the on-site individual responsible for administering student financial aid. Ms. Ramirez joined the administrative team of the Westwood College Anaheim as the director of finance in 1999. Previously, she has worked in student financial aid since 1994 with other career colleges.
4.51 Is the person who determines the amount of student awards not also responsible for disbursing those awards?
- Yes ☒ No ☐

4.52 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
- Yes ☒ No ☐

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
- Yes ☒ No ☐

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Ramirez is a member of The California Association of Student Financial Aid Administrators (CASFAA) and the National Association of Student Financial Aid Administrators (NASFAA). She has attended the CASFAA and NASFAA conference and one seminar since 2012.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
- Yes ☒ No ☐

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education’s definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
- Yes ☒ No ☐

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
- Yes ☐ No ☒

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The campus offers tutoring through their academic success center in the library. The librarian organizes all of the tutoring services. Both instructors and students are used for tutoring services. Academic counseling is offered by department chairs and deans. Personal counseling is offered on a case-by-case basis and students are referred to community resources. An extensive new student orientation is offered each term and career services features prominently in that orientation.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus’ graduates?
- Yes ☒ No ☐

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person’s qualifications?

Ms. Aiza Fargas, the director of career services, is the staff person responsible for the oversight of counseling students on employment opportunities. Ms. Fargas has a bachelor's degree in Asian studies from University of Santo Tomas in Manila Philippines and a MBA from Westwood College Online. She has been with the
campus as the director of career services since 2010. Previously, she was in student advising and a director of
career services since 1998.

4.61 Does the campus offer employment assistance to all students?
☑ Yes ☐ No

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☐ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 900.
The ending enrollment reported on the previous year’s CAR is 900.

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus
Accountability Report (CAR) last submitted to the Council?
☑ Yes ☐ No

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☑ Yes ☐ No

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan
repayment obligations.

New students are required to complete entrance counseling prior to starting their program, if their financial aid
packages includes federal direct student loans, students are required to complete the entrance counseling
examination on-line at www.studentloan.gov. Completion of these modules are documented in their financial
aid file. One term prior to graduation, students meet with the financial aid director to discuss loan repayment
and to complete the on-line exit counseling modules.

4.67 Describe the extracurricular activities of the campus.
The campus sponsors a quarterly blood drive. Westwood College students volunteer at various organizations in
the community such as the Salvation Army, Habitat for Humanity, and local hospice organizations.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance
with applicable state laws?
☑ Yes ☐ No

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

As previously mentioned, Ms. Cathy Dropkin, the academic dean, is assigned to oversee the educational activities
of all programs at the campus. She earned bachelor’s and master’s degrees in English and has been in her current
role since December 1998.

5.03 Does this person have appropriate academic or experiential qualifications?
☑ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and
responsibility for the development and administration of the programs.
Program chairs at the campus have sufficient authority and responsibility for the development and administration of the academic programs as evidenced through review of the campus' academic freedom and governance policies as well as team interviews. Daily meetings are held with department faculty, weekly meetings are held with the campus dean and assistant dean, and curriculum development and updates are an ongoing activity.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☐ Yes    ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☐ Yes    ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☐ Yes    ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☐ Yes    ☐ No
(c) Systematic evaluation and revision of the curriculum.
☐ Yes    ☐ No
(d) Assessment of student learning outcomes.
☐ Yes    ☐ No
(e) Planning for institutional effectiveness.
☐ Yes    ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☐ Yes    ☐ No

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☐ Yes    ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☐ Yes    ☐ No

5.16 What provisions are made for individual differences among students?
Upon enrollment at Westwood College students may be placed in foundational courses for math and English based on their admissions test scores. This allows them to receive the one-on-one instruction needed to strengthen their skills. The campus faculty are very diverse and utilize a variety of instructional methods which was evident in classroom observations and interviews conducted by the team during the visit. The campus has a formal tutoring program in which students can access free tutoring as needed to help them progress in their courses. In addition to underperforming students, faculty also focus attention on the above average students by providing the opportunities to engage them in additional activities to encourage continuous learning.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
All levels of Westwood College have involvement in curriculum evaluation and revision. Faculty provide feedback to program chairs at the campus who in turn discuss changes with their peers in other locations. The
campus also gathers information from graduates, employers, and advisory committees for recommendations to enhance the curriculum. Team interviews with faculty and department chairs evidenced this process is very intact and happens on an on-going basis.

5.18 Does the faculty participate in this process?
☐ Yes  ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☐ Yes  ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☐ Yes  ☐ No  ☐ Not Applicable (campus does not award such credit)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☐ Yes  ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses?
(a) Facilities.
☐ Yes  ☐ No
(b) Instructional equipment.
☐ Yes  ☐ No
(c) Resources.
☐ Yes  ☐ No
(d) Personnel.
☐ Yes  ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☐ Yes  ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☐ Yes  ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☐ Yes  ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☐ Yes  ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department
of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

☐ Yes  ☐ No

5.28 Is there documented evidence of a systematic program of in-service training at the campus?

☐ Yes  ☐ No

If Yes, how is this documented?
The Anaheim campus of Westwood College has a scheduled program of in-service training that follows the calendar year. To date, the faculty have participated in two sessions entitled Student Retention Techniques for the Classroom and Serving our Veterans in the Classroom Environment. Sign in sheets, agendas and/or copies of slides from the presentations were provided to the team as documentation. There are two additional in-service trainings scheduled in June and November 2014.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

☐ Yes  ☐ No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings

☐ Yes  ☐ No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

☐ Yes  ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

☐ Yes  ☐ No

If Yes, do the contracts and/or agreements comply with all requirements of the applicable criterion?

☐ Yes  ☐ No

5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?

☐ Yes  ☐ No

5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?

☐ Yes  ☐ No

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

☐ Yes  ☐ No
5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

☑ Yes ☐ No

5.37 Do the programs’ general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

☑ Yes ☐ No

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

☑ Yes ☐ No

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

☑ Yes ☐ No

5.40 Do the program’s general education courses meet Council standards?

☑ Yes ☐ No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor’s degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor’s degrees plus professional certification?

☑ Yes ☐ No

GENERAL COMMENTS:
The team appreciated the hospitality and the courteous welcome given by Westwood College staff and faculty. There is a positive and inspiring atmosphere on campus. Student interviews confirmed that they were highly satisfied with their learning experience and would recommend Westwood College to their friends.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The Anaheim campus is located at 1551 S. Douglass Road, Anaheim, CA 92806. The college occupies approximately 50,000 square feet of office space in a two story build-to-suit professional building. The facility includes theory classrooms and laboratories, interior design resource library, learning commons, student commons, student study rooms, student game room, faculty commons area, testing center, academic support center, interior design resource library, life-drawing classroom, and administrative offices. Each classroom contains a faculty computer and ceiling mounted LCD projector. All computers have internet access and the entire facility is WiFi enabled. Televisions and DVD players are available for instructional use. Ample parking is available for students, staff and visitors. Special facilities available for disabled persons include specially equipped restrooms and parking spaces.

6.02 Does the campus utilize any additional space locations?

☐ Yes ☑ No

6.03 Does the campus utilize campus additions?

☐ Yes ☑ No
6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☑ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☑ Yes ☐ No
(b) Instructional tools
☑ Yes ☐ No
(c) Machinery
☑ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☑ Yes ☐ No

GENERAL COMMENTS:
The Anaheim campus of Westwood College has a well-designed, clean, and ample space to create an environment conducive to learning, teaching, and administrative activities being conducted. The campus is immaculately maintained and supports the programs the campus offers. The team was impressed with the professional appearance of the physical space, the arrangement of the instructional space, and the contemporary furnishings and equipment being used at the campus.

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviewed the 2014 Westwood College California/Colorado/Georgia/Virginia Academic Catalog, volume 5, number 1 and addendum dated May 9, 2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☑ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☑ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☑ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☑ Yes ☐ No
(c) The names and titles of the administrators.
☑ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☑ Yes ☐ No
(e) A statement of accreditation
☑ Yes ☐ No
(f) A mission statement.
   ☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
   ☒ Yes ☐ No

(h) An academic calendar.
   ☒ Yes ☐ No

(i) A full disclosure of the admission requirements.
   ☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
   ☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
   ☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
   ☒ Yes ☐ No

(m) A definition of the unit of credit.
   ☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.
   ☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
   ☒ Yes ☐ No

(p) The transfer of credit policy.
   ☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.
   ☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
   ☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.
   ☒ Yes ☐ No

(t) A statement describing the student services offered.
   ☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS.
   ☒ Yes ☐ No ☐ Not Applicable

7.05 Does the campus offer degree programs?
   ☒ Yes ☐ No

If Yes, does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
   ☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements
☐ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate’s and bachelor’s degrees only).
☐ Yes ☐ No
(d) Identification of courses that satisfy the upper-division (for bachelor’s degrees only).
☐ Yes ☐ No

7.06 Does the campus offer courses and/or programs via distance education?
☐ Yes ☐ No

If Yes, does the catalog contain the following?
(a) A description of each mode of delivery used for distance education courses.
☐ Yes ☐ No
(b) Any additional or different admissions requirements for students taking distance education courses.
☐ Yes ☐ No ☐ Not Applicable (there are no additional or different admissions requirements)
(c) A description of any tests used to determine access to distance education.
☐ Yes ☐ No ☐ Not Applicable (no additional tests are given)
(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.
☐ Yes ☐ No
(c) Costs and fees associated specifically with distance education.
☐ Yes ☐ No ☐ Not Applicable (there are no additional costs and fees)

7.07 Does the catalog contain an addendum/supplement?
☐ Yes ☐ No

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☐ Yes ☐ No
(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☐ Yes ☐ No
(c) Do students receive a copy of the addendum/supplement with the catalog?
☐ Yes ☐ No

7.08 Is the catalog available online?
☐ Yes ☐ No

If Yes, does it match the hard copy version?
☐ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☐ No
If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?
   □ Yes  □ No

(b) Are all photographs utilized properly labeled to identify the location depicted?
   □ Yes  □ No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
   □ Yes  □ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
   □ Yes  □ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
   □ Yes  □ No

7.12 Where does the campus advertise (publications, online, etc.)?
   The campus advertises via: various print publications, television advertisements and the campus website.

Are all print and electronic advertisements under acceptable headings?
   □ Yes  □ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
   □ Yes  □ No

   If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
   □ Yes  □ No

7.14 Does the campus utilize services funded by third parties?
   □ Yes  □ No

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
   □ Yes  □ No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?
   □ Yes  □ No  □ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
   The campus publishes: graduation rates, retention rates, and placement rates.

   Where is this information published and how frequently is this information being updated?
   The information is published on the campus website and is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY
8.01 Does the campus develop an adequate base of library resources?
☐ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☐ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☐ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☐ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Mr. Edward Coslett, the campus librarian, regularly solicits feedback from campus faculty for continuous assessment for resources and information services. He visits 15-20 classes each term and talks directly with students to assist with library resources that are available and any they would like to see added. In addition to the large demand for the use of digital resources, the campus recognizes the student body's need for the physical collection as well.

Are these methods appropriate?
☐ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☐ Yes ☐ No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☐ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is: $35,832.24.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
The campus has utilized $22,650.35 of the current year's budget which includes: the purchase and payment of online subscriptions, periodicals, books, and DVD's.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☐ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
During conversations with faculty and with the librarian, the team was informed that in many courses, the syllabi call for projects to be completed or for some kind of research to take place in given subjects to enhance the learning experience. Faculty also invite the librarian to their classroom for guidance and direction in completing their specialized research.

Are these methods appropriate?
☑ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☑ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☑ Yes ☐ No

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

8.16 Describe any full-text online collections available to students.
The campus utilizes several full-text online collections to include: Ebooks on Ebscohost, Proquest, Stat!Ref, and Pubmed Central in addition to a list of other online resources available to all students.

8.17 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☑ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☑ Yes ☐ No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Mr. Edward Coslett is the on-site librarian at the campus. He earned a bachelor's degree in communication from the University of Pittsburgh in West Chester, Pennsylvania and a master's degree in library & information science from Drexel University in Philadelphia, Pennsylvania. Mr. Coslett has three years experience in research libraries and five years experience in career college libraries. He assumed his current role in March 2012. The library is staffed from 7am until 9pm. Mr. Coslett posts specific hours for himself and the work study library assistants that he is directly responsible for training.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☑ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

- Yes
- No

(c) Assist students in the use of instructional resources?

- Yes
- No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

- Yes
- No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

- Yes
- No
- Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

- Yes
- No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

- Yes
- No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

- Yes
- No

8.25 Are appropriate reference materials and periodicals available for all programs offered?

- Yes
- No

8.26 Are the instructional resources organized for easy access, usage, and preservation?

- Yes
- No

8.27 Is there a current inventory of instructional resources?

- Yes
- No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

- Yes
- No

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?

- Yes
- No

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?

- Yes
- No
8.31 Is there a current inventory of instructional resources, including online resources?  
☒ Yes ☐ No

8.32 Are the resources organized for easy access and usage?  
☒ Yes ☐ No

8.33 Is it evident that faculty encourages the use of the library?  
☒ Yes ☐ No

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?  
☒ Yes ☐ No

9. PROGRAM EVALUATION

Academic Associate's degree in Graphic Design
Bachelor's degree in Game Art
Bachelor's degree in Graphic Design/Visual Communications
Bachelor's degree in Graphic Design

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?  
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?  
Mr. Robert Peterson administers the programs of graphic design/visual communications and game art. Mr. Peterson has been employed with the campus for fifteen years and has held the position of department chair for fourteen years. He earned an academic associate's degree in art from Fullerton College, Fullerton, California, a bachelor's degree in painting from California State University Fullerton and a master's degree in painting from California State University Fullerton. His previous professional experience includes work as a creative director in medium range advertising agencies as well as a marketing director for corporate client accounts. Mr. Peterson currently serves as vice-president of the local chapter of the American Advertising Federation. He supervises four adjuncts instructors and occasionally teaches in areas of his primary interests of design.

9.03 Does this individual possess appropriate academic or experiential qualifications?  
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
☒ Yes ☐ No
9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☐ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The greater metropolitan Anaheim area offers many different community resource venues utilized for enriching the program. The area has unique opportunities for students in the areas of film, television, music, entertainment, tourism and corporate commercial design. The composition of the program advisory committee meetings includes members of the professional community representing graphic design, multi-media, marketing, production art, and animation. Field trips include visits to local design/production studios, museums and other design locales. Guest speakers participate on a regular basis and come from professional backgrounds of the creative media advertising, animation and print design as well as film/video direction. The campus sponsors an evening where local designers come to review graduation student portfolios for possible working relationships. The campus maintains a high profile in the areas of student design competitions. The campus boasts 26 Regional Addy awards that line the hallways. The hallways feature student work which serves to acquaint both students and visitors to the campus with the on-going work at the campus. Students volunteer for local public service activities and also join the Ad Club of Southern California.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☐ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?
☐ Yes ☒ No (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☐ Yes ☐ No
9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
[ ] Yes [ ] No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
[ ] Yes [ ] No
(b) Course numbers
[ ] Yes [ ] No
(c) Course prerequisites and/or corequisites
[ ] Yes [ ] No
(d) Instructional contact hours/credits
[ ] Yes [ ] No
(e) Learning objectives
[ ] Yes [ ] No
(f) Instructional materials and references
[ ] Yes [ ] No
(g) Topical outline of the course
[ ] Yes [ ] No
(h) Instructional methods
[ ] Yes [ ] No
(i) Assessment criteria
[ ] Yes [ ] No
(j) Method of evaluating students
[ ] Yes [ ] No
(k) Date the syllabus was last reviewed
[ ] Yes [ ] No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
[ ] Yes [ ] No [ ] Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
[ ] Yes [ ] No [ ] Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
[ ] Yes [ ] No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
[ ] Yes [ ] No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
[ ] Yes [ ] No

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic associate's degree in Graphic Design: 1
Bachelor's degree in Graphic Design/Visual Communications: 5
Bachelor's of science in Game Art: 4.

How many calls to employers or graduates were successful?
The following calls, by program, were successful:
Academic associate's degree in Graphic Design: 1
Bachelor's degree in Graphic Design/Visual Communications: 3
Bachelor's of science in Game Art: 2.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?
All successful contacts for all programs confirmed the employment of the graduates as reported on the CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes  ☐ No  ☒ Not Applicable

9.20 Does the campus participate in Title IV financial aid?
☒ Yes  ☐ No

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes  ☐ No  ☐ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was presented with homework assignment. The homework was graded with cooresponding grades on gradesheets often with hand-written comments from the instructor. Expected homework time allotment was also indicated on the syllabi.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes  ☐ No
(b) Instructional equipment.
☒ Yes  ☐ No
(c) Resources.
☒ Yes  ☐ No
(d) Personnel.
☒ Yes  ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes  ☐ No
(b) Well-defined instructional objectives.
   ☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
   ☒ Yes ☐ No

(d) Appropriate modes of instructional delivery.
   ☒ Yes ☐ No

(e) The use of appropriate assessment strategies.
   ☒ Yes ☐ No

(f) The use of appropriate experiences.
   ☒ Yes ☐ No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
   ☒ Yes ☐ No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   ☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
   ☒ Yes ☐ No

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

9.29 Are teaching loads reasonable?
   ☒ Yes ☐ No

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
   ☒ Yes ☐ No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
   ☒ Yes ☐ No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
   ☒ Yes ☐ No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
   ☒ Yes ☐ No ☐ Not Applicable (no students in the second year)
9.41 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.44 If the institution offers only the last two years of the bachelor’s degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.46 Is enrollment in the third and fourth years of the bachelor’s program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The hallways are enhanced with the framed work of current and past students, which allows visitors to the campus to see work produced by the students.

COMMENDATIONS:
The team commends the librarian for his personal commitment to the education of the students and his own involvement in the dedication to the excellence of the students' experience. The team reviewed both current student and graduate portfolios and found them to be suitable for employment interviews and professional consideration.

9. PROGRAM EVALUATION

Academic Associate's degree in Criminal Justice
Academic Associate's degree in Paralegal
Bachelor's degree in Criminal Justice

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Dr. Alfonso Valdez is the program chair for the criminal justice programs. Dr. Valdez holds bachelor's degrees in biology and chemistry from the University of California Irvine, a master's degree in law and a PhD in psychology.
both from California Southern University Los Angeles. In addition to the degrees he has earned, Dr. Valdez brings 30 years experience in the field to the campus. Of note is his certification as a gang expert.

Ms. Kimberly Thomson is the interim program chair for the paralegal program. Ms. Thomson holds a bachelor's degree in speech from California State University Long Beach and a JD from Southwestern Law School, Los Angeles, California.

9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes  ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
- Yes  ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes  ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
- Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
- Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
- Yes  ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The team found documentation of program advisory committee meeting minutes for the criminal justice programs. Additionally, field trips to the following were organized: Patton State Mental Hospital, Theo Lacy Jail, Chapman University- “Remembering the Past toward Healing our Future”, Santa Ana Community Court, Orange County probation office, John Wayne Airport and Garden Grove Police Department. Guest speakers were a student favorite. The following experts in the field addressed the criminal justice programs: Orange County sheriff Robert Mann, Mr. Walter Clark- female-to-male transgender individual and Ms. Melissa Brat, the Los Angeles city investigator. The criminal justice program has two active student organizations: Criminal Justice Honor Society and the Criminal Justice Student Association.

The team found documentation of program advisory committee meeting minutes for the paralegal program. Additionally field trips to the following were organized: Orange County Law Library and Orange County paralegal association workshops. These guest speakers addressed the paralegal students: Ms. Katherine Schwenke - paralegal and Ms. Kai Williamson - Orange County Paralegal Association.
Other activities include an alumni, community and student mixer, a Moot Court Competition with the American Collegiate Moot Court Association. The campus also serves as an exam site for National Association of Legal Assistant’s certified legal assistant exam.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☒ No ☑ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?
☒ Yes ☐ No

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No

(i) Assessment criteria
☒ Yes ☐ No

(j) Method of evaluating students
☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic Associate's degree in paralegal - 3
Bachelor's degree in Criminal Justice - 15

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Academic Associate's degree in paralegal - 1
Bachelor's degree in Criminal Justice - 7

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful contacts confirmed the employment of the graduate as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☒ Yes ☐ No ☐ Not Applicable

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No
9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team found documentation of graded homework recorded in each instructor's grade book.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
Yes ☐ No
(b) Instructional equipment.
Yes ☐ No
(c) Resources.
Yes ☐ No
(d) Personnel.
Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
Yes ☐ No
(b) Well-defined instructional objectives.
Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
Yes ☐ No
(d) Appropriate modes of instructional delivery.
Yes ☐ No
(e) The use of appropriate assessment strategies.
Yes ☐ No
(f) The use of appropriate experiences.
Yes ☐ No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
Yes ☐ No

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
Yes ☐ No
9.29 Are teaching loads reasonable?
☒ Yes ☐ No

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No
9. PROGRAM EVALUATION

Academic Associate's degree in Health Information Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?  
☑ Yes □ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
Ms. Carole Sanders was appointed the department chair on October 16, 2013. Ms. Sanders holds an associate degree in health information technology from Cypress College, and another associate's degree in medical assisting-administrative from Orange Coast College, a bachelor's degree in health information administration from Loma Linda University, and a master's degree in health information management from The College of Saint Scholastia. Ms. Sanders has over 35 years' experience working in the allied health field, both as a practitioner and as an education administrator.

9.03 Does this individual possess appropriate academic or experiential qualifications?  
☑ Yes □ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
☑ Yes □ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
☑ Yes □ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
☑ Yes □ No □ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?  
☐ Yes □ No ☐ Not Applicable (There are no graduates of the program.)

If No, does the campus provide one of the following:  
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?  
☑ Yes ☐ No

The program placement for the academic associate's degree in health information technology was reported as 0 percent as there were no graduate for the 2013 CAR reporting period.

9.07 List the community resources and describe how they are utilized to enrich the program(s).  
The program has sufficient community support, as witnessed by an active advisory committee and a field trip was made to the Orange County Health Information Association. All of the resources used are relevant to the program.
9.08 Is the utilization of community resources sufficient to enrich the program?

☐ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☐ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☑ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?

☐ Yes ☐ No

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☐ Yes ☐ No

(b) Course numbers

☐ Yes ☐ No

(c) Course prerequisites and/or corequisites

☐ Yes ☐ No

(d) Instructional contact hours/credits

☐ Yes ☐ No

(e) Learning objectives

☐ Yes ☐ No

(f) Instructional materials and references

☐ Yes ☐ No

(g) Topical outline of the course

☐ Yes ☐ No

(h) Instructional methods

☐ Yes ☐ No
(i) Assessment criteria
- Yes ☑ No ☐

(j) Method of evaluating students
- Yes ☑ No ☐

(k) Date the syllabus was last reviewed
- Yes ☑ No ☐

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
- Yes ☑ No ☐ ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
- Yes ☑ No ☐ ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
- Yes ☑ No ☐

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
- Yes ☑ No ☐

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
- Yes ☑ No ☐ ☐ Not Applicable (there have been no graduates)

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
- Yes ☑ No ☐ ☐ Not Applicable

9.20 Does the campus participate in Title IV financial aid?
- Yes ☑ No ☐

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes ☑ No ☐ ☐ Not Applicable (Clock hour programs only)

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

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

The team was provided documentation of graded homework as well as verification of student responsibilities for homework and how homework is graded. This information was evident in the student syllabi.

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.
- Yes ☑ No ☐

(b) Instructional equipment.
- Yes ☑ No ☐
(c) Resources.
☐ Yes ☐ No
(d) Personnel.
☐ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☐ Yes ☐ No
(b) Well-defined instructional objectives.
☐ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☐ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☐ Yes ☐ No
(e) The use of appropriate assessment strategies.
☐ Yes ☐ No
(f) The use of appropriate experiences.
☐ Yes ☐ No

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☐ Yes ☐ No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☐ Yes ☐ No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☐ Yes ☐ No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?
☐ Yes ☐ No ☐ Not applicable

9. PROGRAM EVALUATION

Diploma in Medical Assisting
Academic Associate’s degree in Medical Insurance Coding and Billing
Academic Associate’s degree in Medical Office Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Mr. Kyle Smith was appointed program chair of the medical assisting, medical insurance coding and billing and medical office management programs on March 28, 2014. Mr. Smith holds a bachelor’s in health science from California State University, Long Beach. Mr. Smith also is a registered medical assistant, basic life support instructor and certified provider in Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED). Mr. Smith has over 20 years experience in the allied health field, both as a practitioner and as an education administrator.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☑ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☑ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☑ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☒ No ☐ Not Applicable

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☐ Yes ☒ No

The program retention for the associate’s degree in medical insurance billing and coding was reported as 50 percent. As there are only two students in the program, the mitigating circumstances exception applies.

The program placement for the diploma in medical assistant was reported as 50 percent. As there are only two students in the reporting period, the mitigating circumstances exception applies.

The program placement for the associate’s degree in medical office management was reported a 0 percent. There were no students available for placement during the 2013 CAR reporting period and the mitigating circumstances exception applies.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The programs have strong community support, as witnessed by contracts for clinical placement in local urgent care sites available for externship assignment. Guest speakers topic examples include: heart transplant from a
patient perspective from a recipient, Ms. Rebecca O’Rourke from American Red Cross business development manager discussed the blood drive processes, and Ms. Alessandra Satrape, Be The Match recruitment specialist discussing the bone marrow donor program. The programs also made to a field trip to Body Worlds for recognition of anatomical parts. The programs also have an active program advisory committee.

9.08 Is the utilization of community resources sufficient to enrich the program?
☑ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☑ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☑ Yes ☐ No

9.11 Does the program use independent studies?
☐ Yes ☒ No (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☑ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☑ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
   (a) Title and course descriptions
      ☑ Yes ☐ No
   (b) Course numbers
      ☑ Yes ☐ No
   (c) Course prerequisites and/or corequisites
      ☑ Yes ☐ No
   (d) Instructional contact hours/credits
      ☑ Yes ☐ No
   (e) Learning objectives
      ☑ Yes ☐ No
   (f) Instructional materials and references
      ☑ Yes ☐ No
   (g) Topical outline of the course
      ☑ Yes ☐ No
   (h) Instructional methods
      ☑ Yes ☐ No
   (i) Assessment criteria
Yes  No
(j) Method of evaluating students
Yes  No
(k) Date the syllabus was last reviewed
Yes  No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
Yes  No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
Yes  No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There was one call made to employers for the associate's degree in medical insurance billing and coding.

How many calls to employers or graduates were successful?

There was one successful call for the associate's degree in medical insurance billing and coding.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There was one call that confirmed the employment of the graduate as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
Yes  No  Not Applicable

9.20 Does the campus participate in Title IV financial aid?
Yes  No

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
Yes  No  Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
Yes  No  Not Applicable (Clock hour programs only)
If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided documentation of graded homework as well as verification of student responsibilities for homework and how homework is graded. This information was evident in the student syllabi.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☐ Yes ☐ No
(b) Instructional equipment.
☐ Yes ☐ No
(c) Resources.
☐ Yes ☐ No
(d) Personnel.
☐ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☐ Yes ☐ No
(b) Well-defined instructional objectives.
☐ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☐ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☐ Yes ☐ No
(e) The use of appropriate assessment strategies.
☐ Yes ☐ No
(f) The use of appropriate experiences.
☐ Yes ☐ No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☐ Yes ☐ No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☐ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☐ Yes ☐ No

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
9.29 Are teaching loads reasonable?
[ ] Yes [ ] No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
[ ] Yes [ ] No

9.31 What is the current student/teacher ratio?
The student/teacher ratio is 6:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
[ ] Yes [ ] No

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
[ ] Yes [ ] No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
[ ] Yes [ ] No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
[ ] Yes [ ] No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
[ ] Yes [ ] No [ ] Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?
[ ] Yes [ ] No [ ] Not applicable

9. PROGRAM EVALUATION

Occupational Associate's degree in Information Technology
Academic Associate's degree in Information and Network Technologies
Bachelor's degree in Information and Network Technologies: Major in Network Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
[ ] Yes [ ] No

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Mr. Thomas Garvey is assigned to administer these academic programs. Mr. Garvey holds a bachelor's degree in accounting from Polytechnic University of Pomona, California, and a master's degree in business administration from Chapman University, Orange, California. Additionally, Mr. Garvey holds the following industry
certifications: Microsoft Certified Trainer (MCT), Microsoft Certified Solutions Expert (MCSE), Microsoft Certified Database Administrator (MCDBA), CompTIA Certified Technical Trainer (CTT+), and CompTIA A+ certifications. Mr. Garvey's experiential qualifications include employment as an operations/human resources director for the Turnip Rose Corporation, and as an operations director at Catalina Channel Express.

9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
- Yes  No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes  No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
- Yes  No  Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
- Yes  No  Not Applicable (Additional Location Inclusion only)

Question 9.06 is answered for the bachelor's degree in Information and Network Technologies: Major in Network Management.

If No, does the campus provide one of the following:
- A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
- Yes  No

The program placement rate for the occupational associate's degree in information technology and the associate's degree in information and network technologies was reported as 0 percent. There were no graduates in either program for the 2013 CAR reporting period and mitigating circumstances exception applies.

9.07 List the community resources and describe how they are utilized to enrich the program(s).

These programs utilize a program advisory committee composed of local industry professionals that provides recommendations and feedback on the needs of local industry. Documentation shows there was a meeting held on November 7, 2013, where attendees discussed current industry trends, industry certifications, as well as Westwood College's new associate's of occupational studies program in information technology. The team also found documentation for field trips students attended, including an electronics show on February 12, 2014. The program has a student information technology club entitled Networking and Information Club (NIC) that participates in community outreach. These outreach experiences include providing computer repair services to individuals and organizations in the local area.
9.08 Is the utilization of community resources sufficient to enrich the program?
- Yes
- No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
- Yes
- No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes
- No
- Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?
- Yes
- No (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- Yes
- No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
- Yes
- No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
- Yes
- No
(b) Course numbers
- Yes
- No
(c) Course prerequisites and/or corequisites
- Yes
- No
(d) Instructional contact hours/credits
- Yes
- No
(e) Learning objectives
- Yes
- No
(f) Instructional materials and references
- Yes
- No
(g) Topical outline of the course
- Yes
- No
(h) Instructional methods
- Yes
- No
(i) Assessment criteria
- Yes
- No
(j) Method of evaluating students
- Yes
- No
(k) Date the syllabus was last reviewed
- Yes
- No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(I) Out-of-class work assignments that support the learning objectives for the course

- Yes  - No  - Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

- Yes  - No  - Not Applicable (Additional Location Inclusion OR clock hour program)

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

- Yes  - No

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

- Yes  - No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

- Yes  - No  - Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the Bachelor's degree program in Information and Network Technologies -11

How many calls to employers or graduates were successful?

The following number of calls was successful for the Bachelor's degree program in Information and Network Technologies -3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed employment of the graduate as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

- Yes  - No  - Not Applicable

9.20 Does the campus participate in Title IV financial aid?

- Yes  - No

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

- Yes  - No

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

- Yes  - No  - Not Applicable (Clock hour programs only)

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

The team reviewed instructor gradebooks showing graded out-of-class work assignments.
9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
   ☑ Yes ☐ No
(b) Instructional equipment.
   ☑ Yes ☐ No
(c) Resources.
   ☑ Yes ☐ No
(d) Personnel.
   ☑ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
   ☑ Yes ☐ No
(b) Well-defined instructional objectives.
   ☑ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
   ☑ Yes ☐ No
(d) Appropriate modes of instructional delivery.
   ☑ Yes ☐ No
(e) The use of appropriate assessment strategies.
   ☑ Yes ☐ No
(f) The use of appropriate experiences.
   ☑ Yes ☐ No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
   ☑ Yes ☐ No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   ☑ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
   ☑ Yes ☐ No

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

9.29 Are teaching loads reasonable?
   ☑ Yes ☐ No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
9.31 What is the current student/teacher ratio?

The student/teacher ratio is 3:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes □ No

9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes □ No

9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes □ No

9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes □ No

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

Yes □ No

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

Yes □ No

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

Yes □ No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes □ No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes □ No □ Not Applicable (no students in the second year)

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

Yes □ No □ Not applicable

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

Yes □ No
9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

☐ Yes  ☐ No

9.44 If the institution offers only the last two years of the bachelor’s degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

☐ Yes  ☐ No  ☐ Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes  ☐ No

9.46 Is enrollment in the third and fourth years of the bachelor’s program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes  ☐ No  ☐ Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?

☐ Yes  ☐ No

GENERAL COMMENTS:
Students interviewed by the team were highly complimentary of the school in general, and the faculty in particular, indicating they thought they were being well prepared for careers in the information technology industry.

9 PROGRAM EVALUATION
Bachelor's degree in Game Software Development

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

☐ Yes  ☐ No

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?

Mr. Glennon Neubauer is assigned to administer this academic program. Mr. Neubauer holds an associate's degree in real estate from Rio Hondo College, Whittier, California, a bachelor’s degree in business administration management from California State University, Los Angeles, California, and a master's in business administration from Westwood College Online. Mr. Neubauer's experiential qualifications include employment as a contract software game developer with his own company, Ethos Group, a software trainer at Rightway Training Center, and a computer programming instructor at Computer Learning Center.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes  ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
□ Yes □ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs > 1 year in length) OR 70 percent (programs ≤ 1 year in length)?
□ Yes □ No □ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
□ Yes □ No □ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
This program utilizes a program advisory committee composed of local industry professionals that provides recommendations and feedback on the needs of local industry. Documentation shows there was a meeting held on October 23, 2013, where attendees discussed the value of industry certifications, exposing students to relevant mathematics and acquiring C++ language skills. The team also found documentation showing multiple guest speaker's sharing their expertise with students. the program has a student club entitled "the League," that facilitates student software projects.

9.08 Is the utilization of community resources sufficient to enrich the program?
□ Yes □ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
□ Yes □ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
□ Yes □ No □ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?
□ Yes □ No (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
□ Yes □ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
□ Yes □ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
- Yes  [ ] No
(b) Course numbers
- Yes  [ ] No
(c) Course prerequisites and/or corequisites
- Yes  [ ] No
(d) Instructional contact hours/credits
- Yes  [ ] No
(e) Learning objectives
- Yes  [ ] No
(f) Instructional materials and references
- Yes  [ ] No
(g) Topical outline of the course
- Yes  [ ] No
(h) Instructional methods
- Yes  [ ] No
(i) Assessment criteria
- Yes  [ ] No
(j) Method of evaluating students
- Yes  [ ] No
(k) Date the syllabus was last reviewed
- Yes  [ ] No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
- Yes  [ ] No  [ ] Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
- Yes  [ ] No  [ ] Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
- Yes  [ ] No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
- Yes  [ ] No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
- Yes  [ ] No  [ ] Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There were 4 calls attempted to the graduates or employers of the Bachelor's degree in Game Software Development program.

How many calls to employers or graduates were successful?
There was 1 successful call to the employers or graduates of the Bachelor's degree in Game Software Development.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed employment of the graduate as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
☐ Yes ☐ No ☒ Not Applicable

9.20 Does the campus participate in Title IV financial aid?  
☒ Yes ☐ No

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
☒ Yes ☐ No

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

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

The team reviewed instructor gradebooks showing graded out-of-class work assignments.

9.23 Are the following appropriate to adequately support the number and nature of the program?  
(a) Facilities.  
☒ Yes ☐ No

(b) Instructional equipment.  
☒ Yes ☐ No

(c) Resources.  
☒ Yes ☐ No

(d) Personnel.  
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?  
(a) Systematic planning.  
☒ Yes ☐ No

(b) Well-defined instructional objectives.  
☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.  
☒ Yes ☐ No

(d) Appropriate modes of instructional delivery.  
☒ Yes ☐ No

(e) The use of appropriate assessment strategies.  
☒ Yes ☐ No

(f) The use of appropriate experiences.  
☒ Yes ☐ No
9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☐ Yes  ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☐ Yes  ☐ No

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

9.29 Are teaching loads reasonable?
☐ Yes  ☐ No

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☐ Yes  ☐ No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☐ Yes  ☐ No

9.44 If the institution offers only the last two years of the bachelor’s degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes  ☐ No

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☐ Yes  ☐ No

9.46 Is enrollment in the third and fourth years of the bachelor’s program sufficient to support regularly scheduled classes and laboratory work?
☐ Yes  ☐ No  ☐ Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
☐ Yes  ☐ No

9. PROGRAM EVALUATION
Associate’s degree in Business Administration
Bachelor’s degree in Business Administration: Accounting
Bachelor’s degree in Business Administration: Healthcare Management
Bachelor’s degree in Business Administration: Human Resource Management
Bachelor’s degree in Business Administration: Management
Bachelor's degree in Business Administration: Marketing
Bachelor's degree in Business Administration: Project Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☑ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Tim Garvey is the business program department chair. He holds a bachelor's degree in management and accounting from California Polytechnic University of Pomona. He also has an executive MBA from Chapman University in Orange, California. Mr. Garvey has been with Westwood in Anaheim for 11 years. He began as an adjunct faculty member, moving to full-time faculty, and prior to becoming the department chair 9 years ago. He formerly worked for Computer Education Institute (CEI) which is now part of Everest College. Mr. Garvey was part of corporate management for Ralph's Grocery in California and Smith-Kline-Beckman as an operations manager in production control. He also was employed by Catalina Express working with IT in the boating industry.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☑ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☑ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☑ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

The program placement for the associate's degree in business administration, bachelor's degree in business administration - accounting, the bachelor's degree in business administration - human resource management and the bachelor's degree in business administration - marketing was reported as 0 percent. There were no graduates in these programs for the 2013 CAR reporting period and the mitigating circumstance exception applies.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The business management program utilizes guest speakers, field trips, and advisory council. The program advisory council has four-five members of community leaders who are potential employers of the Westwood students. The committee meets two times each year on campus. Guest speakers on campus speak about their job challenges, their industry, and expectations within their arena. Guest speakers are organized by the career services department. Field trips have been taken to: Coca-Cola for meeting with management staff, learning marketing
techniques, housing of inventory, and day-to-day operations, New Green Day recycling company where students learned the business of recycling, recyclable units within businesses, containerizing, interviewing Green Day employees, and reprocessing products and selling to China, and Disneyland where students learned the operations of the park, the hiring process, money tabulations, park management.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes    ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☐ Yes    ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes    ☐ No    ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?
☐ Yes    ☐ No

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☐ Yes    ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☐ Yes    ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☐ Yes    ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☐ Yes    ☐ No
(b) Course numbers
☐ Yes    ☐ No
(c) Course prerequisites and/or corequisites
☐ Yes    ☐ No
(d) Instructional contact hours/credits
☐ Yes    ☐ No
(e) Learning objectives
☐ Yes    ☐ No

(f) Instructional materials and references
☐ Yes    ☐ No
(g) Topical outline of the course
☐ Yes ☐ No
(h) Instructional methods
☐ Yes ☐ No
(i) Assessment criteria
☐ Yes ☐ No
(j) Method of evaluating students
☐ Yes ☐ No
(k) Date the syllabus was last reviewed
☐ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following numbers of calls was made to employers for the following programs:
Bachelor's degree in Business Administration Health Care - 4
Bachelor's degree in Business Administration Management - 4
Bachelor's degree in business Administration in Marketing Management - 4

How many calls to employers or graduates were successful?
The following numbers of calls, by program, was successful:
Bachelor's degree in Business Administration Health Care - 2
Bachelor's degree in Business Administration in Management -3
Bachelor's degree in Business Administration in Marketing Management -1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful contacts for all the programs confirmed the employment of graduates on the 2103 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
9.20 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

If Yes, briefly describe the documentation of evaluation viewed on site.
Out-of-class homework is being evaluated by an in-class verification. Instructors utilize quizzes or additional lectures with reading assignments. Homework is presented to the instructor and grades are posted online. The team verified the postings in the CampusVue system within the business management department.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☐ Yes ☐ No
(b) Instructional equipment.
☐ Yes ☐ No
(c) Resources.
☐ Yes ☐ No
(d) Personnel.
☐ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☐ Yes ☐ No
(b) Well-defined instructional objectives.
☐ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☐ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☐ Yes ☐ No
(e) The use of appropriate assessment strategies.
☐ Yes ☐ No
(f) The use of appropriate experiences.
☐ Yes ☐ No

9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☐ Yes ☐ No
9.27 Is the size of the faculty appropriate to the total student enrollment?
☑ Yes ☐ No

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

9.29 Are teaching loads reasonable?
☑ Yes ☐ No

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☑ Yes ☐ No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☑ Yes ☐ No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☑ Yes ☐ No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☑ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?
☑ Yes ☐ No ☐ Not applicable

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☑ Yes ☐ No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☑ Yes ☐ No

9.44 If the institution offers only the last two years of the bachelor’s degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☑ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☑ Yes ☐ No

9.46 Is enrollment in the third and fourth years of the bachelor’s program sufficient to support regularly scheduled classes and laboratory work?
9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
☑ Yes ☐ No

COMMENDATIONS:

The team would like to compliment Mr. Tim Garvey, business management program department chair. The compliments from the student body interviews were given with incredible respect and kudos to Mr. Garvey for his involvement with the students and the level of interaction with them ensuring their successes in the business management program.

The team would also like to commend Mr. Gary Quire, business management instructor. The students in his classroom offered excellent comments regarding Mr. Quire’s instructional techniques and his business knowledge.

Mr. Edward (Cotton) Coslett, Westwood librarian, was helpful, courteous, and knowledgeable about the business management resources and offerings when interviewed by the team for the business programs. The entire faculty complimented Mr. Cotton on his interactions with the students and his helpful assistance to the faculty.

9. PROGRAM EVALUATION

Academic Associate’s degree in Construction Management
Academic Associate’s degree in Computer Aided Design/Architectural Drafting
Bachelor’s degree in Interior Design
Bachelor’s degree in Construction Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☑ No

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Mr. Al Nikroo was appointed program chair of the interior design, computer aided design/architectural drafting and construction management programs on August 16, 2009. Mr. Nikroo holds a master’s degree in architecture from California State Polytechnic University and bachelor’s degree in mathematics from the University of California Los Angeles. Mr. Nikroo has over 20 years experience in the architecture and design industries, as both an educator and practitioner.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☑ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☑ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☑ Yes ☐ No
9.06  Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
   ☒ Yes   ☐ No
(b) Student placement rate of 70 percent?
   ☐ Yes   ☒ No

The program placement rate for the academic associate’s degree in construction management was reported as 0 percent. There were no graduates in this program for the 2013 CAR reporting period and mitigating circumstance exception applies.

9.07  List the community resources and describe how they are utilized to enrich the program(s).
In all three programs reviewed, there was documented evidence of field trips, guest speakers and program advisory committee meeting minutes. Guest speakers include professionals from the design, engineering and construction industries. The student chapter of The American Society of Interior Designers (ASID) offered student members the opportunity to take a field trip to Italy over winter break in 2013.

9.08  Is the utilization of community resources sufficient to enrich the program?
   ☒ Yes   ☐ No

9.09  Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
   ☒ Yes   ☐ No

9.10  For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
   ☐ Yes   ☐ No   ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11  Does the program use independent studies?
   ☐ Yes   ☒ No (Skip to question 9.13)

9.13  Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
   ☒ Yes   ☐ No

9.14  Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
   ☒ Yes   ☐ No

9.15  Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
   ☒ Yes   ☐ No
(b) Course numbers
(c) Course prerequisites and/or corequisites
☐ Yes ☐ No

(d) Instructional contact hours/credits
☐ Yes ☐ No

(e) Learning objectives
☐ Yes ☐ No

(f) Instructional materials and references
☐ Yes ☐ No

(g) Topical outline of the course
☐ Yes ☐ No

(h) Instructional methods
☐ Yes ☐ No

(i) Assessment criteria
☐ Yes ☐ No

(j) Method of evaluating students
☐ Yes ☐ No

(k) Date the syllabus was last reviewed
☐ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic Associate’s degree program in Computer Aided Design/Architectural Drafting - 2
Bachelor’s Degree program in Interior Design - 7
Bachelor’s Degree program in Construction Management - 4

How many calls to employers or graduates were successful?
The following number of calls, by program was successful:
Academic Associate’s degree program in Computer Aided Design/Architectural Drafting - 2
Bachelor's Degree program in Interior Design - 2
Bachelor's Degree program in Construction Management - 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☒ No ☐ Not Applicable

Section (3-1-303(a)): Documentation was not available on file to verify one graduate in the construction management program as "not available for placement." At the time of Mr. Adrien Ureno hire to a full-time position in the Anaheim campus' business office he was enrolled in a construction program at California State University Fullerton. He was allowed to transfer into the Westwood College Anaheim program free of charge. The campus believed that Mr. Ureno was waived from placement since he was a campus employee, when in fact he should have classified as "placed out of field."

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided examples of graded homework and exams, the syllabi also provided documentation of how assignments are graded.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No

(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes ☒ No ☐

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes ☒ No ☐

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

Yes ☒ No ☐

9.29 Are teaching loads reasonable?

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes ☒ No ☐

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes ☒ No ☐ Not Applicable (no students in the second year)

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

Yes ☒ No ☐ Not applicable