



**NEW GRANT**

**WESTWOOD COLLEGE**  
**3250 Wilshire Blvd. Suite 400**  
**Los Angeles, CA 90010**  
**ACICS ID Code: 00011142**

Mr. DeWayne Johnson, Campus President (b)(6)@westwood.edu)  
 11142@westwood.edu

February 5-7, 2014

Dr. Joyce Caton	Chair	Retired Educator	Mission, TX
Ms. DeeAnn Kerr	Student-Relations Specialist	Broadview University	West Jordan, UT
Mr. Mathew George	Educational Activities, Library	National College	Salem, VA
Dr. Victoria Wise	Business Administration Specialist	University of Toledo	Attica, OH
Mr. James E. Morgan, Jr.	Construction Management Specialist	Virginia College	Birmingham, AL
Mr. Alex Yarbrough	Criminal Justice/Paralegal Specialist	Virginia College	Chelsea, AL
Dr. Virgine Thomes-Cotter	Game Art/Animation Specialist	Vice President of Academic Affairs (Ret.)	Phoenix, AZ
Mr. Terry A. Owens	Graphic Design Specialist	Southern Illinois University	Carbondale, IL
Mr. Thomas Phillips	Information Technology Specialist	Retired	Tinton Falls, NJ
Ms. Jamie Stone	Interior Design Specialist	Virginia College	Birmingham, AL
Dr. Joshua Jayasingh	Medical Assisting Specialist	New York Institute of English and Business	New York, NY
Ms. Mary Mendenhall	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
WESTWOOD COLLEGE  
LOS ANGELES, CA**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll Full- time/ Part- time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Occupational Associate's	Information Technology*	1265	91.5	16/1	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Business Administration	910	90	50/8	75%	N/A	96.70%	N/A
Associate of Science	Academic Associate's	Computer Aided Design/Architectural Drafting**	1115	90	0/0	28.60%	N/A	80%	N/A
Associate of Science	Academic Associate's	Construction Management	965	90	7/0	75%	N/A	60%	N/A
Associate of Science	Academic Associate's	Criminal Justice	905	90	87/25	73.80%	N/A	86.30%	N/A
Associate of Science	Academic Associate's	Graphic Design	1155	90	36/19	70%	N/A	76%	N/A
Associate of Science	Academic Associate's	Information & Network Technologies	1200	90	7/9	81.30%	N/A	73.30%	N/A
Associate of Science	Academic Associate's	Paralegal	925	90	7/3	67.50%	80%	64.20%	90%
Bachelor of Science	Bachelor's	Animation	2330	180	6/7	86.50%	<b>22.30%</b>	63.60%	90%
Bachelor of Science	Bachelor's	Business Administration: Major in Accounting	1820	180	5/4	78.30%	100%	75.90%	50%
Bachelor of Science	Bachelor's	Business Administration: Major in Healthcare Management	1820	180	2/1	<b>55.60%</b>	0%	64.30%	100%
Bachelor of Science	Bachelor's	Business Administration: Major in Management	1820	180	17/3	67.30%	100%	65.80%	100%
Bachelor of Science	Bachelor's	Business Administration: Major in Marketing Management	1820	180	9/3	81.60%	71.40%	79%	81.80%
Bachelor of Science	Bachelor's	Construction Management	1945	180	4/3	85.70%	60%	63.20%	87.50%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Administration	1815	180	66/44	82.50%	79.80%	75.90%	77.80%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Corrections	1805	180	8/3	70%	N/A	90%	N/A
Bachelor of Science	Bachelor's	Criminal Justice: Major in Investigations	1820	180	17/1	<b>60.40%</b>	N/A	95.50%	N/A
Bachelor of Science	Bachelor's	Game Art	2330	180	6/8	81.60%	<b>40%</b>	76%	68.80%
Bachelor of Science	Bachelor's	Game Software Development	2145	180	14/5	79.20%	<b>66.70%</b>	82.10%	57.10%
Bachelor of Science	Bachelor's	Graphic Design: Major in Visual Communications	2330	180	12/4	84%	33.30%	62.20%	83.30%
Bachelor of Science	Bachelor's	Information & Network Technologies: Major in Network Management	2350	180	8/9	75.90%	76.50%	80%	62.50%
Bachelor of Science	Bachelor's	Interior Design	2280	180	1/4	68.20%	57.10%	81.10%	85.70%
Bachelor of Science	Bachelor's	Information Technology: Major in Computer Forensics	2305	180	1/1	83.30%	67.70%	87.50%	N/A

Diploma	Diploma	Medical Assisting*	955	69.5	52/9	90.20%	<b>50%</b>	94.70%	N/A
Master of Business Administration	Master's	Business Administration	540	54	34/4	85.50%	<b>66.70%</b>	90%	100%

**TOTAL ENROLLMENT** 472/178

\* Program reviewed for the first time.

\*\* The campus no longer intends to enroll students in this program; however, it may be available at other sites.

## INTRODUCTION

The Los Angeles campus of Westwood College opened in May 1999 offering diploma and certificate programs. In 2000 the campus was approved to offer associate's degree programs. In 2001 ACICS granted approval of its branch campus in Calumet City, Illinois, and in 2003 its branch campus in Chicago, Illinois and approval to offer bachelor's degrees in Computer Network Management, E-Business Management, and Visual Communications. In 2004 the campus changed locations from 3460 Wilshire Blvd., Los Angeles to 3250 Wilshire Blvd., Los Angeles, CA. In 2005 the campus was approved to offer a master's in Business Administration degree. In 2011 its online branch campus in Broomfield, Colorado was approved. By the end of 2012, approval was granted for diploma, and associate's and bachelor's degrees in Business, Design, Healthcare, Justice, and Technology.

The City of Los Angeles is the most populous city in the state of California and the second-most populous in the US. Los Angeles is a global city, with strengths in business, international trade, entertainment, culture, media, fashion, science, sports, technology, education, medicine and research. The city is home to renowned institutions covering a broad range of professional and cultural fields and is one of the most substantial economic engines in the US. Los Angeles includes Hollywood and leads the world in the creation of television productions, video games, and recorded music; it is also one of the leaders in motion picture production.

The majority of the students are enrolled in the bachelor's degree programs followed by the associate's degree, diploma and master's degree programs. The average age of the students is 26; gender breakdown is 51% male and 49% female; 10% of the students are African American, 8% White/non-Hispanic, 19% Hispanic, 5% Asian, 7% two or more races, and 51% unreported.

In 2012 Westwood College shifted to enrolling students primarily in diploma and associate's degree programs, resulting in an increase in these programs and a decrease in the bachelor's degree programs. At the time of the visit, new students are not being enrolled in the bachelor's degree programs although students continue to be enrolled in the master's degree in Business Administration.

## 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 8 of the 2014 academic 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 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 the following measures of student learning outcomes: review of overall daily attendance as monitored by a key internal report called the Last Date of Attendance (LDA); faculty course evaluations ranking compared company-wide; and grade distributions based on the students' performance in-class and level of achievement on assignments, projects, portfolios, capstone courses and examinations
- 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 following activities have been implemented to meet the retention goal of 77%: (1) new student orientation program called "Day One Success Class" where students are presented "Six Keys to Success" with periodic follow-up by the "new student advisor;" and (2) interventions for students with attendance problems by the student support representatives and program chairs who make calls to students that focus on problem solving strategies for catching up and returning to classes.
- The following activities have been implemented to meet the placement goal of 75%: (1) initiation of a program to contact all pre-graduates and graduates with job leads via bi-weekly job lead packets, community job fairs, and professional job fairs where program specific employers are in attendance; and (2) increasing awareness of career resources by having the career services department conduct a minimum of five class visits per program to inform students of available resources.
- 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. DeWayne Johnson, campus president, is responsible for implementing and monitoring the CEP. Mr. Johnson holds a bachelor's degree in Accounting from the University of San Diego, a master's of Business Administration from Pepperdine University, and is a Certified Public Accountant (CPA) by the California Board of Accountancy. His work experience includes serving as a CPA for Ernst & Young, LLP and Deloitte & Touch, LLP; working on the freezer crew on an offshore commercial factory trawler in the Bering Sea for four years; and working at Westwood College since 2000 in a variety of positions ranging from an adjunct professor to campus president. Mr. Johnson chairs the CEP Steering Committee that includes the campus director of operations, academic dean, director of admissions, and director of student finance.
- 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)

**COMMENDATIONS:**

The team was impressed with the thorough presentation of expected outcomes in the CEP supported by documentation of the results of planned activities. There is documented evidence that the CEP is a working document with commitment from the faculty and staff to meeting the established goals.

**2. ORGANIZATION**

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?  
 (a) Governance, control, and corporate organization.  
 Yes       No  
 (b) Names of the trustees, directors, and/or officers.  
 Yes       No  
 (c) Names of the administrators.  
 Yes       No
- 2.02 Does the campus:  
 (a) Adequately train its employees?  
 Yes       No  
 (b) Provide them with constant and proper supervision?  
 Yes       No  
 (c) Evaluate their work?  
 Yes       No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes       No

- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?  
 Yes  No
- (b) Know the person to whom they report?  
 Yes  No
- (c) Understand the standards by which the success of their work is measured?  
 Yes  No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?  
 Yes  No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?  
 Yes  No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?  
 Yes  No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?  
 Yes  No  Not Applicable (initial applicants only)
- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?  
 Mr. Johnson, campus president, is responsible for the financial oversight of the campus. As previously stated, Mr. Johnson holds a bachelor's degree in Accounting from the University of San Diego, a master's of Business Administration from Pepperdine University, and is a CPA from the California Board of Accountancy. His work experience includes working as a CPA for Ernst & Young, LLP and Deloitte & Touch, LLP; as a crew member for an offshore commercial factory in the Bering Sea; and at Westwood College since 2000 in a range of positions from adjunct professor to campus president.

### 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. DeWayne Johnson, campus president, is the on-site administrator. As previously stated, Mr. Johnson holds a bachelor's degree in Accounting from the University of San Diego, a master's of Business Administration from Pepperdine University, and is a CPA from the California Board of Accountancy. His work experience includes working as a CPA, a crew member for an offshore commercial factory, and at Westwood College since 2000.
- 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

**COMMENDATIONS:**

The staff and faculty appear to be an effective team working together under the direction of the campus president, Mr. Johnson, and his executive assistant, Ms. Christine Yi, that results in effective administration of the campus to support meeting its goals and objectives.

**4. RELATIONS WITH STUDENTS**

- 4.01 How many student files were reviewed during the evaluation?  
 A total of 72 student files were reviewed during the visit.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes       No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes       No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes       No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

Yes  No

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

Yes  No

4.07 Is the admissions policy publicly stated?

Yes  No

4.08 Is the admissions policy administered as written?

Yes  No

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

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

Yes  No

(b) Outlines all program related tuition and fees?

Yes  No

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

Yes  No

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

Yes  No

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

Mr. Daniel Vopat, director of admissions, is responsible for the oversight of student recruitment. Mr. Vopat holds a bachelor's degree in Spanish/International Studies from the University of Wisconsin. Prior to becoming the director of admissions at the Los Angeles campus, he was a bilingual elementary school teacher. He joined Westwood College in 2008 as an admissions representative at the Chicago campus and was promoted to assistant director of admissions at the Chicago campus. In 2010 he was promoted to director of admissions at the Denver South campus and in 2013 he was transferred to the Los Angeles campus as the director of admissions.

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?

All new employees are required to complete an orientation and training that covers the philosophy and mission of the college. Once the training is completed and evaluated, they receive a Success Team certificate. Upon completion of the initial certification, each employee completes an online training in the virtual learning center that covers each area of operations in the college. The admissions members also complete a core training on the basics of their position along with policies and procedures. At the end of their core training there is a test administered and after passing the test, they receive a certificate of completion. The final step of the admissions training process is to travel to the corporate office in Denver for a one-week training where they are evaluated on their skills and knowledge in student recruitment. Admissions representatives are also evaluated after their training at the 30- 60- and 90-day marks. Admissions representatives must follow a phone script and adherence to this is monitored by the director of admissions who is able to tap into phone conversations between future students and the admissions representatives. The corporate office also performs secret shopper phone calls and reports all feedback to the director of admissions for any corrective action needed.

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

**FOR MASTER'S DEGREE PROGRAMS ONLY**

- 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

**FOR ALL PROGRAMS**

- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes  No
- If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?  
 The satisfactory academic progress policy is published on pages 74-78 of the 2014 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% 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. Adrian Scozzari, academic dean, administers satisfactory academic progress. Mr. Scozzari holds a master's degree in Education from the University of Phoenix, and a bachelor's degree in Industrial Design and an associate's degree in Computer Aided Drafting and Design both from ITT Technical Institute. He has been with Westwood College since May 2006, and previous to the academic dean position, he was the assistant academic dean and Graphic Design program chair. His previous positions include corporate trainer for HHB, Inc., and chair of the school of drafting and design and faculty member at ITT.
- 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. Amy Consolacion, director of student finance, manages the student finance department. Ms. Consolacion holds a bachelor's degree in Banking and Finance from the Baguio Colleges Foundation and an associate's degree in Computer Science from ICT College. Ms. Consolacion has been the director of student finance for the past 15 years.
- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes       No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes       No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes       No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
 Ms. Consolacion is an active member of the Financial Aid Professionals and attended its annual conference in December 2013 as well as the Education Assistance Award Program through the California National Guard, a VA training at Palomar College, and a webinar offered through CASFAA of which she is a member. In addition, Ms. Consolacion has monthly conference calls with the Westwood corporate office, which oversees a centralized financial aid process.
- 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.

Student services and education staff in conjunction with admissions and student finance hold new student orientations. The orientation provides students the opportunity to be introduced to their success teams, get familiar with the campus and answer any questions pertinent to their academic and career goals. Education staff is responsible for academic tutoring and responds to student requests. Students can also request assistance from their program chairs, academic dean, registrar or education office assistant by filling out a request form that details their need for assistance and contact information. Students requesting personal counseling are referred to outside sources by student services personnel. The student services office also offers students assistance with transportation needs via securing bus passes or carpooling and with day care or housing concerns through referrals to outside companies who have partnerships with the campus. The student services department is staffed by five student support representatives which is adequate to support the student population. Students who are seeking career assistance while in school or after graduation are supported by three career advisors who assist students with networking skills, resume writing, interviewing techniques, and job search skills to secure employment in their chosen career field.

- 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. Scott Peterson, director of operations, is responsible for the oversight of the career services. Mr. Peterson holds a master's degree in Business Administration from Westwood College and a bachelor's degree in Business Administration from Augustana College. He has been with Westwood College since March 2001 when he began his career as the director of financial affairs.
- 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 809  
 The ending enrollment reported on the previous year's CAR is 809
- 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 who are slated to graduate are required to attend an exit workshop during the seventh week of the term with the student finance and Career Services department. During this meeting they are counseled on their student loan repayments as well as making plans for career placement. Any student who withdraws from school is contacted via phone or email for their exit counseling and if they are not willing to come into the campus for their exit counseling they are directed to a website which will lead them through a tutorial on student loan repayment obligations.
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
 The student services department is very active in supporting student clubs, which hold many fundraising activities including: an annual student carnival held in July on the fifth floor rooftop; basketball and soccer teams and an annual bowling event for students and alumni; and community service events such as the American Lung Association's climb for air challenge. Every February the campus sponsors a "Love" week where every day is dedicated to students "loving" a community activity, such as participating in blood drives, Big Brother/Big Sister activities or feeding the homeless.

#### FOR MASTER'S DEGREES ONLY

- 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?  
 Mr. Scozzari, academic dean, oversees the educational activities of all programs. As previously stated, Mr. Scozzari holds a master's degree in Education from the University of Phoenix, and a bachelor's degree in Industrial Design and an associate's degree in Computer Aided Drafting and Design both from ITT Technical Institute. He has been with Westwood College since May 2006, and previous to the academic dean position, he was the assistant academic dean and Graphic Design program chair. His previous positions include corporate trainer for HHB, Inc., and chair and faculty member at ITT.
- 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 have the authority and responsibility for the development and administration of programs. They work with corporate academic affairs utilizing feedback and input from faculty, program advisory committees, and career services. Program chairs hold monthly faculty meetings which include programmatic topics; minutes from these meetings evidence implementation. The chairs have full responsibility for course scheduling, hiring adjuncts, and their program budgets. Four of the five full-time chairs are not scheduled to teach any classes, allowing them to fully concentrate on program administration.
- 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)

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 classroom, faculty members use a variety of instructional delivery methods to ensure all the students are gaining comprehension of the subject matter. The campus has a tutor coordinator, and students having academic difficulties can request individual tutoring from instructors and student tutors. Opportunities for advanced placement are available through transfer credits earned at eligible institutions, and for demonstrated competency of a course by taking the final exam or submitting an equivalent final project. The campus makes appropriate referrals to community agencies for non-academic problems and concerns.

Prospective students are evaluated regarding personal and career goals so that they may enroll in the appropriate program. Courses such as Computer Applications, Career Management and Success Strategies supplement the general education curriculum to cover all aspects of career preparation, goal setting, and achievement. The campus is open Monday through Friday 8:00 a.m. to 11:00 p.m. and Saturdays from 8:00 a.m. to 5:00 p.m. which allows students with different scheduling needs access to the campus.

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

Campus faculty and corporate academic affairs separately review existing programs on a monthly basis through respective meetings. Placement, retention, student satisfaction, graduate and employer comments are reviewed to assess the effectiveness of the programs. Campus faculty forward suggested revisions to corporate for review, further discussion with specific campus program chairs and deans at monthly meetings, and to determine which revisions will be submitted to the chief academic officer for approval and implementation. Faculty members confirmed their participation in these processes.

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?

The campus documents its training sessions, which are held at the end of each term, by retaining sign-in sheets and agendas in a faculty in-service binder, and placing certificates of attendance in each faculty member's 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

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 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?

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

#### 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

**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 Los Angeles campus is located at 3250 Wilshire Boulevard, Los Angeles, California. The campus occupies 45,000 square feet on the fourth floor of a 22-story office building in the cultural diverse mid-town Wilshire district. The facility includes 24 theory lecture classrooms and laboratories which house work place-relevant equipment and technology, including PC and Macintosh computers and internet access. Other features include a 1,000 square-foot learning commons, student commons, testing center, learning center, portfolio review room, audio/video room, print shop and administrative offices. A well-equipped instructor workroom provides multiple work stations, copy center, mail room and a bank of individual lockers for part-time and adjunct faculty. Separate restroom and break facilities are also provided. Adequate parking is available for students, staff and visitors. Special facilities are available for disabled persons include specially equipped restrooms and parking spaces.

One floor above the college is a rooftop atrium, with over 17,000 square feet of outdoor space, available for use by the students. This spacious area features a garden, a view of the city skyline, ample sitting, trees, and picnic tables providing students a place to study, relax and visit. The campus uses this space to host numerous cookouts and other student functions throughout the year.

The campus routinely conducts audits and reviews and works in conjunction with the building's management team/landlord to ensure compliance with all applicable federal, state, and local codes for occupancy and safety. Current fire and life safety certifications were provided for the team to review.

- 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 team reviewed the Westwood College catalog for the academic year 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

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.)

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, radio, online, social media, community events and printed material.

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 institution publishes information relative to its placement rate, tuition costs, financial aid, percentage of on-time graduates, and median debt.

Where is this information published and how frequently is this information being updated?

The information is published on the Consumer Information page on the institution's website and is updated annually.

If performance information is not being published, insert the section number in parentheses and explain:

The team initially found outdated information on the website. The data was updated while the team was on-site.

#### FOR MASTER'S AND DOCTORAL DEGREES ONLY

7.18 Does the catalog have a separate section describing the describes 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

## 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?  
 In addition to the core collection of resources suggested by the institution's corporate librarian, the campus uses the following methods to ensure continuous assessment of resources and information services: regular meetings held by the librarian with program chairs; faculty surveys conducted on in-service days to determine improvements to current holdings; evaluations conducted by the librarian and two library assistants in collaboration with general education faculty on the information literacy of new students, and instructional sessions for students and faculty on locating and using appropriate resources.
- 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 \$25,182.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 Of the current year's budget, \$20,388 has been spent with \$15,282 allocated for online databases, \$4,242 for periodicals, and \$864 for books.
- 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?  
All faculty are encouraged to promote the use of the library resources in their courses. Most of the courses require research papers, assignments, and projects that require the use of library resources. The team confirmed usage of the library resources through student interviews and 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
- 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 following full-text online collections are available to students: Britannica Online with full-text access to over 75,000 comprehensive articles, pictures, and illustrations contained in Encyclopedia Britannica and Merriam-Webster's Collegiate Dictionary and Thesaurus; eBooks on EBSCOhost with access to over 118,000 non-fiction and fiction books; LexisNexis Academic with full-text access to over 33,500 online sources; ProQuest with access to over 15,659 full-text journals in the fields of art, business, health & medicine, history, literature, science & technology, and social sciences; STAT!Ref with full-text access to over 450 resources; and Westlaw Library and WestlawNext providing access to over 40,000 databases of US and international legal materials.
- 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 librarian is Ms. Sukena Taibjee. Ms. Taibjee holds a bachelor's degree in Journalism from the University of Oklahoma and a master's degree in Library and Information Science from San Jose State University. She is on-site Mondays and Wednesdays from 7:30 a.m. to 5:15 p.m.; and Tuesdays, Thursdays and Fridays from 7:30 a.m. to 4:00 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
- 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

**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

**FOR MASTER'S AND DOCTORAL DEGREES ONLY**

- 8.35 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. Taibjee. As previously noted, she holds a bachelor's degree in Journalism from the University of Oklahoma and a master's degree in Library and Information Science from San Jose State University. Ms. Taibjee is on-site Mondays and Wednesdays from 7:30 a.m. to 5:15 p.m.; and Tuesdays, Thursdays and Fridays from 7:30 a.m. to 4:00 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?

The campus provides extensive resources in reference materials focusing on graduate research and thesis writing to support scholarly research at the graduate level for students, alumni, and faculty as they conduct research on various topics. The campus librarian and her assistants have attended a number of training sessions on scholarly research methodologies which are documented in their files. The library has print subscriptions for The Wall Street Journal, The Economist, Forbes, Fortune, and Money magazine all of which are ideally suited for the graduate program in business.

## 9. PROGRAM EVALUATION

**Bachelor's Degree in Animation****Bachelor's Degree in Game Art**

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. Guillermo "Willy" Salazar, program chair, administers the school of design programs. Mr. Salazar holds an associate's degree from East Los Angeles College, a bachelor's degree from the University of California-Los Angeles, and a master's degree with an option in Design from California State University-Los Angeles. He has attended workshops and meetings including TeamUP that provides training in the benefits of team building, writing for visual thinkers, typography for the Web; Create Now-Los Angeles, Adobe Illustrator creative group, AIGA Los Angeles, SIGGRAPH, and the Los Angeles InDesign user group. Over the past 10 years, Mr. Salazar has been a college instructor, studio artist, senior production artist, and art studio manager.

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)?

For the bachelor's degree in Animation:

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

For the bachelor's degree in Game Art:

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 Animation and Game Art programs include utilization of various community resources. For example, an anatomy model performed a series of poses while the group discussed the culture and community of figure drawing in Los Angeles, and another anatomy model held a series of poses as the group discussed costuming, textiles and materials, and anatomy for the female form. Students take field trips including a recent trip to Olvera Street to practice long exposure and pattern photography, attendance at E3 to meet influential people in the industry demonstrating new and ground-breaking technologies, attendance at SIGGRAPH to witness new techniques and technologies, and a visit to R&H Studios to see animation production in action along with special effects compositing. The programs benefit from industry input through their program advisory committees. Members of the local

industry meet twice a year to review curricular and placement activities. Students in both programs can join the campus Concept Arts Club where they have the opportunity to share their work with others and the community.

- 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?

The following number of calls, by program, was attempted:

Bachelor's degree in Animation - 2

Bachelor's degree in Game Art - 4

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Bachelor's degree in Animation - 1

Bachelor's degree in Game Art - 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 successful contacts confirmed the employment of the graduates as reported on the 2013 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.

Grades from out-of-class work are entered in [wconnect.westwood.edu](http://wconnect.westwood.edu) by faculty upon receipt of student assignments. Each faculty member has his/her own pages within the site to ensure confidentiality. In addition to graded student assignments, students submit CDs at the end of each term to document their homework; the CDs are kept for a limited time to address any questions or how grades are assigned.**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:

Enrollment is currently suspended for the Animation and Game Art bachelor's programs. The Animation program is scheduled to end in December 2014; the Game Art program is expected to end in March 2015.

## 9. PROGRAM EVALUATION

**Academic Associate's Degree in Business Administration**

**Bachelor's Degree in Business - Accounting**

**Bachelor's Degree in Business - Healthcare Administration**

**Bachelor's Degree in Business - Management**

**Bachelor's Degree in Business - Marketing Management**

**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?

Mr. Thomas Gajewski oversees all of the business programs. Mr. Gajewski holds a bachelor's degree in Mechanical Engineering from the University of Massachusetts and two master's degrees in Dispute Resolution and Business Administration from Pepperdine University. He has been the chair for over 7 years, a professional business manager for over 10 years, and as a mediator for 4 years.

Ms. Janet Baghoomian, lead faculty, serves as the subject matter expert in Healthcare Administration. Ms. Baghoomian holds an associate's degree in Registered Nursing from Glendale Community College; a bachelor's and master's degree in Health Administration and a master's degree in Business Administration from LaVerne University; and a master's degree in Nursing/Education from the University of Phoenix. She has over 30 years' work experience as a nurse/health 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% (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 retention rate for the bachelor's degree in Healthcare is 56%; this deficiency is addressed in the CEP. The placement in the master's in Business Administration program is 67%; however, the program has less than 10 completers/graduates.

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The following community resources are utilized by the programs: a program advisory committee; field trips and guest speakers in core business classes, which provide opportunities to interact with banking, financial planning, and area businesses. Recent field trips include: the healthcare students' visit to nearby grocery store to investigate nutrients found/absent in foods on an assignment list; master's students went to an auto show to observe the effect of government law and regulation on the auto industry and toured a local helicopter company to observe and discuss the company's business strategy. Guest speakers have included a Certified Public Accountant presentation via web conferencing software. All students are encouraged to participate in service-learning activities such as holiday food drives, and local health and job fairs.

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:

(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, by program, was attempted:

Academic associate's degree in Business Administration - no graduates reported  
 Bachelor's degree in Business Administration - Healthcare Administration - no placements reported  
 Bachelor's degree in Business Administration - Accounting - 3  
 Bachelor's degree in Business Administration - Management - 6  
 Bachelor's degree in Business Administration - Marketing Management - 5  
 Master's degree in Business Administration - 6

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Bachelor's degree in Business Administration - Accounting - 2  
 Bachelor's degree in Business Administration - Management - 2  
 Bachelor's degree in Business Administration - Marketing Management - 2  
 Master's degree in Business Administration - 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.

All of the successful contacts confirmed the employment of the graduates as reported on the 2013 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?  
 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 with graded student homework from current/last term classes from each program. The homework matched each course syllabus.

#### 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?  
 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

**FOR MASTER'S DEGREES ONLY**

- 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. Thomas Gajewski oversees the master of Business Administration program. Mr. Gajewski holds a bachelor's degree in Mechanical Engineering from the University of Massachusetts and two master's degrees: Dispute Resolution and Business Administration from Pepperdine University. Mr. Gajewski has been the program chair for over seven years. Mr. Gajewski has been a professional business manager for over 10 years and has worked as a mediator for 4 years.
- 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:

The team reviewed documentation of graduate staff members presenting papers at professional meetings with the campus contributing to some expenses as professional development. Memos to staff included notices of "call for papers," professional group publications, and global organization opportunities.

#### GENERAL COMMENTS:

At the time of the visit, the campus is transitioning its program offerings. New students are being enrolled in the associate's degree programs. The Business Management specialties are being replaced with just one bachelor's degree in Management. Students wishing to pursue any of the specialization options such as Healthcare Management will be given the option to complete them online. The Business program sequence allows a student to complete an associate's degree through a master's degree in four years.

## 9. PROGRAM EVALUATION

### **Bachelor's Degree in Construction Management**

### **Academic Associate's Degree in Construction 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?  
Mr. Gajewski, program chair, is responsible for administration of the Construction Management programs. He holds a master's of Business Administration, a master's of Dispute Resolution from Pepperdine University, and a bachelor's degree in Mechanical/Manufacturing Engineering from the University of Massachusetts. Mr. Gajewski has been working in educational administration for over 7 years and has worked in management for approximately 10 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% (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:  
Placement plan standards apply only if completers and graduates total 10 or more. There were five graduates in bachelor's degree in Construction Management and no graduates in the academic associate's degree in Construction Management.
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
The Construction Management programs utilize the following community resources: field trips, guest speakers, and a program advisory council (PAC). Field trips are taken to locations within the community providing workplace experiences; guest speakers from the business community are invited to speak in class on relevant topics. The PAC meets periodically to discuss curriculum, specific issues of concern and give recommendations for improvement of the business programs; its membership includes campus academic leaders, students, and business community professionals.
- 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:

(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, by program, was attempted:

Bachelor's degree in Construction Management-4

There were no graduates reported for the Associate's degree in Construction Management.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Bachelor's degree in Construction Management-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.

All of the successful contacts confirmed the employment of graduates as reported on the 2013 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?
- 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.

Representative out-class-work samples were provided. The samples reviewed met out-of-class time requirements and were consistent with the assignments listed on the course syllabi.

#### 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?  
 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 Paralegal**

**Academic Associate's degree in Criminal Justice**

**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?  
 Mr. Aris Rodriguez is the acting program chair for the school of justice, which includes the academic associate's degrees in Paralegal and in Criminal Justice, the bachelor's degrees in Criminal Justice: Major in Administration, in Criminal Justice: Major in Corrections, and in Criminal Justice: Major in Investigations. Mr. Rodriguez holds a juris doctorate degree in Law from John Marshall Law School and a bachelor's degree in Literature from Saint Mary's University of Minnesota. He has served in various capacities at the campus since 2010.
- 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).  
 Documented community resources include the following: guest speakers, for example Mr. Richard Schmidt – senior deputy, city attorney, Mr. Joe Achalese – Los Angeles Sheriff Department, Mr. Pete Tulagan – Los Angeles Police Department, and the Honorable Thomas Robinson- Superior Court Judge; field trips to Twin Towers Correctional Facility; Los Angeles Museum of the Holocaust; Foltz Criminal Justice Center; Eastlake Juvenile Court; Law Angele; Law Library and Los Angeles City Hall; and regularly held advisory meetings with local professionals.
- 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, by program with graduates as reported on the 2013 CAR, was attempted:

Academic associate's degree in Paralegal - 5

Bachelor's degree in Criminal Justice: Major in Administration - 6

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: Major in Administration - 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.

All of the successful contacts confirmed the employment of the graduates as reported on the 2013 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?

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 documentation of graded homework and verification of weight given to out-of-class 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 ACADEMIC ASSOCIATE'S DEGREES ONLY**

- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes  No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable

**FOR BACHELOR'S DEGREES ONLY**

- 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes  No  Not Applicable (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No

- 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

#### Bachelor's Degree in Graphic Design: Major 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?  
 Mr. Salazar, program chair, administers the school of design programs. As previously noted, he holds an associate's degree in General Education from East Los Angeles College, a bachelor's degree in Design from the University of California, Los Angeles, and a master's degree in Fine Arts from California State University, Los Angeles. Mr. Salazar has over 25 years of professional experience and 5 years of academic experience in teaching and administration. He remains current in the discipline by attending workshops and meetings such as TeamUP, writing for visual thinkers, and typography for the Web, Create Now-Los Angeles, Adobe Illustrator creative group, AIGA Los Angeles, SIGGRAPH, and the Los Angeles InDesign user group.
- 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:  
 Placement reporting plans are required only if completers and graduates total 10 or more.

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The community resources include a program advisory committee, guest lecturers, and field trips. Student interviews and support documentation verify activities. The program advisory committee provides recommendations for curriculum development, job placement, and equipment and software acquisition. Field trips provide opportunities to view examples and applications of topics discussed in the classroom, and guest lecturers reinforce subject matter, forecast industry trends, and provide job search recommendations. The Los Angeles community offers a tremendous array of artistic and cultural opportunities, which students are encouraged to attend. Faculty and students volunteer design promotional materials and poster designs for non-profit organizations such as the American Lung Association's fund raising event Fight for Air Climb.

- 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:
- (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 first cohort of academic associate's degree in Graphic Design students are anticipated to in May 2014.

Bachelor's degree in Graphic Design: Major in Visual Communication: 1

How many calls to employers or graduates were successful?

Bachelor's degree program in Graphic Design: Major in Visual Communication: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The one successful call confirmed the employment of the graduate as reported on the 2013 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?

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.

All courses in the Graphic Design programs include both assignments and projects that require out-of-class work. The syllabi identify the amount of time students should expect to spend in completing these assignments and projects in the form of homework. Students have access to Westwood's WConnect and MyPath. Using an individual login, students can review unofficial transcripts, course attendance, and class schedules. Grade information includes assignment and project grades as well as the student's overall grade at any point during the term. Interviews with faculty and students confirm the use and effectiveness of WConnect and MyPath; the team reviewed samples of graded 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 ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

Yes  No

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

Yes  No

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

Yes  No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

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

Yes  No  Not applicable

**FOR BACHELOR'S DEGREES ONLY**

- 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes  No  Not Applicable (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 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 team takes pleasure in acknowledging the teaching performance of Mr. Michael Laughlin. Student interviews supported and classroom observations demonstrated Mr. Laughlin's enthusiasm, discipline-related knowledge, and excellent teaching skills. He is actively engaged with the students in-class and through extracurricular activities related to student organizations and community outreach.

**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 Computer Forensics****Bachelor's Degree in Information and Network Technologies: Major in Network Management****Bachelor's Degree in Software Development: Major in Game 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. Scozzari, academic dean, oversees all academic programs. As previously noted, he holds associate's and bachelor's degrees in Design from ITT Technical Institute and a master's degree in Education from University of Phoenix. Mr. Scozzari has been with the campus since May, 2006 and has been the dean since January, 2011. He is assisted with the oversight of the Information Technologies programs by Mr. Efazio Argueta, and by Mr. Richard Davidson for the Software Development program.

Mr. Efazio Argueta, lead instructor, holds a bachelor's degree in Computer Science from California State University and a master's degree in Educational and Instructional Technology from National University. Mr. Argueta holds numerous computer industry certifications including CompTIA A+, Cisco Certified Design Associate and Microsoft Certified Systems Administrator. He has been at the campus since August, 2009.

Mr. Richard Davidson, lead instructor, holds a bachelor's degree in Computer Science and a master's degree in Financial Management both from National University. Mr. Davidson holds CompTIA A+ certification and has over 10 years of experience as a professional software developer. He has been at the campus since August, 2002.

- 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).  
 There is an active program advisory board that meets regularly. The last meeting was held on November 6, 2013; minutes of past advisory board minutes are available. Numerous field trips and guest speakers are incorporated in all of the Information Technology and Software Development programs.
- 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:

- (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, by program, was attempted:

Occupational associate's degree in Information Technology - no graduates

Academic associate's degree in Information and Network Technologies - no graduates

Bachelor's degree in Information and Network Technologies: Major in Computer Forensics - 2

Bachelor's degree in Information and Network Technologies: Major in Network Management - 4

Bachelor's degree in Software Development: Major in Game Development - 4

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Bachelor's degree in Information and Network Technologies: Major in Computer Forensics - no successful calls

Bachelor's degree in Software Development: Major in Game Development - no successful calls

Bachelor's degree in Information and Network Technologies: Major in Network Management - 2 calls

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed the employment of the graduates as reported on the 2013 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?  
 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.

Students and faculty provided copies of recently graded homework assignments, additional samples of formerly graded homework assignments, and syllabi that included 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, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes  No

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

- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

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

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

Yes  No

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

9.30 Are teaching loads reasonable?

Yes  No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

9.32 What is the current student/teacher ratio?

The student/teacher ratio in the occupational associate's degree in Information Technology program is 5:1

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

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

Yes  No

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

Yes  No

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

Yes  No

- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes     No     Not Applicable (no students in the second year)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No     Not applicable

**FOR BACHELOR'S DEGREES ONLY**

- 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes     No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes     No
- 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes     No     Not Applicable (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 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:**

All students interviewed by the team expressed great satisfaction with the instructors, their program, and the academic environment.

**9. PROGRAM EVALUATION****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. Salazar, program chair since 2010, administers the school of design programs. As previously noted, he holds an associate's degree in General Education from East Los Angeles College, a bachelor's degree in Design from the University of California, Los Angeles, and a master's degree in Fine Arts from California State University, Los Angeles. Mr. Salazar has over 25 years of professional experience and 5 years of academic experience in teaching and administration. He remains current in the discipline by attending creative workshops and meetings sponsored by local and national organizations. Ms. Mina Arangh, lead interior design instructor, supports Mr. Salazar. She is a practicing design professional, who has a bachelor's degree and a master's degree in Architecture and Urban Design both from Shahid Beheshti University, Tehran, Iran.
- 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:  
 Placement reporting plans are required only if completers and graduates total 10 or more.
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 Community resources include a program advisory committee, field trips and guest speakers. Interviews with students and instructors, meeting minutes, and other documentation verify utilization. Guest speakers include professionals from national and local design organizations, who discuss opportunities afforded by networking and national interior design certification. Field trips are taken to the building and zoning departments at the Los Angeles and Van Nuys City Hall to experience the procurement of all phases of design construction documents and to review of International Building Codes (IBC) regulations.
- 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:  
 (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 4 calls made to employers or graduates.

How many calls to employers or graduates were successful?

There were 3 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed the employment of the graduates as reported on the 2013 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?  
 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 documentation of graded homework; weighted grading scales; and student work from the INTD490 Interior Design Portfolio Capstone course.

#### 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)
- Enrollment has been suspended for the Interior Design program; the remaining five students are on track to graduate in 2014.
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

## 9. PROGRAM EVALUATION

### Diploma Program in Medical 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?  
 Ms. Josephine Sing, program chair, oversees the Medical Assisting program. Ms. Sing holds a master's degree in Leadership Management and Organizational Development from South University and a bachelor's degree in Occupational Education and Nursing from Wayland Baptist University. She attended a cardiopulmonary resuscitation (CPR) course from American Heart Association on May 9, 2013. She has been employed at Westwood since December 2011. Her previous positions include consultant, managing director and director of education for various institutions since 1994.
- 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).  
Discussions and a review of the documentation confirm the utilization of the following community resources: field trips including visits to the Care Harbor Sports Arena and the Red Cross for blood donations; guest speakers including Ms. Joanna Kim from 24hr Homecare, Mr. Jose Chavez, American Red Cross recruiter, Mr. Dale Howard from HT Esthetics, and other representatives; externships at local hospitals and clinics; and a program advisory committee.
- 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 7 calls made to students and employers.

How many calls to employers or graduates were successful?

There was 1 successful call.

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 1 successful contact confirmed the employment of the graduate as reported on the 2013 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?

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 documentation of graded homework as well as verification of student responsibilities for homework, how homework is graded, and related assignments in the program syllabi.

#### 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, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

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

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

9.32 What is the current student/teacher ratio?

The student/teacher ratio is 10:1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

## SUMMARY

The campus has no areas of noncompliance with the *Accreditation Criteria*.

## 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*):

### Graphic Design and Visual Arts:

- While the requirements for the use of community resources is noted in the report, the team recommends the faculty increase the use of guest lectures and field trips to take full advantage of the wealth of professional expertise and discipline-related artistic and cultural events available in the Los Angeles area.

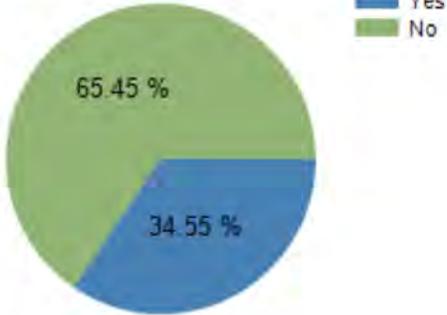
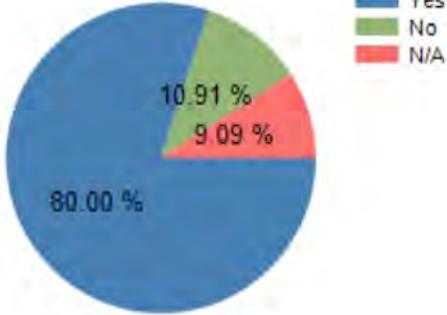
### Business:

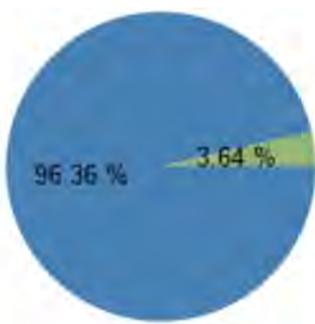
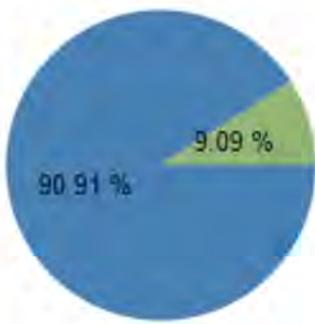
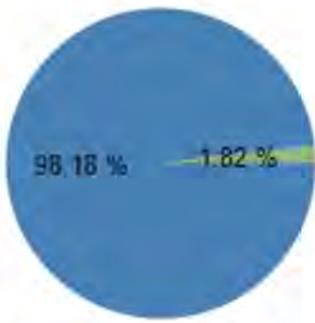
- The master's classes run until 11:00 p.m., however, the learning commons and annex close at 8:00 p.m. The learning commons access could be better aligned with the scheduled classes.
- Consideration of Sunday hours for students without other access to computers, especially if they are in online classes.

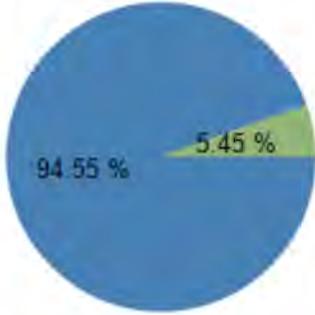
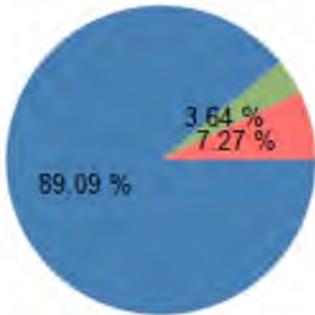
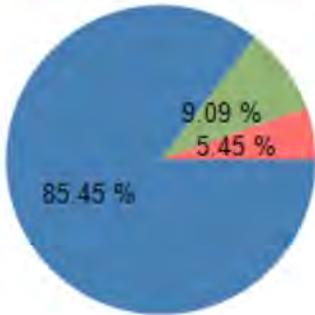
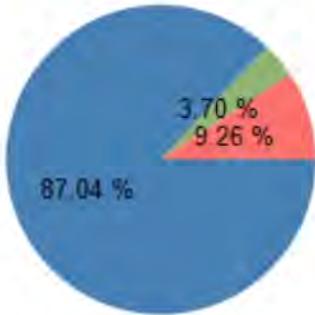
### General:

- Examine how to improve communications when changes occur. Examples include implementing paying for parking and charging for supplies in the commons area that had been free when many students first enrolled.
- Since the campus utilizes corporate syllabi with grading emphasis on online-oriented activities; consideration of providing access to online class materials/resources such as discussion boards that students might use to develop online communication skills and to free-up in-class discussions used to complete the same assignments in a face-to-face environment.
- As the syllabi also include online assignments, students could complete the out-of-class work online if they had access (low- or no-cost for online access) to the online class materials.
- The campus faculty might have an in-service day to go through each course and see how it might be easily "blended" to utilize online class materials to enhance student learning in completing each class to use classroom time to engage students in additional learning activities.
- Consideration of how to improve the communication of the campus professional development funds policy to faculty.

### Student Survey Response Summary Graph

Personify Id	Survey Question	Category	Count	
00011142				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	19	
		No	36	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	44	
		No	6	
		N/A	5	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	55	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<table border="1"> <tr> <td>Yes</td> <td>55</td> </tr> </table>	Yes	55		 <p>100.00 %</p> <p>Yes</p>		
Yes	55							
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<table border="1"> <tr> <td>Yes</td> <td>53</td> </tr> </table>	Yes	53	<table border="1"> <tr> <td>No</td> <td>2</td> </tr> </table>	No	2	 <p>96.36 %</p> <p>3.64 %</p> <p>Yes No</p>
Yes	53							
No	2							
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>50</td> </tr> </table>	Yes	50	<table border="1"> <tr> <td>No</td> <td>5</td> </tr> </table>	No	5	 <p>90.91 %</p> <p>9.09 %</p> <p>Yes No</p>
Yes	50							
No	5							
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>54</td> </tr> </table>	Yes	54	<table border="1"> <tr> <td>No</td> <td>1</td> </tr> </table>	No	1	 <p>98.18 %</p> <p>1.82 %</p> <p>Yes No</p>
Yes	54							
No	1							

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>52</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	52	No	3		 <p>94.55 % 5.45 %</p> <p>■ Yes ■ No</p>		
Yes	52									
No	3									
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>49</td> </tr> <tr> <td>No</td> <td>2</td> </tr> <tr> <td>N/A</td> <td>4</td> </tr> </table>	Yes	49	No	2	N/A	4		 <p>89.09 % 3.64 % 7.27 %</p> <p>■ Yes ■ No ■ N/A</p>
Yes	49									
No	2									
N/A	4									
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>47</td> </tr> <tr> <td>No</td> <td>5</td> </tr> <tr> <td>N/A</td> <td>3</td> </tr> </table>	Yes	47	No	5	N/A	3		 <p>85.45 % 9.09 % 5.45 %</p> <p>■ Yes ■ No ■ N/A</p>
Yes	47									
No	5									
N/A	3									
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>47</td> </tr> <tr> <td>No</td> <td>2</td> </tr> <tr> <td>N/A</td> <td>5</td> </tr> </table>	Yes	47	No	2	N/A	5		 <p>87.04 % 3.70 % 9.26 %</p> <p>■ Yes ■ No ■ N/A</p>
Yes	47									
No	2									
N/A	5									

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>52</td> </tr> </table>	Yes	52	<table border="1"> <tr> <td>No</td> <td>3</td> </tr> </table>	No	3	<p>A pie chart showing the distribution of responses for question 4.1. The chart is divided into two segments: a large blue segment representing 'Yes' at 94.55% and a smaller green segment representing 'No' at 5.45%. A legend to the right of the chart identifies the blue color with 'Yes' and the green color with 'No'.</p>
Yes	52							
No	3							
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>53</td> </tr> </table>	Yes	53	<table border="1"> <tr> <td>No</td> <td>1</td> </tr> </table>	No	1	<p>A pie chart showing the distribution of responses for question 4.2. The chart is divided into two segments: a large blue segment representing 'Yes' at 98.15% and a very small green segment representing 'No' at 1.85%. A legend to the right of the chart identifies the blue color with 'Yes' and the green color with 'No'.</p>
Yes	53							
No	1							
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>53</td> </tr> </table>	Yes	53	<table border="1"> <tr> <td>No</td> <td>2</td> </tr> </table>	No	2	<p>A pie chart showing the distribution of responses for question 4.3. The chart is divided into two segments: a large blue segment representing 'Yes' at 96.36% and a small green segment representing 'No' at 3.64%. A legend to the right of the chart identifies the blue color with 'Yes' and the green color with 'No'.</p>
Yes	53							
No	2							
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>49</td> </tr> </table>	Yes	49	<table border="1"> <tr> <td>No</td> <td>5</td> </tr> </table>	No	5	<p>A pie chart showing the distribution of responses for question 4.4. The chart is divided into two segments: a large blue segment representing 'Yes' at 90.74% and a small green segment representing 'No' at 9.26%. A legend to the right of the chart identifies the blue color with 'Yes' and the green color with 'No'.</p>
Yes	49							
No	5							

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>54</td> </tr> </table>	Yes	54	<table border="1"> <tr> <td>No</td> <td>1</td> </tr> </table>	No	1	<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 98.18% and a very thin green slice representing 1.82%.</p>
Yes	54							
No	1							
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>2</td> </tr> </table>	Disagree	2	<table border="1"> <tr> <td>Agree</td> <td>53</td> </tr> </table>	Agree	53	<p>A pie chart with a legend. The legend shows a green square for 'Disagree' and a blue square for 'Agree'. The chart shows a large blue slice representing 96.36% and a thin green slice representing 3.64%.</p>
Disagree	2							
Agree	53							
	<p><b>5.2. I would recommend this school to others.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>4</td> </tr> </table>	Disagree	4	<table border="1"> <tr> <td>Agree</td> <td>51</td> </tr> </table>	Agree	51	<p>A pie chart with a legend. The legend shows a green square for 'Disagree' and a blue square for 'Agree'. The chart shows a large blue slice representing 92.73% and a thin green slice representing 7.27%.</p>
Disagree	4							
Agree	51							



**NEW GRANT**

**WESTWOOD COLLEGE**  
**3250 Wilshire Blvd. Suite 400**  
**Los Angeles, CA 90010**  
**ACICS ID Code: 00011142**

Mr. DeWayne Johnson, Campus President (b)(6)@westwood.edu)  
 11142@westwood.edu

February 5-7, 2014

Dr. Joyce Caton	Chair	Retired Educator	Mission, TX
Ms. DeeAnn Kerr	Student-Relations Specialist	Broadview University	West Jordan, UT
Mr. Mathew George	Educational Activities, Library	National College	Salem, VA
Dr. Victoria Wise	Business Administration Specialist	University of Toledo	Attica, OH
Mr. James E. Morgan, Jr.	Construction Management Specialist	Virginia College	Birmingham, AL
Mr. Alex Yarbrough	Criminal Justice/Paralegal Specialist	Virginia College	Chelsea, AL
Dr. Virgine Thomes-Cotter	Game Art/Animation Specialist	Vice President of Academic Affairs (Ret.)	Phoenix, AZ
Mr. Terry A. Owens	Graphic Design Specialist	Southern Illinois University	Carbondale, IL
Mr. Thomas Phillips	Information Technology Specialist	Retired	Tinton Falls, NJ
Ms. Jamie Stone	Interior Design Specialist	Virginia College	Birmingham, AL
Dr. Joshua Jayasingh	Medical Assisting Specialist	New York Institute of English and Business	New York, NY
Ms. Mary Mendenhall	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
WESTWOOD COLLEGE  
LOS ANGELES, CA**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll Full- time/ Part- time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Occupational Associate's	Information Technology*	1265	91.5	16/1	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Business Administration	910	90	50/8	75%	N/A	96.70%	N/A
Associate of Science	Academic Associate's	Computer Aided Design/Architectural Drafting**	1115	90	0/0	28.60%	N/A	80%	N/A
Associate of Science	Academic Associate's	Construction Management	965	90	7/0	75%	N/A	60%	N/A
Associate of Science	Academic Associate's	Criminal Justice	905	90	87/25	73.80%	N/A	86.30%	N/A
Associate of Science	Academic Associate's	Graphic Design	1155	90	36/19	70%	N/A	76%	N/A
Associate of Science	Academic Associate's	Information & Network Technologies	1200	90	7/9	81.30%	N/A	73.30%	N/A
Associate of Science	Academic Associate's	Paralegal	925	90	7/3	67.50%	80%	64.20%	90%
Bachelor of Science	Bachelor's	Animation	2330	180	6/7	86.50%	<b>22.30%</b>	63.60%	90%
Bachelor of Science	Bachelor's	Business Administration: Major in Accounting	1820	180	5/4	78.30%	100%	75.90%	50%
Bachelor of Science	Bachelor's	Business Administration: Major in Healthcare Management	1820	180	2/1	<b>55.60%</b>	0%	64.30%	100%
Bachelor of Science	Bachelor's	Business Administration: Major in Management	1820	180	17/3	67.30%	100%	65.80%	100%
Bachelor of Science	Bachelor's	Business Administration: Major in Marketing Management	1820	180	9/3	81.60%	71.40%	79%	81.80%
Bachelor of Science	Bachelor's	Construction Management	1945	180	4/3	85.70%	60%	63.20%	87.50%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Administration	1815	180	66/44	82.50%	79.80%	75.90%	77.80%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Corrections	1805	180	8/3	70%	N/A	90%	N/A
Bachelor of Science	Bachelor's	Criminal Justice: Major in Investigations	1820	180	17/1	<b>60.40%</b>	N/A	95.50%	N/A
Bachelor of Science	Bachelor's	Game Art	2330	180	6/8	81.60%	<b>40%</b>	76%	68.80%
Bachelor of Science	Bachelor's	Game Software Development	2145	180	14/5	79.20%	<b>66.70%</b>	82.10%	57.10%
Bachelor of Science	Bachelor's	Graphic Design: Major in Visual Communications	2330	180	12/4	84%	33.30%	62.20%	83.30%
Bachelor of Science	Bachelor's	Information & Network Technologies: Major in Network Management	2350	180	8/9	75.90%	76.50%	80%	62.50%
Bachelor of Science	Bachelor's	Interior Design	2280	180	1/4	68.20%	57.10%	81.10%	85.70%
Bachelor of Science	Bachelor's	Information Technology: Major in Computer Forensics	2305	180	1/1	83.30%	67.70%	87.50%	N/A

Diploma	Diploma	Medical Assisting*	955	69.5	52/9	90.20%	<b>50%</b>	94.70%	N/A
Master of Business Administration	Master's	Business Administration	540	54	34/4	85.50%	<b>66.70%</b>	90%	100%

**TOTAL ENROLLMENT** 472/178

\* Program reviewed for the first time.

\*\* The campus no longer intends to enroll students in this program; however, it may be available at other sites.

## INTRODUCTION

The Los Angeles campus of Westwood College opened in May 1999 offering diploma and certificate programs. In 2000 the campus was approved to offer associate's degree programs. In 2001 ACICS granted approval of its branch campus in Calumet City, Illinois, and in 2003 its branch campus in Chicago, Illinois and approval to offer bachelor's degrees in Computer Network Management, E-Business Management, and Visual Communications. In 2004 the campus changed locations from 3460 Wilshire Blvd., Los Angeles to 3250 Wilshire Blvd., Los Angeles, CA. In 2005 the campus was approved to offer a master's in Business Administration degree. In 2011 its online branch campus in Broomfield, Colorado was approved. By the end of 2012, approval was granted for diploma, and associate's and bachelor's degrees in Business, Design, Healthcare, Justice, and Technology.

The City of Los Angeles is the most populous city in the state of California and the second-most populous in the US. Los Angeles is a global city, with strengths in business, international trade, entertainment, culture, media, fashion, science, sports, technology, education, medicine and research. The city is home to renowned institutions covering a broad range of professional and cultural fields and is one of the most substantial economic engines in the US. Los Angeles includes Hollywood and leads the world in the creation of television productions, video games, and recorded music; it is also one of the leaders in motion picture production.

The majority of the students are enrolled in the bachelor's degree programs followed by the associate's degree, diploma and master's degree programs. The average age of the students is 26; gender breakdown is 51% male and 49% female; 10% of the students are African American, 8% White/non-Hispanic, 19% Hispanic, 5% Asian, 7% two or more races, and 51% unreported.

In 2012 Westwood College shifted to enrolling students primarily in diploma and associate's degree programs, resulting in an increase in these programs and a decrease in the bachelor's degree programs. At the time of the visit, new students are not being enrolled in the bachelor's degree programs although students continue to be enrolled in the master's degree in Business Administration.

## 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 8 of the 2014 academic 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 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 the following measures of student learning outcomes: review of overall daily attendance as monitored by a key internal report called the Last Date of Attendance (LDA); faculty course evaluations ranking compared company-wide; and grade distributions based on the students' performance in-class and level of achievement on assignments, projects, portfolios, capstone courses and examinations
- 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 following activities have been implemented to meet the retention goal of 77%: (1) new student orientation program called "Day One Success Class" where students are presented "Six Keys to Success" with periodic follow-up by the "new student advisor;" and (2) interventions for students with attendance problems by the student support representatives and program chairs who make calls to students that focus on problem solving strategies for catching up and returning to classes.
- The following activities have been implemented to meet the placement goal of 75%: (1) initiation of a program to contact all pre-graduates and graduates with job leads via bi-weekly job lead packets, community job fairs, and professional job fairs where program specific employers are in attendance; and (2) increasing awareness of career resources by having the career services department conduct a minimum of five class visits per program to inform students of available resources.
- 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. DeWayne Johnson, campus president, is responsible for implementing and monitoring the CEP. Mr. Johnson holds a bachelor's degree in Accounting from the University of San Diego, a master's of Business Administration from Pepperdine University, and is a Certified Public Accountant (CPA) by the California Board of Accountancy. His work experience includes serving as a CPA for Ernst & Young, LLP and Deloitte & Touch, LLP; working on the freezer crew on an offshore commercial factory trawler in the Bering Sea for four years; and working at Westwood College since 2000 in a variety of positions ranging from an adjunct professor to campus president. Mr. Johnson chairs the CEP Steering Committee that includes the campus director of operations, academic dean, director of admissions, and director of student finance.
- 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)

**COMMENDATIONS:**

The team was impressed with the thorough presentation of expected outcomes in the CEP supported by documentation of the results of planned activities. There is documented evidence that the CEP is a working document with commitment from the faculty and staff to meeting the established goals.

**2. ORGANIZATION**

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?
- (a) Governance, control, and corporate organization.  
 Yes       No
- (b) Names of the trustees, directors, and/or officers.  
 Yes       No
- (c) Names of the administrators.  
 Yes       No
- 2.02 Does the campus:
- (a) Adequately train its employees?  
 Yes       No
- (b) Provide them with constant and proper supervision?  
 Yes       No
- (c) Evaluate their work?  
 Yes       No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes       No

- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?  
 Yes  No
- (b) Know the person to whom they report?  
 Yes  No
- (c) Understand the standards by which the success of their work is measured?  
 Yes  No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?  
 Yes  No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?  
 Yes  No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?  
 Yes  No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?  
 Yes  No  Not Applicable (initial applicants only)
- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?  
 Mr. Johnson, campus president, is responsible for the financial oversight of the campus. As previously stated, Mr. Johnson holds a bachelor's degree in Accounting from the University of San Diego, a master's of Business Administration from Pepperdine University, and is a CPA from the California Board of Accountancy. His work experience includes working as a CPA for Ernst & Young, LLP and Deloitte & Touch, LLP; as a crew member for an offshore commercial factory in the Bering Sea; and at Westwood College since 2000 in a range of positions from adjunct professor to campus president.

### 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. DeWayne Johnson, campus president, is the on-site administrator. As previously stated, Mr. Johnson holds a bachelor's degree in Accounting from the University of San Diego, a master's of Business Administration from Pepperdine University, and is a CPA from the California Board of Accountancy. His work experience includes working as a CPA, a crew member for an offshore commercial factory, and at Westwood College since 2000.
- 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

**COMMENDATIONS:**

The staff and faculty appear to be an effective team working together under the direction of the campus president, Mr. Johnson, and his executive assistant, Ms. Christine Yi, that results in effective administration of the campus to support meeting its goals and objectives.

**4. RELATIONS WITH STUDENTS**

- 4.01 How many student files were reviewed during the evaluation?  
 A total of 72 student files were reviewed during the visit.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes       No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes       No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes       No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

Yes  No

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

Yes  No

4.07 Is the admissions policy publicly stated?

Yes  No

4.08 Is the admissions policy administered as written?

Yes  No

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

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

Yes  No

(b) Outlines all program related tuition and fees?

Yes  No

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

Yes  No

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

Yes  No

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

Mr. Daniel Vopat, director of admissions, is responsible for the oversight of student recruitment. Mr. Vopat holds a bachelor's degree in Spanish/International Studies from the University of Wisconsin. Prior to becoming the director of admissions at the Los Angeles campus, he was a bilingual elementary school teacher. He joined Westwood College in 2008 as an admissions representative at the Chicago campus and was promoted to assistant director of admissions at the Chicago campus. In 2010 he was promoted to director of admissions at the Denver South campus and in 2013 he was transferred to the Los Angeles campus as the director of admissions.

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?

All new employees are required to complete an orientation and training that covers the philosophy and mission of the college. Once the training is completed and evaluated, they receive a Success Team certificate. Upon completion of the initial certification, each employee completes an online training in the virtual learning center that covers each area of operations in the college. The admissions members also complete a core training on the basics of their position along with policies and procedures. At the end of their core training there is a test administered and after passing the test, they receive a certificate of completion. The final step of the admissions training process is to travel to the corporate office in Denver for a one-week training where they are evaluated on their skills and knowledge in student recruitment. Admissions representatives are also evaluated after their training at the 30- 60- and 90-day marks. Admissions representatives must follow a phone script and adherence to this is monitored by the director of admissions who is able to tap into phone conversations between future students and the admissions representatives. The corporate office also performs secret shopper phone calls and reports all feedback to the director of admissions for any corrective action needed.

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

**FOR MASTER'S DEGREE PROGRAMS ONLY**

- 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

**FOR ALL PROGRAMS**

- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes  No
- If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?  
 The satisfactory academic progress policy is published on pages 74-78 of the 2014 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% 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. Adrian Scozzari, academic dean, administers satisfactory academic progress. Mr. Scozzari holds a master's degree in Education from the University of Phoenix, and a bachelor's degree in Industrial Design and an associate's degree in Computer Aided Drafting and Design both from ITT Technical Institute. He has been with Westwood College since May 2006, and previous to the academic dean position, he was the assistant academic dean and Graphic Design program chair. His previous positions include corporate trainer for HHB, Inc., and chair of the school of drafting and design and faculty member at ITT.
- 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. Amy Consolacion, director of student finance, manages the student finance department. Ms. Consolacion holds a bachelor's degree in Banking and Finance from the Baguio Colleges Foundation and an associate's degree in Computer Science from ICT College. Ms. Consolacion has been the director of student finance for the past 15 years.
- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes       No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes       No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes       No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
 Ms. Consolacion is an active member of the Financial Aid Professionals and attended its annual conference in December 2013 as well as the Education Assistance Award Program through the California National Guard, a VA training at Palomar College, and a webinar offered through CASFAA of which she is a member. In addition, Ms. Consolacion has monthly conference calls with the Westwood corporate office, which oversees a centralized financial aid process.
- 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.

Student services and education staff in conjunction with admissions and student finance hold new student orientations. The orientation provides students the opportunity to be introduced to their success teams, get familiar with the campus and answer any questions pertinent to their academic and career goals. Education staff is responsible for academic tutoring and responds to student requests. Students can also request assistance from their program chairs, academic dean, registrar or education office assistant by filling out a request form that details their need for assistance and contact information. Students requesting personal counseling are referred to outside sources by student services personnel. The student services office also offers students assistance with transportation needs via securing bus passes or carpooling and with day care or housing concerns through referrals to outside companies who have partnerships with the campus. The student services department is staffed by five student support representatives which is adequate to support the student population. Students who are seeking career assistance while in school or after graduation are supported by three career advisors who assist students with networking skills, resume writing, interviewing techniques, and job search skills to secure employment in their chosen career field.

- 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. Scott Peterson, director of operations, is responsible for the oversight of the career services. Mr. Peterson holds a master's degree in Business Administration from Westwood College and a bachelor's degree in Business Administration from Augustana College. He has been with Westwood College since March 2001 when he began his career as the director of financial affairs.
- 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 809  
 The ending enrollment reported on the previous year's CAR is 809
- 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 who are slated to graduate are required to attend an exit workshop during the seventh week of the term with the student finance and Career Services department. During this meeting they are counseled on their student loan repayments as well as making plans for career placement. Any student who withdraws from school is contacted via phone or email for their exit counseling and if they are not willing to come into the campus for their exit counseling they are directed to a website which will lead them through a tutorial on student loan repayment obligations.
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
 The student services department is very active in supporting student clubs, which hold many fundraising activities including: an annual student carnival held in July on the fifth floor rooftop; basketball and soccer teams and an annual bowling event for students and alumni; and community service events such as the American Lung Association's climb for air challenge. Every February the campus sponsors a "Love" week where every day is dedicated to students "loving" a community activity, such as participating in blood drives, Big Brother/Big Sister activities or feeding the homeless.

#### FOR MASTER'S DEGREES ONLY

- 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?  
 Mr. Scozzari, academic dean, oversees the educational activities of all programs. As previously stated, Mr. Scozzari holds a master's degree in Education from the University of Phoenix, and a bachelor's degree in Industrial Design and an associate's degree in Computer Aided Drafting and Design both from ITT Technical Institute. He has been with Westwood College since May 2006, and previous to the academic dean position, he was the assistant academic dean and Graphic Design program chair. His previous positions include corporate trainer for HHB, Inc., and chair and faculty member at ITT.
- 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 have the authority and responsibility for the development and administration of programs. They work with corporate academic affairs utilizing feedback and input from faculty, program advisory committees, and career services. Program chairs hold monthly faculty meetings which include programmatic topics; minutes from these meetings evidence implementation. The chairs have full responsibility for course scheduling, hiring adjuncts, and their program budgets. Four of the five full-time chairs are not scheduled to teach any classes, allowing them to fully concentrate on program administration.
- 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)

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 classroom, faculty members use a variety of instructional delivery methods to ensure all the students are gaining comprehension of the subject matter. The campus has a tutor coordinator, and students having academic difficulties can request individual tutoring from instructors and student tutors. Opportunities for advanced placement are available through transfer credits earned at eligible institutions, and for demonstrated competency of a course by taking the final exam or submitting an equivalent final project. The campus makes appropriate referrals to community agencies for non-academic problems and concerns.

Prospective students are evaluated regarding personal and career goals so that they may enroll in the appropriate program. Courses such as Computer Applications, Career Management and Success Strategies supplement the general education curriculum to cover all aspects of career preparation, goal setting, and achievement. The campus is open Monday through Friday 8:00 a.m. to 11:00 p.m. and Saturdays from 8:00 a.m. to 5:00 p.m. which allows students with different scheduling needs access to the campus.

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

Campus faculty and corporate academic affairs separately review existing programs on a monthly basis through respective meetings. Placement, retention, student satisfaction, graduate and employer comments are reviewed to assess the effectiveness of the programs. Campus faculty forward suggested revisions to corporate for review, further discussion with specific campus program chairs and deans at monthly meetings, and to determine which revisions will be submitted to the chief academic officer for approval and implementation. Faculty members confirmed their participation in these processes.

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?

The campus documents its training sessions, which are held at the end of each term, by retaining sign-in sheets and agendas in a faculty in-service binder, and placing certificates of attendance in each faculty member's 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

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 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?

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

#### 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

**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 Los Angeles campus is located at 3250 Wilshire Boulevard, Los Angeles, California. The campus occupies 45,000 square feet on the fourth floor of a 22-story office building in the cultural diverse mid-town Wilshire district. The facility includes 24 theory lecture classrooms and laboratories which house work place-relevant equipment and technology, including PC and Macintosh computers and internet access. Other features include a 1,000 square-foot learning commons, student commons, testing center, learning center, portfolio review room, audio/video room, print shop and administrative offices. A well-equipped instructor workroom provides multiple work stations, copy center, mail room and a bank of individual lockers for part-time and adjunct faculty. Separate restroom and break facilities are also provided. Adequate parking is available for students, staff and visitors. Special facilities are available for disabled persons include specially equipped restrooms and parking spaces.

One floor above the college is a rooftop atrium, with over 17,000 square feet of outdoor space, available for use by the students. This spacious area features a garden, a view of the city skyline, ample sitting, trees, and picnic tables providing students a place to study, relax and visit. The campus uses this space to host numerous cookouts and other student functions throughout the year.

The campus routinely conducts audits and reviews and works in conjunction with the building's management team/landlord to ensure compliance with all applicable federal, state, and local codes for occupancy and safety. Current fire and life safety certifications were provided for the team to review.

- 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 team reviewed the Westwood College catalog for the academic year 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

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.)

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, radio, online, social media, community events and printed material.

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 institution publishes information relative to its placement rate, tuition costs, financial aid, percentage of on-time graduates, and median debt.

Where is this information published and how frequently is this information being updated?

The information is published on the Consumer Information page on the institution's website and is updated annually.

If performance information is not being published, insert the section number in parentheses and explain:

The team initially found outdated information on the website. The data was updated while the team was on-site.

#### FOR MASTER'S AND DOCTORAL DEGREES ONLY

7.18 Does the catalog have a separate section describing the describes 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

## 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?  
 In addition to the core collection of resources suggested by the institution's corporate librarian, the campus uses the following methods to ensure continuous assessment of resources and information services: regular meetings held by the librarian with program chairs; faculty surveys conducted on in-service days to determine improvements to current holdings; evaluations conducted by the librarian and two library assistants in collaboration with general education faculty on the information literacy of new students, and instructional sessions for students and faculty on locating and using appropriate resources.
- 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 \$25,182.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 Of the current year's budget, \$20,388 has been spent with \$15,282 allocated for online databases, \$4,242 for periodicals, and \$864 for books.
- 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?  
All faculty are encouraged to promote the use of the library resources in their courses. Most of the courses require research papers, assignments, and projects that require the use of library resources. The team confirmed usage of the library resources through student interviews and 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
- 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 following full-text online collections are available to students: Britannica Online with full-text access to over 75,000 comprehensive articles, pictures, and illustrations contained in Encyclopedia Britannica and Merriam-Webster's Collegiate Dictionary and Thesaurus; eBooks on EBSCOhost with access to over 118,000 non-fiction and fiction books; LexisNexis Academic with full-text access to over 33,500 online sources; ProQuest with access to over 15,659 full-text journals in the fields of art, business, health & medicine, history, literature, science & technology, and social sciences; STAT!Ref with full-text access to over 450 resources; and Westlaw Library and WestlawNext providing access to over 40,000 databases of US and international legal materials.
- 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 librarian is Ms. Sukena Taibjee. Ms. Taibjee holds a bachelor's degree in Journalism from the University of Oklahoma and a master's degree in Library and Information Science from San Jose State University. She is on-site Mondays and Wednesdays from 7:30 a.m. to 5:15 p.m.; and Tuesdays, Thursdays and Fridays from 7:30 a.m. to 4:00 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
- 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

**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

**FOR MASTER'S AND DOCTORAL DEGREES ONLY**

- 8.35 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. Taibjee. As previously noted, she holds a bachelor's degree in Journalism from the University of Oklahoma and a master's degree in Library and Information Science from San Jose State University. Ms. Taibjee is on-site Mondays and Wednesdays from 7:30 a.m. to 5:15 p.m.; and Tuesdays, Thursdays and Fridays from 7:30 a.m. to 4:00 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?

The campus provides extensive resources in reference materials focusing on graduate research and thesis writing to support scholarly research at the graduate level for students, alumni, and faculty as they conduct research on various topics. The campus librarian and her assistants have attended a number of training sessions on scholarly research methodologies which are documented in their files. The library has print subscriptions for The Wall Street Journal, The Economist, Forbes, Fortune, and Money magazine all of which are ideally suited for the graduate program in business.

## 9. PROGRAM EVALUATION

**Bachelor's Degree in Animation****Bachelor's Degree in Game Art**

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. Guillermo "Willy" Salazar, program chair, administers the school of design programs. Mr. Salazar holds an associate's degree from East Los Angeles College, a bachelor's degree from the University of California-Los Angeles, and a master's degree with an option in Design from California State University-Los Angeles. He has attended workshops and meetings including TeamUP that provides training in the benefits of team building, writing for visual thinkers, typography for the Web; Create Now-Los Angeles, Adobe Illustrator creative group, AIGA Los Angeles, SIGGRAPH, and the Los Angeles InDesign user group. Over the past 10 years, Mr. Salazar has been a college instructor, studio artist, senior production artist, and art studio manager.

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)?

For the bachelor's degree in Animation:

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

For the bachelor's degree in Game Art:

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 Animation and Game Art programs include utilization of various community resources. For example, an anatomy model performed a series of poses while the group discussed the culture and community of figure drawing in Los Angeles, and another anatomy model held a series of poses as the group discussed costuming, textiles and materials, and anatomy for the female form. Students take field trips including a recent trip to Olvera Street to practice long exposure and pattern photography, attendance at E3 to meet influential people in the industry demonstrating new and ground-breaking technologies, attendance at SIGGRAPH to witness new techniques and technologies, and a visit to R&H Studios to see animation production in action along with special effects compositing. The programs benefit from industry input through their program advisory committees. Members of the local

industry meet twice a year to review curricular and placement activities. Students in both programs can join the campus Concept Arts Club where they have the opportunity to share their work with others and the community.

- 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?

The following number of calls, by program, was attempted:

Bachelor's degree in Animation - 2

Bachelor's degree in Game Art - 4

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Bachelor's degree in Animation - 1

Bachelor's degree in Game Art - 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 successful contacts confirmed the employment of the graduates as reported on the 2013 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.

Grades from out-of-class work are entered in [wconnect.westwood.edu](http://wconnect.westwood.edu) by faculty upon receipt of student assignments. Each faculty member has his/her own pages within the site to ensure confidentiality. In addition to graded student assignments, students submit CDs at the end of each term to document their homework; the CDs are kept for a limited time to address any questions or how grades are assigned.**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:

Enrollment is currently suspended for the Animation and Game Art bachelor's programs. The Animation program is scheduled to end in December 2014; the Game Art program is expected to end in March 2015.

## 9. PROGRAM EVALUATION

**Academic Associate's Degree in Business Administration**

**Bachelor's Degree in Business - Accounting**

**Bachelor's Degree in Business - Healthcare Administration**

**Bachelor's Degree in Business - Management**

**Bachelor's Degree in Business - Marketing Management**

**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?

Mr. Thomas Gajewski oversees all of the business programs. Mr. Gajewski holds a bachelor's degree in Mechanical Engineering from the University of Massachusetts and two master's degrees in Dispute Resolution and Business Administration from Pepperdine University. He has been the chair for over 7 years, a professional business manager for over 10 years, and as a mediator for 4 years.

Ms. Janet Baghoomian, lead faculty, serves as the subject matter expert in Healthcare Administration. Ms. Baghoomian holds an associate's degree in Registered Nursing from Glendale Community College; a bachelor's and master's degree in Health Administration and a master's degree in Business Administration from LaVerne University; and a master's degree in Nursing/Education from the University of Phoenix. She has over 30 years' work experience as a nurse/health 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% (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 retention rate for the bachelor's degree in Healthcare is 56%; this deficiency is addressed in the CEP. The placement in the master's in Business Administration program is 67%; however, the program has less than 10 completers/graduates.

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The following community resources are utilized by the programs: a program advisory committee; field trips and guest speakers in core business classes, which provide opportunities to interact with banking, financial planning, and area businesses. Recent field trips include: the healthcare students' visit to nearby grocery store to investigate nutrients found/absent in foods on an assignment list; master's students went to an auto show to observe the effect of government law and regulation on the auto industry and toured a local helicopter company to observe and discuss the company's business strategy. Guest speakers have included a Certified Public Accountant presentation via web conferencing software. All students are encouraged to participate in service-learning activities such as holiday food drives, and local health and job fairs.

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:

(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, by program, was attempted:

Academic associate's degree in Business Administration - no graduates reported  
 Bachelor's degree in Business Administration - Healthcare Administration - no placements reported  
 Bachelor's degree in Business Administration - Accounting - 3  
 Bachelor's degree in Business Administration - Management - 6  
 Bachelor's degree in Business Administration - Marketing Management - 5  
 Master's degree in Business Administration - 6

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Bachelor's degree in Business Administration - Accounting - 2  
 Bachelor's degree in Business Administration - Management - 2  
 Bachelor's degree in Business Administration - Marketing Management - 2  
 Master's degree in Business Administration - 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.

All of the successful contacts confirmed the employment of the graduates as reported on the 2013 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?  
 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 with graded student homework from current/last term classes from each program. The homework matched each course syllabus.

#### 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?  
 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

**FOR MASTER'S DEGREES ONLY**

- 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. Thomas Gajewski oversees the master of Business Administration program. Mr. Gajewski holds a bachelor's degree in Mechanical Engineering from the University of Massachusetts and two master's degrees: Dispute Resolution and Business Administration from Pepperdine University. Mr. Gajewski has been the program chair for over seven years. Mr. Gajewski has been a professional business manager for over 10 years and has worked as a mediator for 4 years.
- 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:

The team reviewed documentation of graduate staff members presenting papers at professional meetings with the campus contributing to some expenses as professional development. Memos to staff included notices of "call for papers," professional group publications, and global organization opportunities.

#### GENERAL COMMENTS:

At the time of the visit, the campus is transitioning its program offerings. New students are being enrolled in the associate's degree programs. The Business Management specialties are being replaced with just one bachelor's degree in Management. Students wishing to pursue any of the specialization options such as Healthcare Management will be given the option to complete them online. The Business program sequence allows a student to complete an associate's degree through a master's degree in four years.

## 9. PROGRAM EVALUATION

### **Bachelor's Degree in Construction Management**

### **Academic Associate's Degree in Construction 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?  
Mr. Gajewski, program chair, is responsible for administration of the Construction Management programs. He holds a master's of Business Administration, a master's of Dispute Resolution from Pepperdine University, and a bachelor's degree in Mechanical/Manufacturing Engineering from the University of Massachusetts. Mr. Gajewski has been working in educational administration for over 7 years and has worked in management for approximately 10 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% (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:  
Placement plan standards apply only if completers and graduates total 10 or more. There were five graduates in bachelor's degree in Construction Management and no graduates in the academic associate's degree in Construction Management.
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
The Construction Management programs utilize the following community resources: field trips, guest speakers, and a program advisory council (PAC). Field trips are taken to locations within the community providing workplace experiences; guest speakers from the business community are invited to speak in class on relevant topics. The PAC meets periodically to discuss curriculum, specific issues of concern and give recommendations for improvement of the business programs; its membership includes campus academic leaders, students, and business community professionals.
- 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:
- (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, by program, was attempted:

Bachelor's degree in Construction Management-4

There were no graduates reported for the Associate's degree in Construction Management.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Bachelor's degree in Construction Management-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.

All of the successful contacts confirmed the employment of graduates as reported on the 2013 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?
- 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.

Representative out-class-work samples were provided. The samples reviewed met out-of-class time requirements and were consistent with the assignments listed on the course syllabi.

#### 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?

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 Paralegal**

**Academic Associate's degree in Criminal Justice**

**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?  
 Mr. Aris Rodriguez is the acting program chair for the school of justice, which includes the academic associate's degrees in Paralegal and in Criminal Justice, the bachelor's degrees in Criminal Justice: Major in Administration, in Criminal Justice: Major in Corrections, and in Criminal Justice: Major in Investigations. Mr. Rodriguez holds a juris doctorate degree in Law from John Marshall Law School and a bachelor's degree in Literature from Saint Mary's University of Minnesota. He has served in various capacities at the campus since 2010.
- 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).  
 Documented community resources include the following: guest speakers, for example Mr. Richard Schmidt – senior deputy, city attorney, Mr. Joe Achalese – Los Angeles Sheriff Department, Mr. Pete Tulagan – Los Angeles Police Department, and the Honorable Thomas Robinson- Superior Court Judge; field trips to Twin Towers Correctional Facility; Los Angeles Museum of the Holocaust; Foltz Criminal Justice Center; Eastlake Juvenile Court; Law Angele; Law Library and Los Angeles City Hall; and regularly held advisory meetings with local professionals.
- 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, by program with graduates as reported on the 2013 CAR, was attempted:

Academic associate's degree in Paralegal - 5

Bachelor's degree in Criminal Justice: Major in Administration - 6

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: Major in Administration - 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.

All of the successful contacts confirmed the employment of the graduates as reported on the 2013 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?

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 documentation of graded homework and verification of weight given to out-of-class 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 ACADEMIC ASSOCIATE'S DEGREES ONLY**

- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes  No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable

**FOR BACHELOR'S DEGREES ONLY**

- 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes  No  Not Applicable (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No

- 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

#### Bachelor's Degree in Graphic Design: Major 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?  
 Mr. Salazar, program chair, administers the school of design programs. As previously noted, he holds an associate's degree in General Education from East Los Angeles College, a bachelor's degree in Design from the University of California, Los Angeles, and a master's degree in Fine Arts from California State University, Los Angeles. Mr. Salazar has over 25 years of professional experience and 5 years of academic experience in teaching and administration. He remains current in the discipline by attending workshops and meetings such as TeamUP, writing for visual thinkers, and typography for the Web, Create Now-Los Angeles, Adobe Illustrator creative group, AIGA Los Angeles, SIGGRAPH, and the Los Angeles InDesign user group.
- 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:  
 Placement reporting plans are required only if completers and graduates total 10 or more.

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The community resources include a program advisory committee, guest lecturers, and field trips. Student interviews and support documentation verify activities. The program advisory committee provides recommendations for curriculum development, job placement, and equipment and software acquisition. Field trips provide opportunities to view examples and applications of topics discussed in the classroom, and guest lecturers reinforce subject matter, forecast industry trends, and provide job search recommendations. The Los Angeles community offers a tremendous array of artistic and cultural opportunities, which students are encouraged to attend. Faculty and students volunteer design promotional materials and poster designs for non-profit organizations such as the American Lung Association's fund raising event Fight for Air Climb.

- 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:
- (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 first cohort of academic associate's degree in Graphic Design students are anticipated to in May 2014.

Bachelor's degree in Graphic Design: Major in Visual Communication: 1

How many calls to employers or graduates were successful?

Bachelor's degree program in Graphic Design: Major in Visual Communication: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The one successful call confirmed the employment of the graduate as reported on the 2013 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?

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.

All courses in the Graphic Design programs include both assignments and projects that require out-of-class work. The syllabi identify the amount of time students should expect to spend in completing these assignments and projects in the form of homework. Students have access to Westwood's WConnect and MyPath. Using an individual login, students can review unofficial transcripts, course attendance, and class schedules. Grade information includes assignment and project grades as well as the student's overall grade at any point during the term. Interviews with faculty and students confirm the use and effectiveness of WConnect and MyPath; the team reviewed samples of graded 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 ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

Yes  No

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

Yes  No

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

Yes  No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

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

Yes  No  Not applicable

**FOR BACHELOR'S DEGREES ONLY**

- 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes  No  Not Applicable (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 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 team takes pleasure in acknowledging the teaching performance of Mr. Michael Laughlin. Student interviews supported and classroom observations demonstrated Mr. Laughlin's enthusiasm, discipline-related knowledge, and excellent teaching skills. He is actively engaged with the students in-class and through extracurricular activities related to student organizations and community outreach.

**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 Computer Forensics****Bachelor's Degree in Information and Network Technologies: Major in Network Management****Bachelor's Degree in Software Development: Major in Game 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. Scozzari, academic dean, oversees all academic programs. As previously noted, he holds associate's and bachelor's degrees in Design from ITT Technical Institute and a master's degree in Education from University of Phoenix. Mr. Scozzari has been with the campus since May, 2006 and has been the dean since January, 2011. He is assisted with the oversight of the Information Technologies programs by Mr. Efazio Argueta, and by Mr. Richard Davidson for the Software Development program.
- Mr. Efazio Argueta, lead instructor, holds a bachelor's degree in Computer Science from California State University and a master's degree in Educational and Instructional Technology from National University. Mr. Argueta holds numerous computer industry certifications including CompTIA A+, Cisco Certified Design Associate and Microsoft Certified Systems Administrator. He has been at the campus since August, 2009.

Mr. Richard Davidson, lead instructor, holds a bachelor's degree in Computer Science and a master's degree in Financial Management both from National University. Mr. Davidson holds CompTIA A+ certification and has over 10 years of experience as a professional software developer. He has been at the campus since August, 2002.

- 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).  
 There is an active program advisory board that meets regularly. The last meeting was held on November 6, 2013; minutes of past advisory board minutes are available. Numerous field trips and guest speakers are incorporated in all of the Information Technology and Software Development programs.
- 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:

- (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, by program, was attempted:

Occupational associate's degree in Information Technology - no graduates

Academic associate's degree in Information and Network Technologies - no graduates

Bachelor's degree in Information and Network Technologies: Major in Computer Forensics - 2

Bachelor's degree in Information and Network Technologies: Major in Network Management - 4

Bachelor's degree in Software Development: Major in Game Development - 4

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Bachelor's degree in Information and Network Technologies: Major in Computer Forensics - no successful calls

Bachelor's degree in Software Development: Major in Game Development - no successful calls

Bachelor's degree in Information and Network Technologies: Major in Network Management - 2 calls

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed the employment of the graduates as reported on the 2013 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?
- 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.

Students and faculty provided copies of recently graded homework assignments, additional samples of formerly graded homework assignments, and syllabi that included 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, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
- Yes  No

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

- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
- Yes  No

- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No

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

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

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

- 9.30 Are teaching loads reasonable?  
 Yes  No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes  No

- 9.32 What is the current student/teacher ratio?  
 The student/teacher ratio in the occupational associate's degree in Information Technology program is 5:1

- 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

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No

- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No

- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable

**FOR BACHELOR'S DEGREES ONLY**

- 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes  No  Not Applicable (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 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:**

All students interviewed by the team expressed great satisfaction with the instructors, their program, and the academic environment.

**9. PROGRAM EVALUATION****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. Salazar, program chair since 2010, administers the school of design programs. As previously noted, he holds an associate's degree in General Education from East Los Angeles College, a bachelor's degree in Design from the University of California, Los Angeles, and a master's degree in Fine Arts from California State University, Los Angeles. Mr. Salazar has over 25 years of professional experience and 5 years of academic experience in teaching and administration. He remains current in the discipline by attending creative workshops and meetings sponsored by local and national organizations. Ms. Mina Arangh, lead interior design instructor, supports Mr. Salazar. She is a practicing design professional, who has a bachelor's degree and a master's degree in Architecture and Urban Design both from Shahid Beheshti University, Tehran, Iran.
- 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:  
 Placement reporting plans are required only if completers and graduates total 10 or more.
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 Community resources include a program advisory committee, field trips and guest speakers. Interviews with students and instructors, meeting minutes, and other documentation verify utilization. Guest speakers include professionals from national and local design organizations, who discuss opportunities afforded by networking and national interior design certification. Field trips are taken to the building and zoning departments at the Los Angeles and Van Nuys City Hall to experience the procurement of all phases of design construction documents and to review of International Building Codes (IBC) regulations.
- 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:  
 (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 4 calls made to employers or graduates.

How many calls to employers or graduates were successful?

There were 3 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed the employment of the graduates as reported on the 2013 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?  
 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 documentation of graded homework; weighted grading scales; and student work from the INTD490 Interior Design Portfolio Capstone course.

#### 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)
- Enrollment has been suspended for the Interior Design program; the remaining five students are on track to graduate in 2014.
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

## 9. PROGRAM EVALUATION

### Diploma Program in Medical 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?  
 Ms. Josephine Sing, program chair, oversees the Medical Assisting program. Ms. Sing holds a master's degree in Leadership Management and Organizational Development from South University and a bachelor's degree in Occupational Education and Nursing from Wayland Baptist University. She attended a cardiopulmonary resuscitation (CPR) course from American Heart Association on May 9, 2013. She has been employed at Westwood since December 2011. Her previous positions include consultant, managing director and director of education for various institutions since 1994.
- 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).  
Discussions and a review of the documentation confirm the utilization of the following community resources: field trips including visits to the Care Harbor Sports Arena and the Red Cross for blood donations; guest speakers including Ms. Joanna Kim from 24hr Homecare, Mr. Jose Chavez, American Red Cross recruiter, Mr. Dale Howard from HT Esthetics, and other representatives; externships at local hospitals and clinics; and a program advisory committee.
- 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 7 calls made to students and employers.

How many calls to employers or graduates were successful?

There was 1 successful call.

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 1 successful contact confirmed the employment of the graduate as reported on the 2013 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?

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 documentation of graded homework as well as verification of student responsibilities for homework, how homework is graded, and related assignments in the program syllabi.

#### 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, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

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

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

9.32 What is the current student/teacher ratio?

The student/teacher ratio is 10:1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

## SUMMARY

The campus has no areas of noncompliance with the *Accreditation Criteria*.

## 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*):

### Graphic Design and Visual Arts:

- While the requirements for the use of community resources is noted in the report, the team recommends the faculty increase the use of guest lectures and field trips to take full advantage of the wealth of professional expertise and discipline-related artistic and cultural events available in the Los Angeles area.

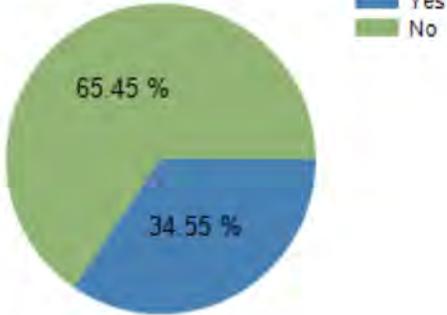
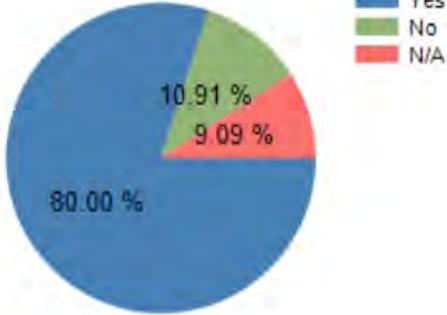
### Business:

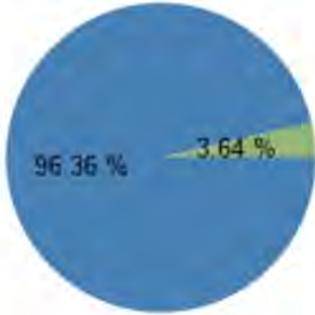
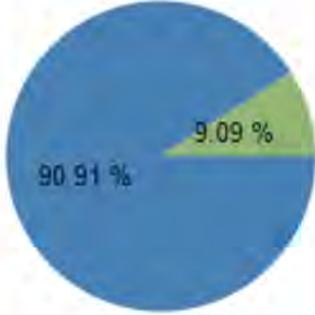
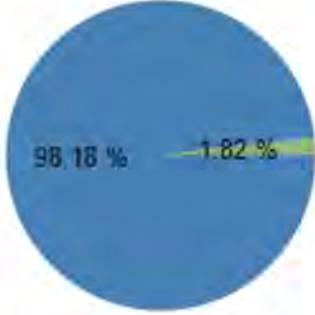
- The master's classes run until 11:00 p.m., however, the learning commons and annex close at 8:00 p.m. The learning commons access could be better aligned with the scheduled classes.
- Consideration of Sunday hours for students without other access to computers, especially if they are in online classes.

### General:

- Examine how to improve communications when changes occur. Examples include implementing paying for parking and charging for supplies in the commons area that had been free when many students first enrolled.
- Since the campus utilizes corporate syllabi with grading emphasis on online-oriented activities; consideration of providing access to online class materials/resources such as discussion boards that students might use to develop online communication skills and to free-up in-class discussions used to complete the same assignments in a face-to-face environment.
- As the syllabi also include online assignments, students could complete the out-of-class work online if they had access (low- or no-cost for online access) to the online class materials.
- The campus faculty might have an in-service day to go through each course and see how it might be easily "blended" to utilize online class materials to enhance student learning in completing each class to use classroom time to engage students in additional learning activities.
- Consideration of how to improve the communication of the campus professional development funds policy to faculty.

### Student Survey Response Summary Graph

Personify Id	Survey Question	Category	Count	
00011142	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	19	
		No	36	
00011142	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	44	
		No	6	
		N/A	5	
00011142	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	55	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<table border="1"> <tr> <td>Yes</td> <td>55</td> </tr> </table>	Yes	55		 <p>100.00 %</p> <p>Yes</p>		
Yes	55							
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<table border="1"> <tr> <td>Yes</td> <td>53</td> </tr> </table>	Yes	53	<table border="1"> <tr> <td>No</td> <td>2</td> </tr> </table>	No	2	 <p>96.36 %</p> <p>3.64 %</p> <p>Yes No</p>
Yes	53							
No	2							
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>50</td> </tr> </table>	Yes	50	<table border="1"> <tr> <td>No</td> <td>5</td> </tr> </table>	No	5	 <p>90.91 %</p> <p>9.09 %</p> <p>Yes No</p>
Yes	50							
No	5							
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>54</td> </tr> </table>	Yes	54	<table border="1"> <tr> <td>No</td> <td>1</td> </tr> </table>	No	1	 <p>98.18 %</p> <p>1.82 %</p> <p>Yes No</p>
Yes	54							
No	1							

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>52</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	52	No	3	<table border="1"> <caption>Data for Question 2.4</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>52</td> <td>94.55 %</td> </tr> <tr> <td>No</td> <td>3</td> <td>5.45 %</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	52	94.55 %	No	3	5.45 %					
Yes	52																				
No	3																				
Response	Count	Percentage																			
Yes	52	94.55 %																			
No	3	5.45 %																			
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>49</td> </tr> <tr> <td>No</td> <td>2</td> </tr> <tr> <td>N/A</td> <td>4</td> </tr> </table>	Yes	49	No	2	N/A	4	<table border="1"> <caption>Data for Question 3.1</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>49</td> <td>89.09 %</td> </tr> <tr> <td>No</td> <td>2</td> <td>3.64 %</td> </tr> <tr> <td>N/A</td> <td>4</td> <td>7.27 %</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	49	89.09 %	No	2	3.64 %	N/A	4	7.27 %
Yes	49																				
No	2																				
N/A	4																				
Response	Count	Percentage																			
Yes	49	89.09 %																			
No	2	3.64 %																			
N/A	4	7.27 %																			
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>47</td> </tr> <tr> <td>No</td> <td>5</td> </tr> <tr> <td>N/A</td> <td>3</td> </tr> </table>	Yes	47	No	5	N/A	3	<table border="1"> <caption>Data for Question 3.2</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>47</td> <td>85.45 %</td> </tr> <tr> <td>No</td> <td>5</td> <td>9.09 %</td> </tr> <tr> <td>N/A</td> <td>3</td> <td>5.45 %</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	47	85.45 %	No	5	9.09 %	N/A	3	5.45 %
Yes	47																				
No	5																				
N/A	3																				
Response	Count	Percentage																			
Yes	47	85.45 %																			
No	5	9.09 %																			
N/A	3	5.45 %																			
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>47</td> </tr> <tr> <td>No</td> <td>2</td> </tr> <tr> <td>N/A</td> <td>5</td> </tr> </table>	Yes	47	No	2	N/A	5	<table border="1"> <caption>Data for Question 3.3</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>47</td> <td>87.04 %</td> </tr> <tr> <td>No</td> <td>2</td> <td>3.70 %</td> </tr> <tr> <td>N/A</td> <td>5</td> <td>9.26 %</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	47	87.04 %	No	2	3.70 %	N/A	5	9.26 %
Yes	47																				
No	2																				
N/A	5																				
Response	Count	Percentage																			
Yes	47	87.04 %																			
No	2	3.70 %																			
N/A	5	9.26 %																			

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>52</td> </tr> </table>	Yes	52	<table border="1"> <tr> <td>No</td> <td>3</td> </tr> </table>	No	3	<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 94.55% and a small green slice representing 5.45%.</p>		
Yes	52									
No	3									
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>53</td> </tr> </table>	Yes	53	<table border="1"> <tr> <td>No</td> <td>1</td> </tr> </table>	No	1	<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 98.15% and a very small green slice representing 1.85%.</p>		
Yes	53									
No	1									
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>53</td> </tr> </table>	Yes	53	<table border="1"> <tr> <td>No</td> <td>2</td> </tr> </table>	No	2	<table border="1"> <tr> <td>N/A</td> <td>0</td> </tr> </table> <p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 96.36% and a small green slice representing 3.64%.</p>	N/A	0
Yes	53									
No	2									
N/A	0									
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>49</td> </tr> </table>	Yes	49	<table border="1"> <tr> <td>No</td> <td>5</td> </tr> </table>	No	5	<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 90.74% and a green slice representing 9.26%.</p>		
Yes	49									
No	5									

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>54</td> </tr> </table>	Yes	54	<table border="1"> <tr> <td>No</td> <td>1</td> </tr> </table>	No	1	<p>A pie chart showing the distribution of responses for question 4.5. The chart is divided into two segments: a large blue segment representing 'Yes' at 98.18% and a very small green segment representing 'No' at 1.82%. A legend to the right of the chart identifies the blue color with 'Yes' and the green color with 'No'.</p>
Yes	54							
No	1							
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>2</td> </tr> </table>	Disagree	2	<table border="1"> <tr> <td>Agree</td> <td>53</td> </tr> </table>	Agree	53	<p>A pie chart showing the distribution of responses for question 5.1. The chart is divided into two segments: a large blue segment representing 'Agree' at 96.36% and a small green segment representing 'Disagree' at 3.64%. A legend to the right of the chart identifies the green color with 'Disagree' and the blue color with 'Agree'.</p>
Disagree	2							
Agree	53							
	<p><b>5.2. I would recommend this school to others.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>4</td> </tr> </table>	Disagree	4	<table border="1"> <tr> <td>Agree</td> <td>51</td> </tr> </table>	Agree	51	<p>A pie chart showing the distribution of responses for question 5.2. The chart is divided into two segments: a large blue segment representing 'Agree' at 92.73% and a small green segment representing 'Disagree' at 7.27%. A legend to the right of the chart identifies the green color with 'Disagree' and the blue color with 'Agree'.</p>
Disagree	4							
Agree	51							



## NEW GRANT

**LE CORDON BLEU COLLEGE OF CULINARY ARTS – BOSTON**  
**215 First Street**  
**Cambridge, MA 02142**  
**ACICS ID Code: 00048109**

Mr. James E. Dunleavy, Campus President, (b)(6)@boston.chefs.edu)  
 (b)(6)@boston.chefs.edu)

**MAIN CAMPUS**  
**Le Cordon Bleu College of Culinary Arts**  
**Scottsdale, AZ**  
**ACICS ID Code: 0004575**

**September 23-24, 2014**

Dr. Stephen V. Calabro	Chair	Southwest Florida College	Fort Myers, FL
Dr. Rick Murphree	Student-Relations Specialist	Effectual Business Services	Eagle, ID
Ms. Carol Kizer	Educational Activities	Columbus State Community College	Columbus, OH
Mr. Anthony D. Osborne	Culinary Specialist	Education Corporation of America	Birmingham, AL
Mr. Ian Harazduk	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LE CORDON BLEU COLLEGE OF CULINARY ARTS  
BOSTON, MA**

<b>CREDENTIAL EARNED</b> (As defined by the institution)	<b>ACICS CREDENTIAL</b>	<b>APPROVED PROGRAM TITLE</b>	<b>Clock Hrs.</b>	<b>Qtr. Hrs.</b>	<b>Enroll: Full- time/ Part- time</b>	<b>CAR Retention &amp; Placement (%)</b>			
						<b>2013</b>		<b>2012</b>	
						<b>Ret.</b>	<b>Pla.</b>	<b>Ret.</b>	<b>Pla.</b>
Associate in Applied Science	Academic Associate's Degree	Le Cordon Bleu Culinary Arts	1550	101	240/0	89.0	79.00	76.9	<b>69.2</b>
Certificate	Certificate	Le Cordon Bleu Culinary Arts	660	37	52/0	78.0	71.00	<b>69.9</b>	<b>62.1</b>
Certificate	Certificate	Le Cordon Bleu Patisserie	710	39	66/0	78.0	<b>65.00</b>	74.8	<b>55.1</b>
Certificate <sup>#</sup>	Certificate	Le Cordon Bleu Culinary Arts*	940	55	0				
Certificate <sup>#</sup>	Certificate	Le Cordon Bleu Patisserie*	940	55	0				

**TOTAL  
ENROLLMENT** 358

<sup>#</sup> 12 month certificate program begins 11/2014 and will replace the current 9 month program

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

\* Programs with no enrollment

## INTRODUCTION

Le Cordon Bleu College of Culinary Arts, Inc. is owned by Scottsdale Culinary Institute, Ltd. which is a wholly owned subsidiary of the Career Education Corporation (CEC), a Delaware corporation with principal offices in Schaumburg, Illinois. The Cambridge campus was established in January 2008 and began classes four months later in April 2008. The student-run restaurant, Technique, opened in March 2009 and later closed in September 2013 as part of a larger corporate-wide initiative. In February 2010, the college introduced two certificate programs: one in culinary arts and the other in patisserie and baking.

The Cambridge campus is classified by ACICS as a branch of the main campus which is located in Scottsdale, Arizona. The campus was granted initial accreditation in June 2011 and received final inclusion in May 2012. The campus is also accredited by the Accrediting Commission for Career Schools and Colleges (ACCSC) through December 2015.

Le Cordon Bleu College of Culinary Arts is located in Cambridge, Massachusetts across the Charles River from the city of Boston. Cambridge is the home of both Harvard University and the Massachusetts Institute of Technology. The area is rich with culture, education, ethnic diversity, and American history. There were 358 students enrolled at the time of the visit. Of that number, 240 were enrolled in the associate's degree program, 52 in the culinary arts certificate program, and 66 in the baking and pastry certificate program. The average age was 29 and the population was split almost evenly between men and women. The ethnic mix of the student body is consistent with the diversity found in the greater Boston area.

**1. MISSION**

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement appears on page 7 of the 2013-2014 Catalog, published in 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 a branch, does the branch have its own CEP, separate from the main campus IEP?  
 Yes  No  Not Applicable
- 1.09 Does the CEP describe the following?  
(a) The characteristics of the programs offered.  
 Yes  No  
(b) The characteristics of the student population.  
 Yes  No  
(c) The types of data that will be used for assessment.  
 Yes  No  
(d) Specific goals to improve the educational processes.  
 Yes  No  
(e) Expected outcomes of the plans.  
 Yes  No

- 1.10 Are the following five required elements evaluated in the CEP?
- (a) Student retention.  
 Yes     No
- (b) Student placement.  
 Yes     No     Not Applicable (new branch only)
- (c) Level of graduate satisfaction.  
 Yes     No     Not Applicable (new branch only)
- (d) Level of employer satisfaction.  
 Yes     No     Not Applicable (new branch only)
- (e) Student learning outcomes.  
 Yes     No
- 1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed. The CEP utilizes the following student learning outcomes: standards of satisfactory academic progress, grades, and progress towards program completion are all assessed at the end of each term. Externship completion and exam scores from the National Environmental Health Association (NEHA) Food Safety Manager Certification Exam are also assessed quarterly.
- 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 branch 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 branch only)
- 1.15 Describe the specific activities that the campus will undertake to meet these goals.
- Specific initiatives with regard to retention include:
- the creation of a cross-department retention committee;
  - the more frequent tracking and analysis of retention data;
  - earlier intervention by faculty for at risk students; and
  - informing students about using leave of absence for medical related withdrawals.
- Specific initiatives with regard to placement include:
- expansion of the paid externship program;
  - developing integrated strategies to improve student job readiness;

- improving community and employer outreach;
- more job fairs and on-campus visits by employers;
- informing students about career opportunities beyond the traditional restaurant setting; and
- engaging the faculty to better network with their industry contacts.

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. James Dunleavy, campus president, is ultimately responsible for the implementation and monitoring of the CEP. Mr. Dunleavy has a bachelor's degree and brings to the campus two years of proprietary school experience and over five years of restaurant management experience. Mr. Dunleavy monitors the CEP with the assistance of the Campus Effectiveness/Institutional Assessment Committee that includes the director of education, business office manager, director of admissions, director of career services, and the campus registrar. The committee meets at scheduled times throughout the year, reviews and analyzes data, and makes recommendations as warranted by the results of the assessments.

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 include 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. James Dunleavy, campus president, is responsible for the financial oversight of the campus. As noted previously he has a bachelor's degree, two years of proprietary school experience and over five years for restaurant management experience.

### 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. James Dunleavy is the campus president. As noted previously he has a bachelor's degree and practical experience in proprietary education and restaurant management.
- 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

#### 4. RELATIONS WITH STUDENTS

##### FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

The team reviewed 47 student files from the 2013 CAR either as graduates, drops, or still enrolled. The team also reviewed files of students who received transfer credit and those who were on academic warning/probation. Student ledger cards were also 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?

Ms. Jaimee Tyler is responsible for the oversight of student recruitment at the campus. Ms. Tyler has a bachelor's degree in business administration from Boston University. She has been in her current position since September 2013 and has been involved in admissions work with other colleges since 2004.

4.11 Describe how the recruiting process for new students is compatible with the educational objectives for the campus?

During the recruiting process prospective students are provided with information to enable them to make an informed decision on whether the educational objectives of the programs meet their personal and career needs.

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

#### 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 appears on pages 29-31 of the 2013-2014 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 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 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?  
 Chef Earle Test is the director of education and executive chef and is responsible for the administration of all academic programs including the hiring and supervision of faculty. He has been with Le Cordon Bleu since 2009 and taught a range of academic and culinary classes before assuming the director of education position in October 2013. Prior to joining the college, he held positions in national and state education associations.

Chef Test has a master's degree in gastronomy & food studies from Boston University, a bachelor's degree in psychology, and a bachelor's degree in writing from the University of Pittsburgh. He also holds graduate certificates in advanced wine studies and in cheese studies from Boston University. He is certified as a higher education

professional by the National Association of State Administrators and Supervisors of Private Schools and he holds professional certifications as a Certified Executive Chef and a Certified Culinary Educator from the American Culinary Federation

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?

(Section 3-1-434(a)): The campus does not have a qualified individual on-site for administering student financial aid. The current position of business operations manager is held by Ms. Nicole Backstrom. When the team interviewed Ms. Backstrom she explained that students call the corporate office to process all Title IV paperwork and answer their questions about financial aid. On the ACICS data sheet she indicates spending 10 hours per week in assisting students with financial aid; however, the team learned from the interview that she does not assist students with financial aid. Ms. Backstrom stated further that she is "really not in charge of Title IV at the campus, the corporate office is."

In the job description for business operations manager it states a minimum requirement of a bachelor's degree or equivalent work experience. The team found that Ms. Backstrom did not have either a bachelor's degree or equivalent experience in financial aid.

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).

(Section 3-1-434(c)): The campus financial aid office does not stay current with regulation and policy changes in financial aid. Ms. Backstrom, business operations manager, is a member of the National Association of Student Financial Aid Administrators (NASFAA). While the team was on-site Ms. Backstrom joined the Massachusetts Association of Student Financial Aid Administrators (MASFAA). Additionally, while the team was on-site Ms. Backstrom enrolled in future online training classes and provided documentation to support her enrollment. However, Ms. Backstrom has not yet participated in any training on regulation and policy changes in financial aid.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes  No

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

(Section 3-1-434(c)): As previously noted, the team did not find evidence of training or professional awareness activities for the financial aid administrator.

- 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 tutoring through the academic success center located in the library. Both instructors and students are utilized for tutoring services. Academic counseling is provided by department chairs and deans.
- 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. Stephen Faulkner, director of career services, is responsible for counseling students on employment opportunities. Mr. Faulkner has a bachelor's degree in history from SUNY New Paltz in New York. He has been in his position since 2012 and involved with career services 2004.
- 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 461  
 The ending enrollment reported on the previous year's CAR is 461
- 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.

New students are required to complete entrance counseling prior to starting their program if they are taking out federal loans. Students are required to complete the entrance counseling on-line and upon completion it is documented in their financial aid file. Prior to graduation students meet with the business operations manager who directs them to corporate and [www.studentloans.gov](http://www.studentloans.gov) to fill out an exit counseling form.

4.67 Describe the extracurricular educational activities of the campus (if applicable).

The campus participates in several community volunteer opportunities like "Soup and Support" which is a local non-profit group. The campus has a student government that is the communication link between students and administration, and there is a veterans support group.

## 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?

As noted previously, Mr. Earle Test is the director of education and executive chef. He is responsible for the administration of all academic programs at the college. Chef Test holds a master's degree in gastronomy & food studies, a bachelor's degree in psychology, and another bachelor's degree in writing. He has earned certifications in advanced wine and cheese studies and holds professional certification from the American Culinary Federation as a certified executive chef and a certified culinary educator. Chef Test also held positions with state and national education associations.

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.

Two lead chef instructors support the director of education. According to the LCB job description, lead instructors are responsible for culinary instruction and manage chef instructors. They support the director of education/executive chef and assist in scheduling, observing, and assessing faculty. Chef Matt Herron supervises culinary arts instructors and Chef Robbie Mills has recently been promoted from instructor to a lead instructor position supervising baking and pastry faculty. They were each teaching one course at the time of the visit. The director of education supervises general education courses and adjunct faculty teaching those courses.

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 in the learning environment?

Through faculty and student interviews the team learned that the campus provides a great deal of individualized support to its students. Faculty follow-up with those identified as having academic difficulties. A tutoring lab is available to students needing additional help to master skills. It is open from 3:00 p.m to 6:30 p.m., Monday through Friday, in a full kitchen lab and is staffed by a full-time instructor. Students are referred to outside agencies or professionals when problems of a personal nature have a negative effect on their ability to succeed in their academic work.

A variety of instructional methodologies and learning strategies are utilized including lecture, laboratory, demonstrations, book reviews, problem solving, group and individual projects and interactive media and games. These accommodate diverse learning styles of students. The block scheduling of classes during morning, afternoon, and evenings provides alternatives for working students and those with family or other responsibilities.

Students with documented disabilities are provided reasonable accommodations according to LCB's policy described on page 39 of the 2013-2014 catalog. The registrar and director of education collaborate to provide the

necessary accommodations. In regards to students with physical limitations, the campus has altered seating to provide high stools in teaching kitchens for a student needing to be seated and has provided professional interpreters for hearing-impaired students. Accommodations for learning disabled students have included giving extended time for completion of assignments and providing quiet locations and a reader for examinations.

- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
Faculty members continuously evaluate content and delivery of the courses they are teaching. They discuss with each other informally and during faculty meetings and make recommendations about textbooks and proposed curriculum updates through a Curriculum SharePoint site. Suggestions for curriculum changes may come as a result of advisory committee input, student and graduate surveys, or as a result of an individual faculty member's own professional development activities. Requests for revision of program learning outcomes or other substantive changes must go through the corporate process that includes input from subject matter experts within the corporation, textbook publishers, and instructional designers.
- 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?

In-service training is documented by agendas with timelines, minutes, and attendee sign-in sheets. In addition to content designed to increase teaching skills, all in-service days include team building exercises and faculty break-out sessions. Certificates of completion are maintained in individual faculty files to document professional development activities.

- 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

The academic associate's degree in culinary arts requires 25 quarter credit hours in general education. The requirement is met with five 5 quarter credit courses. Because of a requirement by the state of Massachusetts for a humanities course, the Boston LCB campus curriculum includes a 5 quarter credit course in art appreciation that is not available on other LCB campus.

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

#### GENERAL COMMENTS:

The team was impressed with the energy, enthusiasm, and passion for student success exhibited by both part-time and full-time faculty. They describe open communication among the entire staff and work collaboratively as a team for the benefit of the student.

## 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 a 60,000 square-foot facility located at 215 First Street, Cambridge, Massachusetts. The building is shared with other tenants; however, the campus occupies all of the 3<sup>rd</sup> floor and approximately half of the 4<sup>th</sup> floor. The 3<sup>rd</sup> floor contains all of the administrative and academic offices, a conference room, three interview rooms and a reception desk. Also on the 3<sup>rd</sup> floor are the library, five general purpose classrooms, a computer lab, and one kitchen. The 4<sup>th</sup> floor contains eight additional kitchens and a second career services office. The facility is modern, very well maintained, and in good repair. The campus presents well, is professional in appearance, and provides an excellent learning environment for students.

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 catalog used during the evaluation visit is Le Cordon Bleu College of Culinary Arts in Boston 2013-2014 Catalog. In addition, there is a catalog addendum with a most recent publication date of September 23, 2014.

7.02 Does the self-study or branch application part II accurately portray the campus?

Yes  No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

Yes  No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

Yes  No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

Yes  No

(c) The names and titles of the administrators.

Yes  No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

Yes  No

(e) A statement of accreditation

Yes  No  Not Applicable (initial applicant)

(f) A mission statement.

Yes  No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

Yes  No

(h) An academic calendar.

Yes  No

(i) A full disclosure of the admission requirements.

Yes  No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

Yes  No

- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded a concise description of the course contents, and any necessary prerequisites.  
 Yes     No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.  
 Yes     No
- (m) A definition of the unit of credit.  
 Yes     No     Not Applicable (The campus does not award credit)
- (n) A complete explanation of the standards of satisfactory academic progress.  
 Yes     No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.  
 Yes     No
- (p) The transfer of credit policy.  
 Yes     No
- (q) A statement of the tuition, fees, and any other charges.  
 Yes     No
- (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.  
 Yes     No     Not Applicable (no scholarships, grants, or loans offered)
- (s) The refund policy.  
 Yes     No
- (t) A statement describing the student services offered.  
 Yes     No
- (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).  
 Yes     No     Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

- Yes     No

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

(a) An explanation of the course numbering system (for all levels).

- Yes     No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

- Yes     No     Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

- Yes     No     Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

- Yes     No     Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

- Yes     No (*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
- 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 materials such as brochures, booklets, and inserts; radio advertisements; and television advertisements. In addition, the campus has an online presence through its web site and social media sites.
- 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 publishes performance information related to employment (placement) rates, graduation rates, along with program costs and financing options.

Where is this information published and how frequently is this information being updated?

This information is published on the campus web site and is updated annually in line with regulatory requirements.

## 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

In addition to the traditional physical collection at the campus, online resources are readily available through Cybrary, CEC's extensive electronic information center that is accessible to students and faculty on campus and at home 24/7. Wifi is available throughout the campus.

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?

Each quarter the campus librarian utilizes an assessment template to collect data and analyze the quality of campus resources and information services. Data collected includes a circulation count, actual databases used with time online, and a gate count that documents specific instruction transactions: reference, use of computer, or need for directions. A report is generated that includes an inventory of physical volumes held, number of database subscriptions held, and the number of seats and computers available. In addition, specific training programs and workshops given by the librarian are also listed.

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 \$6,000 for the campus. This does not take into consideration additional monies allocated for a special LCB-wide curriculum physical book order that was developed this year with input from faculty in all LCB culinary programs, nor does it include a separate budget line for culinary resources within Cybrary. That Cybrary budget is divided among 16 CEC schools, which results in a projected expense of \$2,511.63 for the Boston campus.

8.09 What portion of the current year's library budget has been spent?

Since the beginning of the fiscal year starting July 1, 2014, \$5,584.71 has been spent.

How has the money been allocated?

This money includes \$3,464 purchases for the one-time school-wide physical book order not included in the \$6,000 budget allocation. Other expenditures were \$780 for the library catalog system, \$1,292.35 for periodical subscriptions related to culinary arts and baking and pastry, and \$47.46 for library 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

Library is open and staffed Monday through Friday from 7:00a.m. to 7:00p.m.

#### 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?

During two separate well-attended faculty meetings and individual interviews, faculty members described a variety of assignments given to students in their classes that require usage of library resources. Faculty members are enthusiastic about helping students achieve their goals and they pride themselves in inspiring students to take advantage of the thousands of learning resources available to them at LCB. Although the majority of students prefer using online resources, a few instructors require that at least some physical books and periodicals be utilized. Several instructors described learning activities in which they take an entire class to a computer lab for assignments while working with them to access a variety of online 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.  
 Specific to culinary and baking and pastry courses, the online collection includes Gale's Culinary Arts Collection with 250 of the major cooking and nutrition magazines from 1980 to present, as well as reference titles from Delmar Publishers. Food Science Source contains valuable resources concerning the food industry and Ebsco's Hospitality and Tourism Complete covers all areas of hospitality and tourism. Records indicate these are the most commonly used by students on the campus. Ebsco's GreenFile offers well-researched information on environmental issues. For more general and expanded research purposes, Ebsco and Proquest provide access to thousands of full-text journals, newspapers, and electronic books appropriate for academic institutions; Credo Reference provides access to multiple encyclopedias, dictionaries, and reference books.
- 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?  
 Mr. Anthony Viola is the full-time campus librarian. He is classified as a regional librarian but he is totally dedicated to the Boston campus. He holds a MLS degree from Simmons College, an American Library Association accredited institution. He is a member of the Massachusetts Library Association, the American Libraries Association, and Special Libraries Association often utilizing their recommendations for materials, resources, and services. Previous positions included more than 12 years in educational research and information resources at two other colleges. His regular hours are 8:30 a.m. to 4:30 p.m., Monday through Friday.
- 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

#### GENERAL COMMENTS:

Since joining the campus in May 2012, Mr. Viola has built an impressive collection of physical books and industry periodicals to support the coursework offered on the campus. Training and support supplied by the professional librarian for using both physical and online library resources is exceptional.

#### 9. PROGRAM EVALUATION

**Associate in Applied Science in Le Cordon Bleu Culinary Arts**

**Certificate in Le Cordon Bleu Culinary Arts**

**Certificate in Le Cordon Bleu Patisserie & 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?

As noted previously, Mr. Earle Test is the director of education and executive chef. He is responsible for the administration of all academic programs at the college. Chef Test holds a master's degree in gastronomy & food studies, a bachelor's degree in psychology, and another bachelor's degree in writing. He has earned certifications in advanced wine and cheese studies and holds professional certification from the American Culinary Federation as a certified executive chef and a certified culinary educator. Chef Test also held positions with state and national education associations.

- 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 program has a solid foundation of community support as evidence by contracts for the culinary and pastry externship programs and full-time placement opportunities. In addition, there are outreach events such as the Blue Ribbon Event, Hampton Seafood Festival, and The Feast of St. Antony, which provide valuable real world experience for the students.
- 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 were made to employers or graduates for the following programs:

Certificate program in culinary arts 25 and pastry arts 8

Academic associate's degree program in Culinary Arts 9

How many calls to employers or graduates were successful?

The following number of calls to employers or graduates were successful:

Certificate program in culinary arts 11 and pastry arts 5

Academic Associate's degree program in Culinary Arts 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There were 20 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 viewed faculty gradebooks, the grading matrix and graded homework assignments to document the out-of-class homework requirement was being fulfilled and incorporated into the students' final course grade.

#### 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 OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY**

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

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

9.29 Are teaching loads reasonable?

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?

12:1

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

## SUMMARY

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

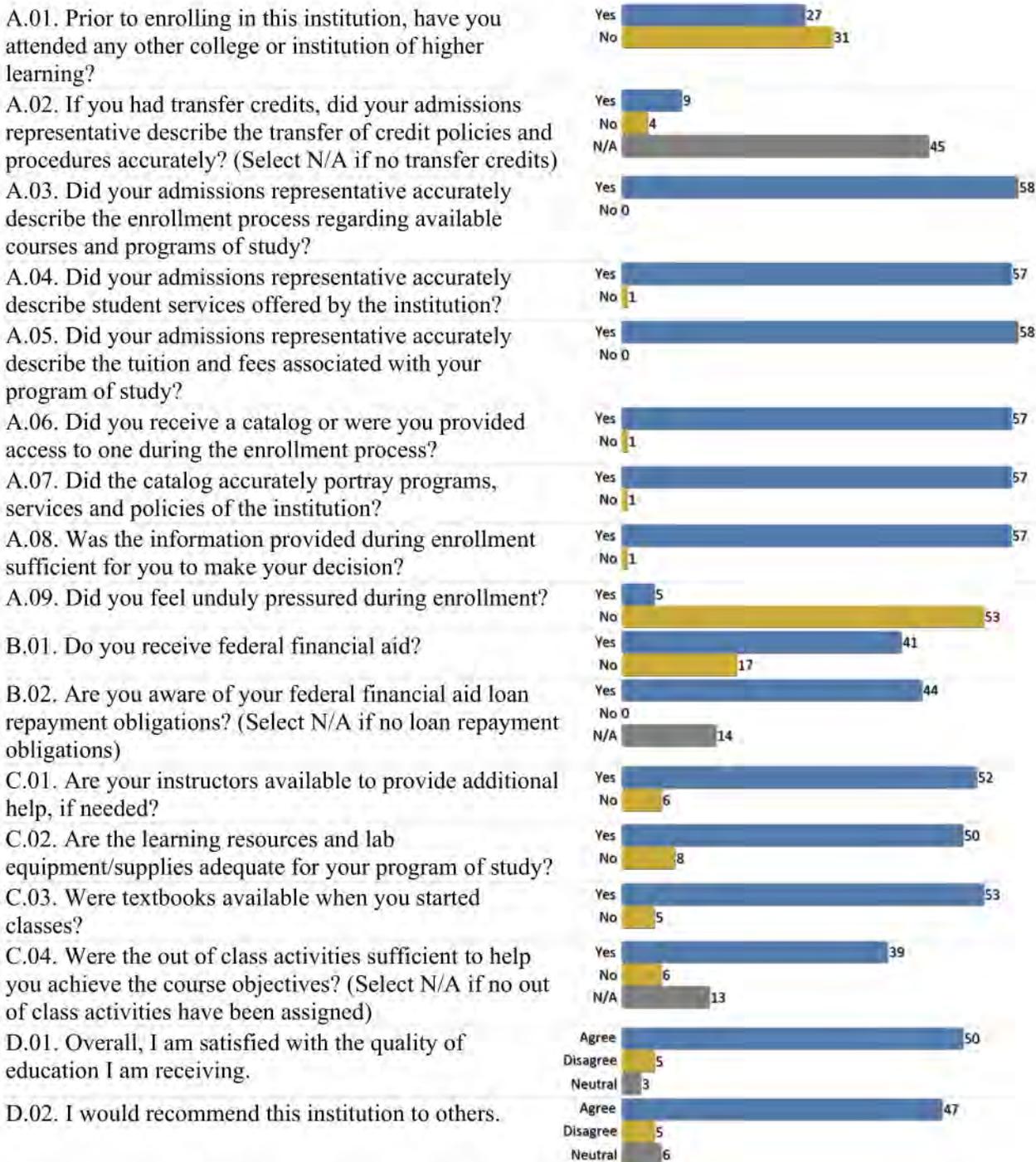
<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
1	<b>Section 3-1-434(a)</b>	The institution has not designated a qualified person on site to administer student financial aid (p.14).
2	<b>Section 3-1-434(c)</b>	There is no documentation that the campus financial aid administrator keeps up to date on procedures in the financial aid field (p.15).

## RECOMMENDATION(S)

*Any recommendation(s) provided in this report are not included in the report seen by the Council:*

1. Lead instructors should maintain a file of current course syllabi created by instructors and actually given to students each quarter. This allows supervisors to stay apprised of any changes made by individual instructors that might deviate from the approved corporate syllabus.
2. Develop a standardized template to capture the minutes of faculty and advisory board meetings and to assign responsibility for the various topics that are discussed.
3. Implement a make-up system for those instructors who missed the faculty meeting.
4. Adopt a standard format for verifying and recording homework assignments.
5. Maintain documentation for all NEHA proctors to verify they are qualified to teach the new sanitation classes.
6. Maintain bios for all advisory board members and guest speakers to validate that these individuals are subject matter experts in the field.
7. The team recognizes the academic qualifications of Chef Robbi Mills, lead pastry instructor, but feels she has limited real world experience. Chef Mills and the students would benefit from the chef acquiring some more practical work experience.

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs.





## NEW GRANT

**LE CORDON BLEU COLLEGE OF CULINARY ARTS – BOSTON**  
**215 First Street**  
**Cambridge, MA 02142**  
**ACICS ID Code: 00048109**

Mr. James E. Dunleavy, Campus President, (b)(6)@boston.chefs.edu)  
 (b)(6)@boston.chefs.edu)

**MAIN CAMPUS**  
**Le Cordon Bleu College of Culinary Arts**  
**Scottsdale, AZ**  
**ACICS ID Code: 0004575**

**September 23-24, 2014**

Dr. Stephen V. Calabro	Chair	Southwest Florida College	Fort Myers, FL
Dr. Rick Murphree	Student-Relations Specialist	Effectual Business Services	Eagle, ID
Ms. Carol Kizer	Educational Activities	Columbus State Community College	Columbus, OH
Mr. Anthony D. Osborne	Culinary Specialist	Education Corporation of America	Birmingham, AL
Mr. Ian Harazduk	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LE CORDON BLEU COLLEGE OF CULINARY ARTS  
BOSTON, MA**

<b>CREDENTIAL EARNED</b> (As defined by the institution)	<b>ACICS CREDENTIAL</b>	<b>APPROVED PROGRAM TITLE</b>	<b>Clock Hrs.</b>	<b>Qtr. Hrs.</b>	<b>Enroll: Full- time/ Part- time</b>	<b>CAR Retention &amp; Placement (%)</b>			
						<b>2013</b>		<b>2012</b>	
						<b>Ret.</b>	<b>Pla.</b>	<b>Ret.</b>	<b>Pla.</b>
Associate in Applied Science	Academic Associate's Degree	Le Cordon Bleu Culinary Arts	1550	101	240/0	89.0	79.00	76.9	<b>69.2</b>
Certificate	Certificate	Le Cordon Bleu Culinary Arts	660	37	52/0	78.0	71.00	<b>69.9</b>	<b>62.1</b>
Certificate	Certificate	Le Cordon Bleu Patisserie	710	39	66/0	78.0	<b>65.00</b>	74.8	<b>55.1</b>
Certificate <sup>#</sup>	Certificate	Le Cordon Bleu Culinary Arts*	940	55	0				
Certificate <sup>#</sup>	Certificate	Le Cordon Bleu Patisserie*	940	55	0				
<b>TOTAL ENROLLMENT</b>					358				

<sup>#</sup> 12 month certificate program begins 11/2014 and will replace the current 9 month program

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

\* Programs with no enrollment

## INTRODUCTION

Le Cordon Bleu College of Culinary Arts, Inc. is owned by Scottsdale Culinary Institute, Ltd. which is a wholly owned subsidiary of the Career Education Corporation (CEC), a Delaware corporation with principal offices in Schaumburg, Illinois. The Cambridge campus was established in January 2008 and began classes four months later in April 2008. The student-run restaurant, Technique, opened in March 2009 and later closed in September 2013 as part of a larger corporate-wide initiative. In February 2010, the college introduced two certificate programs: one in culinary arts and the other in patisserie and baking.

The Cambridge campus is classified by ACICS as a branch of the main campus which is located in Scottsdale, Arizona. The campus was granted initial accreditation in June 2011 and received final inclusion in May 2012. The campus is also accredited by the Accrediting Commission for Career Schools and Colleges (ACCSC) through December 2015.

Le Cordon Bleu College of Culinary Arts is located in Cambridge, Massachusetts across the Charles River from the city of Boston. Cambridge is the home of both Harvard University and the Massachusetts Institute of Technology. The area is rich with culture, education, ethnic diversity, and American history. There were 358 students enrolled at the time of the visit. Of that number, 240 were enrolled in the associate's degree program, 52 in the culinary arts certificate program, and 66 in the baking and pastry certificate program. The average age was 29 and the population was split almost evenly between men and women. The ethnic mix of the student body is consistent with the diversity found in the greater Boston area.

**1. MISSION**

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement appears on page 7 of the 2013-2014 Catalog, published in 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 a branch, does the branch have its own CEP, separate from the main campus IEP?  
 Yes     No     Not Applicable
- 1.09 Does the CEP describe the following?  
(a) The characteristics of the programs offered.  
 Yes     No  
(b) The characteristics of the student population.  
 Yes     No  
(c) The types of data that will be used for assessment.  
 Yes     No  
(d) Specific goals to improve the educational processes.  
 Yes     No  
(e) Expected outcomes of the plans.  
 Yes     No

- 1.10 Are the following five required elements evaluated in the CEP?
- (a) Student retention.  
 Yes     No
- (b) Student placement.  
 Yes     No     Not Applicable (new branch only)
- (c) Level of graduate satisfaction.  
 Yes     No     Not Applicable (new branch only)
- (d) Level of employer satisfaction.  
 Yes     No     Not Applicable (new branch only)
- (e) Student learning outcomes.  
 Yes     No
- 1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed. The CEP utilizes the following student learning outcomes: standards of satisfactory academic progress, grades, and progress towards program completion are all assessed at the end of each term. Externship completion and exam scores from the National Environmental Health Association (NEHA) Food Safety Manager Certification Exam are also assessed quarterly.
- 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 branch 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 branch only)
- 1.15 Describe the specific activities that the campus will undertake to meet these goals.
- Specific initiatives with regard to retention include:
- the creation of a cross-department retention committee;
  - the more frequent tracking and analysis of retention data;
  - earlier intervention by faculty for at risk students; and
  - informing students about using leave of absence for medical related withdrawals.
- Specific initiatives with regard to placement include:
- expansion of the paid externship program;
  - developing integrated strategies to improve student job readiness;

- improving community and employer outreach;
- more job fairs and on-campus visits by employers;
- informing students about career opportunities beyond the traditional restaurant setting; and
- engaging the faculty to better network with their industry contacts.

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. James Dunleavy, campus president, is ultimately responsible for the implementation and monitoring of the CEP. Mr. Dunleavy has a bachelor's degree and brings to the campus two years of proprietary school experience and over five years of restaurant management experience. Mr. Dunleavy monitors the CEP with the assistance of the Campus Effectiveness/Institutional Assessment Committee that includes the director of education, business office manager, director of admissions, director of career services, and the campus registrar. The committee meets at scheduled times throughout the year, reviews and analyzes data, and makes recommendations as warranted by the results of the assessments.

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 include 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. James Dunleavy, campus president, is responsible for the financial oversight of the campus. As noted previously he has a bachelor's degree, two years of proprietary school experience and over five years for restaurant management experience.

### 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. James Dunleavy is the campus president. As noted previously he has a bachelor's degree and practical experience in proprietary education and restaurant management.
- 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

#### 4. RELATIONS WITH STUDENTS

##### FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

The team reviewed 47 student files from the 2013 CAR either as graduates, drops, or still enrolled. The team also reviewed files of students who received transfer credit and those who were on academic warning/probation. Student ledger cards were also 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?

Ms. Jaimee Tyler is responsible for the oversight of student recruitment at the campus. Ms. Tyler has a bachelor's degree in business administration from Boston University. She has been in her current position since September 2013 and has been involved in admissions work with other colleges since 2004.

4.11 Describe how the recruiting process for new students is compatible with the educational objectives for the campus?

During the recruiting process prospective students are provided with information to enable them to make an informed decision on whether the educational objectives of the programs meet their personal and career needs.

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

#### 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 appears on pages 29-31 of the 2013-2014 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 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 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?  
 Chef Earle Test is the director of education and executive chef and is responsible for the administration of all academic programs including the hiring and supervision of faculty. He has been with Le Cordon Bleu since 2009 and taught a range of academic and culinary classes before assuming the director of education position in October 2013. Prior to joining the college, he held positions in national and state education associations.

Chef Test has a master's degree in gastronomy & food studies from Boston University, a bachelor's degree in psychology, and a bachelor's degree in writing from the University of Pittsburgh. He also holds graduate certificates in advanced wine studies and in cheese studies from Boston University. He is certified as a higher education

professional by the National Association of State Administrators and Supervisors of Private Schools and he holds professional certifications as a Certified Executive Chef and a Certified Culinary Educator from the American Culinary Federation

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?

(Section 3-1-434(a)): The campus does not have a qualified individual on-site for administering student financial aid. The current position of business operations manager is held by Ms. Nicole Backstrom. When the team interviewed Ms. Backstrom she explained that students call the corporate office to process all Title IV paperwork and answer their questions about financial aid. On the ACICS data sheet she indicates spending 10 hours per week in assisting students with financial aid; however, the team learned from the interview that she does not assist students with financial aid. Ms. Backstrom stated further that she is "really not in charge of Title IV at the campus, the corporate office is."

In the job description for business operations manager it states a minimum requirement of a bachelor's degree or equivalent work experience. The team found that Ms. Backstrom did not have either a bachelor's degree or equivalent experience in financial aid.

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).

(Section 3-1-434(c)): The campus financial aid office does not stay current with regulation and policy changes in financial aid. Ms. Backstrom, business operations manager, is a member of the National Association of Student Financial Aid Administrators (NASFAA). While the team was on-site Ms. Backstrom joined the Massachusetts Association of Student Financial Aid Administrators (MASFAA). Additionally, while the team was on-site Ms. Backstrom enrolled in future online training classes and provided documentation to support her enrollment. However, Ms. Backstrom has not yet participated in any training on regulation and policy changes in financial aid.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes     No

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

(Section 3-1-434(c)): As previously noted, the team did not find evidence of training or professional awareness activities for the financial aid administrator.

- 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 tutoring through the academic success center located in the library. Both instructors and students are utilized for tutoring services. Academic counseling is provided by department chairs and deans.
- 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. Stephen Faulkner, director of career services, is responsible for counseling students on employment opportunities. Mr. Faulkner has a bachelor's degree in history from SUNY New Paltz in New York. He has been in his position since 2012 and involved with career services 2004.
- 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 461  
 The ending enrollment reported on the previous year's CAR is 461
- 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.

New students are required to complete entrance counseling prior to starting their program if they are taking out federal loans. Students are required to complete the entrance counseling on-line and upon completion it is documented in their financial aid file. Prior to graduation students meet with the business operations manager who directs them to corporate and [www.studentloans.gov](http://www.studentloans.gov) to fill out an exit counseling form.

4.67 Describe the extracurricular educational activities of the campus (if applicable).

The campus participates in several community volunteer opportunities like "Soup and Support" which is a local non-profit group. The campus has a student government that is the communication link between students and administration, and there is a veterans support group.

## 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?

As noted previously, Mr. Earle Test is the director of education and executive chef. He is responsible for the administration of all academic programs at the college. Chef Test holds a master's degree in gastronomy & food studies, a bachelor's degree in psychology, and another bachelor's degree in writing. He has earned certifications in advanced wine and cheese studies and holds professional certification from the American Culinary Federation as a certified executive chef and a certified culinary educator. Chef Test also held positions with state and national education associations.

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.

Two lead chef instructors support the director of education. According to the LCB job description, lead instructors are responsible for culinary instruction and manage chef instructors. They support the director of education/executive chef and assist in scheduling, observing, and assessing faculty. Chef Matt Herron supervises culinary arts instructors and Chef Robbie Mills has recently been promoted from instructor to a lead instructor position supervising baking and pastry faculty. They were each teaching one course at the time of the visit. The director of education supervises general education courses and adjunct faculty teaching those courses.

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 in the learning environment?

Through faculty and student interviews the team learned that the campus provides a great deal of individualized support to its students. Faculty follow-up with those identified as having academic difficulties. A tutoring lab is available to students needing additional help to master skills. It is open from 3:00 p.m to 6:30 p.m., Monday through Friday, in a full kitchen lab and is staffed by a full-time instructor. Students are referred to outside agencies or professionals when problems of a personal nature have a negative effect on their ability to succeed in their academic work.

A variety of instructional methodologies and learning strategies are utilized including lecture, laboratory, demonstrations, book reviews, problem solving, group and individual projects and interactive media and games. These accommodate diverse learning styles of students. The block scheduling of classes during morning, afternoon, and evenings provides alternatives for working students and those with family or other responsibilities.

Students with documented disabilities are provided reasonable accommodations according to LCB's policy described on page 39 of the 2013-2014 catalog. The registrar and director of education collaborate to provide the

necessary accommodations. In regards to students with physical limitations, the campus has altered seating to provide high stools in teaching kitchens for a student needing to be seated and has provided professional interpreters for hearing-impaired students. Accommodations for learning disabled students have included giving extended time for completion of assignments and providing quiet locations and a reader for examinations.

- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
Faculty members continuously evaluate content and delivery of the courses they are teaching. They discuss with each other informally and during faculty meetings and make recommendations about textbooks and proposed curriculum updates through a Curriculum SharePoint site. Suggestions for curriculum changes may come as a result of advisory committee input, student and graduate surveys, or as a result of an individual faculty member's own professional development activities. Requests for revision of program learning outcomes or other substantive changes must go through the corporate process that includes input from subject matter experts within the corporation, textbook publishers, and instructional designers.
- 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?

In-service training is documented by agendas with timelines, minutes, and attendee sign-in sheets. In addition to content designed to increase teaching skills, all in-service days include team building exercises and faculty break-out sessions. Certificates of completion are maintained in individual faculty files to document professional development activities.

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

The academic associate's degree in culinary arts requires 25 quarter credit hours in general education. The requirement is met with five 5 quarter credit courses. Because of a requirement by the state of Massachusetts for a humanities course, the Boston LCB campus curriculum includes a 5 quarter credit course in art appreciation that is not available on other LCB campus.

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

#### GENERAL COMMENTS:

The team was impressed with the energy, enthusiasm, and passion for student success exhibited by both part-time and full-time faculty. They describe open communication among the entire staff and work collaboratively as a team for the benefit of the student.

## 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 a 60,000 square-foot facility located at 215 First Street, Cambridge, Massachusetts. The building is shared with other tenants; however, the campus occupies all of the 3<sup>rd</sup> floor and approximately half of the 4<sup>th</sup> floor. The 3<sup>rd</sup> floor contains all of the administrative and academic offices, a conference room, three interview rooms and a reception desk. Also on the 3<sup>rd</sup> floor are the library, five general purpose classrooms, a computer lab, and one kitchen. The 4<sup>th</sup> floor contains eight additional kitchens and a second career services office. The facility is modern, very well maintained, and in good repair. The campus presents well, is professional in appearance, and provides an excellent learning environment for students.

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 catalog used during the evaluation visit is Le Cordon Bleu College of Culinary Arts in Boston 2013-2014 Catalog. In addition, there is a catalog addendum with a most recent publication date of September 23, 2014.

7.02 Does the self-study or branch application part II accurately portray the campus?

Yes  No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

Yes  No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

Yes  No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

Yes  No

(c) The names and titles of the administrators.

Yes  No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

Yes  No

(e) A statement of accreditation

Yes  No  Not Applicable (initial applicant)

(f) A mission statement.

Yes  No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

Yes  No

(h) An academic calendar.

Yes  No

(i) A full disclosure of the admission requirements.

Yes  No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

Yes  No

- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded a concise description of the course contents, and any necessary prerequisites.  
 Yes     No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.  
 Yes     No
- (m) A definition of the unit of credit.  
 Yes     No     Not Applicable (The campus does not award credit)
- (n) A complete explanation of the standards of satisfactory academic progress.  
 Yes     No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.  
 Yes     No
- (p) The transfer of credit policy.  
 Yes     No
- (q) A statement of the tuition, fees, and any other charges.  
 Yes     No
- (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.  
 Yes     No     Not Applicable (no scholarships, grants, or loans offered)
- (s) The refund policy.  
 Yes     No
- (t) A statement describing the student services offered.  
 Yes     No
- (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).  
 Yes     No     Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

- Yes     No

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

(a) An explanation of the course numbering system (for all levels).

- Yes     No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

- Yes     No     Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

- Yes     No     Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

- Yes     No     Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

- Yes     No (*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
- 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 materials such as brochures, booklets, and inserts; radio advertisements; and television advertisements. In addition, the campus has an online presence through its web site and social media sites.
- 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 publishes performance information related to employment (placement) rates, graduation rates, along with program costs and financing options.

Where is this information published and how frequently is this information being updated?

This information is published on the campus web site and is updated annually in line with regulatory requirements.

## 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

In addition to the traditional physical collection at the campus, online resources are readily available through Cybrary, CEC's extensive electronic information center that is accessible to students and faculty on campus and at home 24/7. Wifi is available throughout the campus.

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?

Each quarter the campus librarian utilizes an assessment template to collect data and analyze the quality of campus resources and information services. Data collected includes a circulation count, actual databases used with time online, and a gate count that documents specific instruction transactions: reference, use of computer, or need for directions. A report is generated that includes an inventory of physical volumes held, number of database subscriptions held, and the number of seats and computers available. In addition, specific training programs and workshops given by the librarian are also listed.

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 \$6,000 for the campus. This does not take into consideration additional monies allocated for a special LCB-wide curriculum physical book order that was developed this year with input from faculty in all LCB culinary programs, nor does it include a separate budget line for culinary resources within Cybrary. That Cybrary budget is divided among 16 CEC schools, which results in a projected expense of \$2,511.63 for the Boston campus.

8.09 What portion of the current year's library budget has been spent?

Since the beginning of the fiscal year starting July 1, 2014, \$5,584.71 has been spent.

How has the money been allocated?

This money includes \$3,464 purchases for the one-time school-wide physical book order not included in the \$6,000 budget allocation. Other expenditures were \$780 for the library catalog system, \$1,292.35 for periodical subscriptions related to culinary arts and baking and pastry, and \$47.46 for library 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

Library is open and staffed Monday through Friday from 7:00a.m. to 7:00p.m.

#### 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?

During two separate well-attended faculty meetings and individual interviews, faculty members described a variety of assignments given to students in their classes that require usage of library resources. Faculty members are enthusiastic about helping students achieve their goals and they pride themselves in inspiring students to take advantage of the thousands of learning resources available to them at LCB. Although the majority of students prefer using online resources, a few instructors require that at least some physical books and periodicals be utilized. Several instructors described learning activities in which they take an entire class to a computer lab for assignments while working with them to access a variety of online 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.  
 Specific to culinary and baking and pastry courses, the online collection includes Gale's Culinary Arts Collection with 250 of the major cooking and nutrition magazines from 1980 to present, as well as reference titles from Delmar Publishers. Food Science Source contains valuable resources concerning the food industry and Ebsco's Hospitality and Tourism Complete covers all areas of hospitality and tourism. Records indicate these are the most commonly used by students on the campus. Ebsco's GreenFile offers well-researched information on environmental issues. For more general and expanded research purposes, Ebsco and Proquest provide access to thousands of full-text journals, newspapers, and electronic books appropriate for academic institutions; Credo Reference provides access to multiple encyclopedias, dictionaries, and reference books.
- 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?  
 Mr. Anthony Viola is the full-time campus librarian. He is classified as a regional librarian but he is totally dedicated to the Boston campus. He holds a MLS degree from Simmons College, an American Library Association accredited institution. He is a member of the Massachusetts Library Association, the American Libraries Association, and Special Libraries Association often utilizing their recommendations for materials, resources, and services. Previous positions included more than 12 years in educational research and information resources at two other colleges. His regular hours are 8:30 a.m. to 4:30 p.m., Monday through Friday.
- 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

#### GENERAL COMMENTS:

Since joining the campus in May 2012, Mr. Viola has built an impressive collection of physical books and industry periodicals to support the coursework offered on the campus. Training and support supplied by the professional librarian for using both physical and online library resources is exceptional.

#### 9. PROGRAM EVALUATION

**Associate in Applied Science in Le Cordon Bleu Culinary Arts**

**Certificate in Le Cordon Bleu Culinary Arts**

**Certificate in Le Cordon Bleu Patisserie & 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?

As noted previously, Mr. Earle Test is the director of education and executive chef. He is responsible for the administration of all academic programs at the college. Chef Test holds a master's degree in gastronomy & food studies, a bachelor's degree in psychology, and another bachelor's degree in writing. He has earned certifications in advanced wine and cheese studies and holds professional certification from the American Culinary Federation as a certified executive chef and a certified culinary educator. Chef Test also held positions with state and national education associations.

- 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 program has a solid foundation of community support as evidence by contracts for the culinary and pastry externship programs and full-time placement opportunities. In addition, there are outreach events such as the Blue Ribbon Event, Hampton Seafood Festival, and The Feast of St. Antony, which provide valuable real world experience for the students.
- 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 were made to employers or graduates for the following programs:

Certificate program in culinary arts 25 and pastry arts 8

Academic associate's degree program in Culinary Arts 9

How many calls to employers or graduates were successful?

The following number of calls to employers or graduates were successful:

Certificate program in culinary arts 11 and pastry arts 5

Academic Associate's degree program in Culinary Arts 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There were 20 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 viewed faculty gradebooks, the grading matrix and graded homework assignments to document the out-of-class homework requirement was being fulfilled and incorporated into the students' final course grade.

#### 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 OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY**

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

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

9.29 Are teaching loads reasonable?

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?

12:1

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

## SUMMARY

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

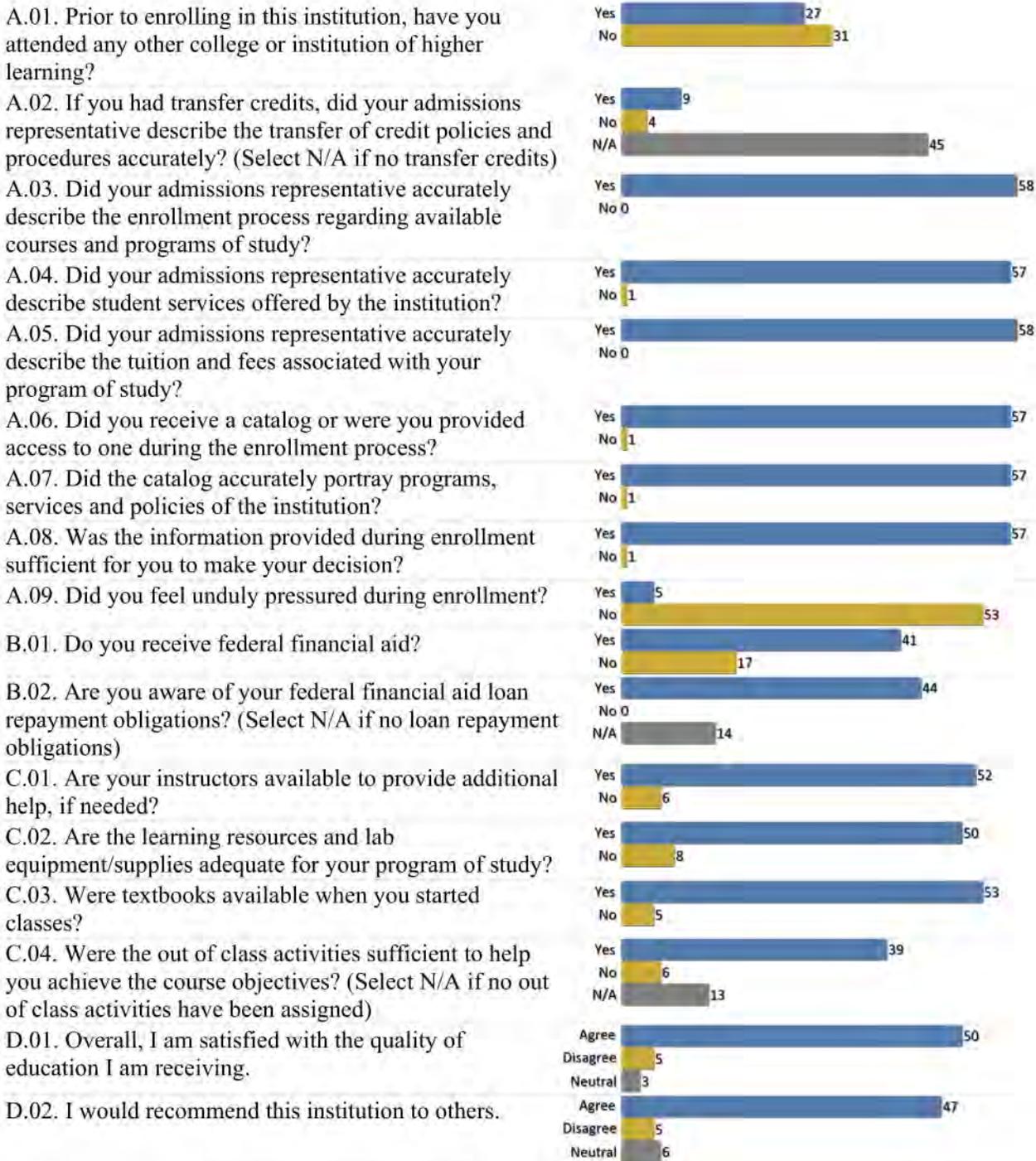
<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
1	<b>Section 3-1-434(a)</b>	The institution has not designated a qualified person on site to administer student financial aid (p.14).
2	<b>Section 3-1-434(c)</b>	There is no documentation that the campus financial aid administrator keeps up to date on procedures in the financial aid field (p.15).

## RECOMMENDATION(S)

*Any recommendation(s) provided in this report are not included in the report seen by the Council:*

1. Lead instructors should maintain a file of current course syllabi created by instructors and actually given to students each quarter. This allows supervisors to stay apprised of any changes made by individual instructors that might deviate from the approved corporate syllabus.
2. Develop a standardized template to capture the minutes of faculty and advisory board meetings and to assign responsibility for the various topics that are discussed.
3. Implement a make-up system for those instructors who missed the faculty meeting.
4. Adopt a standard format for verifying and recording homework assignments.
5. Maintain documentation for all NEHA proctors to verify they are qualified to teach the new sanitation classes.
6. Maintain bios for all advisory board members and guest speakers to validate that these individuals are subject matter experts in the field.
7. The team recognizes the academic qualifications of Chef Robbi Mills, lead pastry instructor, but feels she has limited real world experience. Chef Mills and the students would benefit from the chef acquiring some more practical work experience.

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs.



## REPORT WRITING GUIDELINES 2014

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### FORMATING

- Single space text lines
- Double space between paragraphs
- Justify left margins
- Use Times New Roman, 12 point font
- Use only one space after a period
- Write text immediately below question (no space)

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

**(Section 3-1-531 (a)):** The instructional equipment available to students is not appropriate to adequately support the nature of the program. The students in the diploma program in Computer Technology need current hardware and software to be successful in the field. The campus is still using Microsoft 97 when the textbooks reference Windows XP. Students have expressed concerns about the inconsistency of learning materials; specifically, in regards to being tested on software that is out-of-date according to their textbooks.

Describe the community resources utilized to enrich the program.

The program has strong community support, as witnessed by contracts for clinical placements with 16 institutions and 59 clinical slots available for assignment. Guest speakers such as the medical director and ventilator graphics specialist are also utilized. Dr. Kathy Rye, a Commission on Accreditation for Respiratory Care (CoARC) board member, has been invited to speak on clinical preceptor training about effective feedback. A total of 45 respiratory therapists attended this workshop and obtained 7.5 free CEUs. The program is also involved with the American Lung Association "Fight for Air Walk" to be held May 21, 2011. This will be their third year participating. In the future, Spencerian College will be involved with other community outreach programs including Healthy Hoops and Ashtma Camp.

### CITATIONS

The purpose of the visit is to confirm the information submitted in the school's application or self-study. Nothing should "seem" or "appear" to be anything, especially in a citation.

- The section number should be written as follows, in **BOLD**:  
**(Section 3-1-511):**  
**(Section 3-1-111 (a – e)):**  
**(Section 3-1-513 (b)):**

- The first sentence should be a statement of the area of non-compliance followed by a clear and detailed description of the issue.

**(Section 3-1-511):** The program administrator does not have sufficient time and resources to administer the diploma program in medical office assistant. A review of Mr. Pulaski's signed data sheet and the class schedule indicates that 90 percent of his time is allocated to instruction and 10 percent to the administration of the program. Mr. Pulaski is currently teaching MED 110, Basic Medical Procedures; MED 115 Medical Equipment; MED 220, Advanced Medical Procedures; and MED 230, Advanced Patient Care, totaling 25 hours of instruction per week. Mr. Pulaski's signed job description did not have any reference to administrative duties when the team arrived on-site. In addition, students indicated that they were unaware of the administrator of the program and if a faculty member cannot answer their specific concern, they were left without a resolution. The administration noted that a communication will be provided to all students in the program informing them of Mr. Pulaski's appointment as the program administrator; however, no documentation was presented to the team.

For missing evaluations/credentials, be certain to include the institution, and type of degree.

**(Section 3-1-541):** Foreign transcripts have not been translated into English and evaluated by a member of NACES or AICE for the following faculty members: Dr. Jamal Avid, bachelor's degree in Biology from the University of Punjab, India and Ms. Caitlin Richards, master's degree in education administration from the Cambridge University, England.

- Missing faculty development plans, evidence of implementation or missing professional growth activities should be so stated in the citation:

*Evidence of implementation and missing plans*

**(Section 3-1-543):** Faculty development plans lack documentation of implementation for the following faculty members: Mr. Jonathan Letand, Ms. Patricia Given, and Dr. Steven Adler. These faculty members have signed plans on file with sufficient development activities; however, there is no documentation that activities that have already taken place were in fact completed by these individuals. In addition, faculty development plans, in their entirety, are missing for the following faculty members: Ms. Lindsey White, Mr. Ian Jackson, and Ms. Melonie Harris.

*Missing professional growth activities*

**(Section 3-1-543):** Faculty development plans for all faculty members lack the inclusion of professional growth activities. While all plans had evidence of in-service training as sponsored by the institution, individualized professional growth activities, as defined in the Glossary section of the *Accreditation Criteria*, were not documented.

## COMPLETE SENTENCES

Complete sentences must be used in all instances throughout the team report. Exceptions include placement call verification statements for more than one program on a single program report (see page 7).

## E-MAIL ADDRESS FOR ON-SITE DIRECTOR/CAMPUS

Two e-mail addresses must be included on the report cover page: the on-site administrator along with their name and title; and the campus. The staff coordinator will provide the second address to the chair, which should be verified on-site. Please see example below:

### ITT TECHNICAL INSTITUTE

14955 Sprague Road  
Strongsville, OH 44136  
ACICS ID Code: 00016075

Ms. Sara Finland, Director (b)(6) @itt-tech.edu  
(b)(6) @itt-tech.edu

### Main Campus

ITT Technical Institute  
Indianapolis, IN  
ACICS ID Code: 00016040

## ACRONYMS

- The entire name should be spelled out the first time and the acronym thereafter:  
The Campus Accountability Report (CAR)... The CAR...
- Licensure, certification, registration title, and professional organizations should be capitalized if it is followed by the acronym:  
Ms. Laurine Jude is a Registered Cardiovascular Sonographer (RCS) as well as a Registered Nurse (RN).

The program director, Mr. Smith, is a certified medical assistant and has been in the field for more than 15 years.

## CAPITALIZATION

- “Council” and the Accreditation Criteria are always capitalized and Accreditation Criteria *italicized*:  
The Council believes that a basic mathematics class is a general education course. This is explained in the glossary definition of “general education” in the *Accreditation Criteria*.

- Capitalize other educational institutions and proper names of schools:  
Ms. Christine Horter received her bachelor's degree from Central Michigan University
- Capitalize fields of study in the languages:  
Mr. Ellis Ramsey received his bachelor's degree in English from the University of Central Florida.
- Lowercase degrees (including the field of study except those in the languages) in running text and whenever it's used generically. This includes within the narrative of the report.  
Ms. Ange Singer was appointed lead instructor of the criminal justice program on November 11, 2013. Ms. Singer holds a master's degree in criminal justice from Chicago State University and bachelor's degrees in political science and English from Illinois State University.
- Capitalize the name of a degree anywhere it is used as a title rather than a description. This includes the titles listed on the first page or reports and the title section of full team program reports.

#### 9. PROGRAM EVALUATION

**Diploma in Information Technology Specialist**

**Occupational Associate's degree in Information Technology**

**Bachelor's degree in Information Technology and Cybersecurity**

How many calls to employers or graduates were attempted?

Diploma in Medical Assistant: 22

Academic Associate's degree in Medical Administrative Assistant: 12

Academic Associate's degree in Medical Insurance Billing and Coding: 10

- Job titles should not be capitalized:  
The management team meets on a weekly basis to evaluate and monitor the activities of the institution. In attendance at these weekly meetings are the dean of education, director of admissions, director of financial aid, registrar, director of career services, and the business manager. The campus director is in charge of the meetings.

## PREFIXES

- Always use appropriate prefixes, Ms., Mrs., Mr., Dr., or Chef, before the name of individuals mentioned in the team report. Never use first names only.  
Ms. Barbara Adams is the librarian. Ms. Adams holds a master's degree in library science from Boston College.

## HYPHENATION

The following words should be hyphenated:

- On-site
- E-mail

## LIST VERSUS PARAGRAPH

- Short, simple lists can be run in, especially if the introduction and the items form a complete grammatical sentence. Lists that require typographic prominence, that are relatively long or complex, or that contain items of several levels should be set vertically
- If numerals or letters are used to mark the divisions in a run-in list, enclose them in parentheses. If the introductory material forms a grammatically complete sentence, a colon should precede the first parenthesis. The items are separated by commas unless any of the items requires internal commas, in which case all the items will usually need to be separated by semicolons.

### *Run In List*

The campus is implementing the following strategies to improve placement: (1) adding more members to the advisory board, (2) surveying current placement companies, (3) hiring a career services director, and (4) creating more externships for the business curriculum.

To meet its retention goal of 75 percent, the institution is focusing on activities that will assist in increasing its graduation rate. Activities include using college work study students as tutors, strengthening the counseling office, and enabling a Head Start program to continue.

### *Vertical List*

Several other resources are being used to promote student success:

- general education labs, available to students seven days a week, are being used to tutor students who are having difficulties;
- group library assignments are being used to enhance critical thinking, research, and interpersonal skills;
- student surveys are providing data to analyze student needs; and
- students are being recognized for making the dean's list, outstanding attendance and other performance achievements.

## NUMBERS

- Single numbers from zero through nine are spelled out. Numbers appearing at the beginning of a sentence are spelled out, however, it is preferred that you avoid starting a sentence with a number.

Students are required to successfully complete two of three modules.

Twenty members of the faculty were in attendance at the faculty meeting scheduled to discuss the results of the graduate and employer surveys.

*Alternatively, this sentence can be written:*

Of the 40 faculty on staff, 20 members were in attendance at the faculty meeting scheduled to discuss the results of the graduate and employer surveys.

- Percentages are expressed in numerals. The word percent is used in nontechnical contexts.  
To meet its retention goal of 75 percent, the institution is focusing on activities that will assist in increasing its graduation rate.
- If one number in a sentence must use numerals (number 10 and over) then use them for all numbers in the same category.  
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~~Associate of Applied Science degree in Business Administration in Accounting - 1~~  
~~Bachelor of Science degree in Business Administration in Accounting - 2~~

Academic Associate's degree in Business Administration in Accounting - 1  
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- The following widely familiar abbreviations are acceptable to use in lieu of spelling out the degree to describe degrees earned by faculty and staff. (Please note that Chicago omits periods in abbreviations of academic degrees)
  - BFA bachelor of fine arts
  - JD juris doctorate
  - MBA master of business administration
  - MD medicinae doctor (doctor of medicine)
  - MFA master of fine arts
  - PhD philosophiae doctor (doctor of philosophy)

... who holds associate's and bachelor's degrees in computer science from Ball State University and a master's degree in psychology from Nova University

... Dr. Willard holds a JD from the California Law School, an MBA from American University, and a bachelor's degree in communications studies from the University of Virginia.

...the librarian, Ms. Tania Jay, holds a master's degree in library science from the University of Notre Dame.

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- When one program is being evaluated the following format should be used:

How many calls to employers or graduates were attempted?

There were number 15 calls made to employers.

How many calls to employers or graduates were successful?

There were 10 successful calls.

How many of the calls where contact was made with employers or graduates 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 10 calls that confirmed the employment of the graduates as reported on the 2011 CAR.

- When more than one program is being evaluated in a report, the following format should be used:

How many calls to employers or graduates were attempted?

Academic Associate's degree in Business Administration in Accounting - 1

Bachelor's degree in Business Administration in Accounting - 2

Academic Associate's degree in Business Administration Office System - 2

Bachelor's degree in Business Administration Office System - 3

How many calls to employers or graduates were successful?

Academic Associate's degree in Business Administration in Accounting - 1

Bachelor's degree in Business Administration in Accounting - 2

Academic Associate's degree in Business Administration Office System - 2

### Bachelor's degree in Business Administration Office System - 3

How many of the calls where contact was made with employers or graduates 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 2010 CAR.

### TO REPEAT OR NOT TO REPEAT

- Repeat the narrative that provides a description of the qualifications of individuals that have been previously provided. The repeated section can be a summary and should reference the first writing.

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, Ms. Marines Lopez, is responsible for the implementation of the CEP. Ms. Lopez has been in her current position for four months. Prior to coming to John Dewey College, she served as the dean of academic and student affairs at the Puerto Rico School of Fine Arts. Ms. Lopez is a doctoral candidate at the University of Puerto Rico, holds a master's degree in education administration and supervision, and a bachelor's degree in secondary education both from Pontifical Catholic University in Ponce, Puerto Rico. Ms. Lopez is assisted by a CEP committee composed of the associate campus director, the evening academic director, the undergraduate program coordinator, the admissions coordinator, and the registrar.

3.03 Who is the on-site administrator, and what are this person's qualifications? As previously noted, Ms. Marines Lopez is the campus director of the institution. Prior to coming to John Dewey College, she served as the dean of academic and student affairs at the Puerto Rico School of Fine Arts. Ms Lopez is a doctoral candidate at the University of Puerto Rico, has a master in education administration and supervision, and a bachelor's degree in secondary education, both from Pontifical Catholic University.

- When the same area of noncompliance is identified in two different questions within the report, reflect the area of noncompliance in each question of the report with the appropriate section number for that report.

**Example:**

- 6.4 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?
- Equipment.  Yes  No
  - Instructional tools.  Yes  No
  - Machinery.  Yes  No

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

**(Section 3-1-601):** The instructional tools are not appropriate to support some of the programs. As is outlined in the computer technology section of the report, the computer hardware used in the program is not current and hence not appropriate to support the program offering.

- 9.14 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 instructional equipment available to students is not appropriate to adequately support the nature of the program. The students in the diploma program in computer technology need current hardware and software to be successful in the field. The campus is still using Microsoft 97 when the textbooks reference Windows XP. Students have expressed concerns about the inconsistency of learning materials; specifically, in regards to being tested on software that is out-of-date according to their textbooks.

**SUMMARY**

#1	<b>Section 3-1-531(a) and 3-1-601</b>	Instructional tools are not appropriate in the diploma program in Computer Technology (pages 8 and 27).
----	---------------------------------------	---

## COMMENTS

- Comments specific to a question should be included directly below the question and not at the end of the report. The chair will remove the “If *No*...” statement from the report under such circumstances. Comments specific to a question should appear only in situations where additional explanation is necessary:

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

Yes       No

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

The campus uses an electronic catalog and provides a hard copy to students upon request.

- Comments that are “general” in nature would be appropriate at the end of the report:

### GENERAL COMMENTS:

The team wishes to commend this campus on its incredibly positive staff, clean and inviting work environment, and dedication and investment into their students.

- Commendations and general comments will be left at the end of each section.

## DESCRIPTION OF QUALIFICATIONS

- State the name of the program administrator at the beginning of the narrative.
- Do not include the date or year when credentials were received.
- Combine credential information if received from the same institution.
- When city and state of awarding institution is included, be sure to make it a complete sentence.

### Example:

Ms. Susie Sunshine is the director and chief on-site administrator at the campus. She holds a bachelor’s degree in business administration from Wonderful University in San Francisco, California; a master’s degree in education administration from Even Better University in Los Angeles, California; and a master’s degree in business administration from the Best University. Ms. Sunshine attended an Accreditation Workshop in November 2003.

## COURSE LISTINGS

When listing course codes, write the course code, followed by the course title

The general education course BIO132, Anatomy and Physiology, has three separate sections.

## RECOMMENDATION PAGE

- This page will be a compilation of recommendations from the entire team on a separate sheet as the last page of the report.
- Use full and complete sentences for recommendations and ensure that the recommendation is clear and understandable to an outside reader.

## RECOMMENDATION(S)

*Any recommendation(s) provided in this report are not included in the report seen by the Council:*

### **Relations with Students:**

The team offers the following recommendations:

- develop a bulletin board specifically for career services placements. This would serve as a motivating factor on the campus. Highlighting “congratulations” to students placed would be a great way to spotlight student success; and
- when establishing procedures and preparing for future ACICS visits, follow the report templates on the ACICS website as each person prepares his or her department for those evaluations. When an institution already runs this efficiently, it is difficult to make any recommendations for improvement, but this one should serve them well.

### **Educational Facilities:**

The team suggests that better signage be used to indicate the entrance to the campus. While the entrance can be seen from close up, it is not clearly visible from a distance and while its address is 215 Peachtree Street, the entrance is not on Peachtree Street. In fact, 215 Peachtree Street is a locked door.

## STUDENT/TEACHER RATIO

The student/teacher ratio is only required for non-degree and occupational associate’s degree programs.

- For a single program:  
The student/teacher ratio is 16:1.
- For one program that is part of a multiple program evaluation (report includes non-degree and degree programs), the program name must be specified:  
The student/teacher ratio in the certificate in child care program is 5:1.

- For programs with laboratory components, distinction is important since there are industry standards managing lab sizes:  
In the theory courses, the student/teacher ratio is 21:1 while in the laboratory courses, the ratio is 10:1.
- For multiple programs:  
The student/teacher ratio is 12:1 in the diploma program in medical office assistant and 15:1 in the diploma program in medical billing and coding.

### **CAMPUS POSSESSIVE**

Campuses' = Plural possessive

The campuses' programmatic accreditation is in good standing for all three locations.

Campus's = singular possessive

The team was provided documentation for guest speakers, a part of the campus's ongoing Professional Connection Lunch Speaker Series. (this example is referencing a single campus)

## REPORT WRITING GUIDELINES 2015

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### FORMATING

- Single space text lines
- Double space between paragraphs
- Justify left margins
- Use Times New Roman, 12 point font
- Use only one space after a period
- Write text immediately below question (no space)

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

**(Section 3-1-531 (a)):** The instructional equipment available to students is not appropriate to adequately support the nature of the program. The students in the diploma program in Computer Technology need current hardware and software to be successful in the field. The campus is still using Microsoft 97 when the textbooks reference Windows XP. Students have expressed concerns about the inconsistency of learning materials; specifically, in regards to being tested on software that is out-of-date according to their textbooks.

Describe the community resources utilized to enrich the program.

The program has strong community support, as witnessed by contracts for clinical placements with 16 institutions and 59 clinical slots available for assignment. Guest speakers such as the medical director and ventilator graphics specialist are also utilized. Dr. Kathy Rye, a Commission on Accreditation for Respiratory Care (CoARC) board member, has been invited to speak on clinical preceptor training about effective feedback. A total of 45 respiratory therapists attended this workshop and obtained 7.5 free CEUs. The program is also involved with the American Lung Association "Fight for Air Walk" to be held May 21, 2011. This will be their third year participating. In the future, Spencerian College will be involved with other community outreach programs including Healthy Hoops and Ashtma Camp.

### CITATIONS

The purpose of the visit is to confirm the information submitted in the school's application or self-study. Nothing should "seem" or "appear" to be anything, especially in a citation.

- The section number should be written as follows, in **BOLD**:  
**(Section 3-1-511):**  
**(Section 3-1-111 (a – e)):**  
**(Section 3-1-513 (b)):**

- The first sentence should be a statement of the area of non-compliance followed by a clear and detailed description of the issue.

**(Section 3-1-511):** The program administrator does not have sufficient time and resources to administer the diploma program in medical office assistant. A review of Mr. Pulaski's signed data sheet and the class schedule indicates that 90 percent of his time is allocated to instruction and 10 percent to the administration of the program. Mr. Pulaski is currently teaching MED 110, Basic Medical Procedures; MED, 115 Medical Equipment; MED 220, Advanced Medical Procedures; and MED 230, Advanced Patient Care, totaling 25 hours of instruction per week. Mr. Pulaski's signed job description did not have any reference to administrative duties when the team arrived on-site; however, the job description has been amended and re-signed to include some administrative duties. In addition, students indicated that they were unaware of the administrator of the program and if a faculty member cannot answer their specific concern, they were left without a resolution. The administration noted that a communication will be provided to all students in the program informing them of Mr. Pulaski's appointment as the program administrator; however, no documentation was presented to the team. As a result, the program does not have the needed community involvement, instructional resources, or the focus on faculty development and student achievement that would help ensure its success.

- For missing evaluations/credentials, be certain to include the institution, and type of degree.

**(Section 3-1-541):** Foreign transcripts have not been translated into English and evaluated by a member of NACES or AICE for the following faculty members: Dr. Jamal Avid, bachelor's degree in Biology from the University of Punjab, India and Ms. Caitlin Richards, master's degree in education administration from the Cambridge University, England.

- Missing faculty development plans, evidence of implementation or missing professional growth activities should be so stated in the citation:

*Evidence of implementation and missing plans*

**(Section 3-1-543):** Faculty development plans lack documentation of implementation for the following faculty members: Mr. Jonathan Letand, Ms. Patricia Given, and Dr. Steven Adler. These faculty members have signed plans on file with sufficient development activities; however, there is no documentation that activities that have already taken place were in fact completed by these individuals. In addition, faculty development plans, in their entirety, are missing for the following faculty members: Ms. Lindsey White, Mr. Ian Jackson, and Ms. Melonie Harris.

*Missing professional growth activities*

**(Section 3-1-543):** Faculty development plans for all faculty members lack the inclusion of professional growth activities. While all plans had evidence of in-service training as sponsored by the institution, individualized professional growth activities, as defined in the Glossary section of the *Accreditation Criteria*, were not documented.

## COMPLETE SENTENCES

Complete sentences must be used in all instances throughout the team report. Exceptions include placement call verification statements for more than one program on a single program report (see page 7).

## E-MAIL ADDRESS FOR ON-SITE DIRECTOR/CAMPUS

Two e-mail addresses must be included on the report cover page: the on-site administrator along with their name and title; and the campus. The staff coordinator will provide the second address to the chair, which should be verified on-site. Please see example below:

### ITT TECHNICAL INSTITUTE

14955 Sprague Road  
Strongsville, OH 44136  
ACICS ID Code: 00016075

Ms. Sara Finland, Director (b)(6) [redacted]@itt-tech.edu  
(b)(6) [redacted]@itt-tech.edu

### Main Campus

ITT Technical Institute  
Indianapolis, IN  
ACICS ID Code: 00016040

## ACRONYMS

- The entire name should be spelled out the first time and the acronym thereafter:  
The Campus Accountability Report (CAR)... The CAR...
- Licensure, certification, registration title, and professional organizations should be capitalized if it is followed by the acronym:  
Ms. Laurine Jude is a Registered Cardiovascular Sonographer (RCS) as well as a Registered Nurse (RN).

The program director, Mr. Smith, is a certified medical assistant and has been in the field for more than 15 years.

## CAPITALIZATION

- “Council” and the Accreditation Criteria are always capitalized and Accreditation Criteria *italicized*:  
The Council believes that a basic mathematics class is a general education course. This is explained in the glossary definition of “general education” in the *Accreditation Criteria*.

- Capitalize other educational institutions and proper names of schools:  
Ms. Christine Horter received her bachelor's degree from Central Michigan University
- Capitalize fields of study in the languages:  
Mr. Ellis Ramsey received his bachelor's degree in English from the University of Central Florida.
- Lowercase degrees (including the field of study except those in the languages) in running text and whenever it's used generically. This includes within the narrative of the report.  
Ms. Ange Singer was appointed lead instructor of the criminal justice program on November 11, 2013. Ms. Singer holds a master's degree in criminal justice from Chicago State University and bachelor's degrees in political science and English from Illinois State University.
- Capitalize the name of a degree anywhere it is used as a title rather than a description. This includes the titles listed on the first page or reports and the title section of full team program reports.

#### 9. PROGRAM EVALUATION

**Diploma in Information Technology Specialist**

**Occupational Associate's degree in Information Technology**

**Bachelor's degree in Information Technology and Cybersecurity**

How many calls to employers or graduates were attempted?

Diploma in Medical Assistant: 22

Academic Associate's degree in Medical Administrative Assistant: 12

Academic Associate's degree in Medical Insurance Billing and Coding: 10

- Job titles should not be capitalized:  
The management team meets on a weekly basis to evaluate and monitor the activities of the institution. In attendance at these weekly meetings are the dean of education, director of admissions, director of financial aid, registrar, director of career services, and the business manager. The campus director is in charge of the meetings.

## PREFIXES

- Always use appropriate prefixes, Ms., Mrs., Mr., Dr., or Chef, before the name of individuals mentioned in the team report. Never use first names only.  
Ms. Barbara Adams is the librarian. Ms. Adams holds a master's degree in library science from Boston College.

## HYPHENATION

The following words should be hyphenated:

- On-site
- E-mail

## LIST VERSUS PARAGRAPH

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Academic Associate's degree in Business Administration Office System - 2

Bachelor's degree in Business Administration Office System - 3

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic Associate's degree in Business Administration in Accounting - 1

Bachelor's degree in Business Administration in Accounting - 2

Academic Associate's degree in Business Administration Office System - 2

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**SUMMARY**

#1	<b>Section 3-1-531(a) and 3-1-601</b>	Instructional tools are not appropriate in the diploma program in Computer Technology (pages 8 and 27).
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### GENERAL COMMENTS:

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### Example:

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The team offers the following recommendations:

- develop a bulletin board specifically for career services placements. This would serve as a motivating factor on the campus. Highlighting “congratulations” to students placed would be a great way to spotlight student success; and
- when establishing procedures and preparing for future ACICS visits, follow the report templates on the ACICS website as each person prepares his or her department for those evaluations. When an institution already runs this efficiently, it is difficult to make any recommendations for improvement, but this one should serve them well.

### **Educational Facilities:**

The team suggests that better signage be used to indicate the entrance to the campus. While the entrance can be seen from close up, it is not clearly visible from a distance and while its address is 215 Peachtree Street, the entrance is not on Peachtree Street. In fact, 215 Peachtree Street is a locked door.

## STUDENT/TEACHER RATIO

The student/teacher ratio is only required for non-degree and occupational associate’s degree programs.

- For a single program:  
The student/teacher ratio is 16:1.
- For one program that is part of a multiple program evaluation (report includes non-degree and degree programs), the program name must be specified:  
The student/teacher ratio in the certificate in child care program is 5:1.

- For programs with laboratory components, distinction is important since there are industry standards managing lab sizes:

In the theory courses, the student/teacher ratio is 21:1 while in the laboratory courses, the ratio is 10:1.

- For multiple programs:

The student/teacher ratio is 12:1 in the diploma program in medical office assistant and 15:1 in the diploma program in medical billing and coding.

### **CAMPUS POSSESSIVE**

Campuses' = Plural possessive

The campuses' programmatic accreditation is in good standing for all three locations.

Campus's = singular possessive

The team was provided documentation for guest speakers, a part of the campus's ongoing Professional Connection Lunch Speaker Series. (this example is referencing a single campus)

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 10/29/2012 2:18:41 AM -0400  
**To:** Visit Reports <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>  
**Subject:** 16082 1st Edit NG  
**Attachments:** 16082.ITT Tech-Torrance NG.doc

Ian Harazduk

Manager, Compliance

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## REEVALUATION OF NEW GRANT

**ITT Technical Institute**  
**2555 West 190<sup>th</sup> Street, Suite 125**  
**Torrance, CA 90504**

**ACICS ID Code: 00016082**

Mr. Richard Kwon, Acting Director ((b)(6))@itt-tech.edu)

(b)(6)@itt-tech.edu

### MAIN

**ITT Technical Institute**  
**Indianapolis, IN**  
**ACICS ID Code: 00016040**

October 8-9, 2012

Dr. Barry Shollenberger	Chair	Provost Emeritus, Virginia College	Valrico, FL
Dr. Lynda K. Angel	Student-Relations	AIBT (Ret.)	Phoenix, AZ
Dr. Nick L. Tex	Educational Activities	Carrington College	Scottsdale, AZ
Dr. Mary E. Fleck	Business Management/Project Management Specialist	Ignite, Inc.	Haslet, TX
Mr. James R. Grabe	Information Technology Specialist	Fortis Institute (Ret.)	Nashville, TN
Ms. Tenishia Charnette Jackson	Criminal Justice/Paralegal Specialist	Brown Mackie College	San Antonio, TX
Mr. Kenneth Markowitz	Engineering Specialist	New York City College of Technology	Wantagh, NY
Mrs. Nancy Saad Attra	Construction Management/Drafting and Design Specialist	Westwood College – Houston South	Houston, TX
Mr. Ian R. Harazduk	Manager, Compliance	ACICS	Washington, DC

**PROGRAMS OFFERED BY**  
**ITT TECHNICAL INSTITUTE**  
**TORRANCE, CA**

CREDENTIAL EARNED	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr.Hrs.	Enroll: Full-time/Part-time	AIR Retention & Placement			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Bachelor's Degree	Information Systems and Cybersecurity	2164	180	29/0	N/A	N/A	N/A	N/A
Bachelor's Degree	Information Systems Security	2080	180	4/0	87.5%	100%	88.9%	65%
Bachelor's Degree	**Project Management	2040	180	0/0	N/A	N/A	N/A	N/A
Academic Associate's Degree	Network Systems Administration	1058	90	82/1	N/A	N/A	N/A	N/A
Academic Associate's Degree	**Mobile Communications Technology	1056	90	0/0	N/A	N/A	N/A	N/A
Academic Associate's Degree	Information Technology – Computer Network Systems	1120	96	32/0	77.2%	69.8%	74.5%	<b>47.5%</b>
Bachelor's Degree	Electrical Engineering and Communications Technology	2127	180	41/0	N/A	N/A	N/A	N/A
Bachelor's Degree	Electronics and Communications Engineering Technology	2110	180	15/0	83.6%	88.9%	86%	75%
Academic Associate's Degree	Electrical Engineering Technology	1058	90	71/1	N/A	N/A	N/A	N/A
Academic Associate's Degree	Computer and Electronics Engineering Technology	1120	96	40/0	79.3%	80.5%	78.7%	<b>59.5%</b>
Bachelor's Degree	Construction Management	2100	180	4/0	87.5%	80%	95.8%	66.7%
Academic Associate's Degree	Drafting and Design Technology	1058	90	32/1	N/A	N/A	N/A	N/A
Academic Associate's Degree	**Graphic Communications and Design	1058	90	0/0	N/A	N/A	N/A	N/A
Academic Associate's Degree	Computer Drafting and Design	1140	96	26/0	76.6%	71.4%	69.7%	<b>43.8%</b>

Bachelor's Degree	**Business Management	1896	180	0/0	N/A	N/A	N/A	N/A
Bachelor's Degree	#Project Management and Administration – Project Management and Administration Option, Construction Option, Information Technology Option	1940	180	39/0	100%	N/A	N/A	N/A
Academic Associate's Degree	Business Management	970	90	22/1	N/A	N/A	N/A	N/A
Bachelor's Degree	Criminal Justice	1880	180	36/1	93.9%	<b>52.6%</b>	68.3%	<b>37.9%</b>
Academic Associate's Degree	Criminology and Forensic Technology	981	90	38/0	N/A	N/A	N/A	N/A
Academic Associate's Degree	Criminal Justice	1020	96	43/3	77.5%	<b>46.4%</b>	70%	<b>40%</b>
Academic Associate's Degree	**Paralegal	981	90	0/0	N/A	N/A	N/A	N/A
Academic Associate's Degree	Paralegal Studies	1030	96	8/0	66.7%	N/A	76.6%	N/A
	TOTAL ENROLLMENT			562/8				

# The campus catalog lists this program as a separate entity with three available options for students. The options and the enrollment in each:

- Project Management (Project Management and Administration Option) – 27 enrolled
- Project Management (Construction Option) – 12 enrolled
- Project Management (Information Technology Option) – 0 enrolled

\*\* The campus catalog listed five (5) programs that contained no students and were not evaluated by the team. The following are the programs with an explanation of the institution's plans regarding each program:

- Bachelor's degree in Project Management – The campus has no plans to enroll future students in this program.
- Academic associate's degree in Mobile Communications Technology – The campus has no plans to enroll future students in this program.
- Academic associate's degree in Graphic Communications and Design - The campus has no plans to enroll future students in this program.
- Bachelor's degree in Business Management - The campus has no plans to enroll future students in this program.
- Academic associate's degree in Paralegal - The campus has no plans to enroll future students in this program.

## INTRODUCTION

The ITT Technical Institute, Torrance, California campus is one of over 145 ITT/ESI Technical Institutes in 38 states. This nationwide system of colleges provides career-focused degree programs to over 80,000 students. The local campus opened in October 1986 in Carson, California and moved to its present location in March 2011. Enrollment has grown to a population of just under 600 students in 24 programs at the associate and baccalaureate levels. The campus is located in a modern stand-alone building in an upscale business/commercial park northeast of downtown Torrance. The campus listed 278 graduates on the 2011 Campus Accountability Report (CAR) with a placement rate of 68.8%. There is ample parking for students, faculty, and staff and the ingress and egress of the facility is excellent. Access from any point in Torrance and the surrounding areas is ensured by the campus proximity to Interstates 405 (San Diego Freeway) and 110 (Harbor Freeway).

The student population is 75% male and students' ages fall into non-traditional age ranges. Forty percent of students are Hispanic, 4% Caucasian, 14% African American and, 4% Asian American (37% of students polled declined to volunteer information for the demographic question and were listed as "undisclosed"). The team was impressed with the detail to which the facilities are maintained and the appearance of the campus is exemplary. The walls of the facility are decorated with ITT information regarding career choices and the available job markets in each programmatic area. In addition, the following items were thoughtfully displayed at various wall locations/displays around the facility:

- Numerous display cases where each program provided examples of hardware and software used in the classroom.
- "Program Wheels" for each program showing the curriculum of each program and the appropriate employment opportunities.
- Pictures of recent Torrance graduates in caps and gowns and listings of Honor Society graduates and Dean's Lists honorees.
- A Student Life presentation to prepare new students on what to expect in their campus activities.

The spacious meeting/work room provided the large team was electronically equipped with wired Internet connections and with all the materials necessary for the accomplishment of the visit mission. Campus administrative personnel made daily snacks and refreshments available for the benefit of the team.

**1. MISSION**

- 1.01 Response submitted by Academic Administrative Center
- 1.02 Response submitted by Academic Administrative Center
- 1.03 Response submitted by Academic Administrative Center
- 1.04 Response submitted by Academic Administrative Center
- 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

**INSTITUTIONAL EFFECTIVENESS**

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes  No
- 1.08 Does the campus have its own CEP, separate from the institution's IEP?  
 Yes  No
- 1.09 Does the CEP describe the following?  
 The characteristics of the programs offered.  
 Yes  No  
 The characteristics of the student population.  
 Yes  No  
 The types of data that will be used for assessment.  
 Yes  No  
 Specific goals to improve the educational processes.  
 Yes  No  
 Expected outcomes of the plans.  
 Yes  No
- 1.10 Are the following five required elements evaluated in the CEP?  
 Student retention.  
 Yes  No  
 Student placement.  
 Yes  No  Not Applicable (new branch only)  
 Level of graduate satisfaction.  
 Yes  No  Not Applicable (new branch only)  
 Level of employer satisfaction.  
 Yes  No  Not Applicable (new branch only)  
 Student learning outcomes.  
 Yes  No

1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.

The campus is presently assessing the following instruments to measure student learning outcomes:

- Capstone Courses - These courses are designed to review all the central areas of a particular program and an exemplary grade in the class is predictive that students have learned what they were supposed to learn in the curriculum.
- Capstone Assessment Data - Assessment rubrics are utilized in addition to course grades to further identify any deficiencies in each curriculum.
- Student Engagement - This is measured by student attendance and the ability to complete 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 first two of these measures are recognized in the *Criteria* as examples of effective assessment evaluation of student learning outcomes.

1.12 Are the following identified and described in the CEP?

The baseline data for each outcome.

Yes  No  Not Applicable

The data used by the campus to assess each outcome.

Yes  No  Not Applicable

How the data was collected.

Yes  No  Not Applicable

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 (previously referred to as AIR) 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 campus is currently undertaking the following specific activities to meet their retention goals:

- Utilize specific areas of faculty meetings to discuss high risk students.
- Implement "Attendance Best Practices" among faculty and staff.
- Utilize Weekly Engagement Report to analyze staff and trends.
- Coach low-performing instructors on retention best practices.

The campus is currently undertaking the following specific activities to meet their placement goals:

- Create individual "game plans" for each pre-graduate to ensure maximum success.
- Optimize the use of social media as a tool in finding employment opportunities.
- Continue to improve the career planning calendar to target pre-graduates for career training.
- Conduct "reputation building" events to strengthen the college's relationship to the community.

1.16 Does the campus have documentation to show the following?

- (a) That the IEP 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. Richard Kwon, acting director, is responsible for implementing and monitoring the CEP. Mr. Kwon holds a bachelor's degree in English from California State University - Long Beach; a master's degree in Education from Pepperdine University in Malibu, California; and a juris doctorate from Chapman University - School of Law in Orange, California. Mr. Kwon has previous experience in career education as a teacher at the Sylvan Learning Center and the Art Institute, as an assistant dean at Westwood College, and as an academic affairs administrator at ITT since 2010. He was named acting director in September 2012. The CEP Committee (Team) consists of:

- Director (Acting Director)
- Dean
- Associate Dean(s)
- Director of Finance
- Director of Recruitment
- Director of Career Services
- Registrar
- Faculty Representative from each School of Study

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

- Yes  No

**2. ORGANIZATION**

- 2.01 (a) Response submitted by Academic Administrative Center
- 2.01 (b) Response submitted by Academic Administrative Center
- 2.01 Is the following information regarding the campus appropriately stated in the catalog?
- (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 Response submitted by Academic Administrative Center

### 3. ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?  
 Yes  No
- 3.02 Are all staff well trained to carry out administrative functions?  
 Yes  No
- 3.03 Who is the on-site administrator, and what are this person's qualifications?  
 Mr. Richard Kwon, acting director, is the chief on-site administrator. As previously noted, Mr. Kwon holds a bachelor's degree in English from California State University - Long Beach; a master's degree in Education from Pepperdine University in Malibu, California; and a juris doctorate from Chapman University - School of Law in Orange, California. Mr. Kwon has previous experience in career education as a teacher at the Sylvan Learning Center and the Art Institute, as an assistant dean at Westwood College, and as an academic affairs administrator at ITT since 2010. Mr. Kwon was named acting director in September 2012.
- 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) Response submitted by Academic Administrative Center  
 Yes  No  
 (b) Admissions.  
 Yes  No  
 (c) Response submitted by Academic Administrative Center  
 (d) Response submitted by Academic Administrative Center  
 (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 Response submitted by Academic Administrative Center
- 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?

A total of 50 files were reviewed during this campus visit.

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

There are numerous actions taken by the corporate staff and the campus director of recruitment to ensure student relations reflect high ethical standards. The steps include: recruiters being certified by ITT and observations of phone calls, presentations, and student contact. The department has an open atmosphere with cubicles which allows for the direct supervision in all aspects of the daily activity of the recruiters.

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 reviewed at AAC

4.07 Is the admissions policy publicly stated?

Yes  No

4.08 Is the admissions policy administered as written?

Yes  No

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

Mr. Luis Castro has been the director of student recruitment at this campus since April 2011. Mr. Castro is a retired gunnery sergeant from the US Marine Corps and is president of Platinum Properties, Inc. He holds a bachelor's degree in Management from Pepperdine University and a California real estate broker's license.

4.10 Describe the process for the recruitment of new students.

The process for recruitment of new students begins with a student making contact through advertisements created, produced, and distributed by the corporate staff members in charge of advertising and promoting the campus. Once a contact is made, based on the advertisement method observed, the information is referred to a recruiter at the campus. The recruiter telephones the prospective student and invites the student to visit the campus for an interview and tour. Once the prospective student appears at the campus, has listened to the presentation, and has taken the tour, the interested student will begin the enrollment process of taking the enrollment test and consulting with the financial aid coordinator.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?

Yes  No

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

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

4.12 Does the institution 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

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

Yes  No

4.14 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

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

Yes  No

4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes  No

4.17 reviewed at AAC

4.18 Is there evidence that the campus properly awards transfer of credit?

Yes  No  Not Applicable

4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?

Yes  No

4.21 Is the standards of satisfactory academic progress policy published in the catalog?

Yes  No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy are stated on page 67 of the ITT 2012-2013 Catalog, Volume 59.

4.22 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 (institution does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (institution does not offer)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (institution does not offer)

The effect when a student changes programs.

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

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

Yes  No  Not Applicable (institution only offers one credential)

The implications of transfer credit.

Yes  No

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

Yes  No

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

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

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

Yes  No

4.26 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

Yes  No  Not Applicable (all programs are one year or less)

4.27 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)

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

Yes  No

4.29 Are students allowed to remain on financial aid during the probationary period?

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

If Yes, is the student informed of this policy?

Yes  No

- 4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?  
 Yes  No
- 4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes  No  Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)
- 4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (institution does not have extended enrollment)
- 4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes  No  Not Applicable (there is no such student)
- 4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes  No
- 4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?  
 The administrator of satisfactory academic progress is the dean, Mr. Edgar Chavez. Mr. Chavez's background includes holding different positions in the ITT system since 1995. Mr. Chavez holds an associate's and bachelor's degree in Electronics Engineering Technology from ITT Tech and a master's degree in Computer Science from Azusa Pacific University.
- 4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes  No
- 4.37 reviewed at the institution level
- 4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?  
 Yes  No  Not Applicable (institution offers loans only)
- 4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?  
 Yes  No
- 4.40 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

4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?

Yes  No

If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?

Yes  No  Not Applicable

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

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

4.43 Is the institution's refund policy published in the campus catalog?

Yes  No

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

Yes  No

4.45 Is the campus following its stated refund policy?

Yes  No

4.46 Does the campus offer financial aid?

Yes  No (Skip to Question 4.53.)

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

Mr. Ruben Rivera is the director of student financial aid. Mr. Rivera began as a financial aid coordinator with ITT in 2008 and became the director in July 2012. Mr. Rivera holds a bachelor's degree in Finance from California State University - Long Beach and a master's degree in Business Administration from the University of Phoenix.

4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?

Yes  No

4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?

Yes  No

4.50 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

4.51 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 remains current on regulation and policy changes by participating in the California Association of Student Financial Administrators (CASFA), corporate webinars, emails, conference calls, and access to the corporate financial aid portal.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes  No

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

Yes  No

4.54 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 personnel are very active in providing appropriate needs to students. Tutoring, academic counseling, student orientation, and personal counseling are a few of the methods used for students in need of such services. Additional assistance includes help with transportation, housing, and part-time employment. The learning resource center is appropriately equipped to help students with after-school homework and extra tutoring by instructors.

- 4.55 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
- 4.56 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 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Mr. Zohaib Samana is responsible for the oversight of counseling students on employment opportunities. Mr. Samana holds a bachelor's degree in Business Economics from the University of California. His work experience includes career services positions at Devry, Inc prior to joining the campus.
- 4.58 Does the institution offer employment assistance to all students?  
 Yes  No  Not Applicable (institution enrolls only international students on a student visa)
- 4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes  No
- 4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?  
 Yes  No
- 4.61 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes  No  Not Applicable
- 4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes  No
- 4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
 At the time of accepting financial aid for tuition payments, students participate in a computerized financial aid entrance exam that explains the repayment obligations. After that, the student is again counseled on the repayment obligations as each disbursement is made to their account. When students leave school due to withdrawing or graduating, a financial aid exit exam is given that meets the qualifications of the Federal Department of Education.
- 4.64 Describe the extracurricular activities of the institution (if applicable).  
 Students are encouraged to participate in a variety of extracurricular activities which include:
- Student clubs and professional organizations
  - Alpha Beta Kappa Honor Society
  - Community Blood Drives
  - Annual American Red Cross CPR classes
  - Quarterly Student Honors Award Certificates
  - LRC Tutoring Services
  - Quarterly Student Appreciation Days

**GENERAL COMMENTS:**

The team felt that student files were exceptionally well-organized and allowed for easy evaluation and tracking of student activity throughout the enrollment.

## 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. Edgar Chavez is the campus dean and oversees the educational activities of all programs at the campus. As previously stated, Mr. Chavez holds an associate's and bachelor's degree in electronics engineering technology from ITT Technical Institute in Anaheim, Ca. and a master's degree in computer science from Azusa Pacific University. Mr. Chavez has been employed by ITT Technical Institute since 1995 as an instructor, associate dean, and supervisor of the library resource center in 2004. Mr. Chavez was promoted to his current position of dean in 2009. Additionally, Mr. Chavez has memberships in professional organizations and numerous documented professional development activities and in-service attendance. Mr. Chavez is well-qualified to oversee the educational activities of all programs at this campus.
- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes  No
- 5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.  
All program administrators report directly to the dean, Mr. Edgar Chavez. General education faculty members report to the associate dean, Mr. Dustin Pluta. Mr. Pluta reports directly to the dean. This reporting system allows program administrators sufficient authority and responsibility for the development and administration of their programs.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes  No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes  No
- 5.07- reviewed at AAC
- 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 carry specialized or programmatic accreditation?  
 Yes  No
- 5.10 Are the educational programs consistent with the campus mission and the needs of its students?  
 Yes  No
- 5.11 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
- 5.12 What provisions are made for individual differences among students?

The campus provides several different types of provisions for individual differences among students. These provisions begin during the student's admission process. Prior to admission, students may ask to have their prior college transcripts reviewed for possible acceptance of transfer credits in lieu of retaking related courses. In addition, prior to admission, students may request to be granted credit for prior knowledge or competency in specific areas. Student must demonstrate such knowledge or skills by completing a proficiency examination and/or a project acceptable to the campus.

Once the student has begun taking classes, provisions are made for both the under-achieving and exceptional students. Under-achieving students are advised by their individual faculty member and the appropriate program chair. Based on a determination of the student's needs, specific tutoring is then recommended. Tutoring is scheduled through the Learning Resource Center (LRC). Exceptional students are encouraged, by their individual faculty member, to complete extra assignments and to assist other students. Students with learning disabilities are accommodated based on their individual ADA requirements.

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

Regular faculty meetings are held, along with regular department meetings and program advisory committee meetings. At these meetings the curriculum is discussed and recommendations made for changes. Recommendations presented to the local ITT curriculum committee are forwarded to the corporate office curriculum committee for consideration.

Additionally all faculty have access to the online Faculty Collaboration Portal. Faculty members may make curriculum recommendations on a 24/7 basis through this portal.

- 5.14 Does the faculty participate in this process?

Yes  No

- 5.15 - reviewed at AAC

- 5.16 If the institution 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  NA (institution does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

Yes  No

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

Yes  No

- 5.18 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)

Facilities

Yes  No

Instructional equipment

Yes  No

Resources

Yes  No

Personnel

Yes  No

- 5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes  No

- 5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

Yes  No

5.21 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

5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes  No

5.23 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)

5.24 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's personnel profile contains a list of in-service training programs attended along with documentation to support attendance.

5.25 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

5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes  No

5.27 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

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

Yes  No

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

**(Section 3-5-302):** Mr. Kenneth Herrod is currently teaching the general education course, EG 468, Ethics. According to the syllabus and catalog, this course provides students the opportunity to explore competing ethical theories and thorough analysis and critical thinking to determine their own code of ethics. Mr. Herrod holds a bachelor's degree in Arts from the University of California-Berkeley and a master's degree in Liberal Studies from Fort Hays State University. Mr. Herrod does not have any degrees in ethics nor 18 hours of credit on his transcripts related to ethics. For example, neither of the transcripts reviewed documented any specific courses in ethical theories, ethical analyses, or the development of one's own code of ethics.

5.31 - reviewed at AAC

5.32 - reviewed at AAC

5.33 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

5.34 - reviewed at AAC

5.35 - reviewed at AAC

5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes  No

## 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 Torrance, California campus of ITT Technical Institute is located at 2555 West 190<sup>th</sup> Street, Suite 125. The physical plant consists of 30,000 square feet of space on the first floor of the facility and includes 19 classrooms, 5 computer laboratories (including one "mega-lab"), administrative offices for faculty and staff, a learning resource center, a book store, and appropriate restrooms. There is more-than-adequate parking for students, faculty, and staff and the proximity of the campus to Interstates 405 (San Diego Freeway) and 110 (Harbor Freeway) allow easy ingress and egress for day and evening students.

Part of the first floor and the second floor of the facility are unoccupied and the basement space is occupied by Exxon Mobile. An unusual aspect of the well-maintained facility includes numerous display cases that showcase various aspects of the program offerings of the campus along with student academic information and achievement. Each of the five schools (Information Technology, Electronics Technology, Drafting and Design, Business, and Criminal Justice) plus General Education has its own display case with examples of curriculum highlights. Other exhibits include:

- Local ITT graduates - Caps and gowns and pictures of students completing their graduation.
- Honor Society students and Dean's Lists.
- Examples of diplomas and certifications earned by graduates.
- A section on Student Life showing various benefits of the local campus.

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-site locations) 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-site locations)?

(a) Equipment.

Yes  No

(b) Instructional tools.

Yes  No

(c) Machinery.

Yes  No

6.06 Is there evidence on file to show that all institutional 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 site visit is ITT Technical Institute, Torrance, California, 2012-2013 Catalog, Volume 59.
- 7.02 Does the self-study accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and provided 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 institution 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 institution 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 institution 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.

Yes  No

(b) Any additional or different admissions requirements for students taking distance education courses.

Yes  No  Not Applicable (there are no additional or different admissions requirements)

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

Yes  No  Not Applicable (no additional tests are given)

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

Yes  No

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

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

7.07 Does the catalog contain an addendum/supplement?

Yes  No (Skip to Question 7.08.)

If Yes, is it appropriate?

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, including the campus' 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.)?

The campus advertises through television commercials, the Internet, mailers, and brochures.

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 (institution does not participate in financial aid)

## 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 Reviewed at AAC
- 8.06 Reviewed at AAC
- 8.07 Reviewed at AAC
- 8.08 Reviewed at AAC
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
The current year's budget for the virtual library resources is \$8,817.00. To date, \$443.80 has been spent primarily for on-line subscriptions.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No
- 8.12 Reviewed at AAC
- 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 Reviewed at AAC
- 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 Reviewed at AAC
- 8.17 Reviewed at AAC
- 8.18 Reviewed at AAC
- 8.19 Reviewed at AAC
- 8.21 Reviewed at AAC
- 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 Business Management

Bachelor's Degree in Project Management and Administration - Project Management and Administration Option

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

Ms. Rebecca Schiebrel, chair of the School of Drafting and Design, is assigned administrative responsibility for the School of Business. Ms. Schiebrel holds a master's degree in Business Administration from ITT Technical Institute and a bachelor's degree in Architecture from the University of Santo Tomas, Manila, Phillipines. Ms. Schiebrel started with ITT as a program chair in 1991. In addition to her educational management and administration experience, Ms. Schiebrel has over 8 years of experience in the field of architecture and project management. Ms. Schiebrel is assisted in administering the Project Management program by Mr. Garrett Whelan, chair of the School of Information Technology. Mr. Whelan holds bachelor's and master's degrees in Computer Science from Michigan Technological University. As chair, Mr. Whelan is responsible for the Project Management degree that was offered through the School of Information Technology. Mr. Whelan actively assists Ms. Schiebrel with faculty scheduling and student issues in the Project Management degree 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 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

None of the degree programs reviewed had graduates in this review period.

9.07 List the community resources and how they are utilized to enrich the program(s).

Community resources are being used to enrich the programs. In May 2012, Dr. Farideth Crowther was a guest speaker who talked to business students about entrepreneurship and topics such as teamwork and motivation. In August 2012, Mr. Mohd Kahn, project management instructor, took the project management students to an event sponsored by the Project Management Institute (PMI) at the Hyatt Regency Hotel in West Lake to learn about the project development process.

9.08 Are these resources sufficient?

Yes  No

- 9.09 Reviewed at AAC
- 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  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include appropriate out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

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 (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

None of the degree programs reviewed had any 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 have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

An addendum was observed in each syllabus that defined a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities.

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.

Some samples of homework for the School of Business were provided in the team room. Instructors stated they knew the expectation to give homework and understood the hourly requirement. A class discussion with new project management students resulted in students reporting that homework is routinely given. Although new to the bachelor’s degree in Project Management program, these students recently graduated with associate degrees from various programs at ITT Torrance and students reported that regular homework was a part of each of their student experience.

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 - reviewed at AAC

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  NA, hiring responsibility is at AAC

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

9.33 Reviewed at AAC

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

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 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

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  N A. (no students in the third and fourth years)

9.48 Reviewed at AAC

**GENERAL COMMENTS:**

The campus exhibited a strong cadre of experienced faculty members who are being appropriately utilized. In addition, there has been a proper focus on ensuring that there is representation among the Project Management faculty of individuals possessing the prestigious Project Management Professional (PMP) certification. A classroom observation of a business class for the associate's degree in Business Management showed a very dedicated, well-prepared instructor, Mr. Ono, who incorporated practical examples of real life products and corporations to build a facilitated session and promote understanding of business start-up investing options. Students were pleased with the instruction and support they have received at ITT Tech, Torrance.

## 9. PROGRAM EVALUATION

Bachelor's Degree in Information Systems and Cybersecurity

Bachelor's Degree in Information Systems Security

Academic Associate's Degree in Network Systems Administration

Academic Associate's Degree in Information Technology - Computer Network Systems

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No

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

Mr. Garrett Whelan is the chair of Information Technology (IT) and holds bachelor's and master's degrees in Computer Science from Michigan Technological University. Having worked previously as a programmer with Smith's Aerospace, Mr. Whelan brings workplace experience in IT to the students in his programs. Mr. Whelan is actively engaged in earning an educational doctorate (Ed.D.) from California State University in Fullerton, 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 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The School of Information Technology utilizes numerous guest speakers. Recent speakers included the chief information officer of SpaceX who discussed internships and his company and an Information Technology (IT) manager from the Los Angeles school district. These speakers expose students to IT and engineering professionals which appropriately enrich the content of the program. A program advisory committee (PAC), composed of industry professionals, meets twice a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Are these resources sufficient?

- Yes  No
- 9.09 Reviewed at AAC
- 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  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
- Yes  No  NA
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include appropriate out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

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 (formerly AIR) submitted to the Council?

Yes  No  NA, (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 Information Technology - Computer Network Systems - 7

Bachelor's degree in Information Systems Security- 4

There were no graduates in the bachelor's degree program in Information Systems and Cybersecurity and the academic associate's degree program in Network Systems Administration.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Information Technology - Computer Network Systems - 3

Bachelor's degree in Information Systems Security - 3

How many of the calls where contact was made with employers or graduates 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 2011 CAR.

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:

All five placement waivers were validated.

9.21 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

An addendum was observed in each syllabus that defined a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities.

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.

Sample graded homework activities were observed and documented including research reports, review questions, and troubleshooting scenarios.

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 - reviewed at AAC

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  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

Yes  No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

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 Reviewed at AAC

- 9.43 Reviewed at AAC
- 9.44 Reviewed at AAC
- 9.45 Reviewed at AAC
- 9.46 Reviewed at AAC
- 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  N A, (no students in the third and fourth years)
- 9.48 Reviewed at AAC

## 9. PROGRAM EVALUATION

Bachelor's Degree in Criminal Justice

Academic Associate's Degree in Criminal Justice

Academic Associate's Degree in Paralegal Studies

Academic Associate's Degree in Computer and Forensic Technology

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

Ms. Lydia Liberio is assigned to administer the academic programs. Ms. Liberio holds a juris doctorate from Loyola Law School and a bachelor's degree in Social Ecology from the University of California. Ms. Liberio has been employed at the campus since April 2011 and has served in the capacity of lead instructor, adjunct instructor, and program director. Ms. Liberio has also held various positions in the legal field since October 2000 including: acting manager of a legal department, associate counsel, and senior litigation partner.

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 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

Yes  No

9.07 List the community resources and how they are utilized to enrich the program(s).

The programs conduct field trips to local courts, law schools, municipalities, and the Federal Reserve Board. Student activities include weekly club meetings for Criminal Justice club students, mock trials and crime scene presentations, all of which are designed to provide students with real world application and hands-on experience in the field of Criminal Justice and related studies.

9.08 Are these resources sufficient?

Yes  No

- 9.09 Reviewed at AAC
- 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  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites 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 campuses participating in Title IV 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
  - (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
- 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 (formerly AIR) submitted to the Council?

Yes  No  NA, (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:

Bachelor's degree in Criminal Justice - 5

Academic associate's degree Criminal Justice - 5

There were no graduates in the academic associate's degree program in Paralegal Studies or the academic associate's degree program in Computer and Forensic Technology

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Bachelor's degree in Criminal Justice - 4

Academic associate's degree in Criminal Justice - 4.

How many of the calls where contact was made with employers or graduates 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 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

The campus defines a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours externship, practicum or clinical activities. ITT Technical Institute uses a "time based option" for establishing out-of class activities which would equate to two hours of activity for every one hour of classroom time. The procedure for determining credit hours is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios. A clock hour is 50 minutes.

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.

Rubrics for research assignments, capstones, discussion forum postings and interviews demonstrating substantive academic rigor defined per course were produced as well as supporting documentation for 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 - reviewed at AAC

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  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

Yes  No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

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 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

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  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

## 9. PROGRAM EVALUATION

Academic associate's degree in Electrical Engineering Technology

Academic associate's degree in Computer and Electronics Engineering Technology

Bachelor's degree in Electrical Engineering and Communications Technology

Bachelor's degree in Electronics and Communications Engineering Technology

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

Mr. Vaughn Grigsby is assigned to administer the Computer and Electronics Engineering Technology program (CEET), the Electrical Engineering Technology program (EET), the Electrical Engineering and Communications Technology program (EECT), and the Electronics and Communications Engineering Technology program (ECET). Mr. Grigsby, the program chair, holds a master's degree in Business Administration from ITT Technical Institute in Indiana, a bachelor's degree in Liberal Studies from Loyola Marymount College in California, and an associate's degree in Electronics from Southwest College in California. Mr. Grigsby has over 15 years of teaching electronics and over 10 years of practical experience as an electronics technician.

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 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

During the visit, documentation of community resources was provided the team for the (CEET) and the (ECET) programs. Guest speakers from industry were invited to speak on topics relevant to the students' programs and field trips to prospective employers such as ALJ Electronics Inc. and Southern California Edison were also arranged for the students. A review of the Program Advisory Committee (PAC) minutes indicated that PAC members have provided input to help students find entry-level positions as test technicians and associate engineers with their respective companies.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

- 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  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites 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 campuses participating in Title IV 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
  - (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
- 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 (formerly AIR) submitted to the Council?

Yes  No  NA, (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 Computer and Electronics Engineering Technology - 4

Bachelor's degree in Electronics and Communications Engineering - 5

Currently there are no graduates in the academic associate's degree program in Electrical Engineering Technology and the bachelor's degree program in BS EECT programs.

How many calls to employers or graduates were successful?

Associate degree in Computer and Electronics Engineering Technology - 4

Bachelor's degree in Electronics and Communications Engineering - 5

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All the calls made confirmed the employment of graduates as reported in the 2011 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 have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

ITT Technical Institute defines a quarter credit hour to be the equivalent of (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. A clock hour is 50 minutes.

- 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 the following graded homework assignments:

Course No.	Title	Program
ET1210	DC-AC Electronics	ASEET
ET1220	Digital Fundamentals	ASEET
ET245	Electronic Devices 2	ASCEET
ET345	Control Systems	ASCEET
ET3150	Automatic Industrial Controls	BSEECT
ET3280	Electrical Machines & Energy Conversion	BSEECT
ET455	Digital Communications Systems 1	BSECET
ET485	Capstone Project	BSECET

- 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 – reviewed at AAC

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  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

Yes  No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

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 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

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  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

## 9. PROGRAM EVALUATION

Bachelor's degree in Construction Management

Bachelor's degree in Project Management and Administration, Construction Option

Academic associate's degree in Drafting and Design Technology

Academic associate's degree in Computer Drafting and Design

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

Ms. Rebecca Schiebrel is assigned to administer the academic programs. Ms. Schiebrel holds a bachelor's degree in Architecture from the University of Santo Tomas in Manila, Philippines, and a master's degree in Business Administration from ITT Technical Institute. Ms. Schiebrel has over 8 years of experience in the fields of Architecture and Construction Management. She started her career at ITT Technical Institute in 1991.

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 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The team reviewed documentation of guest speakers and field trips that took place in 2012. These community resources are scheduled to enhance the students' experience and expose them to subjects related to the curriculum and their field of study. There was also documentation of a Program Advisory Committee (PAC) meeting held in April of 2012 for the School of Drafting and Design.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

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  NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  NA

9.14 Reviewed at AAC

9.15 Are course prerequisites 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include appropriate out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

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 (formerly AIR) submitted to the Council?

Yes  No  NA, (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 Computer Drafting and Design - 8

Bachelor's degree in Construction Management - 8

Currently, there are no graduates in the bachelor's degree program in Project Management and Administration - Construction Option and the academic associate's degree program in Drafting and Design Technology.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Computer Drafting and Design - 4

Bachelor's degree in Construction Management - 4

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All the calls where contact was made confirmed the employment of the graduates as reported on the 2011 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 have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

The campus defines a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours externship, practicum or clinical activities. ITT Technical Institute uses a "time based option" for establishing out-of class activities which would equate to two hours of activity for every one hour of classroom time. The procedure for determining credit hours is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios. A clock hour is 50 minutes.

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 assignments that were based on reading material specified in the syllabus.

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 - reviewed at AAC

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  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

Yes  No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

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 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

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  N A. (no students in the third and fourth years)

9.48 Reviewed at AAC

## SUMMARY

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

Citation	Summary Statement (followed by report page number)
<b>3-1-513(a) and Glossary</b>	Not all syllabi include appropriate out-of-class work assignments that support the course learning objectives (pages 30, 35, 47).
<b>3-5-302</b>	One faculty member is not qualified to teach one course they have been assigned (page 20).

## 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*):

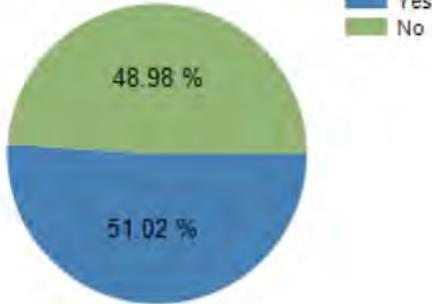
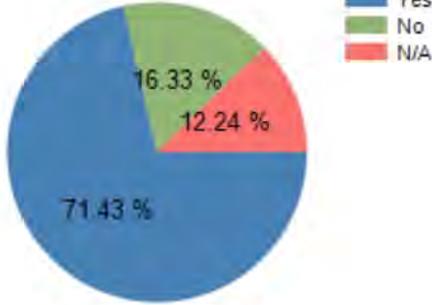
### **Institutional Effectiveness:**

- Although two excellent measures are presently being utilized to assess student learning outcomes in the Campus Effectiveness Plan (CEP), the campus should consider replacing the other two elements being used. “Student Engagement” and “Student Success” should be eliminated as assessment tools and replaced by measures recognized by the *Council* (GPA, CGPA, pre-post tests, portfolios, etc.).

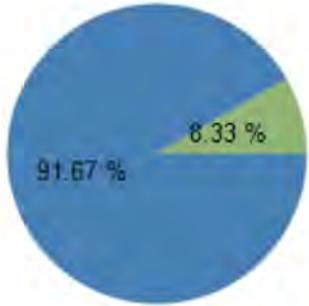
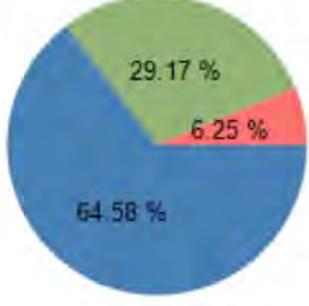
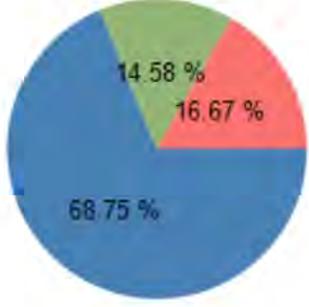
### **Relations with Students:**

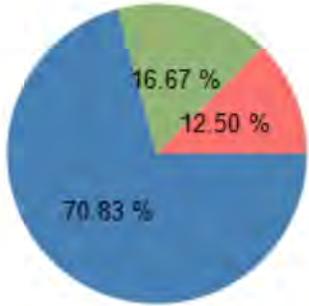
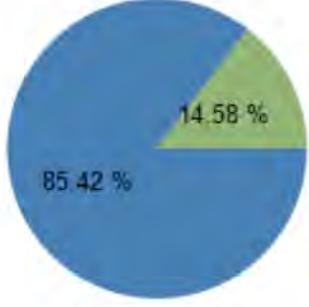
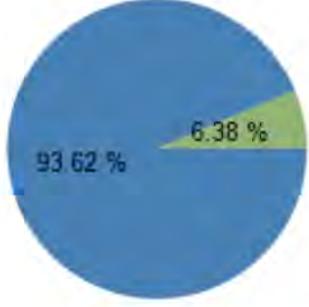
- While compliant with *Council* standards, the campus could improve the manner in which SAP probationary students are notified of their status. A letter with signatures of all concerned could be developed and stored in the student's personal file.
- Transfer of credit documentation could be better organized and placed in the student's file.

## Student Survey Response Summary Graph

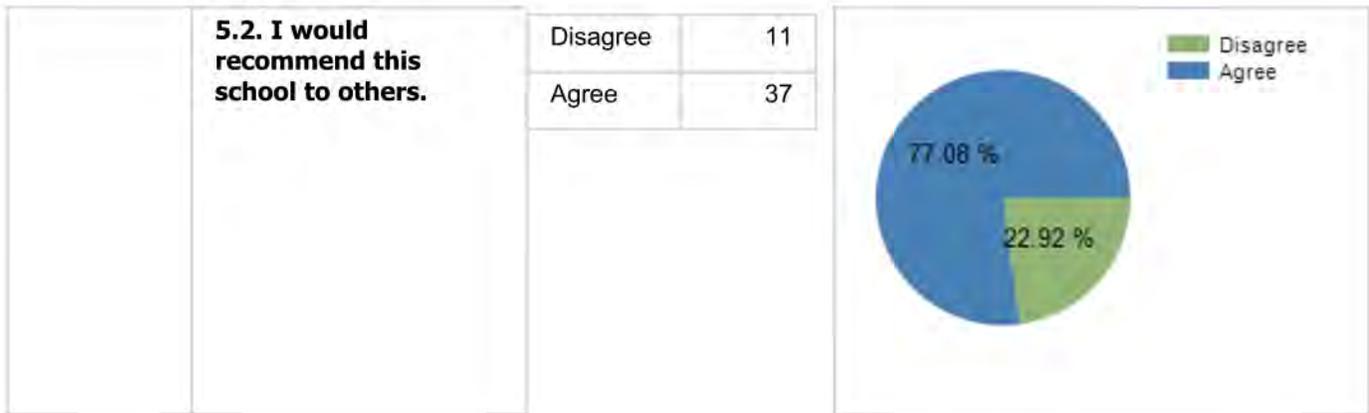
Personify Id	Survey Question	Category	Count	
00016082				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	25	
		No	24	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	35	
		No	8	
		N/A	6	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	49	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<table border="1"> <tr> <td>Yes</td> <td>43</td> </tr> </table>	Yes	43	<table border="1"> <tr> <td>No</td> <td>6</td> </tr> </table>	No	6	<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 87.76% and a smaller green slice representing 12.24%.</p>
Yes	43							
No	6							
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<table border="1"> <tr> <td>Yes</td> <td>47</td> </tr> </table>	Yes	47	<table border="1"> <tr> <td>No</td> <td>2</td> </tr> </table>	No	2	<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a very large blue slice representing 95.92% and a very small green slice representing 4.08%.</p>
Yes	47							
No	2							
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>42</td> </tr> </table>	Yes	42	<table border="1"> <tr> <td>No</td> <td>6</td> </tr> </table>	No	6	<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 87.50% and a green slice representing 12.50%.</p>
Yes	42							
No	6							
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>39</td> </tr> </table>	Yes	39	<table border="1"> <tr> <td>No</td> <td>9</td> </tr> </table>	No	9	<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 81.25% and a green slice representing 18.75%.</p>
Yes	39							
No	9							

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>44</td> </tr> </table>	Yes	44	<table border="1"> <tr> <td>No</td> <td>4</td> </tr> </table>	No	4	 <p>91.67 % 8.33 %</p> <p>Legend: Yes (Blue), No (Green)</p>
Yes	44							
No	4							
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>31</td> </tr> </table>	Yes	31	<table border="1"> <tr> <td>No</td> <td>14</td> </tr> </table>	No	14	 <p>64.58 % 29.17 % 6.25 %</p> <p>Legend: Yes (Blue), No (Green), N/A (Red)</p>
Yes	31							
No	14							
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>33</td> </tr> </table>	Yes	33	<table border="1"> <tr> <td>No</td> <td>7</td> </tr> </table>	No	7	 <p>68.75 % 16.67 % 14.58 %</p> <p>Legend: Yes (Blue), No (Green), N/A (Red)</p>
Yes	33							
No	7							

	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>34</td> </tr> </table>	Yes	34		 <p>70.83 % 16.67 % 12.50 %</p> <p>Yes No N/A</p>
Yes	34					
	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>41</td> </tr> </table>	Yes	41		 <p>85.42 % 14.58 %</p> <p>Yes No</p>
Yes	41					
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>44</td> </tr> </table>	Yes	44		 <p>93.62 % 6.38 %</p> <p>Yes No</p>
Yes	44					
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>48</td> </tr> </table>	Yes	48		 <p>100.00 %</p> <p>Yes</p>
Yes	48					
<table border="1"> <tr> <td>No</td> <td>0</td> </tr> </table>	No	0				
No	0					
<table border="1"> <tr> <td>N/A</td> <td>0</td> </tr> </table>	N/A	0				
N/A	0					

	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>45</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	45	No	3		<table border="1"> <caption>Data for Question 4.4</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>45</td> <td>93.75%</td> </tr> <tr> <td>No</td> <td>3</td> <td>6.25%</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	45	93.75%	No	3	6.25%
Yes	45																
No	3																
Response	Count	Percentage															
Yes	45	93.75%															
No	3	6.25%															
	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>45</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	45	No	3		<table border="1"> <caption>Data for Question 4.5</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>45</td> <td>93.75%</td> </tr> <tr> <td>No</td> <td>3</td> <td>6.25%</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	45	93.75%	No	3	6.25%
Yes	45																
No	3																
Response	Count	Percentage															
Yes	45	93.75%															
No	3	6.25%															
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>7</td> </tr> <tr> <td>Agree</td> <td>41</td> </tr> </table>	Disagree	7	Agree	41		<table border="1"> <caption>Data for Question 5.1</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>41</td> <td>85.42%</td> </tr> <tr> <td>Disagree</td> <td>7</td> <td>14.58%</td> </tr> </tbody> </table>	Response	Count	Percentage	Agree	41	85.42%	Disagree	7	14.58%
Disagree	7																
Agree	41																
Response	Count	Percentage															
Agree	41	85.42%															
Disagree	7	14.58%															



---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 9/12/2012 12:35:43 PM -0400  
**To:** Earline Simons <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/5fe02f7f69c24758875869be6d16e72d-ESimons>  
**CC:** Visit Reports <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>  
**Subject:** 19591 NG 2nd edit completed  
**Attachments:** 19591.ITT Tech-Springfield, VA NG.doc

Miss E,

The second edit has been completed for the report attached. It is also saved on the M:/drive. It's an ITT and the formatting is relatively jacked. I am fine letting it go out as is, but let me know if you think it should be changed. If so, it will some effort (which I don't think we need to waste our time on).

Ian Harazduk

Manager, Compliance

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, D.C. 20002

Tel: (202) 336-6795

Fax: (202) 842-2593



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The graphic features the iconic 'Welcome to Fabulous Las Vegas' sign on the left, set against a dark blue background with vertical light blue stripes. To the right of the sign, the event title is written in a mix of gold and blue fonts. Below the title, the call to action 'Register Today!' is in red script, followed by the dates and venue in white sans-serif font.



## REEVALUATION REPORT

ITT Technical Institute  
7300 Boston Boulevard  
Springfield, VA 22153  
ACICS ID Code: 00019591

Main Campus  
ITT Technical Institute  
Indianapolis, IN 46268  
ACICS ID Code: 00016040

(b)(6) @itt-tech.edu

Mr. Dale Turner, Director (b)(6) @itt-tech.edu

Dates of Visit: August 20-22, 2012

Dr. Lonnie Echternacht	Chair - Mission, Organization, Admin., and Educ. Facilities	Prof. Emeritus of Business Educ., University of Missouri-Columbia	Columbia, MO
Mr. Jeffrey Bodimer	Relations with Students	Assistant Director of Compliance, Prospect Education	Reno, NV
Dr. Nick L. Tex	Educational Activities	Dept. Director-General Education Carrington College	Scottsdale, AZ
Mr. Thomas Phillips	Computer Netwk. Sys., Netwk. Sys. Admin., Info. Sys. Security, Info. Sys./Cybersecurity, and Project Mgt. Specialist	Retired Professor, Gibbs College (Livingston, NJ)	Tinton Falls, NJ
Dr. Harpal Dhillon	Electrical Engr./Comm. Tech., Electrical Engr. Tech., Comp./Elect. Engr. Tech., Elect./Comm. Engr. Tech., and Project Mgt./Admin. Specialist	President, Intelligent Education Solutions, Inc.	Annandale, VA
Ms. Silvia Gimbutas	Computer Drafting/Design, Drafting/Design Tech., Visual Communications, and Construction Mgt. Specialist	Architect, Creative Design Builders and Instructor, Westwood College	Chicago, IL
Mr. Barry Phillips	Library and Digital Entertainment/Game Design Specialist	Art Director/Designer, PBS, NBC, and Showtime	Burleson, TX
Mr. Terry Campbell	Criminal Justice, Criminology/Forensic Technology, and Paralegal Specialist	Professor, Kaplan University	Okeechobee, FL
Ms. Jennifer Newham	Publications	ACICS Accreditation Coordinator	Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
SPRINGFIELD, VIRGINIA**

CREDENTIAL EARNED	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
				2011		2010	
				Ret.	Pla.	Ret.	Pla.
Associate of Applied Science Degree*	Computer Drafting and Design**	96	31/0	77.5	<b>57.9</b>	70.6	<b>63.2</b>
Associate of Applied Science Degree*	Computer and Electronics Engineering Technology**	96	44/1	72.5	80.0	77.3	<b>63.3</b>
Associate of Applied Science Degree*	Criminal Justice**	96	35/2	71.7	70.8	63.2	<b>25.0</b>
Associate of Applied Science Degree*	Information Technology- Computer Network Systems**	96	121/10	76.4	70.6	77.4	83.9
Associate of Applied Science Degree*	Paralegal Studies**	96	2/1	84.6	n/a	--	--
Associate of Applied Science Degree*	Visual Communications**	96	16/1	75.2	<b>22.2</b>	75.2	<b>60.0</b>
Bachelor of Science Degree	Criminal Justice**	180	5/0	82.9	<b>10.0</b>	77.6	83.3
Bachelor of Science Degree	Construction Management**	180	12/0	94.1	<b>37.5</b>	83.3	100.0
Bachelor of Science Degree	Information Systems Security**	180	10/1	83.3	77.8	90.9	100.0
Bachelor of Science Degree	Project Management**	180	1/0	90.5	80.0	76.7	n/a
Bachelor of Science Degree	Electrical Engineering and Communications Technology**	180	30/1	--	--	--	--
Associate of Applied Science Degree*	Electrical Engineering Technology	90	48/3	--	--	--	--
Associate of Applied Science Degree*	Network Systems Administration	90	154/13	--	--	--	--
Associate of Applied Science Degree*	Drafting and Design Technology	90	27/4	--	--	--	--
Associate of Applied Science Degree*	Criminology and Forensic Technology	90	36/2	--	--	--	--
Bachelor of Science Degree	Project Management and Admin., Project Management Option	180	26/1	--	--	--	--

*Continued*

Bachelor of Science Degree	Electronics and Communications Engineering Technology	180	9/0	86.4	70.0	83.9	75.0
Bachelor of Science Degree	Information Systems and Cybersecurity	180	52/1	--	--	--	--
Bachelor of Science Degree	Digital Entertainment and Game Design**	180	5/0	100.0	n/a	--	--
<b>TOTAL ENROLLMENT</b>		<b>705</b>					

*Notes:* Type in bold any retention rate below 62.0% and any placement rate below 58.0%.

\*The associate of applied science degree is an academic associate's degree.

\*\*These programs are currently being phased out on this campus.

## INTRODUCTION

ITT Technical Institute is owned and operated by ITT Educational Services, Inc. (ITT/ESI), a private college system focused on technology-oriented programs of study. ITT/ESI operates more than 140 ITT Technical Institutes in 38 states. ITT/ESI has been actively involved in the higher education community in the United States since 1969. The campus in Springfield, Virginia opened in March 2002. The Springfield, Virginia campus is currently divided into five schools--School of Information Technology, School of Electronics Technology, School of Drafting and Design, School of Business, and School of Criminal Justice--and is presently offering ten academic associate's degree programs and nine bachelor's degree programs.

The campus was well-prepared for the ACICS new grant visit and provided the team with a well-organized, complete set of materials. The administration responded to the team's requests for additional materials and information and provided clarification and explanations when needed during the visit.

## REPORT QUESTIONS

### CAMPUS

#### 1. MISSION

- 1.01 Response submitted by Academic Administrative Center (AAC)
- 1.02 Response submitted by AAC
- 1.03 Response submitted by AAC
- 1.04 Response submitted by AAC
- 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

#### INSTITUTIONAL EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes  No
- 1.08 Does the campus have its own CEP, separate from the institution's IEP?  
 Yes  No
- 1.09 Does the CEP describe the following?  
 The characteristics of the programs offered.  
 Yes  No  
 The characteristics of the student population.  
 Yes  No  
 The types of data that will be used for assessment.  
 Yes  No  
 Specific goals to improve the educational processes.  
 Yes  No  
 Expected outcomes of the plans.  
 Yes  No
- 1.10 Are the following five required elements evaluated in the CEP?

Student retention.

Yes  No

Student placement.

Yes  No  Not Applicable (new branch only)

Level of graduate satisfaction.

Yes  No  Not Applicable (new branch only)

Level of employer satisfaction.

Yes  No  Not Applicable (new branch only)

Student learning outcomes.

Yes  No

- 1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.

The data used to demonstrate student learning outcomes in the educational programs include information that supports the acquisition of appropriate skill sets, pertinent knowledge, and work-related attitudes--verifying that student learning has occurred, value has been added, and preparation for employability has occurred. The data that is gathered and analyzed by the campus to assess outcomes include capstone course grades and outcomes assessment based on rubrics, results of mid-term and final course exams provided from a corporate-generated curriculum and evaluation process, student success rates based on number of students who start and pass a course, student engagement level measured by student attendance and the ability to complete program courses, and employer satisfaction indices.

- 1.12 Are the following identified and described in the CEP?

The baseline data for each outcome.

Yes  No  Not Applicable

The data used by the campus to assess each outcome.

Yes  No  Not Applicable

How the data was collected.

Yes  No  Not Applicable

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 (previously referred to as AIR) 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.

Retention activities include:

- Implement attendance best practices by monitoring instructor weekly engagement reports and average daily attendance.
- Increase opportunities for students to develop a sense of community.
- Expand tutoring opportunities by increasing faculty office hours and peer mentors.
- Increase the use of guest speakers and field trips to generate a higher level of student motivation.
- Provide additional emphasis on effective teaching strategies, grade and attendance reporting, and student advisement during new instructor orientation.

Placement activities include:

- Conduct reputation-building events to strengthen the campus' relationship to the community.
- Increase the presence of employers on campus.
- Create individual career plans for each graduate to ensure maximum engagement success.

- 1.16 Does the campus have documentation to show the following?

- (a) That the IEP 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. Dale Turner, is ultimately responsible for implementation of the campus effectiveness plan (CEP). The director utilizes a CEP campus steering committee to collectively develop and implement the CEP. The CEP committee includes the director, dean, associate dean of general studies, director of finance, director of recruitment, director of career services, registrar, school chairs, faculty representatives from each school of study, and a student representative. The campus director assumes the responsibility of coordinating, organizing, and preparing the summary report of the plan. The CEP is reviewed at least quarterly and revised and updated annually.

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

Yes  No

**GENERAL COMMENTS:**

The campus is committed to an ongoing annual planning and campus effectiveness enhancement process. The CEP is appropriate for the Springfield, Virginia campus.

**2. ORGANIZATION**

2.01 (a) Response submitted by AAC

2.01 (b) Response submitted by AAC

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(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 Response submitted by AAC

**GENERAL COMMENTS:**

The departmental organization of the administrative functions with checks and balances and promotes a spirit of cooperation and open communication. The organizational structure is appropriate.

**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 noted, Mr. Dale Turner, campus director, is the on-site administrator of the Springfield, Virginia campus. He holds a bachelor's degree in Business Administration degree with a major in Marketing from the University of Southwestern Louisiana located in Lafayette. Mr. Turner started with ITT in May 2009 as a campus director of recruitment in Alabama and was promoted to regional director of recruitment for nine months before assuming the campus director position at the Springfield campus in June 2012. Previously he worked in sales and management for approximately 15 years. Mr. Turner is qualified to serve as the on-site administrator.
- 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) Response submitted by AAC
  - (b) Admissions.  
 Yes    No
  - (c) Response submitted by AAC
  - (d) Response submitted by AAC
  - (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 Response submitted by AAC
- 3.11 Do student files contain evidence of graduation from high school or the equivalent?  
 Yes    No
- 3.12 Are appropriate transcripts maintained for all students?  
 Yes    No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?  
 Yes    No

- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes  No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes  No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
 Yes  No

**GENERAL COMMENTS:**

The administrative functions at the campus are coordinated to achieve the educational mission. Records relative to administrative and academic operations are maintained appropriately.

**4. RELATIONS WITH STUDENTS****FOR ALL PROGRAMS**

- 4.01 How many student files were reviewed during the evaluation?  
 A sample of 50 student files was selected and reviewed by the team.
- 4.02 How does the institution ensure that its student relations reflect high ethical standards?  
 The ITT corporate office does an internal audit of the campus annually. Corporate policy and accreditation items are reviewed and the campus has received positive scores for the last audit.
- 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 Response submitted by AAC
- 4.07 Is the admissions policy publicly stated?  
 Yes  No
- 4.08 Is the admissions policy administered as written?  
 Yes  No

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

The admissions department is overseen by the director of recruitment, Ms. Ora Arthurton. She holds a bachelor's degree from Medgar Evers College. Ms. Arthurton has been with ITT for five years and was recently promoted to director of recruitment in February 2012.

4.10 Describe the process for the recruitment of new students.

Students learn about the campus through various lead sources such as television, referrals, and direct mail. Students contact the campus and are invited to the facility for an interview. The interview process consists of additional questions to learn more about a student's needs and long-term goals. At the end of the interview and tour, if the student wishes to apply for admission, the student takes a timed assessment test. Once the student passes the entrance exam, the student meets with financial aid for an overview and to sign the enrollment agreement. Subsequent financial aid appointments are scheduled until the student begins to attend classes.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?

Yes  No

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

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

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

Yes  No

If Yes, is the name of the institution clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?

Yes  No

- 4.13 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes  No
- 4.14 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes  No
- 4.15 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes  No
- 4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes  No
- 4.17 Response submitted by AAC
- 4.18 Is there evidence that the campus properly awards transfer of credit?  
 Yes  No  Not Applicable
- 4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?  
 Yes  No
- 4.21 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 the satisfactory academic progress policy are published in the current catalog on pages 70-74.
- 4.22 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 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

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

Yes  No

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

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

- 4.25 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?  
 Yes  No
- 4.26 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?  
 Yes  No  Not Applicable (all programs are one year or less)
- 4.27 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)
- 4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes  No
- 4.29 Are students allowed to remain on financial aid during the probationary period?  
 Yes  No  Not Applicable (institution does not participate in financial aid)  
 If Yes, is the student informed of this policy?  
 Yes  No
- 4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?  
 Yes  No
- 4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes  No  Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)
- 4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (institution does not have extended enrollment)
- 4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes  No  Not Applicable (there is no such student)

4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

Yes  No

4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Ms. Paula Cherry is the dean for the ITT Springfield, Virginia campus. She has been employed with ITT for more than four years and has held various positions, including finance, registrar, and professor. Ms. Cherry has an associate's degree in General Studies, a bachelor's degree in Business Administration, and a master's degree in Business Administration from Strayer University. She is currently working on her doctorate degree in Business Administration at Argosy University. She has completed many continuing education training sessions from ITT corporate related to the satisfactory academic progress policy and improvement of instructional strategies.

4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

Yes  No

4.37 Response submitted by AAC

4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?

Yes  No  Not Applicable (institution offers loans only)

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

Yes  No

4.40 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

4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?

Yes  No

If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?

Yes  No  Not Applicable

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

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

4.43 Is the institution's refund policy published in the campus catalog?

Yes  No

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

Yes  No

4.45 Is the campus following its stated refund policy?

Yes  No

4.46 Does the campus offer financial aid?

Yes  No (Skip to Question 4.53.)

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

Mr. Petros Yoseif is responsible for the on-site administering of student financial aid. Mr. Yoseif has been with ITT for four years. He has a bachelor's degree in Computer Science: Concentration in Software Engineering from Grambling State University. Mr. Yoseif is supported by five financial aid administrators. He has participated in training sessions conducted by the corporate office on financial aid matters and has attended various campuses to participate in special training sessions.

4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?

Yes  No

4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?

Yes  No

4.50 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

- 4.51 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 ITT corporate office provides systematic training to the campuses with relation to new regulations and policy changes in financial aid.
- 4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes  No
- 4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes  No (Skip to Question 4.54.)
- 4.54 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 various forms of student services to students. These include academic tutoring, peer guidance/advisement, student clubs, new student orientation, transportation assistance, and career services.
- 4.55 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
- 4.56 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
Ms. Angel Harriott is the director of career services and has been employed with ITT since February 2012. Ms. Harriott has worked in various career services positions for the last six years. She holds a bachelor's degree in Psychology from Howard University and a master's degree in Counseling from Bowie State University.
- 4.57 Does the institution offer employment assistance to all students?  
 Yes  No  Not Applicable (institution enrolls only international students on a student visa)
- 4.58 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes  No
- If Yes, explain:  
The campus uses program disclosures to inform students about placement and salary information for each program. The students sign that they have received the information electronically and the documentation is available in each student's file.
- If Yes, does the campus maintain the required data on its graduates and nongraduates?  
 Yes  No

- 4.59 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?

Yes  No

If No, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303(a)): The campus provided copies of the 2010 AIR and the 2011 CAR. The 2010 AIR showed 951 as the ending enrollment and the 2011 CAR reported 949 as the beginning enrollment.

- 4.60 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 2010 AIR showed 951 as the ending enrollment and the 2011 CAR reported 949 as the beginning enrollment.

- 4.61 Are students who receive financial aid counseled concerning their student loan repayment obligations?

Yes  No

- 4.62 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

Students receive entrance counseling during their enrollment process.

- 4.63 Describe the extracurricular activities of the institution (if applicable).

Students have opportunities to participate in field trips, hear guest speakers, and access the following professional student organizations: Student Council, National Technical Honor Society (NTHS), IT Club, Student Veterans of America, ET Club, Design and Drafting Club, and CJ Fraternity.

## 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. Paula Cherry is the campus dean and is responsible for overseeing the educational activities of all programs. Ms. Cherry is assisted by program chairs who report directly to her, including program chairs for the Criminal Justice, Drafting and Design, Electronics Technology, and Information Technology programs. Ms. Cherry started her employment with ITT Technical Institute in 2008 as a campus registrar and was promoted in 2010 to campus dean. As previously stated, Ms. Cherry holds three degrees from Strayer University: an associate's degree in General Studies and bachelor's and master's degrees in Business Administration. Currently, Ms. Cherry is enrolled in a doctorate degree program in Business Administration from Argosy University. Additionally, Ms. Cherry has numerous documented continuing education credits in teaching methodologies and leadership skills.

- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes  No
- 5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.  
 The program chairs report directly to the campus dean, Ms. Paula Cherry. Ms. Cherry reports to the campus director, Mr. Dale Turner. This chain of command structure allows program administrators to have sufficient authority and responsibility for the development and administration of their individual programs.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes  No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes  No
- 5.07 Response submitted by AAC
- 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 carry specialized or programmatic accreditation?  
 Yes  No (Skip to question 5.10)
- 5.10 Are the educational programs consistent with the campus mission and the needs of its students?  
 Yes  No
- 5.11 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

## 5.12 What provisions are made for individual differences among students?

The campus provides several different types of provisions for individual differences among students. These provisions begin during the student's admission process. Prior to admission, students may ask to have their prior college transcripts reviewed for possible acceptance of transfer credits in lieu of retaking a related course. In addition, prior to admission students may request they be granted credit for prior knowledge or competency in specific areas.

The student must demonstrate such knowledge or skills by completing a proficiency examination and/or a project acceptable to the campus.

Once students have begun taking classes, provisions are made to facilitate both under-achieving students and exceptional students. Under-achieving students are advised by an individual faculty member and their respective program chair. Based on a determination of the student's needs, specific tutoring is then recommended. Tutoring is scheduled through the learning resource center. Exceptional students are encouraged by their instructors to complete extra assignments and to assist/tutor other students. Students with learning disabilities are accommodated based on their individual needs.

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

Regularly scheduled faculty meetings are held along with regularly scheduled departmental faculty meetings and program advisory committee meetings. At these meetings the curriculum is discussed and recommendations are made for changes. Recommendations are presented to the local campus curriculum committee and are then forwarded to the corporate curriculum committee for consideration.

Additionally, all faculty members have access to the faculty collaboration online portal. Faculty members may make curriculum recommendations on a daily, 24 hour-a-day basis through this portal.

## 5.14 Does the faculty participate in this process?

Yes  No

## 5.15 Response submitted by AAC

## 5.16 If the institution 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  N/A (institution does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

Yes  No

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

Yes  No

5.18 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*)

## Facilities.

 Yes  No

## Instructional equipment.

 Yes  No

## Resources.

 Yes  No

## Personnel.

 Yes  No

- 5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
- Yes  No
- 5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
- Yes  No
- 5.21 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
- 5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
- Yes  No
- 5.23 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)
- 5.24 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's personnel record states the dates of attendance at in-service training. Also, an annual schedule of planned in-service training activities was reviewed by the team.

- 5.25 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
- 5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes  No
- 5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes  No

**FOR ACADEMIC ASSOCIATE’S AND BACHELOR’S DEGREES ONLY**

- 5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?  
 Yes  No

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

(Sections 3-4-302 and 3-5-302): Ms. Tamala Jones is currently teaching the general education course, GE175, American Government. As noted in the syllabus, this course covers such topics as the development and foundations of the constitution; the organization and function of the federal government including the legislative, executive, and judicial branches; political parties; the electoral process; and the relationship between states and the federal government.

Ms. Jones holds an associate’s degree in Social Behavioral Science from Mt. San Jacinto Community College, a bachelor’s degree in Sociology/Social Work from California State University, and a master’s degree in Public Administration from California State University. Ms. Jones does not hold a degree or 18 semester credit hours in the subject being taught.

**FOR ACADEMIC ASSOCIATE’S DEGREES ONLY**

- 5.31 Response submitted by AAC
- 5.32 Response submitted by AAC
- 5.33 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**

- 5.34 Response submitted by AAC
- 5.35 Response submitted by AAC

- 5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes  No

## 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 7300 Boston Boulevard in Springfield, Virginia and consists of a 32,000 square foot one-story dedicated building. The facility contains work environments for administrative offices devoted to finance, recruitment, career services, and academic operations. A bookstore, an employee lounge, testing rooms, and a conference room are also available. The main student areas are comprised of eight labs, 11 theory classrooms, a student lounge, and a learning resource center. Parking is available for students, staff, and visitors. The facility is well maintained and environmentally pleasing.

- 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 catalog used during the team visit was the 2012-2013 version, Volume 31, published on August 3, 2012, with an effective date of August 3, 2012 to August 3, 2013.

7.02 Does the self-study accurately portray the campus?

Yes  No

7.03 Does the campus publish a catalog that is appropriately printed and bound and provided 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 institution 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 institution 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 institution 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.)

If Yes, is it appropriate?

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, including the campus' 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.)?  
 The ITT Technical Institute campus advertises on television, radio, and the internet. The campus also utilizes direct mailers and flyers to send information to prospective students.  
 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 (institution does not participate in financial aid)

## 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 Response submitted by AAC

8.06 Response submitted by AAC

**FOR ACADEMIC ASSOCIATE’S AND BACHELOR’S DEGREES ONLY**

8.07 Response submitted by AAC

8.08 Response submitted by AAC

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

The current annual budget for the library is \$10,935 with \$6,430 spent thus far this year. The breakdown of expenditures for this year is as follows: virtual library - \$6,020, memberships - \$210, and publications - \$200.

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 Response submitted by AAC

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 Response submitted by AAC

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 Response submitted by AAC

8.17 Response submitted by AAC

8.18 Response submitted by AAC

8.19 Response submitted by AAC

8.21 Response submitted by AAC

- 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

#### **GENERAL COMMENTS:**

The learning resource center at the campus depends largely on its online resources and research materials. Among the reference resources available are Books 24/7, Reference USA, and EBSCO Host. The team found that on-shelf periodicals and books were sufficient. Currently, the on-site full-time librarian, Mr. Michael Andrews, is out on an extended medical leave. In his absence, Ms. Anna Nowak, library assistant, is managing the local aspects of the library.

### **9. PROGRAM EVALUATION**

**Bachelor of Science Degree in Criminal Justice**

**Associate of Applied Science Degree in Criminal Justice**

**Associate of Applied Science Degree in Criminology and Forensic Technology**

**Associate of Applied Science Degree in Paralegal**

#### **FOR ALL PROGRAMS**

- 9.01 Response submitted by AAC
- (a) Response submitted by AAC
  - (b) Response submitted by AAC
  - (c) Response submitted by AAC
  - (d) Response submitted by AAC
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Michael Mounts is the chair of the Criminal Justice and Paralegal programs. He began his employment at ITT in 2010. He holds a bachelor's degree in Political Science from Concord College, West Virginia; a master's degree in Criminal Justice Leadership from Marshall University, West Virginia; and a juris doctorate (JD) degree from the Appalachian School of Law, Virginia. Mr. Mounts is retired from the U.S. Army and brings to the campus an extensive military background along with investigative and protection agency 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 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

Yes  No

Note: The placement rate for the bachelor's program in Criminal Justice is below 58%.

9.07 List the community resources and how they are utilized to enrich the program(s).

The Criminal Justice and Paralegal programs utilized the following community resources: program advisory committee, field trips, guest speakers, and career fairs. Some of the field trips used included Drug Enforcement Agency, Fairfax County police and courthouse, and Regional Criminal Justice Academy. Some guest speakers utilized included a probation supervisor, an investigation specialist, protection agencies, and an attorney. Student learning was enhanced by gaining first-hand knowledge and practical experiences from these activities. The team reviewed documentation to verify this information.

9.08 Are these resources sufficient?

Yes  No

9.09 Response submitted by AAC

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  N/A (these elements are not part of the program or no student is far enough along in the program)

Note: While the team was on-site there were no Criminal Justice and Paralegal students enrolled in externships.

- 9.12 Response submitted by AAC

- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  N/A

- 9.14 Response submitted by AAC

- 9.15 Are course prerequisites being followed?

Yes  No

- 9.16 Is an appropriately detailed syllabus on file for each 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 (formerly AIR) submitted to the Council?

Yes  No  N/A (there have been no graduates)

(a) 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 Criminal Justice - 3

Bachelor's degree in Criminal Justice - 1

Note: There were no graduates in the academic associate's degree in Criminology and Forensics Technology and the academic associate's degree in Paralegal programs during the 2011 CAR reporting period.

(b) How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Criminal Justice - 2

Bachelor's degree in Criminal Justice - 1

(c) How many of the calls where contact was made with employers or graduates 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 2011 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 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

9.22 Response submitted by AAC

**FOR ACADEMIC ASSOCIATE’S AND BACHELOR’S DEGREES ONLY**

9.24 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.25 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

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

Yes  No  NA, hiring responsibility is at AAC

9.27 Are teaching loads reasonable?

Yes  No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

- 9.35 Response submitted by AAC
- 9.36 Response submitted by AAC
- 9.37 Response submitted by AAC
- 9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)
- 9.39 Response submitted by AAC

**FOR BACHELOR'S DEGREES ONLY**

- 9.40 Response submitted by AAC
- 9.41 Response submitted by AAC
- 9.42 Response submitted by AAC
- 9.43 Response submitted by AAC
- 9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes  No  N/A (no students in the third and fourth years)
- 9.45 Response submitted by AAC

**GENERAL COMMENTS:**

The Criminal Justice programs have an active American Criminal Justice Association (ACJA) club, and members are involved in various volunteer activities.

**9. PROGRAM EVALUATION**

**Associate of Applied Science Degree in Computer Drafting and Design**

**Associate of Applied Science Degree in Drafting and Design Technology**

**Associate of Applied Science Degree in Visual Communications**

**Bachelor of Science Degree in Construction Management**

**FOR ALL PROGRAMS**

- 9.01 Response submitted by AAC
- (a) Response submitted by AAC
- (b) Response submitted by AAC
- (c) Response submitted by AAC
- (d) Response submitted by AAC

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

Ms. Elzbieta Nowak is the program chair of the School of Drafting and Design and also oversees the Construction Management program. Ms. Nowak has a bachelor's degree and a master's degree, both in Architecture, from the Krakow University of Technology in Krakow, Poland. She is also a member of the American Institute of Architects. She has been employed as a chair at this ITT campus since May 2000.

- 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 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

Yes  No

Note: The associate's programs in Computer Drafting and Design and Visual Communications and the bachelor's program in Construction Management placement rates are below 58%.

- 9.07 List the community resources and how they are utilized to enrich the program(s).

The students enrolled in the four programs included in this section of the report participated in many documented field trips in 2011 and 2012. One of these field trips was to a public meeting for the West Grove Park master plan. This project was important because of its similarity to their capstone project. Other field trips focused on sharing ideas, methods, and practices with local Revit program users and fostering local peer contacts. Construction sites were also sites of observation and included the Marriott Hotel extension and the Little Hunting Park pool, both in the area.

There is evidence of the use of several guest speakers to enhance instruction. One of the guest speakers was Mr. James Clark from MTF Architecture and President of the Virginia Society of American Architects. He is part of the Washington Monument Competition Committee. There were also several discussion panels that focused on trends in architecture, construction, design, and the industry. In addition, students in the Visual Communications program learned about job opportunities, networking, and associations related to their career by attending a series of talks given by professionals from companies like Imagine Design DC.

Extracurricular activities such as the “design charity,” program clubs, high school visits, contests, and movies are part of the social integration used on the campus to enrich the curriculum.

9.08 Are these resources sufficient?

Yes  No

9.09 Response submitted by AAC

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  N/A (these elements are not part of the program or no student is far enough along in the program)

9.12 Response submitted by AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  N/A

9.14 Response submitted by AAC

9.15 Are course prerequisites being followed?

Yes  No

9.16 Is an appropriately detailed syllabus on file for each 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 (formerly AIR) submitted to the Council?

Yes  No  N/A (there have been no graduates)

(a) 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 Computer Drafting and Design - 6

Academic associate's degree in Drafting and Design Technology - No graduates

Academic associate's degree in Visual Communications - 2

Bachelor's degree in Construction Management - 2

(b) How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Computer Drafting and Design - 4

Academic associate's degree in Drafting and Design Technology - No graduates

Academic associate's degree in Visual Communications - 1

Bachelor's degree in Construction Management - 2

(c) How many of the calls where contact were made with employers or graduates 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 2011 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 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

- 9.22 Response submitted by AAC

**FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY**

- 9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.25 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  N/A hiring responsibility is at AAC
- 9.27 Are teaching loads reasonable?  
 Yes  No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

- 9.35 Response submitted by AAC
- 9.36 Response submitted by AAC
- 9.37 Response submitted by AAC
- 9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)
- 9.39 Response submitted by AAC

**FOR BACHELOR'S DEGREES ONLY**

- 9.40 Response submitted by AAC
- 9.41 Response submitted by AAC
- 9.42 Response submitted by AAC
- 9.43 Response submitted by AAC
- 9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes  No  N/A (no students in the third and fourth years)
- 9.45 Response submitted by AAC

**GENERAL COMMENTS:**

The use of multiple community resources to enrich the curriculum is noteworthy. Students stated that they are active members of the campus, they enjoy team work, and they engage in many of the organized activities provided. The high-level of student participation is reflected in the favorable retention percentages reported by the campus. The program chair, Ms. Nowak, is very motivated and focused in this matter. The virtual library and its many online resources are meeting the needs of faculty and students in the programs. Faculty and students reported they are happy to be enrolled at this campus.

**9. PROGRAM EVALUATION**

**Bachelor of Science Degree in Electrical Engineering and Communications Technology**

**Bachelor of Science Degree in Electronics and Communications Engineering Technology**

**Associate of Applied Science Degree in Electrical Engineering Technology**

**Associate of Applied Science Degree in Computer and Electronics Engineering Technology**

**FOR ALL PROGRAMS**

9.01 Response submitted by AAC

(a) Response submitted by AAC

(b) Response submitted by AAC

(c) Response submitted by AAC

(d) Response submitted by AAC

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

The four degree programs covered in this section of the report are located in the School of Electronics Technology. The administrator in charge of these four programs is Dr. Mohamed Morsy, chair of the School of Electronics Technology. He was designated chair of the school in March 2004. Dr. Morsy has served as a part-time faculty member at George Washington University from 2002 to 2004. He also worked as a full-time faculty member, senior research scientist, senior systems engineer, and head of the Division for Technical Information, successively, in the Department of Defense in Egypt between 1976 and 2001. Dr. Morsy holds a bachelor's degree in Electrical Engineering and Communications from the Military Technical College in Cairo, Egypt, and a master's degree in Electrical Engineering from the Assiut University in Assiut, Egypt. He has also earned a doctorate degree in Electrophysics from George Washington University in Washington, DC.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

Dr. Morsy is academically and experientially qualified to administer the academic programs in the School of Electronics Technology.

- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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 (new branch only)
- (b) Student placement rate of 58%  
 Yes  No  Not applicable (new branch only)
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 Students in the engineering programs go on field trips to the offices/facilities of local businesses and manufacturing/production facilities located in the Washington, DC metropolitan region. These field trips provide students opportunities for exposure to the real-world work environment and could lead to internship arrangements for some students. During the current academic year, field trips were arranged to the National Electronics Museum, National Air and Space Museum, and FOSE Conference in Washington, DC. Every year, a few guest speakers come to the campus to address students in the School of Electronics Technology. These presentations are beneficial for students and faculty in the context of new learning and professional networking. Among the guest speakers used during the last academic year were Mr. Allen Nebb, assistant general superintendent in the Washington Metropolitan Area Transit Authority; and Mr. Edward Anderson, partner in the Computer Sciences Corporation. The School of Electronics Technology has an active program advisory committee (PAC) that formally meets twice a year. The 11 members of this committee represent local businesses, employers, and the community. Micron, Inc., Time Warner Cable, Sytech Corporation, ITT Corporation, The National Science Foundation, and The Department of Homeland Security are among the local entities from which members of the PAC are associated.
- 9.08 Are these resources sufficient?  
 Yes  No
- 9.09 Response submitted by AAC
- 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  NA, (these elements are not part of the program or no student is far enough along in the program)

- 9.12 Response submitted by AAC

- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  N/A

No independent studies were undertaken in the programs covered in this report.

- 9.14 Response submitted by AAC

- 9.15 Are course prerequisites being followed?

Yes  No

- 9.16 Is an appropriately detailed syllabus on file for each course?

Yes  No

The course syllabi are well-designed. The learning outcomes, instructional activities/tasks, and course outlines/schedules are clearly stated. The prerequisites, if required, are identified for each course. Each syllabus contains an explicit grading rubric.

- 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 (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

(a) How many calls to employers or graduates were attempted?

During the time period covered by the 2011 CAR, there were no graduates in the following programs:

Bachelor's degree in Electrical Engineering and Communications Technology  
Academic associate's degree in Electrical Engineering Technology

The following number of calls was made to employers for the following programs:

Bachelor's degree in Electronics Communications and Engineering  
Technology - 5

Academic associate's degree in Computer and Electronics Engineering Technology - 4

(b) How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Bachelor's degree in Electronics Communications and Engineering

Technology - 4

Academic associate's degree in Computer and Electronics Engineering Technology - 2

(c) How many of the calls where contact was made with employers or graduates 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 2011 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 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

9.22 Response submitted by AAC

#### **FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY**

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.25 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

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

Yes  No  NA, hiring responsibility is at AAC

9.27 Are teaching loads reasonable?

Yes  No

**FOR ACADEMIC ASSOCIATE’S DEGREES ONLY**

9.35 Response submitted by AAC

9.36 Response submitted by AAC

9.37 Response submitted by AAC

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.39 Response submitted by AAC

**FOR BACHELOR’S DEGREES ONLY**

9.40 Response submitted by AAC

9.41 Response submitted by AAC

9.42 Response submitted by AAC

9.43 Response submitted by AAC

9.44 Is enrollment in the third and fourth years of the bachelor’s program sufficient to support regularly scheduled classes and laboratory work?

Yes  No  N A, (no students in the third and fourth years)

9.45 Response submitted by AAC

**GENERAL COMMENTS:**

The campus facilities available for the academic programs in the School of Electronics Technology are impressive. The two electronic laboratories are well equipped and laid out properly for efficient utilization of the equipment by students. The other computer and telecommunication resources for students are more than adequate. There is an active electronics club sponsored by the chair of the school. Members of this club are encouraged to utilize the laboratory facilities at the campus, and some members act as mentors/tutors for students who can benefit from these support activities. Students interviewed during the site visit indicated that the quality of instruction is good and praised the instructors and administrators for being accessible and responsive to their needs. The program advisory committee (PAC) for the School of Electronics Technology provides beneficial advice to the administration concerning the currency and employment market relevance of the academic programs.

**9. PROGRAM EVALUATION**

**Bachelor of Science Degree Program in Project Management and Administration, Project Management Option**

**FOR ALL PROGRAMS**

- 9.01 Response submitted by AAC
- (a) Response submitted by AAC
  - (b) Response submitted by AAC
  - (c) Response submitted by AAC
  - (d) Response submitted by AAC
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
- The degree program covered in this report is located in the School of Business. Ms. Paula Cherry is currently serving as acting chair of the School of Business. Ms. Cherry has been working as the dean of academics at the ITT Technical Institute in Springfield, Virginia since February 2010. From 2008 to 2010 she was the registrar at this campus. Prior to her employment at ITT, Ms. Cherry was a member of the adjunct faculty at ECPI College of Technology (2006 to 2008) and an academic assistant at Strayer University from 2002 to 2004. As previously stated, Ms. Cherry holds an associate's degree, a bachelor's degree, and a master's degree from Strayer University. Currently, she is enrolled in the doctorate degree program in Business Administration at Argosy University. Ms. Cherry indicated that a regular school chair should be in place within six months.
- 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 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 (new program)
  - (b) Student placement rate of 58%
    - Yes  No  Not applicable (new branch only)
- This is a new degree program offering from which no graduates have occurred.

- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 Since the bachelor's degree program is still in its first year of existence, the school chair has not completed the task of constituting a program advisory committee (PAC) for the School of Business. She indicated that the first meeting of the PAC will occur at the end of 2012. During the last year, two guest speakers have addressed the students enrolled in the program. Field trips for students in the program are scheduled for the current academic year.
- 9.08 Are these resources sufficient?  
 Yes  No
- 9.09 Response submitted by AAC
- 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  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Response submitted by AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  N/A
- 9.14 Response submitted by AAC
- 9.15 Are course prerequisites being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each 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 (formerly AIR) submitted to the Council?  
 Yes  No  N/A (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 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
- 9.22 Response submitted by AAC

**FOR BACHELOR’S DEGREES ONLY**

- 9.24 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No  
 The single faculty member teaching Project Management courses in the program is well qualified.
- 9.25 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  NA, hiring responsibility is at AAC
- 9.27 Are teaching loads reasonable?  
 Yes  No
- 9.40 Response submitted by AAC

- 9.41 Response submitted by AAC
- 9.42 Response submitted by AAC
- 9.43 Response submitted by AAC
- 9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes  No  N/A (no students in the third and fourth years)
- 9.45 Response submitted by AAC

**GENERAL COMMENTS:**

The facilities available for the Project Management program in the School of Business at the Springfield campus are impressive. There are well-equipped computing laboratories to support the project management software needed by students. Students interviewed during the site visit indicated that the quality of instruction is good and praised the instructors and administrators for being accessible and responsive to their questions and concerns.

**9. PROGRAM EVALUATION**

**Associate of Applied Science Degree in Information Technology - Computer Network Systems**

**Associate of Applied Science Degree in Network System Administration**

**Bachelor of Science Degree in Information Systems Security**

**Bachelor of Science Degree in Information Systems and Cybersecurity**

**Bachelor of Science Degree in Project Management**

**FOR ALL PROGRAMS**

- 9.01 Response submitted by AAC
- (a) Response submitted by AAC
- (b) Response submitted by AAC
- (c) Response submitted by AAC
- (d) Response submitted by AAC
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
- Mr. Thomas Miller is the chair of the School of Information Technology. He holds an associate's degree in Business Administration from Northern Virginia Community College in Annandale, Virginia and a bachelor's degree and a master's degree in Information Technology from George Mason University in Fairfax, Virginia. Mr. Miller has worked at the campus since 2009 as an adjunct and full-time instructor and has been the chair since January 2012.
- 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 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 (new branch only)  
 (b) Student placement rate of 58%  
 Yes  No  Not applicable (new branch only)
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 The programs have an active advisory committee which meets twice a year. The team reviewed the minutes of the two most recent meetings held in November 2011 and June 2012. Additionally, field trips and guest speakers are used in the programs when appropriate.
- 9.08 Are these resources sufficient?  
 Yes  No
- 9.09 Response submitted by AAC
- 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  NA (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Response submitted by AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  N/A
- 9.14 Response submitted by AAC

- 9.15 Are course prerequisites being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each 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 (formerly AIR) submitted to the Council?  
 Yes  No  NA (there have been no graduates)
- (a) How many calls to employers or graduates were attempted?  
 During the time period covered by the 2011 CAR, there were no graduates in the following programs:  
 Bachelor's degree in Information Systems and Cybersecurity  
 Academic associate's degree in Network System Administration
- The following number of calls was made to employers for the following programs:  
 Bachelor's degree in Information Systems Security - 4  
 Bachelor's degree in Project Management - 1  
 Academic associate's degree in Information Technology – Computer Network Systems - 5
- (b) How many calls to employers or graduates were successful?  
 The following number of calls, by program, was successful:  
 Bachelor's degree in Information Systems Security - 2  
 Bachelor's degree in Project Management - 1  
 Academic associate's degree in Information Technology – Computer Network Systems - 3
- (c) How many of the calls where contact was made with employers or graduates 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 2011 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 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

9.22 Response submitted by AAC

**FOR ACADEMIC ASSOCIATE’S AND BACHELOR’S DEGREES ONLY**

9.24 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.25 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

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

Yes  No  NA, hiring responsibility is at AAC

9.27 Are teaching loads reasonable?

Yes  No

**FOR ACADEMIC ASSOCIATE’S DEGREES ONLY**

9.35 Response submitted by AAC

9.36 Response submitted by AAC

9.37 Response submitted by AAC

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.39 Response submitted by AAC

**FOR BACHELOR’S DEGREES ONLY**

- 9.40 Response submitted by AAC
- 9.41 Response submitted by AAC
- 9.42 Response submitted by AAC
- 9.43 Response submitted by AAC
- 9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes    No    N/A (no students in the third and fourth years)
- 9.45 Response submitted by AAC

## 9. PROGRAM EVALUATION

### Bachelor of Science Degree in Digital Entertainment and Game Design

#### FOR ALL PROGRAMS

- 9.01 Response submitted by AAC
- (a) Response submitted by AAC
- (b) Response submitted by AAC
- (c) Response submitted by AAC
- (d) Response submitted by AAC
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Ela Nowak is assigned to administer the program in Digital Entertainment and Game Design. In 2002 she came to the campus as chair of the Computer Drafting Department. She since has headed the Department of Digital Entertainment and Game Design for approximately two years. She holds a master's degree in Architecture Engineering from Krakow University of Technology in Krakow, Poland. She also has completed additional studies in graphic design at Metropolitan Community College in Omaha, Nebraska. Ms. Nowak has a varied background in her career starting in Krakow, Poland where she supervised historical restoration of noted landmarks. After coming to the U.S., she worked with governmental agencies in graphic design, urban planning, and public works. She is a member of AIA (American Institute of Architects) as well as ADDA (American Design Drafting Association). She supervises two full-time instructors and four adjunct instructors. She is assisted by subject expert Mr. Princewell Ikegwuono who holds a master's degree in Animation and Digital Media from the Savannah College of Art and Design and a bachelor's degree in Fine Arts from the University of Nigeria. He has a nine year teaching history at DeVry, Westwood, and the Art Institute. Currently, he also has his own freelance game design studio in the Springfield area.
- 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 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 (new branch only)  
 (b) Student placement rate of 58%  
 Yes  No  Not applicable (no graduates)  
 This is a new degree program from which no graduates have occurred.
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 The Washington, DC metropolitan area is unique in the opportunities it is able to offer students of this program. Guest speakers came together in a drafting and design day that engaged the students of digital entertainment and game design. Also, members of the professional community come to the campus to speak to students and review portfolios that they have on display. Program advisory committee members also give feedback on capstone projects as students prepare to graduate. The national military headquarters in Washington offer positions in the areas of video design for training modules and instruction. Many internationally recognized media venues are located in the area and offer diverse design and production opportunities.
- 9.08 Are these resources sufficient?  
 Yes  No
- 9.09 Response submitted by AAC
- 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  NA (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Response submitted by AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  N/A

- 9.14 Response submitted by AAC
- 9.15 Are course prerequisites being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each 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 (formerly AIR) submitted to the Council?  
 Yes  No  N/A (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 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
- 9.22 Response submitted by AAC

**FOR BACHELOR’S DEGREES ONLY**

- 9.24 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

- Yes  No
- 9.25 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  N/A (hiring responsibility is at AAC)
- 9.27 Are teaching loads reasonable?  
 Yes  No
- 9.40 Response submitted by AAC
- 9.41 Response submitted by AAC
- 9.42 Response submitted by AAC
- 9.43 Response submitted by AAC
- 9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes  No  N/A (no students in the third and fourth years)
- 9.45 Response submitted by AAC

**GENERAL COMMENTS:**

All five students enrolled in the program are currently online students. The administration reported that the Digital Entertainment and Game Design program is being phased out at this campus. The expected termination date of the program is September 2012.

## SUMMARY

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

<b>Number</b>	<b>Citation</b>	<b>Explanation</b>	<b>Page</b>
<b>1</b>	<b>Section 3-1-303(a)</b>	The Campus Accountability Report (CAR) could not be verified.	15
<b>2</b>	<b>Sections 3-4-302 and 3-5-302</b>	One general education instructor does not have sufficient documentation to qualify her to teach her assigned course.	19

## RECOMMENDATION

The evaluation team offers the following recommendation for the campus' consideration:

### **Student Parking:**

Some evening students indicated that they were concerned about their perceived adequacy of the campus security provided. This was specific to when students are required to use the adjacent parking lot for overflow parking during evening sessions.

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**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 10/16/2012 4:11:20 AM -0400  
**To:** Visit Reports <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>  
**Subject:** 23482 1st Edit  
**Attachments:** 23482.ITT Tech-Baton Rouge NG.doc

1<sup>st</sup> edit.

Ian Harazduk

Manager, Compliance

Accrediting Council for Independent Colleges and Schools

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Washington, D.C. 20002

Tel: (202) 336-6795

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**NEW GRANT**

**ITT Technical Institute**  
**14111 Airline Highway Suite 101**

**Baton Rouge, LA 70817**

**ACICS ID Code: 00023482**

Mr. William Wells, Director (b)(6)@itt-tech.edu

(b)(6)@itt-tech.edu

**MAIN**

**ITT Technical Institute**

**Indianapolis, IN**

**ACICS ID Code: 00016040**

October 1-2, 2012

Bob Kimbrell	Chair	Resource Center for Technology	Northport, AL
Judy Anderson-Kotts	Student-Relations Specialist	Westwood College	Cedar, MN
Duane K. Smith	Educational Activities	Tennessee State University	Nashville, TN
Thomas A. Evans	Criminal Justice/Project Management	St. Petersburg College	Largo, FL
Teresa Johnson	Drafting and Design	Vatterott Career College	Memphis, TN
Randolph Roof	Computer and Electronic Engineering	Retired	Hendersonville, TN
Betty Herard	Information Systems	Global Learning Strategy	Birmingham, AL
Kimberly Mears	Paralegal	University Medical Center	Las Vegas, NV
Ian R. Harazduk	Manager Compliance	ACICS	Washington, D.C.

**PROGRAMS OFFERED BY**  
**ITT Tech Baton Rouge**  
**Baton Rouge, LA**

CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/Part-time	AIR Retention & Placement			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Academic Associate	Business Management	970	90	23/10	0.00%	0.00%	NA	NA
*Bachelor of Science	Business Management	1896	180	0	0.00%	0.00%	NA	NA
Bachelor of Science	Project Management and Administration: Project Management and Administration Option	1940	180	20/3	0.00%	0.00%	NA	NA
Academic Associate	Business Administration	970	90	20/3	0.00%	0.00%	NA	NA
Academic Associate	Criminology and Forensic Technology	981	90	60/13	0.00%	0.00%	NA	NA
Academic Associate	Criminal Justice	1020	96	22/7	70.6%	<b>58.3%</b>	57.6%	33.3%
Academic Associate	Paralegal***	981	90	16/6	0.00%	0.00%	NA	NA
Academic Associate	Paralegal Studies	1030	96	1/1	63.4%	0.00%	75%	0.00%
Bachelor of Science	Criminal Justice	1880	180	6/2	0.00%	0.00%	0.00%	0.00%
Academic Associate	Computer Drafting and Design	1140	96	15/4	75.4%	69%	80%	77.8%
Academic Associate	Drafting and Design Technology	1058	90	35/5	0.00%	0.00%	NA	NA
Academic Associate	Graphic Communications Design	1058	90	26/5	0.00%	0.00%	NA	NA
Academic Associate's	Visual Communications	1120	96	14/6	85.2%	<b>50%</b>	76.8%	0.00%
Academic Associate	Computer and Electronics Engineering Technology	2110	96	22/10	71.8%	80.8%	78.3%	100%
Academic Associate	Electrical Engineering Technology	1058	90	110/11	0.00%	0.00%	NA	NA
Bachelor of Science	Electronics and Communications Engineering Technology	2110	180	4/0	0.00%	0.00%	0.00%	0.00%
** Bachelor of Science	Electrical Engineering and Communications Technology	2127	180	4/0	0.00%	0.00%	NA	NA
Academic Associate	Information Technology-Computer Network Systems	1120	96	31/4	71.8%	80.8%	0.00%	0.00%
Academic Associate	Mobile Communications Technology	1058	90	4/7	92.6%	0.00%	NA	NA
Academic Associate	Network Systems Administration	1058	90	70/15	0.00%	0.00%	NA	NA
Bachelor of Science	Information Systems and Cybersecurity	2164	180	7/1	0.00%	0.00%	NA	NA
Bachelor of Science	Information Systems Security	2080	180	15/1	91.3%	0.00%	NA	NA
Bachelor of Science	Project Management	2040	180	9/2	76.3%	0.00%	94.4%	0.00%
TOTAL ENROLLMENT:				650				

- \* New Program – Has not enrolled students as of visit
- \*\* New Program – Has students enrolled
- \*\*\* Reviewed on a separate New Program Visit Report

## **INTRODUCTION**

The ITT Technical Institute, Baton Rouge, Louisiana campus was established in March 2007. The facility is centrally located in a strip mall adjacent to a major highway and is easily accessible from all directions. The campus consists of 21,800 square feet, which contain theory classrooms, laboratories, administrative offices, library, and bookstore. The facility has a capacity for 800 students and staff. Ample parking is available for students, staff, and visitors.

The student population is 31% female and 69% male, with 28% Caucasian, 36% African-American, and 2% Hispanic. Students' ages fall into non-traditional postsecondary age ranging from 17-60 years.

**1. MISSION**

- 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

**INSTITUTIONAL EFFECTIVENESS**

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes  No
- 1.08 Does the campus have its own CEP, separate from the institution's IEP?  
 Yes  No
- 1.09 Does the CEP describe the following?  
 The characteristics of the programs offered.  
 Yes  No  
 The characteristics of the student population.  
 Yes  No  
 The types of data that will be used for assessment.  
 Yes  No  
 Specific goals to improve the educational processes.  
 Yes  No  
 Expected outcomes of the plans.  
 Yes  No
- 1.10 Are the following five required elements evaluated in the CEP?  
 Student retention.  
 Yes  No  
 Student placement.  
 Yes  No  Not Applicable (new branch only)  
 Level of graduate satisfaction.  
 Yes  No  Not Applicable (new branch only)  
 Level of employer satisfaction.  
 Yes  No  Not Applicable (new branch only)  
 Student learning outcomes.  
 Yes  No
- 1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.  
 The key instruments used to assess student learning outcomes include the following:

**Capstone Courses:** The ITT Technical Institute, Baton Rouge programs utilize a capstone course to solidify the students' overall learning process and to determine the level of the students' understanding of the program objectives. Courses have been tracked since 2009 for class averages. The institution will develop a history of data to be used for analyzing student learning outcomes in future CEPs. Courses evidencing below standard results will be assessed for curriculum content and faculty delivery.

**Capstone Assessment Data:** For some programs, specific learning outcomes assessment is carried out through the application of assessment rubrics. As capstone outcomes assessment data become available, faculty will review proficiency levels achieved by graduates with respect to specific outcomes and take improvement action as needed.

**Student Engagement:** Student engagement is measured by student attendance and the ability to complete program courses.

**Student Success:** Student Success is measured by dividing the number of passing students by the number of student attempts.

1.12 Are the following identified and described in the CEP?

The baseline data for each outcome.

Yes  No  Not Applicable

The data used by the campus to assess each outcome.

Yes  No  Not Applicable

How the data was collected.

Yes  No  Not Applicable

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 (previously referred to as AIR) 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.

To meet student retention goals the institution will assess these goals as follows:

-Student attrition will be reviewed on a monthly basis.

-Student engagement will be measured by student attendance and the ability to complete program courses.

-Student course evaluations will be administered at the end of each course to identify retention issues.

-An annual campus survey is administered to identify underlying reasons for low retention.

To meet placement goals the institution will utilize ITT reports submitted for campus accountability as a measuring tool. This activity will provide a consistent measure for tracking and analyzing retention rates. The institution will also utilize the data provided by ACICS as a measuring tool for evaluating their own performance. Information related to the local economic outlook and networking opportunities by the career services department will be used as additional indicators of graduate placement success. Satisfaction surveys will be completed by graduates to provide an overview of graduate satisfaction with his/her program of study. These surveys are conducted upon graduation as well as one year later.

1.16 Does the campus have documentation to show the following?

(a) That the IEP 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.

A team consisting of the director, dean, associate dean, and directors of finance, recruitment and career services developed the CEP. The ultimate responsibility for implementation of the CEP is the campus director, Mr. William Wells. Mr. Wells is qualified to implement the CEP. He joined ITT Technical Institute on April 30, 2007, as the director of recruitment and assumed responsibility for the Baton Rouge campus on June 20, 2011. Mr. Wells brings with him 14 years of proprietary education experience.

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

Yes  No

## 2. ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?

(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 Response submitted by Academic Administrative Center

### 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 director, William "Bill" Wells, is the on-site administrator for the ITT Technical Institute, Baton Rouge campus. Mr. Wells joined ITT Technical Institute on April 30, 2007, as the director of recruitment and assumed responsibility for the Baton Rouge campus on June 20, 2011. Mr. Wells brings with him 14 years of proprietary education experience. He began as the director of training and subsequently held positions as director of admissions, director of communications, and director of student services. Mr. Wells graduated from Nicholls State University with a bachelor of arts in Mass Communications. Prior to overseeing the Baton Rouge campus, Mr. Wells served as director of St. Rose campus for two years.

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) Response submitted by Academic Administrative Center

(b) Admissions.

Yes  No

(c) Response submitted by Academic Administrative Center

(d) Response submitted by Academic Administrative Center

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No

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

Yes  No

- 3.12 Are appropriate transcripts maintained for all students?  
 Yes  No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?  
 Yes  No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes  No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes  No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
 Yes  No

#### 4. RELATIONS WITH STUDENTS

- 4.01 How many student files were reviewed during the evaluation?  
 The team reviewed the files of 67 students whose names were selected from the 2011 Campus Accountability Report (CAR). The review included the files of 25 active, 12 graduates, and 29 dropped students. The team found the files to be complete with all required documentation.
- 4.02 How does the institution ensure that its student relations reflect high ethical standards?  
 Processes outlined in section four of the self study were evaluated against actual campus activities and were accurately described. Training of all employees is ongoing and documented in employee files. The documentation provided in student files demonstrated that the campus maintains time and effort in ensuring that the campus meets 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
- 4.07 Is the admissions policy publicly stated?  
 Yes  No
- 4.08 Is the admissions policy administered as written?  
 Yes  No
- 4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
 The campus director of recruitment is Ms. Marva Kemp. Ms. Kemp has gained her experience in the admissions department since 2001. Ms. Kemp has worked in three colleges prior to joining the current campus system of schools. During the past two years, Ms. Kemp has enrolled in and passed 18 modules of internal training. The modules include coaching new representatives, management, representative performance, compliance, business conduct and ethics.
- 4.10 Describe the process for the recruitment of new students.

The central administration markets to prospective students through a number of methods, including Internet, television and radio advertising, direct mail, representative-generated personally developed leads, and referrals. The campus seeks to attract students with the motivation and ability to complete the career-oriented educational programs offered by the campus.

Representatives make presentations annually to adult and high school students. They discuss the programs offered by the campus, assess the interest and capability of each prospective student to attend, graduate and work in the career field related to the student's education, and if there's a fit between the prospective student and the standards of the campus, the representative then enrolls the students into a specific program of study.

The campus also employs a community relations specialist who develops relationships with high school administrators, faculty, and other key influencers within the community to raise the awareness of the programs of study. A primary function of this area is to make presentations at local high schools, job fairs, and other related events.

Recruiting policies and procedures as well as standards for hiring and training representatives are established centrally but are implemented at the local level. The director of recruitment (DOR), reports to the campus director and is responsible for the training and supervision of the campus' recruitment representatives as well as ensuring conformity with central administration policies and procedures. The institution's central administration's internal audit department reviews the recruiting practices relating to the execution and completion of enrollment agreements on an annual basis. Further, student recruitment activities are subject to regulation at both the state and federal level.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?

Yes  No

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

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

4.12 Does the institution 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

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

Yes  No

4.14 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

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

Yes  No

4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes  No

- 4.18 Is there evidence that the campus properly awards transfer of credit?  
 Yes  No  Not Applicable
- 4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?  
 Yes  No
- 4.21 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 SAP policy is published in the 2012-2013 Volume 20 catalog on pages 67-70.
- 4.22 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 (institution does not offer)  
 Non-credit or remedial courses.  
 Yes  No  Not Applicable (institution does not offer)  
 A probationary period.  
 Yes  No  
 An appeal process.  
 Yes  No  
 An extended-enrollment status.  
 Yes  No  Not Applicable (institution does not offer)  
 The effect when a student changes programs.  
 Yes  No  Not Applicable (institution only offers one program of study)  
 The effect when a student seeks to earn an additional credential.  
 Yes  No  Not Applicable (institution only offers one credential)  
 The implications of transfer credit.  
 Yes  No

- 4.23 Does the campus apply its SAP standards consistently to all students?  
 Yes  No
- 4.24 Are students who are not making satisfactory academic progress properly notified?  
 Yes  No  Not Applicable (no students are in violation of SAP)
- 4.25 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?  
 Yes  No
- 4.26 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?  
 Yes  No  Not Applicable (all programs are one year or less)
- 4.27 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)
- 4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes  No
- 4.29 Are students allowed to remain on financial aid during the probationary period?  
 Yes  No  Not Applicable (institution does not participate in financial aid)  
 If Yes, is the student informed of this policy?  
 Yes  No
- 4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?  
 Yes  No
- 4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes  No  Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)
- 4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (institution does not have extended enrollment)
- 4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes  No  Not Applicable (there is no such student)
- 4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes  No
- 4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?  
 The Satisfactory Academic Progress (SAP) policy is administered by Mr. Justin Dedden, dean of academic affairs. Mr. Dedden has served in this capacity since 2011. Prior to becoming academic dean Mr. Dedden served as a school (department) chair and as an adjunct faculty member in Lexington, Kentucky. Mr. Dedden has technical experience in administrative management and engineering. He earned a master's degree in Instructional Design and Technology from Walden University, Minneapolis, Minnesota, and a bachelor's degree in Industrial Technology from Eastern Kentucky University, Richmond, Kentucky.
- 4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes  No
- 4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?  
 Yes  No  Not Applicable (institution offers loans only)

- 4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?  
 Yes  No
- 4.40 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
- 4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?  
 Yes  No  
 If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?  
 Yes  No  Not Applicable
- 4.42 Is the effective date listed on announcements of changes in tuition and fees?  
 Yes  No  Not Applicable (institution has not changed tuition or fees)
- 4.43 Is the institution's refund policy published in the campus catalog?  
 Yes  No
- 4.44 Is the refund policy fair, equitable, and applicable to all students?  
 Yes  No
- 4.45 Is the campus following its stated refund policy?  
 Yes  No
- 4.46 Does the campus offer financial aid?  
 Yes  No (Skip to Question 4.53.)
- 4.47 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?  
 Ms. Tracy Jeansonne, director of finance, is responsible for the ongoing training of the financial aid staff. Ms. Jeansonne began employment with the campus in 2010 in the financial aid department. Ms. Jeansonne has eleven years of experience as a police advisor and crime investigator and has also worked in training and logistics.
- 4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?  
 Yes  No
- 4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?  
 Yes  No

4.50 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

4.51 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 central administration's student financial services department regularly sends each school updates and/or changes pertaining to financial aid as they occur and periodically conducts training sessions for all financial aid personnel via telecommunication links. The campus also receives timely and appropriate updates from other agencies involved in the financial aid process. The director of finance conducts training sessions with the financial aid coordinators as part of the coordinators weekly staff meetings to ensure all financial service employees are current on regulations.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes  No

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

Yes  No (Skip to Question 4.54.)

4.54 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 starting students. Family and friends are invited to accompany new students to this orientation event. The campus provides student services to assist students with miscellaneous needs affecting retention such as transportation options, housing information, part-time employment opportunities, and other routine aid required of students.

Faculty members tutor students as they are identified to ensure the academic success. These sessions are held to accommodate the schedule of the student.

The campus also has formal ongoing programs in place to assist students with resume writing, interview preparation, and employment search techniques. Faculty and career services staffs are jointly involved in the advisement and preparation of students in these matters. The career services staff and faculty invite guest speakers from the various industries involved in the technologies taught on campus to make timely and appropriate presentations to students; topics range from trends in the industry, to specific company information, to advice on candidacy improvement of students as they progress through their employment search. Student tours of company facilities and student interviews on company sites are occasionally undertaken to supplement the on-campus assistance efforts.

4.55 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

4.56 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 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Niki McKinney is the director of career services and has been with the institution since 2002. Ms. McKinney has held her position at this campus since 2009 and is responsible for building the employer base, and training current staff, and working with students to assist them in resume writing. Ms. McKinney stays current on local employment issues via memberships and training within the community.

4.58 Does the institution offer employment assistance to all students?

Yes  No  Not Applicable (institution enrolls only international students on a student visa)

4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?

4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?

Yes  No

- 4.61 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes  No  Not Applicable
- 4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes  No
- 4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
 The campus promotes student loan repayment early in the enrollment process. A copy of the U.S. Department of Education's (DOE) publication *Funding Education Beyond High School: The Guide to Federal Student Aid 2011/2012* is made available to students when enrolling. The handbook addresses the various financial aid programs available, eligibility requirements, how to apply, deadlines, in addition to repayment rights and responsibilities. Each borrower is also provided with a copy of his/her Cost Summary and Payment Addendum to Enrollment Agreement (CSPA) which outlines the specific financial obligations for the academic year (three academic quarters). During each subsequent academic year, a new CSPA is provided and a financial aid coordinator reviews any changes with the student. Each student is advised during his/her initial interview and during the second week of class when an entrance interview is done. They are further advised at the beginning of each subsequent academic year during their campus tenure. Finally, when they leave the campus, an exit interview is conducted covering responsibilities to student loans, an overview of balances due for loans, the grace period for loans, and different payment options are reviewed. The student is given a debt management guide, deferment eligibility chart, and a repayment estimator chart to help assist in making decisions about their student loans. Contact numbers and e-mail addresses of lending institutions and other important offices are provided to students for possible future use. Exit interview documents are sent by certified mail if the student is unavailable for an interview. The campus measures the effectiveness of the program by the cohort default rates issued annually by the Department of Education (DOE).
- 4.64 Describe the extracurricular activities of the institution (if applicable).  
 The campus sponsors and encourages students to join campus sponsored student clubs and professional organizations such as: ACJA (American Criminal Justice Association); NTHS (National Technical Honor Society); Writing Club; Certification Workshops; Community Blood Drives; and Annual American Red Cross CPR Classes.

**GENERAL COMMENTS:**

The back up documentation supplied to the team by the campuses corporate office for the 2011 Campus Accountability Report (CAR) sorted by program and student name, Student ID, Reporting Year Entry, Transfer In/Out Gender and Ethnic. This report was 67 pages. It did not identify the activity of each individual student during the year. The final page of each section lists by number the activity of all the students. However, the only way for the team to track each student's activity is to manually create a spreadsheet documenting the number of times a student is listed on various reports.

The campus is to be commended because they took the time during the visit and created a single back-up document that the team was able to use for a complete review of the files that identified all the activities of a student within the CAR (Campus Accountability Report).

**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. Justin Dedden is the dean of academics affairs he oversees all of the educational activities on this campus. He holds a bachelor's degree in Industrial Technology from Eastern Kentucky University and a master's degree in Instructional Design & Technology from Walden University. He has been in the field of education, specifically at ITT Technical Institute for four years. He was a school chair and adjunct professor at the Baton Rouge campus before becoming the dean.
- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes  No
- 5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The job descriptions of program chairs and the academic dean grant a sufficiently broad range of authority to ensure that each is capable of exercising his or her assigned administrative and supervisory duties. Additionally, teaching loads, if any, are substantially reduced to provide an ample allotment of time to perform those duties. In interviews with program administrators, each stated that they have sufficient authority, time, and latitude to carry out their 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
- 5.08 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 carry specialized or programmatic accreditation?  
 Yes  No (Skip to question 5.10)
- 5.10 Are the educational programs consistent with the campus mission and the needs of its students?  
 Yes  No
- 5.11 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
- 5.12 What provisions are made for individual differences among students?  
 The students are connected to a faculty member for tutoring needs. The team confirmed this through interviews with faculty, students, and the dean of academic affairs. Also, special accommodations are made for students as needed. The dean of academic affairs helps students connect with faculty members for tutoring needs and for help with test-taking methods. Students enrolling with previous college credit may receive transfer credits in their program of study as long as they meet the policy. Other student differences are addressed within the guidelines established by the central office.
- 5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 For curriculum evaluation and revision, input is received from faculty, students, graduates, employers of graduates, local advisory committees, national chairs, curriculum committees, and outside consultants hired by the central office. Utilization of these resources is substantially equal across program curricula. An online Internet forum is also available so that faculty may share their ideas with other faculty within the system of ITT Technical Institute campuses.
- 5.14 Does the faculty participate in this process?  
 Yes  No
- 5.16 If the institution 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  NA (institution does not award such credit)  
 If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?  
 Yes  No
- 5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes  No
- 5.18 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)
- Facilities  
 Yes  No
- Instructional equipment  
 Yes  No

## Resources

 Yes  No

## Personnel

 Yes  No

- 5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes  No
- 5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes  No
- 5.21 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
- 5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes  No
- 5.23 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)
- 5.24 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes  No
- If Yes, how is this documented?
- In-service meetings are held once every quarter. Copies of the schedule of in-service training, minutes of training sessions, and signed attendance sheets were provided to the team. Copies of certificates of completion for the in-service sessions attended were found in faculty's files and interviews with faculty confirmed their participation. In-service topics included policies and procedures, teaching strategies, the importance of rubrics and raising student standards.
- 5.25 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
- 5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes  No
- 5.27 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
- 5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?  
 Yes  No
- 5.33 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
- 5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes  No

## 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 ITT Tech Baton Rouge campus is located in an area that is adjacent to a major thoroughfare and Interstate highway making it easy for students to reach. The campus consists of 21,800 square feet, which contain theory classrooms, laboratories, administrative offices, library, and bookstore. The facility has a capacity for 800 students and staff. There is ample parking available for students, staff, and visitors. The facility is in compliance with the Americans with Disabilities Act (ADA) as well as other federal, state, and local ordinances and regulations.

The facility contains working environments for administration, finance, recruitment, career services and academic affairs; a student lounge, employee lounge, testing rooms, and conference rooms are also available.

- 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-site locations) 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-site locations)?

(a) Equipment.

Yes  No

(b) Instructional tools.

Yes  No

(c) Machinery.

Yes  No

- 6.06 Is there evidence on file to show that all institutional 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 site visit is ITT Technical Institute, Baton Rouge, Louisiana, 2012-2013 Catalog, Volume 20.

- 7.02 Does the self-study accurately portray the campus?

Yes  No

- 7.03 Does the campus publish a catalog that is appropriately printed and bound and provided 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 institution 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 institution 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 institution 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.  
 Yes  No
- (b) Any additional or different admissions requirements for students taking distance education courses.  
 Yes  No  Not Applicable (there are no additional or different admissions requirements)
- (c) A description of any tests used to determine access to distance education.  
 Yes  No  Not Applicable (no additional tests are given)
- (d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.  
 Yes  No
- (e) Costs and fees associated specifically with distance education.  
 Yes  No  Not Applicable (there are no additional costs and fees)
- 7.07 Does the catalog contain an addendum/supplement?  
 Yes  No (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.)
- 7.10 Is all advertising and promotional literature, including the campus' 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.)?

The campus advertises through television commercials, the internet, mailers, and brochures.

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 (institution does not participate in financial aid)

## 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

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

The current spending of the library budget is \$944.85, all of which is allocated for publications.

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

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

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)

8.22 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 Electrical Engineering Technology

Academic associate's degree in Computer and Electronics Engineering Technology

Bachelor's degree in Electronics and Communications Engineering Technology

- 9.01 See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No

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

Mr. Christopher McCullough is the chair of School of Electronics Technology. Mr. McCullough holds a master's degree in Aeronautical Science and a bachelor's degree in Business Management. Additional educational background includes certification from Contern Learning Series Electrical and Instrumentation and National Center for Construction Education and Research (NCCER). Mr. McCullough was an adjunct instructor from December 2009 until 2010, and program chair 2010 until present. Mr. McCullough is well qualified to chair the school of electronics technology.

- 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 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

- 9.07 List the community resources and how they are utilized to enrich the program(s).

The school utilizes community support with program advisory meetings held on a biannual basis. The last program advisory committee was conducted on April 12, 2012, with four members in attendance. Another meeting is scheduled for October 24, 2012. The program has seven adjunct instructors that work fulltime in their career fields, providing valuable real life input to the program content.

- 9.08 Are these resources sufficient?

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  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.15 Are course prerequisites being followed?  
 Yes  No  
If No, insert the section number in parentheses and explain:
- 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade.

The team did note that a number of the syllabi in the academic associate's degree program in Electrical Engineering Technology did in fact meet the homework or out of class requirements. These syllabi were revised after October 2011.

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 (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls were made to employers for the following program:

- Academic associate's degree in Electrical Engineering Technology - 9
- Academic associate's degree in Computer and Electronics Engineering Technology - no graduates
- Bachelor's degree in Electronics and Communications Engineering Technology - no graduates

How many calls to employers or graduates were successful?

The following number of calls, by program, were successful:

- Academic associate's degree in Electrical Engineering Technology - 9
- Academic associate's degree in Computer and Electronics Engineering Technology - no graduates
- Bachelor's degree in Electronics and Communications Engineering Technology - no graduates

How many of the calls where contact was made with employers or graduates 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 2011 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 have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

The following statement explaining credit hours is found in the current catalog, volume 20 page 59:

#### CREDIT HOUR

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

Residence Courses: In all courses, other than those taken through directed independent study, a quarter credit hour represents: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship or practicum or clinical component. A clock hour is 50 minutes.

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 observed graded homework samples as evidence that out-of-class work is being evaluated.

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

9.27 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  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

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)

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes  No  N A, (no students in the third and fourth years)

## 9. PROGRAM EVALUATION

Bachelor's degree in Information Systems and Cybersecurity

Bachelor's degree in Information Systems Security

Bachelor's degree in Project Management: Information Technology Option

Academic Associate's degree in Network Systems Administration

Academic Associate's degree in Mobile Communications Technology

Academic Associate's degree in Computer Network Systems

9.01 If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No

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

Mr. Richard Raether is the chair of Information Technology. Mr. Raether holds a bachelor's degree in Computer Science from Louisiana State University. Mr. Raether does not hold any industry certifications. Prior to his current role of IT chair, he was an adjunct instructor on campus. Additionally, Mr. Raether has worked in data analysis and served as SQL database manager at various companies. He also has background in project management and computer programming.

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 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

Yes  No

9.07 List the community resources and how they are utilized to enrich the program(s).

The team finds that the program fulfills required community participation as evidenced by the existence of an information technology advisory board.

There are currently two guest speakers and a cooperative capstone project scheduled as follows:

- Week of October 16, 2012, guest speaker, Mr. Ferris, Louisiana State Police High Tech Crimes Unit and ITT criminal justice instructor, to speak and demonstrate forensic software

- Week of October 20, 2012, guest speaker, Ms. April Baxter, former cryptologic analyst with US Navy and ITT graduate, to speak on cryptology
- Capstone Project for MC2799 course - Project includes planning and implementation of a wireless infrastructure for the Live Oaks apartment complex by mobile communications program's first graduating class. This project is in planning stage and awaiting approval from apartment complex management and ITT corporate office. A proposal is being generated by project lead, Ms. Heath, adjunct instructor, with input from the four graduating students. The students completed an initial site survey as part of a field trip to the site the week before the teams visit.

9.08 Are these resources sufficient?

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  NA, (these elements are not part of the program or no student is far enough along in the program)

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  NA

9.15 Are course prerequisites 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade.

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 (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Ten calls were made for the academic associate's degree in Computer Network Systems.

There are no graduates for the other five programs listed on this report.

How many calls to employers or graduates were successful?

Six calls were successful for the academic associate's degree in Computer Network Systems.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Employment was verified in the six successful calls for the academic associates degree in Computer Network Systems.

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 have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

The following statement explaining credit hours is found in the current catalog, volume 20 page 59:

**CREDIT HOUR**

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

Residence Courses: In all courses, other than those taken through directed independent study, a quarter credit hour represents: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship or practicum or clinical component. A clock hour is 50 minutes.

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 observed graded homework samples as evidence that out-of-class work is being evaluated.

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

9.26 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    NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

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)

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes    No    N A, (no students in the third and fourth years)

## 9. PROGRAM EVALUATION

Bachelor's degree in Project Management Administration

Academic Associate's degree in Business Management

9.01 See response from AAC

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

Ms. K'Mesha Anderson is the lead instructor for the bachelor's degree in Project Management Administration and the academic associate's degree in Business Management programs and was appointed as lead instructor August 2012. Ms. Anderson holds a master of business administration degree and a bachelor's of science degree in Business Administration from the University of Phoenix, Baton Rouge, Louisiana. She is also enrolled in a Counseling program at the University of Arkansas. Ms. Anderson's professional experience includes ownership of her own business, as well as two years of managerial positions with CBI Insurance and Care Management Company. She also has four years teaching experience, two years as a corporate trainer for PCA Educational services and two years in higher education.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

The bachelor's in Project Management Administration and the academic associate's in Business Management programs are new and there no graduates reported in the 2011 CAR.

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

Yes  No

9.07 List the community resources and how they are utilized to enrich the program(s).

The team was provided with one community activity form that reflected that students developed a fund raising activity for a Girl Scout troop as part of a project management exercise. The team was also advised that a program advisory committee is in the process of being developed and a meeting was scheduled for October 24, 2012.

9.08 Are these resources sufficient?

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  NA, (these elements are not part of the program or no student is far enough along in the program)

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  NA

9.15 Are course prerequisites 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade.

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 (formerly AIR) submitted to the Council?

Yes  No  NA, (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 have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?  
 Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

The following statement explaining credit hours is found in the current catalog, volume 20 page 59:

#### CREDIT HOUR

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

Residence Courses: In all courses, other than those taken through directed independent study, a quarter credit hour represents: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship or practicum or clinical component. A clock hour is 50 minutes.

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

The team observed graded homework samples as evidence that out-of-class work is being evaluated.

- 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
- 9.27 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  NA, hiring responsibility is at AAC
- 9.30 Are teaching loads reasonable?  
 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)

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes  No  N A, (no students in the third and fourth years)

**GENERAL COMMENTS:**

The team wishes to commend the campus on its very professional and accommodating staff, clean and inviting study areas, exceptional library and learning resources that are available to the students, and the overall academic environment and dedication to student success. Based on interviews with students, the team concludes that students generally expressed appreciation for their instructors and their willingness to help students understand and complete learning outcomes.

**9. PROGRAM EVALUATION**

Bachelor's degree in Criminal Justice

Academic Associate's degree in Criminology and Forensic Technology

Academic Associate's in degree Criminal Justice

9.01 See response from AAC

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

Mr. George Cravins is the chair of the School of Criminal Justice and was appointed to the chair position in October 2010. He holds a juris doctor degree from Southern University Law Center, Baton Rouge, Louisiana, and has earned a bachelor's degree in Industrial Engineering, from Florida A&M University, Tallahassee, Florida. Mr. Cravins practiced law for four years and has taught in secondary education for two years and has taught in higher education for three 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 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%

Academic associate's in Criminal Justice program

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

Bachelor's in Criminal Justice and academic associate's in Criminology and Forensic Technology program

Yes  No  Not applicable (new branch only)

(c) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

The bachelor's in Criminal Justice degree program is in a teachout and academic associate's in Criminology and Forensic Technology is a new program.

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

Yes  No

9.07 List the community resources and how they are utilized to enrich the program(s).

Students have taken field trips to local county jail facilities as well as the state prosecutors cyber crime unit and court facilities. Guest speakers have included federal, state and local law enforcement officials as well as forensic specialists within the community outreach program. All of the instructors in the programs work in law offices or law enforcement settings in the community or did so until recently. A program advisory committee meets twice per year. Students in the programs will have the opportunity of participating in an externships that were being developed during which students may work in law enforcement settings in the community.

9.08 Are these resources sufficient?

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  NA, (these elements are not part of the program or no student is far enough along in the program)

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  NA

9.15 Are course prerequisites 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade.

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 (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

There were no calls made to employers or graduates of the bachelor's of science in Criminal Justice and Forensic Technology program because the programs did not report any graduates from these programs. There were eight calls made to employers of graduates in the associate's degree Criminal Justice program.

How many calls to employers or graduates were successful?

There were three successful calls to employers of graduates in the associate's degree in Criminal Justice program.

How many of the calls where contact was made with employers or graduates 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 three calls that confirmed the employment of graduates of the associate's degree in Criminal Justice program.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

The following statement explaining credit hours is found in the current catalog, volume 20 page 59:

**CREDIT HOUR**

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

Residence Courses: In all courses, other than those taken through directed independent study, a quarter credit hour represents: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship or practicum or clinical component. A clock hour is 50 minutes.

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

The team observed graded homework samples as evidence that out-of-class work is being evaluated.

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

9.27 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    NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

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)

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes    No    N A, (no students in the third and fourth years)

#### **GENERAL COMMENTS:**

The team wishes to commend the campus on its very professional and accommodating staff, clean and inviting study areas, exceptional library and learning resources that are available to the students, and the overall academic environment and dedication to student success. Based on interviews with students, the team concludes that students generally expressed appreciation for their instructors and their willingness to help students understand and complete learning outcomes.

## **9. PROGRAM EVALUATION**

## Academic associate's degree in Paralegal Studies

9.01 See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No

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

Mr. George Cravins is assigned to administer the paralegal program. Mr. Cravins has a juris doctorate from Southern University Law Center, Baton Rouge, Louisiana and a bachelor's degree in Industrial Engineering from Florida A & M University, Tallahassee, Florida.

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 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The paralegal program has a active advisory board that consists of attorneys and paralegals in the community. The program utilizes these attorneys to help with the placement of externship students. The students have gone on field trips to the courthouse, law offices, and city clerks office.

9.08 Are these resources sufficient?

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  NA, (these elements are not part of the program or no student is far enough along in the program)

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  NA

9.15 Are course prerequisites 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade.

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 (formerly AIR) submitted to the Council?

Yes  No  NA, (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 have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

The following statement explaining credit hours is found in the current catalog, volume 20 page 59:

#### CREDIT HOUR

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

Residence Courses: In all courses, other than those taken through directed independent study, a quarter credit hour represents: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship or practicum or clinical component. A clock hour is 50 minutes.

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 observed graded homework samples as evidence that out-of-class work is being evaluated.

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

9.27 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  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

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. PROGRAM EVALUATION

Academic associate's degree Computer Drafting And Design (teach out)

Academic associate's degree Drafting And Design Technology

Academic associate's degree Graphics Communications And Design

Academic associate's degree Visual Communications(teach out)

9.01 See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No

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

The program chair, Ms. Susanna Greggio, is assigned to administer the academic programs for the school of drafting and design. She holds a bachelor's degree in Architecture from the University of Architecture of Venice.

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 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 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

Yes  No

9.07 List the community resources and how they are utilized to enrich the program(s).

During the visit, evidence was found in reference to field trips, as well as guest speakers. Community resources were also noted such as American Design and Drafting Association (ADDA) as well as American Institute of Architects (AIA).

9.08 Are these resources sufficient?

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  NA, (these elements are not part of the program or no student is far enough along in the program)

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  NA

9.15 Are course prerequisites 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade.

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 (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 11 calls made to employers.

How many calls to employers or graduates were successful?

There were nine successful calls.

How many of the calls where contact was made with employers or graduates 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.

- Academic associate's degree in Computer Drafting and Design - 7
- Academic associate's degree in Visual Communications - 2
- The other two programs did not have any 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 have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

The following statement explaining credit hours is found in the current catalog, volume 20 page 59:

#### CREDIT HOUR

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

Residence Courses: In all courses, other than those taken through directed independent study, a quarter credit hour represents: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship or practicum or clinical component. A clock hour is 50 minutes.

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 observed graded homework samples as evidence that out-of-class work is being evaluated.

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

9.27 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  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

 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)

## SUMMARY

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

Citation	Summary Statement
<b>Section 3-1-513(a) and Glossary</b>	There is not a detailed syllabus on file for each course in each curriculum that includes all requirements.

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration.

### **Program Evaluations:**

- Utilize guest speakers and field trips in the School of Electronics Technology to enhance the program and student educational accomplishments.
- Establish a regular maintenance program for the Electronics laboratory equipment.
- Schedule a minimum of two relevant activities per term for the Information tTechnology program including chair, instructors and career service representatives.

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 3/6/2014 2:00:38 PM -0500  
**To:** Albert C. Gray <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a1a35d9f738542d48eb5f1ddabe428e0-agray>  
**CC:** Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>  
**Subject:** 23709 Westwood College-Broomfield Report  
**Attachments:** 23709.Westwood College-Broomfield NG.doc

Al,

I wanted to provide you the edited version of the Westwood College-Broomfield New Grant report. I believe you met with them earlier this week and this visit and report came up as a topic of discussion. Therefore, Joseph and I thought that it would be important for you to review the report prior to it being sent out to the institution. The citation that seems to have garnered the discussion relates to placement and specifically the use of attestations for placements. The pertinent pages of the report that deal with this issue are as follows: pages 8-11, 31-32, 37, 41, 45, 49, 53-4, 58, and 67.

Please let me know if you have any questions or concerns about this report or its contents.

Thanks.

Ian Harazduk

Manager, Compliance

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

[www.acics.org](http://www.acics.org) | 202.336.6795 - p | 202.842.2593 - f



## NEW GRANT

### **WESTWOOD COLLEGE-ONLINE**

**10249 Church Ranch Way  
Broomfield, CO 80021  
ACICS ID Code: 00023709**

Mr. Louis Pagano, Chief Operating Officer ((b)(6))@westwood.edu  
((b)(6))@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	Pittsburg, PA
Ms. Kristal Bushong	Medical Specialist	American National University	Salem, VA
Ms. Torri Hayslett	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
WESTWOOD COLLEGE ONLINE  
BROOMFIELD, COLORADO**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full- time/ Part-time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Occupational Associate	Information Technology	1265	91.5	48	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Business Administration	910	90	166	64%	100%	50%	N/A
Associate of Applied Science	Academic Associate	Computer Aided Design – Architectural Drafting	1180	90	152	54%	100%	73.4%	N/A
Associate of Applied Science	Academic Associate	Criminal Justice	905	90	122	56%	67%	56.8%	N/A
Associate of Applied Science	Academic Associate	Graphic Design	1180	90	122	57%	61%	57.8%	82.1%
Associate of Applied Science	Academic Associate	Information Technology	1225	90	84	56%	66%	62.5%	60%
Associate of Applied Science	Academic Associate	Medical Office Management	945	90	58	73%	100%	N/A	N/A
Associate of Applied Science	Academic Associate	Medical Insurance Coding and Billing	1080	90	135	71%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Paralegal	925	90	78	53%	65%	54.4%	51.9%
Bachelor of Science	Bachelor	Business Administration: Major in Management	1820	180	93	58%	89%	52.2%	66.7%
Bachelor of Science	Bachelor	Business Administration: Major in Human Resource Management	1820	180	35	59%	N/A	81.1%	N/A
Bachelor of Science	Bachelor	Business Administration: Major in Marketing Management	1820	180	38	69%	92%	70%	100%
Bachelor of Science	Bachelor	Business Administration: Major in Project Management	1820	180	7	45%	N/A	66.7%	N/A
Bachelor of Science	Bachelor	Business Administration: Major in Accounting and Financial Management	1820	180	8	91%	76%	70.3%	87.5%
Bachelor of Science	Bachelor	Business Administration: Major in Healthcare Management	1820	180	6	87%	53%	59.2%	75%
Bachelor of Science	Bachelor	Criminal Justice: Major in Administration	1820	180	58	73%	66%	53.7%	70%
Bachelor of Science	Bachelor	Criminal Justice: Major in Corrections	1805	180	8	31%	N/A	84.2%	N/A
Bachelor of Science	Bachelor	Criminal Justice: Major in Investigations	1820	180	22	41%	N/A	71.7%	N/A
Bachelor of Science	Bachelor	Graphic Design: Major in Animation	2330	180	3	72%	33%	70.1%	51.6%
Bachelor of Science	Bachelor	Graphic Design: Major in Game Art	2325	180	20	88%	25%	71.7%	31.5%

Bachelor of Science	Bachelor	Graphic Design: Major in Visual Communications	2305	180	42	74%	<b>62%</b>	68.8%	80.8%
Bachelor of Science	Bachelor	Interior Design	2330	180	6	83%	<b>42%</b>	60.7%	<b>56.3%</b>
Bachelor of Science	Bachelor	Graphic Design: Major in Web Design	2305	180	39	72%	<b>62%</b>	67.9%	81.3%
Bachelor of Science	Bachelor	Business Administration: Major in Fashion Merchandising	1995	195	11	81%	88%	73.3%	93.3%
Bachelor of Science	Bachelor	Information Technology: Major in Network Management	2350	180	37	77%	85%	<b>60.3%</b>	<b>66.7%</b>
Bachelor of Science	Bachelor	Information Technology: Major in Systems Security	2350	180	26	83%	81%	65.7%	89.3%
Bachelor of Science	Bachelor	Information & Network Technology: Major in Computer Forensics	2305	180	17	<b>59%</b>	100%	90%	N/A
Bachelor of Science	Bachelor	Software Development: Major in Game Software Development	2145	180	152	<b>52%</b>	<b>43%</b>	<b>56.8%</b>	<b>51.5%</b>
Master of Business Administration	Master	Master of Business Administration	540	54	69	80%	88%	79.7%	70.2%
Bachelor of Arts +++	Bachelor of Arts	Management	1995	195	1				
Bachelor of Science+++	Bachelor of Science	Computer Network Management	2360	187	1				
Bachelor of Science+++	Bachelor of Science	Criminal Justice	1995	197.5	2				
Bachelor of Science+++	Bachelor of Science	Game Art	2605	199.5	2				
Bachelor of Science+++	Bachelor of Science	Information Systems Security	2380	187	1				
Bachelor of Science+++	Bachelor of Science	Game Software	2385	196	1				
Bachelor of Science+++	Bachelor of Science	Visual Communications	2640	200.5	1				
Non-degree++++	Non-degree				3				

**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 Wesgray 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 Islands, 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), 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.

- 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?

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. 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 onsite 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 campus 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 any of the 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. Therefore, the team cannot verify that the students placed as result of an attestation were done so appropriately. 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 caps and on hand numbers." As another example, Mr. Christopher Halle, graduate of the Information Technology program, works at Thomasville Furniture Brands International, as a Shipping/Receiving Clerk. On his signed employment information form, Mr. Halle 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."

The following is a list of all students that were placed as a result of an attestation:

Program	Last Name	First Name	Soc Code	Prof Dev or Degree Rqmt.	Title	Company	Date of Hire
AN - Other	Burrows	Laura	53603100	*	Service Cashier	Bob Moore Porsche Audi	02/01/2011
AN - Other	Hines	Travis	11102100	*	Store Manager	Ohio Mulch	02/01/2011
AN - Other	Kamany	Amber	51301100	*	Cake Decorator	Safeway	06/13/2013
BAACTFM - Other	Carrillo	Andrew	51101100	*	Production Supervisor	Leggett & Platt, Inc.	02/13/2008
BAACTFM - Other	Rife	Cristi	43601400	*	Assistant	KASI LLC	09/01/2013
BAFM - Other	Hawthorne	Shayla	41401200	*	Sales Associates	Sleep Inn and Suites	05/10/2010
BAMGMT - Other	Bickford	Alicia	43508103	*	Laborer Unskilled/Inventory Management System	Walmart, Inc.	09/01/2011

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BAMGMT – Other	Borden	Christina	43405100	*	CRSI/Customer Service Agent	Monitronics International	07/07/2003
BAMGMT – Other	Hall	Phillip	35302100	*	Server	Cactus Pete's	01/01/2005
BAMGMT – Other	Reece	LaKeitha	41201100	*	Team Member	Whataburger	08/26/2013
BAMM – Other	Gonzalez	David	43405100	*	Customer Service Representative	Cash America	06/28/2012
GA – Other	Duke	Timothy	15115200	*	LAN Administrator	Infogroup	06/18/2012
GA – Other	Dye	Valerie	39902100	*	Direct Service Professional	REM WV	12/02/2012
GA – Other	Gage	Amey	43405100	*	Business Support	Harry and David Harryt and David	02/01/2013
GA – Other	Garcia	Luis	11202200	*	Senior Game Advisor	Game Stop	11/01/2009
GA – Other	Guevara	Brian	47211100	*	Marine Electrician	Norfolk Naval Shipyard	01/31/2011
GA – Other	Plamondon	Nathan	11102100	*	Branch Manager Trainee	Hertz Rent-A-Car	05/15/2013
GA – Other	Rodriguez	Jose	41203100	*	Sales	AT&T	01/28/2013
GA – Other	Stewart	Stephen	43304100	*	Coin Room Drop Team	Edgewater Casino	02/14/2003
GA – Other	Watson	Joseph	17302200	*	Engineer Technician	Mantech International Corp	02/01/2013
GDMM – Other	Adams	Dexter	29207100	*	Data Entry Tech 2	Blue Cross & Blue Shield	11/01/2010
GDMM – Other	Di Francesco	John	15119910	*	E Commerce Marketing Agent	Walt Disney Travel	01/26/2008
GDMM – Other	Raymaker	Tammy	27102400	*	Graphic Designer	IceWolfs Graphic Design	01/01/1991
GDMM – Other	Schoenecker	Hannah	29205700	*	Ophthalmic Technician	The Retina Center	10/01/2011
GDMM – Other	Walker	Shannon	37201200	*	Material Handler	Discover Goodwill of Southern and Wester	07/25/2011
GDMM – Other	Zacny	Jane	43405100	*	Storage/CTR	Schererville U-Haul	08/01/2010
GSD - Other	Boyumlanoue	Timothy	15113100	*	Programmer	Hooguh, LLC	07/22/2013
GSD - Other	Dempsey	Matthew	15115100	*	Technical Support	Pearl Interactive Network	08/01/2013
GSD - Other	Pickel	Christopher	51906100	*	A13-Engineer Quality	Triumph Aerostructures	04/01/2013
MBA - Other	Bankhead	Alex	41904100	*	Lead Generation	NW1 Contact	04/19/2013
MBA - Other	Bumell	Brett	15113100	*	Programmer/Contractor	JFC Global	02/04/2013
MBA - Other	Claussen	Jonathan	25904100	*	Teacher	Gateway Education Ctr.	06/01/2013
MBA - Other	Patterson	Marlena	43301100	*	Account Specialist	Protection One	01/28/2008
MBA - Other	Russ	Tiffany	35201100	*	Crew Member	Popeye's Chicken	10/08/2013
MBA - Other	Wiley	Jamika	21109300	*	Direct Support Professional	AHRC	07/01/2011
VC – Other	Carter	Melissa	11305100	*	Clinical Research Comm Specialist	Duke University Med CTR	11/30/2011
VC – Other	Cook	Leighton	15112200	*	Assoc. Info Sec. Analyst	Country Financial	04/01/2011
VC – Other	Donoho	Jamie	41101100	*	Senior Sales Associate	7-Eleven 7-Eleven	10/27/2011
VC – Other	Salgado	Rómulo	47211100	*	Electrician	Bright Future Electric	10/01/2012
WD - Other	Gagnon	Mathew	51911100	*	Package Handler	FedEx Ground	07/23/2007
WD - Other	Garber	Tracey	49906900	*	Auto Worker	Chrysler, LLC	10/11/1993
WD - Other	Mccandless	Joseph	51407200	*	Mold Operator	CKNA	01/03/2013

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WD - Other	Rahrig	Kimberly	11202100	*	Owner	Snug Harbor Resort	09/24/2011
CADARCDF - Other	Lorance	Cody	45204100	*	Produce Clerk	Spencer's Fresh Market	10/01/2007
CADARCDF - Other	Shaw	Denise	17301101	*	Owner	Shaw Painting	01/01/2001
CADARCDF - Other	Whiddon	Staci	49909800	*	Helper	Mid State Industrial	03/01/2012
ID - Other	Jackson	Meghan	43408100	*	Night Auditor	Escape Lodging	06/22/2013
ID - Other	Rios	Yesenia	43601100	*	Admin Assistant	Wilton	07/01/2007
ID - Other	St Martin	Lori	11202200	*	Department Manager	The Hoot	04/25/1999
CJ - Other	Bisecka	Aneta	13205200	*	Student Finance Counselor	Westwood College	03/06/2006
CJ - Other	Buchanan	Meg	11905100	*	Department Manger	F&M Restaurants	01/04/2011
CJ - Other	Gallegos	Reyna	43906100	*	Administrative Assisant	Kelly Services	09/22/2010
CJ - Other	Gallegos	Yvette	43906100	*	Office Assistant	Jefferson County	02/01/2013
CJ - Other	Howard	Dawn	11903300	*	Admissions Rep.	Everest University	01/01/2013
CJ - Other	Jones	Tammy	43405100	*	Customer Service Associate	Peachtree Business Prod by HD Supply	06/30/2012
CJ - Other	Ware	Spencer	41203100	*	Sales Associate	Heel to Toe	09/01/2011
CJA - Other	Cole	Connie	43508103	*	Warehouse Associate	Elliott Electric Supply	10/24/2012
CJA - Other	Corpeno	Yvette	43405100	*	Customer Service	Wave Broadband.com	08/01/2010
CJA - Other	Pacheco	Hazel	43405100	*	Customer Service Rep.	Convergent Resources, Inc.	06/19/2012
CJA - Other	West	Chad	53719900	*	Product Tech/Deliver Furniture	Aaron's Inc.	03/22/2013
PL - Other	Brady	Tyler	43405100	*	Guest Service Manger	Ronald McDonald House	11/26/2012
PL - Other	Diaz	Lisa	43405100	*	Fine Jewelry Sales Specialist	Macy's, Inc.	11/02/2011
PL - Other	Kimble	Tiffany	11202100	*	Marketing Manager	Snehta	06/19/2013
PL - Other	Lloyd	Tasia	33903200	*	Security Officer	Pinkerton Government Services, Inc	06/17/2011
IT - Other	Bardowell	Melissa	43601300	*	Receptionist	Atlanta Gastroenterology	05/01/2011
IT - Other	Burch	Justin	41203100	*	Hard Lines/Electronics Associate	Target	09/11/2013
IT - Other	Farr	Candace	43405100	*	Customer Care Rep	Brooks Instrument	07/10/2000
IT - Other	Islas	David	35201100	*	Cook	Burger King	04/29/2011
IT - Other	Jordan	Shawnela	43405100	*	Written Correspondence Administrator	Conexis	09/26/2006
IT - Other	Kino	Ann	43508101	*	InStocks Team Member	Target	10/21/2011
IT - Other	Lewter	James	53302100	*	Motor Coach Operator	City of Albuquerque	10/20/2012
IT - Other	Motley	Christopher	11303102	*	Account Manager	Flexi Compras	09/09/2013
IT - Other	Ryon	Don	43405100	*	Vision Center Associate	Wal-Mart	02/01/2011
IT - Other	Sheppard	Nicholas	43507100	*	Shipping	Mid-Com	08/01/2009

IT - Other	Smith	Lamart	11919904	*	Distribution Supervisor	UPS SCS	01/01/1999
ITCN - Other	Acevedo	Alberto	25904100	*	Teacher's Aid	Clintonville Schools	03/06/2012
ITCN - Other	Bvocik	Clifford	49904300	*	Mechanic	Alliance Laundry System	03/15/2012
ITCN - Other	Fein	Jordan	39902100	*	DSPi	Jafferson Rehab Center	11/21/1999
ITCN - Other	Hintz	Heather	41101100	*	Manager	Regal Jewelry	12/17/2010
ITCN - Other	Kinney	Adam	39902100	*	P.A. (Personal Aide)	Morning Star Financial Services	03/12/2010
ITCN - Other	Nantt	Joshua	11919904	*	SC OPS Associate Supervisor	PEPSI	06/23/2009
ITSS - Other	Halle	Chris	43507100	*	Shipping Clerk	Furniture Brands International	05/13/1996
ITSS - Other	Howard	James	43507100	*	GWA	The Home Depot	01/02/2001
ITSS - Other	Ivey	Stephen	43506100	*	Planner II	Zachry, Inc.	01/23/2012
ITSS - Other	Keith	Laurie	33301200	*	Correctional Officer II	Arizona Department of Corrections	12/05/1994
ITSS - Other	Rodriguez	Daniel	37201100	*	Resort Maintenance Person	Tahoe Ridge Resort	07/10/2012
ITSS - Other	Webb	Chris	47211100	*	Electrician	Kinchen Electric	09/01/2009

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?  
 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. 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.

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?  
 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.

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. 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?  
 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?

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 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.

Yes       No

(b) Any additional or different admissions requirements for students taking distance education courses.

Yes       No       Not Applicable (there are no additional or different admissions requirements)

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

Yes       No       Not Applicable (no additional tests are given)

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

Yes       No

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

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

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](http://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.

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 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

(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 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 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: 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 three 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, 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. The team reviewed the following three files:

- 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 caps and 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'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?  
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

- 9.59 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)

(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

**(Section 3-1-303(a)):** Additionally, 6 students in the CADD/Interior Design programs, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following three files:

- 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: 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.

- 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. Goethal 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) 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 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

**(Section 3-1-303(a)):** Additionally, four students in the Visual Communications program, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following file:

- 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 Health Care 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. 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 geographics 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: 5

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

**(Section 3-1-303(a)):** 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. The team reviewed the following four files:

- 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 manager 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 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 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 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 call. 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 counter/desk 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 she that 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 (infield/related).
- Mr. Alfred Segundo, graduate of the Criminal Justice program, was employed at JD Machine Tech as a Store Clerk. His job duties listed included: greeting customers and helping them with any questions they have about our products; assisting the customer in picking the right product; and maintaining a clean and safe work environment. The employment verification that the school provided was self-verified by the student, stating he works the front counter at a firearms store and manufacturer. The team, based on review of various pieces of information, does not feel that the skills from Mr. Segundo's bachelor's degree are being used for a sales position. Further, the team finds that a bachelor's degree is not needed for such a position.
  - The campus provided documentation that suggested 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. 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 team 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 that was provided by the school includes information that JD Machine Tech has multiple armorers on staff and maintain constant 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 to rationalize a placement in the CAR.
    - - \*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.

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. Goerhals 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*)

9.14 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

**(Section 3-1-303(a)):** Additionally, eight students in the various Graphic Design programs, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following file:

- 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-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 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?

Academic associate's degree program in information technology (IT-Other) 7

How many calls to employers or graduates were successful?

Academic associate's degree program in information technology (IT-Other) 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 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 use 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.

**(Section 3-1-303(a)):** Additionally, 23 students in the various Information Technology programs, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following five files:

- Ms. Melissa Bardowell, 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. I fill cushions and bolsters. I 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. Lamart 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.

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

- 9.26 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 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.

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 log in.

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 e 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

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

<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
1	<b>3-1-303(a)</b>	The school does not keep adequate records as it relates to accreditation and licensure or the CAR, specifically regarding placement classifications, attestations, and waiver verification (pages 8-11, 31-32, 37, 41, 45, 49, 53-4, 58, and 67).
2	<b>3-1-303(e), 3-1-701, and Appendix C</b>	The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript (page 11 and 22).

## 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.



## REEVALUATION REPORT

**Westwood College--DuPage**  
**7155 Janes Avenue, Suite 100**  
**Woodridge, IL 60517**  
**ACICS ID Code: 00011325**  
**(b)(6)@westwood.edu**

Mr. Jeff Hill, Campus President

September 16-17, 2013

Scot Ober	Chair	Words etc, Inc.	Tucson, Arizona
Ed Krissler	Student-Relations	Krissler Business Institute	Newburgh, New York
Miguel Rivera-Hernandez	Education/Criminal Justice Specialist	John Dewey University	Trujillo Alto, Puerto Rico
Rosalind Collazo	Medical Assisting Specialist	ASA Institute	Glen Burnie, Maryland
Frank Torbert	Business Specialist	FLT Trading, Inc.	Imperial, Pennsylvania
Fawzi Ben Messaoud	Technology Specialist	Campus Performance	Carmel, Indiana
Terry Owens	Design Specialist	Southern Illinois University	Carbondale, Illinois
Perlter Walters-Gilliam	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY**  
**Westwood College – DuPage**  
**Woodridge, IL**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
					2012		2011	
					Ret.	Pla.	Ret.	Pla.
Associate of Applied Science	Academic Associate's	Graphic Design	90.0	2/5	76.19%	100.00%	63.6%	<b>33.30%</b>
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Animation	180.0	5/0	100%	100.00%	100%	<b>50.00%</b>
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Game Art	180.0	12/9	77.78%	95.83%	73.9%	68.40%
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Visual Communications	180.0	3/3	80.00%	100.00%	67.60%	66.70%
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Accounting	180.0	6/1	<b>73.00%</b>	N/A	<b>33.00%</b>	N/A
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Healthcare	180.0	6/5	62.50%	N/A	<b>50.00%</b>	N/A
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Marketing Management	180.0	15/6	<b>52%</b>	N/A	<b>50%</b>	N/A
Associate of Applied Science	Academic Associate's	Construction Management	90.0	6/1	83.33%	N/A	N/A	N/A
Bachelor of Applied Science	Bachelor's	Construction Management	180.0	1/2	77.42%	75%	<b>53.80%</b>	90.90%
Bachelor of Applied Science	Bachelor's	Criminal Justice: Major in Administration	180.0	29/19	<b>57.02%</b>	66.67%	64.50%	74.10%
Associate of Applied Science	Academic Associate's	Information and Network Technologies	90.0	4/1	69.70%	<b>75.00%</b>	62.00%	86.00%
Bachelor of Applied Science	Bachelor's	Information and Network Technologies: Major in Network Management	180.0	2/0	N/A	N/A	N/A	N/A
Bachelor of Applied Science	Bachelor's	Information and Network Technologies: Major in Systems Security	180.0	5/9	<b>61.76%</b>	100.00%	69.80%	<b>60.00%</b>
Diploma	Diploma	Medical Assisting	69.5	32/5	77.04%	75.00%	80.1%	68.40%
<b>TOTAL ENROLLMENT</b>				194				

Notes: Typed in bold are any retention rates below 62% and any placement rates below 58%.

## INTRODUCTION

Westwood College DuPage opened in August 2001, offering diploma programs only. It is the smallest of the four Chicago-area Westwood campuses. The four campuses often share advisory committees and hold joint faculty meetings and in-service training sessions. The college uses at least two comprehensive projects in each class, called "Key Graded Assignments." To assure more reliable grading of these assignments, the campus has developed a grading rubric for each project.

About three-fourths of the college's 224 currently enrolled students are enrolled in bachelor's degree programs, 8 percent in associate-degree programs, and 22 percent are enrolled in the one diploma program in Medical Assisting. The percentage of male vs. female students is about even, and the average age of students is 29. Most students had some postsecondary education training prior to enrolling at Westwood. The mixture between day and evening students is also about half and half.

The overall population of the campus has dropped from a high of 422 to 224 today, due primarily to the continued legal scrutiny of the Criminal Justice program by the Office of the Illinois Attorney General. While this investigation is ongoing, the state of Illinois does not allow the campus to begin offering any new programs. The campus allows alumni to audit current classes or take new courses free of charge as a means of maintaining or increasing the employability skills.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement is on page 8 of the 2013 Illinois Academic 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 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 grade distributions as the sole measure of documenting student learning outcomes. These outcomes are being assessed through CampusVue.
- 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 meet Council requirements in the following ways:

Graduate satisfaction is measured during the student's last quarter of enrollment--when they are not yet graduates.

Employer satisfaction is based on so few responses (5 responses out of 98 employers surveyed) that the data received could not be considered as representative of all 98 employers.

Grade distributions are the sole measure of student learning outcomes, but the data reported is not adequate to document learning outcomes in all areas. Further, the data is not adequately analyzed. For example, PHYS121 had 36 students enrolled, but not a single A was awarded. On the other hand, MEDI250 had 45 students enrolled, and 35 students (nearly 80 percent) received an A. Such discrepancies (from 0 percent to 80 percent) should be analyzed to learn why they occurred and how educational processes could be improved to prevent such wide discrepancies in the future.

- 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 recently instituted a program called "ED-chievement," in which students are awarded specific points for engaging in such activities as good attendance, achievement, retention, and placement. A leader board is kept that recognizes outstanding students. The campus has started a Campus Community Initiative, designed to help the campus interact more closely with the neighboring community. For example, previously, the campus belonged to one Chamber of Commerce. Now, it belongs to six Chambers in the employing community.  
Finally, the campus has begun hosting career expos--for both their students and for the local community. The last expo held a few weeks ago brought 25 local employers to campus.
- 1.16 Does the campus have documentation to show the following?
- (a) That the CEP has been implemented.  
 Yes  No
- (b) That specific activities listed in the plan have been completed.  
 Yes  No
- (c) That periodic progress reports have been completed.  
 Yes  No
- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Ms. Jennifer Sharp, the academic dean, is responsible for implementing and monitoring the CEP. She holds a bachelor's degree in Fine Arts from the Illinois Institute of Art and a master's degree in Education from the American Intercontinental University. She began as an adjunct instructor for the campus in August 2003 and was promoted to academic dean in February 2008.

- 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?  
 Mr. Jeff Hill, campus president, is responsible for the financial oversight of the campus. He holds a master's degree in Business Administration from Westwood College Online and a bachelors' degree in Business Management from Bradley University. He has worked at Westwood full-time since January 2005 and became campus president in October 2012.

### 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. Hill, campus president, is the on-site administrator. As noted earlier, he holds bachelor's and master's degrees in Business Administration and has been employed at Westwood for more than eight years.
- 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

- 4.01 How many student files were reviewed during the evaluation?  
 The team reviewed 30 files of students classified on the 2012 CAR, including 10 classified as graduates, 10 classified as drops, and 10 classified as still enrolled. The team also reviewed the files of two students on academic probation, two students on academic warning, and one student who was academically dismissed. In addition, the ledger cards of the 4 current students receiving institutional scholarships and the 33 recently graduated students 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
- 4.10.1 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
 Mr. Hill is responsible for the oversight of student recruitment. As previously noted, Mr. Hill holds a bachelor's degree in Business Management from Bradley University and a master's degree in Business Administration from Westwood College Online. Since January 2005, Mr. Hill has held various administrative positions for the Alta College system, including director of admissions. Ms. Mihaela Neagu, assistant director of admissions, supervises the five admissions representatives at the DuPage campus. She holds a bachelor's degree in Liberal Studies from the University of Illinois. Although Ms. Neagu has only been

with Westwood since July 2013, she had previously been an associate director of admissions with Harrington College of Design for six years.

- 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 recruiting process at the Westwood's DuPage location is ethical and compatible with the educational objectives for the campus. The team interviewed current students and admissions personnel, reviewed the Better Business Bureau (BBB) website, and reviewed current advertising materials. The students are positive about the admissions process, the admissions representatives are knowledgeable about Westwood's programs and policies, and Westwood's headquarters utilizes a third-party vendor, who sends mystery shoppers to all Westwood campuses twice per year.

However, it should be noted that the BBB has posted an alert for Westwood because of an Illinois government action. On January 18, 2012, the Illinois Attorney General filed a Complaint for Injunctive and Other Relief against this business in Cook County Circuit Court. Charges filed allege the business made a variety of false representations and promises regarding the value and transferability of its coursework and degrees for students enrolled in their Criminal Justice program. The alleged misrepresentations constitute violations of the Illinois Consumer Fraud and Deceptive Business Practices Act. As of the date of the visit, the matter is pending. (See more at: <http://www.bbb.org/denver/business-reviews/schools-business-and-vocational/westwood-college-in-denver-co-4694#govtaction>.)

The ACICS office is aware of this action and has been monitoring it closely.

- 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

4.24 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 47-50 of the 2013 academic catalog - 6614, volume 31 - number 2, revised May 2013. Revisions are published in the catalog addendum, effective September 17, 2013, on pages 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.  
 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?

Mr. Kirk Fisher, campus registrar, is responsible for reviewing student records. Ms. Sharp, academic dean, is responsible for the administration of Satisfactory Academic Progress (SAP). Program chairs advise students who are not meeting the SAP standards. The education department monitors each student at the completion of each term. Mr. Fisher holds an associate's degree in Electronics from DeVry University, and Ms. Sharp holds a bachelor's degree in Fine Arts from the Illinois Institute of Art. She also holds a master's degree in Education from American Continental 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.)*

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)*

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

Ms. Pertrina Briggs, director of student finance, is responsible for administering student financial aid. She joined the Westwood financial aid office in November 2009. Ms. Briggs brings over 20 years of experience in financial aid, including service in the public, private, and proprietary sectors. Ms. Briggs holds an associate's degree in Computer Information Systems from Ivy Tech State College, a bachelor's degree in Organizational Supervision from Bethel College, and a master's degree in Management from Indiana Wesleyan University.

- 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

Ms. Briggs is a current member of the Illinois Association of Student Financial Aid Administrators (ILASFAA).

- 4.54.1 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. Briggs and the two financial aid officers keep up to date by attending ILASFAA training, electronic access training, regional meetings, workshops, beginning- and advanced-level training at the corporate office, as well as local, state, and federal workshops.
- 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.  
 Student services include the Day One Success class which is held before the first day of classes for all entering students. The orientation teaches incoming students the keys to being successful at Westwood College. Students are welcomed by all staff. Besides reviewing the "keys to be successful," there is also a breakout session, where the students are able to meet and greet the program chair within their respective area of study.

Ms. Diana Garcia, director of campus operations, is responsible for the student support department. Her office assists students with housing, daycare, transportation information, and counseling. Counseling services are offered through outside parties that are not related or associated with Westwood College. Student Support personnel identify the most affordable and convenient locations. Various options are presented, and the students then decide what is best for them, depending on their respective situations.

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

(Section 3-1-441(c)): Follow-up studies on graduate satisfaction are not conducted at specific measuring points following the placement of the campus' graduates.

- 4.60.1 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Ms. Lizzie Harrington, assistant director of career services, is responsible for the oversight of counseling students on employment opportunities. Ms. Harrington holds a bachelor's degree in Business Administration from Robert Morris University and a master's degree in Business Administration from Walden University. Although Ms. Harrington has only been with Westwood since March 2013, she brings seven years of job-development experience from the business sector.

- 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 422.  
 The ending enrollment reported on the previous year's CAR is 422.
- 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)
- 4.66.1 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
 All students receiving Title IV loans are required to undergo entrance interviews and exit interviews regarding their rights and responsibilities as borrowers. The interviews are an on-line session, including a complete tutorial and a student loan quiz for the students to complete. This entrance quiz must be completed prior to the Direct Loan application process. The goal of the entrance interview is to assure that students understand their financial obligations before participating in any loan programs. Entrance counseling is typically completed in the Student Finance Portal but may be completed via other electronic means or in hard copy.
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
 Extracurricular activities include community outreach activities, social activities, and student clubs. Community outreach activities include blood drives, Toys for Tots, food drives, and school supply drives. Social activities include barbeques, dress-up days, Westwood gear, Spirit Week, and seasonal activities such as Thanksgiving dinner. Student clubs include ABK (Alpha Beta Kappa Honor Society), Criminal Justice Club, Technology Club, and Gamers Club.

**COMMENDATIONS:**

The campus is providing students an atmosphere conducive to academic learning. The campus is both appropriate and educationally viable. The staff works well together and the students respect them. Students interviewed are overwhelmingly positive about their relationship with the administration. The team is impressed with the sincerity of the staff, especially Ms. Briggs, director of student finance; Ms. Sharp, academic dean; and Ms. Garcia, director of campus operations.

**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 noted previously, Ms. Sharp is the campus academic dean. She holds a bachelor's degree in Media Arts and Animation from the Illinois Institute of Arts and a master's degree in Education from American Intercontinental University. She has over 12 years of academic experience, 6 years of experience as an academic administrator (dean and department chair), and 6 years as a faculty member at Westwood College.
- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes     No
- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.  
 As per her job description and the Westwood College Faculty Handbook, the academic dean is directly responsible and accountable for ensuring the fulfillment of educational goals, objectives, and the overall quality of education and academic integrity of the

campus. Ms. Sharp is responsible for hiring, retaining, and managing faculty members. She allocates funds for academic affairs and ensures campus compliance with all programs and institutional accreditation standards, among other 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 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
- 5.13 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?  
 Faculty members use a variety of instructional delivery methods to ensure that all students in their classroom are gaining comprehension of the subject matter. Instructors use visual presentations, group projects, case studies, and real-life scenarios in their teaching strategies. In cases when a student does not understand the course content, the faculty member will work with him or her individually for recommend tutoring. The institution allows students access to computer labs 6 days a week, the Learning Commons (library), and the student tutorial lab (STAR).
- 5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 All curriculum revisions are performed at corporate headquarters in coordination with campus program chairs. However, the institution has an e-mail address ([360@weestwood.edu](mailto:360@weestwood.edu)) dedicated to receiving from faculty suggestions to change the curriculum as they deem necessary. This process is done in coordination with the program chair and the institution's academic dean.
- 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)
- 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?  
 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?

The institution demonstrated the implementation of a faculty development plan that includes in-service and professional growth activities. For in-service activities, the plan is comprised of two tiers. The first tier consists of the training schedule for the Illinois region. It includes 10 sessions for the period of January-December 2013. The second tier includes ad hoc trainings, provided and coordinated by program chairs, in areas like the use of software applications (Lexis/Nexus, PowerPoint) and the use of active teaching methods. Participation in professional-growth activities was confirmed through faculty files and interviews. While the team was on-site, the institution provided the documentation that was missing in several faculty files.

- 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
- 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
- 5.38 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?  
 Yes  No
- 5.39 Do the program's general education courses meet Council standards?  
 Yes  No
- 5.40 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

**COMMENDATIONS:**

After graduation, alumni are allowed to attend (audit) any course without paying any further tuition. This permits them to refresh a course they have taken or participate in a new class that has been added to the curriculum. This is an excellent practice that allows them to stay up-to-date in their field while looking for a job.

**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 includes approximately 30,000 square feet of space in a one-story stand-alone building in an office park. The campus comprises 18 classroom, laboratories, resource center, and faculty and staff offices and lounges. There is adequate parking for faculty, staff, and students, and the entire campus is handicapped-accessible.
- 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 Westwood College, 2013 Academic Catalog for Illinois was used during the evaluation. Revised May 2013, the catalog is volume 31, number 2. In addition, an addendum effective 10/16/2013 was also provided with this catalog.
- 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?

- (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.)

If Yes, does the catalog contain the following?

- (a) A description of each mode of delivery used for distance education courses.  
 Yes  No
- (b) Any additional or different admissions requirements for students taking distance education courses.  
 Yes  No  Not Applicable (there are no additional or different admissions requirements)
- (c) A description of any tests used to determine access to distance education.  
 Yes  No  Not Applicable (no additional tests are given)
- (d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.  
 Yes  No
- (e) Costs and fees associated specifically with distance education.  
 Yes  No  Not Applicable (there are no additional costs and fees)

Distance education is offered via a consortium agreement with the on-line campus in Denver, Colorado.

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

As noted, an addendum with an effective date of 10/16/13 was included with the original catalog for the next start period. This portion of the addendum included a revised SAP policy, which was better explained than the one in the catalog; program approvals, by campus; updated academic and program information; updates on loans; Illinois graduation and retention rates; and information on requirements for scholarships. Further, this addendum included financial information caps, APEX interest rates and fees, and the faculty information.

During the visit, additional revisions needed to be made for credential disclosure of some faculty members, language for admissions, and other course-related changes.

While an effective date of 10/16/13 is appropriate for those elements that would only go into effect as of that date, all the changes above are currently in effect, and, as such, the revision/effective date would be immediate. The institution therefore corrected the effective date on the addendum and shared that the changes have been uploaded to the student portal. Finally, a new catalog will be published in January 2014, as the size of the addendum will soon be inappropriate if additional changes are made.

- 7.08 Is the catalog available online?  
 Yes  No (*Skip to Question 7.09.*)

It is, however, available on the student portal.

- 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

The institution utilizes one catalog for all four campuses in the state of Illinois.

- 7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?  
 Yes  No

- 7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?  
 Yes  No

- 7.12 Where does the campus advertise (publications, online, etc.)?  
 The institution advertises via its website (ww.westwood.edu), YouTube, Twitter, FaceBook, and LinkedIn. Print media include brochures, pamphlets, and posters (Westwood 100 Promotion). TV spots are also used. Copies of signed releases were on file for all students/graduates used for the success stories (on YouTube, print, and TV spots).

- 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 institution discloses information on the following:

Completion and graduation rates - This document identifies the student graduation rate by gender, major racial and ethnic subgroup, and by certain aid statuses.

Employment disclosures - This document contains a summary of 2012 graduate performance by campus. Information is based on graduates from July 1, 2011, to June 30, 2012, as reported to ACICS on the Campus Accountability Report.

Financial aid disclosures - This document contains important information about the responsibilities associated with borrowing money to assist with student investment in college education.

Program disclosures - This document provides information about on-time graduation and placement rates, median loan debt, tuition and fees, as well as Standard Occupational Codes (SOC).

Retention and graduation rates - This document contains retention, completion, and graduation rates by campus.

Where is this information published and how frequently is this information being updated?

This information is published on the institution's website (www.westwood.edu) 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?

The librarian regularly solicits faculty input for ideas on purchasing materials for their programs. In addition, she maintains a purchase request log that identifies materials requested by faculty and students. She consults this list when purchasing new material, with priority being given to faculty requests. As well, the librarian has regular meetings with the program chairs, during which she solicits their ideas for new and supplemental materials. Decisions regarding the on-line collection, which is managed by the central administration group, come from all Westwood faculty members. Additionally, the librarian consults professional review sources and/or association websites for appropriate students and faculty research needs.

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: \$38,120.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

To date, the entire current year's library budget has been spent. Of that amount, \$9,600 was spent on books/reference materials, \$24,520 was spent on electronic resources, and \$4,200 was spent on 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

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

Faculty routinely assign students projects which require them to find, analyze, and/or retrieve information from the library. This assignment is evidenced on syllabi from each program.

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.

All Westwood College DuPage students have access to the electronic resources listed below:

1. Academic Search Premier - EBSCO database that provides access to over 4,500 full-text scholarly journals
2. Britannica Online
3. Business Source Premier
4. Computer Source
5. Greenfile
6. LexisNexus Academic

- 7. eBooks on ESBCOhost
- 8. ProQuest Statistical Insight
- 9. ProQuest Central
- 10. STAT!Ref
- 11. Points of View Reference Center

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. Monica Dombrowski earned her master of library and information science degree from ALA-Accredited Dominican University and is a member of Beta Phi Mu International Honor Society for Library and Information Studies. She spent four years as a corporate librarian at Follett Software Company, McHenry, Illinois, prior to joining Westwood College in May 2012. The hours on-site for Ms. Dombrowski are as follows: 8:00 a.m. - 5:00 p.m. Monday, Tuesday, Thursday, Friday; and 8:00 - 4:00 p.m. on Wednesday. Two trained student helpers man the library evenings until 9 p.m. and 9 a.m. -1 p.m. on Saturdays.

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

**COMMENDATIONS:**

The team commends Ms. Dombrowski's outstanding caring, enthusiasm, and dedication to the institution and its students. She is highly regarded by her students and colleagues. The students lovingly refer to her as "the geek of library information."

**9. PROGRAM EVALUATION****Bachelor's Degree in Information and Network Technologies: Major in Network Management****Bachelor's Degree in Information and Network Technologies: Major in Systems Security****Academic Associate's Degree 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. Rich Manprasio is the chair of the Information Technology programs. Mr. Rich holds a master's degree in Project Management from the Keller Graduate School of Business, and a bachelor's degree in Network and Communication Management from DeVry University. Mr. Rich assumed the role of program chair in December 2012. Prior to joining this campus, he had served as an IT instructor with several other schools, including ITT Technical Institute, DeVry University, and Joliet Junior College. In addition to classroom experience, Mr. Rich has worked in the IT field as a network engineer and currently holds 12 IT certifications, including ones issued by CompTIA, Microsoft, and the Project Management 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 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 Westwood DuPage campus uses various community resources to enrich the IT programs, including a program advisory committee, guest speakers, field trips, and extracurricular activities, working with the local community and IT establishments in the area. The campus offers a computer cleanup and repair service performed by students as an outside curriculum activity for the community. These activities introduce students to hands-on application of the learned material in real-world scenarios and allow them additional opportunities to practice their technical competencies and skills in their chosen field. The campus provided evidence of guest speakers' activities in the form of e-mail confirmations by guest speakers and signed Guest Speaker Notification forms. The team also reviewed documentation of two field trips conducted to Fry's Electronics and Microcenter and two scheduled

field trips to Argonne National Laboratory and Microsoft Retail Store. The two trips have been approved and are scheduled to take place on October 2 and September 23 of this current term.

- 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

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

**(Section 3-1-513(a) & Glossary):** Independent study contracts do not include appropriate evaluative criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. None of the contracts contained specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. These topics were included in the accompanying course syllabus but were not modified in the contract itself to address this special form of delivery.

- 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)

How many calls to employers or graduates were attempted?

Academic associate's program in Information and Network Technologies: 3

Bachelor's program in Information and Network Technologies: Major in Network Management: No graduates

Bachelor's program in Information and Network Technologies: Major in Major in Systems Security: 6

How many calls to employers or graduates were successful?

Academic associate's program in Information and Network Technologies: 2

Bachelor's program in Information and Network Technologies: Major in Major in Systems Security: 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.

Academic associate's program in Information and Network Technologies: 2

Bachelor's program in Information and Network Technologies: Major in Major in Systems Security: 4

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 reviewed samples of graded outside classroom activities. The documentation included graded assignments reported on screen captures and grading sheets with rubrics and final grades evidence of assessed learning outcomes.

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 campus is participating in Cisco Academy and uses standard Cisco Academy equipment and courseware, along with the Microsoft Academy content in the courses' teaching and learning materials.

**COMMENDATIONS:**

The team commends the campus on the way Cisco, Microsoft, and CompTIA certifications have been integrated into the IT bachelor's and academic associate's programs and the campus's efforts to help students succeed in acquiring these certifications in addition to completing their degrees. The team also commends the campus for having a six-week boot camp offered to students outside of regularly scheduled classes to maximize their chances of passing certification exams.

**9. PROGRAM EVALUATION****Bachelor's degree in Criminal Justice: Major in 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?  
 Mr. Thomas Bondi is the chair of the Criminal Justice program. He holds a master's degree in Criminal Justice from Chicago State University, is a member of the Board of Fire and Police Commission, and has 20 years of experience in law enforcement, serving as an officer, sergeant, and deputy chief.
- 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 program utilizes employers and law enforcement agencies in the area to provide students an additional perspective of the program. These activities are combined between in-class guest speakers and field trips. There is evidence of activities involving the Cook County Sheriff's Police Department, the local YMCA (domestic violence advocate program), Diligent Security, Woodridge Police Department, and Illinois State Police, among others. This was verified with speaker-notification signed forms, and interviews with students and faculty.

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

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

**(Section 3-1-513(a) & Glossary):** Independent study contracts do not include appropriate evaluative criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. None of the contracts contained specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. These topics were included in the accompanying course syllabus but were not modified in the contract itself to address this special form of delivery.

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)

How many calls to employers or graduates were attempted?

Bachelor's degree in Crimunal Justice: Concentration in Administration: 11

How many calls to employers or graduates were successful?

Bachelor's degree in Crimunal Justice: Concentration in Administration: 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.

Bachelor's degree in Crimunal Justice: Concentration in Administration: 4

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 institution provided copies of out-of-class work in each course. In addition, the dean of academic programs, Ms. Sharp, confirmed the collection of documentation and evaluation through the institution's portal. My Path is a web-based portal in which faculty upload their evaluation as well as copies of the different 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
- 9.43 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 Construction Management

### Bachelor's Degree in Construction 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?  
 Mr. Craig Passley is the program chair of the School of Business. He holds a bachelor's degree in Construction from Bradley University, a master's degree in Project Management from DeVry University, a master's degree in General Management from Lake Forest, and a master's degree in Technology Building Construction Management from Purdue University. He has ten years of profession-related experience and five years of teaching 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)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The community resources include a School of Business advisory committee, guest lectures, and field trips. The team was able to verify the utilization of these community resources through student interviews and support documentation. The advisory committee provides recommendations for curriculum development, job placement, and equipment acquisition. Field trips provide the opportunity to view construction applications from the various trades as well as the management process in action. Guest lecturers discuss new topics and trends in the industry as well as providing job-search recommendations.
- 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

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

**(Section 3-1-513(a) & Glossary):** Independent study contracts do not include appropriate evaluative criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. None of the contracts contained specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. These topics were included in the accompanying course syllabus but were not modified in the contract itself to address this special form of delivery.

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)

How many calls to employers or graduates were attempted?

Academic associate's degree program in Construction Management: No graduates

Bachelor's degree program in Construction Management: 6

How many calls to employers or graduates were successful?

Bachelor's degree program in Construction Management: 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.

Bachelor's degree program in Construction Management: 5

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.

All courses in the Construction Management programs require both assignments and projects that require out-of-class work. The syllabi identify the amount of expected homework hours. Student interviews and a review of faculty grade books documented the evaluation of assignments and projects.

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
- 9.30 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. PROGRAM EVALUATION

### **Accademic 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**

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. Kristin Callahan is the program chair of the School of Design. She holds a bachelor's degree in Design from Northern Illinois University and a master's degree in Film and Animation from Rochester Institute of Technology. She has eight years of profession-related experience and eight years of teaching 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)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The community resources include a School of Design advisory committee, guest lectures, and field trips. The team was able to verify the utilization of these community resources through student interviews and support documentation. The advisory committee provides recommendations for curriculum development, job placement, and equipment acquisition. Field trips provide the opportunity to view and critique design installations and observe the professional work environment. Guest lecturers discuss new topics and trends in the industry as well as provide job-search recommendations.

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

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

**(Section 3-1-513(a) & Glossary):** Independent study contracts do not include appropriate evaluative criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. None of the contracts contained specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. These topics were included in the accompanying course syllabus but were not modified in the contract itself to address this special form of delivery.

- 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)

How many calls to employers or graduates were attempted?

Academic associate's degree program in Graphic Design: 2

Bachelor's degree program in Graphic Design: Major in Animation: 4

Bachelor's degree program in Graphic Design: Major in Game Art: 5

Bachelor's degree program in Graphic Design: Major in Visual Communications: 1

How many calls to employers or graduates were successful?

Academic associate's degree program in Graphic Design: 1

Bachelor's degree program in Graphic Design: Major in Animation: 3

Bachelor's degree program in Graphic Design: Major in Game Art: 2

Bachelor's degree program in Graphic Design: Major in Visual Communications: 0

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: 1

Bachelor's degree program in Graphic Design: Major in Animation: 3

Bachelor's degree program in Graphic Design: Major in Game Art: 2

Bachelor's degree program in Graphic Design: Major in Visual Communications: 0

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.

All courses in the design programs require both assignments and projects that require out-of-class work. The syllabi identify the amount of expected homework hours. Student interviews and a review of faculty grade books documented the evaluation of assignments and projects.

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. PROGRAM EVALUATION

### Diploma in Medical 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?

Dr. Adrienne Reed, registered medical assistant, is assigned to administer the Medical Assisting program. Dr. Reed has an associate's degree in Medical Assisting, a bachelor of science degree in Healthcare Leadership, and a master's degree in Adult Education from National-Louis University, Chicago, Illinois. She also has a doctorate of education (Ed.D.) degree from Argosy University, Chicago, Illinois. Dr. Reed has been a medical assisting instructor and/or program chair for more than 16 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 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).

Documentation was on file attesting to the involvement of community resources with the school. In addition, interviews with students and faculty confirmed that field trips have been made to Loyola University School of Medicine, to Adventist Bolingbrook Hospital, and to the Museum of Science and Industry. The campus also uses an advisory board and Program Advisory Committee (PAC) meeting involvement.

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)
  - (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?

There were 5 calls attempted.

How many calls to employers or graduates were successful?

Five of the 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.

Five of the contacts were confirmed.

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's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

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

Yes       No       Not Applicable (Clock hour programs only)

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

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes  No
- 9.32 What is the current student/teacher ratio?  
 The student/teacher ratio is 10:1.
- 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes  No

## 9. PROGRAM EVALUATION

### **Bachelor of Science in Business Administration: Accounting and Financial Management**

### **Bachelor of Science in Business Administration: Health Care Management**

### **Bachelor of Science in Business Administration: Marketing 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?  
 Mr. Craig Passley is the full-time program chair for the School of Business. Mr. Passley began his career as an adjunct professor in January 2008 and was promoted to program chair in May of the same year. He has a master's degree in Technology Building Construction Management from Purdue University, a master's degree in Business Administration in General Management-Organizational Behavior from Lake Forest Graduate School of Management, a master's degree in Project Management from Keller Graduate School of Management of DeVry University, and a bachelor of science degree in Construction from Bradley University. Mr. Passley is a member of ARCOM (Association of Researchers in Construction Management), and the American Council for Construction Educators. He teaches two to four classes per term and allocates his time as follows: administration - 75 percent, teaching - 20 percent, and field work - 5 percent. He is teaching four courses this term. Prior to his position at Westwood, Mr. Passley worked for Kimball Homes as a lead construction manager for ten 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 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 program chair and the faculty encourage the use of both guest speakers and field trips. Guest speakers have included visits from Provso-Leyden Council for Community Action, Inc. and Pareto Building Improvements-Central Payment. The students also participated in a field trip to DuPage County Law Library.
- 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)

(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

9.21 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)

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 full-time program chair and the six part-time faculty are more than qualified to support the 48 students in the business curriculum.

### Summary of Citations

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

#	Criteria	Summary
1.	<b>Section 3-1-111</b>	The Campus Effectiveness Plan (CEP) does not meet Council standards (page 5).
2.	<b>Section 3-1-441(c)</b>	Follow-up studies on graduates are not conducted at specific measuring points following placement (page 14).
3.	<b>Section 3-1-513(a) &amp; Glossary</b>	None of the independent learning contracts contained all of the required Glossary elements (pages 26, 30, 34, & 38).



## REEVALUATION REPORT

**Westwood College—O'Hare Airport**  
**W. Higgins Road, Suite 100**  
**Chicago, IL 60631**  
**ACICS ID Code: 00011130**

Deann Fitzgerald, Campus President  
 (b)(6) [@westwood.edu](mailto:(b)(6)@westwood.edu)

September 18-19, 2013

Scot Ober	Chair	Words etc, Inc.	Tucson, Arizona
Ed Krissler	Student-Relations Specialist	Krissler Business Institute	Newburgh, New York
Russell Poteat	Education/Interior Design Specialist	Virginia College	St. Croix, Virgin Islands
Miguel Rivera-Hernandez	Criminal Justice Specialist	John Dewey University	Trujillo Alto, Puerto Rico
Rosalind Collazo	Medical Assisting Specialist	ASA Institute	Glen Burnie, Maryland
Frank Torbert	Business Specialist	FLT Trading, Inc.	Imperial, Pennsylvania
Fawzi Ben Messaoud	Technology Specialist	Campus Performance	Carmel, Indiana
Terry Owens	Design Specialist	Southern Illinois University	Carbondale, Illinois
Perliter Walters-Gilliam	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
Westwood College O'Hare Campus  
Chicago, Illinois**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full-/Part-time	CAR Retention & Placement			
					2012		2011	
					Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Assisting	69.5	42/13	76.5%	84.75%	77.2%	69.6%
Associates	Academic Associate's	Information and Network Technologies	90.0	8/14	N/A	N/A	N/A	N/A
Associates	Academic Associate's	Computer Aided Design/Architectural Drafting *	90.0	1/0	76.92%	75.00%	68.2%	100.00%
Associates	Academic Associate's	Graphic Design	90.0	13/2	<b>58.82%</b>	N/A	<b>55.6%</b>	N/A
Associates	Academic Associate's	Construction Management	90.0	17/7	100.00%	N/A	N/A	N/A
Bachelor's	Bachelor's	Business Administration: Major in Accounting	180.0	11/1	84.00%	<b>50.00%</b>	62.10%	N/A
Bachelor's	Bachelor's	Business Administration: Major in Healthcare Management	180.0	20/5	64.81%	77.78%	65.80%	87.50%
Bachelor's	Bachelor's	Business Administration: Major in Marketing Management	180.0	19/8	76.39%	100.00%	67.80%	75.00%
Bachelor's	Bachelor's	Construction Management	180.0	7/2	67.86%	100.00%	67.30%	88.50%
Bachelor's	Bachelor's	Graphic Design: Major in Animation	180.0	0	80.00%	<b>50.00%</b>	<b>56.30%</b>	N/A
Bachelor's	Bachelor's	Graphic Design: Major in Visual Communications	180.0	11/0	75.00%	100.00%	<b>55.60%</b>	66.70%
Bachelor's	Bachelor's	Interior Design**	180.0	3/0	87.50%	N/A	67.90%	N/A
Bachelor's	Bachelor's	Criminal Justice: Major in Administration	180.0	57/25	67.74%	63.74%	67.50%	72.70%
Bachelor's	Bachelor's	Information and Network Technologies: Major in Network Management	180.0	0	67.74%	71.43%	66.70%	100.00%
Bachelor's	Bachelor's	Information and Network Technologies Major in Systems Security	180.0	9/8	83.33%	64.71%	75.00%	78.60%
Bachelor's	Bachelor's	Software Development: Major in Game Software	180.0	7/6	77.42%	100.00%	67.50%	N/A

**TOTAL ENROLL.**

**315**

Notes: Typed in bold are any retention rates below 62% and any placement rates below 58%.

\*The only student in the Computer Drafting program will be transferring to the Chicago Loop campus so the program was not reviewed. The team was provided with the student's file along with email dialogue about the transfer.

\*\* With continuous low enrollment, the institution decided while the team was on site that the Interior Design program will be discontinued once the final student graduates next year.

## INTRODUCTION

The Vanderschmidt School, the former name of the O'Hare Westwood Campus, was established in 1950 and was purchased by its present owners in 2001.

The overall population of the campus has dropped from 642 students in 2011 to 315 students today, due primarily to the continued legal scrutiny of the DuPage campus Criminal Justice program by the Illinois Attorney General and the Denver campus being placed on probationary status with the Colorado Commission on Higher Education. While this investigation is ongoing, the state of Illinois does not allow the campus to begin offering any new programs.

Two-thirds of the students are enrolled in bachelor's degree programs, the largest of which is Criminal Justice. The campus population is about evenly divided between male and female.

The campus is no longer accepting enrollments in the bachelor's degree program in Graphic Arts--Animation or in the bachelor's degree program in Information and Network Technologies--Network Management. The one student in the associate's degree program in Computer-Aided Design will transfer to another campus at the end of the current quarter, and that program will no longer accept enrollments. Thus, the associate's degree in CAD was not evaluated by the on-site team.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement is on page 8 of the 2013 Illinois Westwood Academic 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 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 grade distributions as the sole measure of documenting student learning outcomes. These outcomes are being assessed through CampusVue.
- 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 meet Council requirements in the following areas:

1. Graduate satisfaction is measured during the student's last quarter of enrollment--when they are not yet graduates.

2. Employer satisfaction is based on so few responses (9 responses out of 168 employers surveyed) that the data received could not be considered as representative of all 168 employers.

3. Grade distributions are the sole measure of student learning outcomes, but the data reported is not adequate to document learning outcomes in all areas. Further, the data is not adequately analyzed. For example, of the 33 students enrolled in HIST420, none received a grade of F. On the other hand, none of the 12 students enrolled in MKTG320 received an A. Such wide grading discrepancies should be investigated as a means of improving the educational processes. Students in some programs take certification exams (which the campus pays for); these results should be included in the CEP.

- 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 started a new initiative to pay more attention to placing Medical Assisting students in the most appropriate externship position, as a means of increasing the externship-to-hire rate. The campus is now hosting more career fairs; a recent fair attracted 16 potential employers to campus. The campus has also started contacting students after their first absence to ensure that attendance does not become an issue.
- 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. Deann Fitzgerald, campus president, is responsible for implementing and monitoring the CEP. She holds an associate's degree in Business from Waubensee Community College, a bachelor's degree in Business Administration from Aurora College, and a master's degree in Business Administration from Olivet Nazarene University. She has about ten years of experience in the career college sector and became campus president in June 2013.

- 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. Deann Fitzgerald, campus president, is responsible for the financial oversight of the campus. As noted earlier, she holds a master's degree in Business Administration and has ten years of work experience in the career-college sector.

### 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. Fitzgerald, campus president, is the on-side administrator. As noted earlier, she holds a master's degree in Business Administration and has ten years of work experience in the career-college sector.
- 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

- 4.01 How many student files were reviewed during the evaluation?  
 The team reviewed 30 files of students classified on the 2012 CAR, including 10 classified as graduates, 10 classified as drops, and 10 classified as still enrolled. The team also reviewed the files of two students on academic probation, two students on academic warning, and one student who was academically dismissed. In addition, the ledger cards of the 14 current students receiving institutional scholarships and the ledger cards of the 51 recently graduated students 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
- (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
- 4.10.1 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
 Mr. Michael Favia, director of admissions, is responsible for the oversight of student recruitment. Mr. Favia holds a bachelor's degree in Political Science and a master's degree in Business Administration from Dominican University. He also holds a certificate in Paralegal Studies from Roosevelt University. He began his career at Westwood in the admissions office in 2009. Before coming to Westwood O'Hare, Mr. Favia was an assistant manager at HSBC bank for four years. He is qualified to oversee the admissions office.

- 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 recruiting process at the Westwood O'Hare location is ethical and compatible with the educational objectives for the campus. The team interviewed current students and admissions personnel, reviewed the Better Business Bureau (BBB) website, and reviewed current advertising materials. The students are positive about the admissions process, the admissions representatives are knowledgeable about Westwood's programs and policies, and Westwood's headquarters utilizes a third-party who sends mystery shoppers to all Westwood campuses twice per year.

However, it should be noted that the BBB has posted an alert for Westwood because of an Illinois government action. On January 18, 2012, the Illinois Attorney General filed a Complaint for Injunctive and Other Relief against this business in Cook County Circuit Court. Charges filed allege the business made a variety of false representations and promises regarding the value and transferability of its coursework and degrees for students enrolled in their Criminal Justice program. The alleged misrepresentations constitute violations of the Illinois Consumer Fraud and Deceptive Business Practices Act. As of the visit, the matter is pending. (See more at: <http://www.bbb.org/denver/business-reviews/schools-business-and-vocational/westwood-college-in-denver-co-4694#govtaction>.)

The ACICS office is aware of this government action and is monitoring it closely.

- 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

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

**(Section 3-1-412(d)):** Titles of some recruitment personnel are not appropriate. Some enrollment personnel have titles of "Education Representative" and "Senior Education Representative," which do not accurately reflect their actual duties and responsibilities as admissions representatives. The job description for Education Representative defines the position purpose as follows: "The primary role of the Education Representative is to contact, interview, and enroll potential student inquiries into a qualified career-focused education and guide the prospective student through the enrollment completion process." Three of the seven admissions representatives have titles of "Education Representative" as observed on their job descriptions and their door plaques: Ms. Martha Martin, Ms. Lisa Mullins, and Mr. Rafael Czechowski.

- 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 is published on pages 47-50 of the 2013 academic catalog - 6614, volume 31 - number 2, revised May 2013. Revisions are published in the catalog addendum, effective September 17, 2013, on pages 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.  
 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. Cheri Caswick, campus registrar, is responsible for reviewing student records. Dr. Ellen Crowe, academic dean, is responsible for the administration of Satisfactory Academic Progress (SAP). Program chairs advise students who are not meeting the SAP standards. The education department monitors each student at the completion of each term. Ms. Caswick holds an associate's degree in Paralegal Studies from Westwood College Online. Dr. Crowe holds an associate's degree in Special

Education, a master's degree in Special Education, and a doctoral degree in Curriculum and Instruction from St. Louis 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.*)
- 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*)

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

Ms. Tracy Walker, director of student finance, is responsible for administering student financial aid on-site. Ms. Walker holds a bachelor's degree in English from Bradley University and a master's degree in Higher Education from Capella University. She has experience in managing and administering Title IV aid with a balanced background in financial management and leadership. She oversees the daily functions of the financial aid office and the business office. Ms. Walker has over 11 years of experience in financial aid at both private and proprietary postsecondary institutions. She is qualified to administer student financial aid.

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

Ms. Tracy Walker, director of student finance, is a current member of the Illinois Association of Student Financial Aid Administrators (ILASFAA).

4.54.1 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 and the two financial aid officers keep up to date by attending ILASFAA training, electronic access training, regional meetings, workshops, beginning- and advanced-level training at the corporate office, as well as local, state, and federal workshops.

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.

Student services include the Day One Success class, which is held before the first day of classes for all entering students. The orientation teaches students the keys to being successful students at Westwood College. Students are welcomed by all staff. Besides reviewing the "keys to be successful," there is also a break-out session where the students are able to meet with the program chair within their respective area of study.

Ms. Zena Williams, director of campus operations, is responsible for the student support department. Her office assists students with housing, daycare, transportation information, and counseling. Counseling services are outside parties that are not related to or associated with Westwood College. Student Support personnel identify the most affordable and convenient locations. Various options are presented, and the students then decide what is best for them, depending on their respective situations.

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

**(Section 3-1-441(c)):** Follow-up studies on graduate satisfaction are not conducted at specific measuring points following the placement of the campus' graduates.

- 4.60.1 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
Ms. Hope Green, director of career services, is responsible for the oversight of counseling students on employment opportunities. Ms. Green holds an associate's degree in Early Childhood Education from Richard J. Daley Community College and a bachelor's degree in Social Science and a master's degree in Sociology from Roosevelt University. Ms. Green has over 20 years of career services experience, including 7 years with Westwood.
- 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 641.  
The ending enrollment reported on the previous year's CAR is 641.
- 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)
- 4.66.1 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
All students receiving Title IV loans are required to undergo entrance interviews and exit interviews regarding their rights and responsibilities as borrowers. The interviews are an on-line session, including a complete tutorial and a student loan quiz for the students to complete. This entrance quiz must be completed prior to the Direct Loan application process. The goal of the entrance interview is to assure that students understand their financial obligations before participating in any loan programs. Entrance counseling is typically completed in the Student Finance Portal but may be completed via other electronic means or in hard copy
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
Extracurricular activities include community outreach activities, social activities, and student clubs. Community outreach activities include blood drives, Toys for Tots, food drives, and school supply drives. Social activities include barbeques, dress-up days, Westwood gear, Spirit Week, and seasonal activities. Student clubs include the ABK (Alpha Beta Kappa) Honor Society and the Criminal Justice Club.

#### GENERAL COMMENTS:

The campus is both appropriate and educationally viable. Students interviewed are positive about their relationship with the administration.

#### COMMENDATIONS:

The team was impressed with the sincerity of the staff, especially Ms. Caswick, registrar; Mr. Favia, director of admissions; Ms. Green, director of career services; and Ms. Williams, director of campus operations.

## 5. EDUCATIONAL ACTIVITIES

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes       No
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Dr. Ellen Crowe is the academic dean at Westwood College O'Hare. Dr. Crowe holds a doctor of education degree in Curriculum and Instruction, a master of arts in Special Education, and a bachelor of arts in Special Education from St. Louis University. Dr. Crowe has over 20 years of educational experience and has been the academic dean at Westwood College O'Hare since August 2009.

- 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.  
 Per the job description for the campus academic dean and the Westwood College Faculty Handbook, the campus academic dean is directly responsible and accountable for ensuring the fulfillment of educational goals, objectives, and the overall quality of education and academic integrity of the campus. Dr. Crowe is responsible for hiring, retaining, and managing faculty members; she allocates funds for academic affairs; and ensures campus compliance with all programs and institutional accreditation standards, among other 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 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*)
- 5.12 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?  
 Varied instructional delivery methods are utilized to ensure that students are gaining subject-matter comprehension. These include visual presentations, group projects, case studies, and real-life scenarios in their teaching strategies. When it is identified

that a student is not achieving satisfactory progress in a subject, faculty members are available to work with the student individually or recommend tutoring. Instructors and program chairs monitor the school's online grade book, beginning in Week 3, to identify at-risk students. Students also have access to computer labs and the Learning Commons (library). Several of the faculty members have formed an informal group to discuss and explore different paths for supporting students in academic need. The faculty represents several departments within the campus and meet on an as-needed basis.

- 5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
Curriculum revisions are initiated and implemented from the corporate office in coordination with the campus program chairs. Westwood College also has available an e-mail address (360@westwood.edu) to be used by faculty to make suggestions relative to curriculum changes. This process is done in coordination with the program chair and the institution's academic dean.
- 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)
- 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?  
 Yes       No       Not Applicable (no faculty members hold foreign credentials)

Official foreign credentials for two faculty members were provided while the team was on-site.

- 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?

In-services are documented via certificates of completion which are included in the faculty files. The certificate includes the date, subject matter, and faculty member name.

- 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

A number of faculty development plans were missing appropriate activities for professional growth or had only one such activity listed. Activities included Plagiarism (Cengage), Teaching in a Virtual Environment (CEE), and Grade Anywhere. While the institution was able to revise all the plans, providing documentation and revising the actual plans, it is evident that there is a lack of understanding of those activities that are appropriate for professional growth and those that represent institutional in-service. Further, the overall quality of the plans was minimalistic and did not fully reflect the intent of faculty development.

- 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

- 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

- 5.38 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?  
 Yes  No

- 5.39 Do the program's general education courses meet Council standards?  
 Yes  No

- 5.40 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).  
The campus comprises approximately 40,000 square feet of space on three separate floors of a multistory office building. The facility houses 12 classrooms, library, offices, and computer, medical, and design labs. There is adequate student parking, and the building is handicapped-accessible.
- 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 Westwood College, 2013 Academic Catalog for Illinois was used during the evaluation. Revised May 2013, the catalog is on volume 31, number 2. In addition, an addendum effective 10/17/2013 was also provided with this catalog.
- 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?

- (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.)

If Yes, does the catalog contain the following?

- (a) A description of each mode of delivery used for distance education courses.  
 Yes       No
- (b) Any additional or different admissions requirements for students taking distance education courses.  
 Yes       No       Not Applicable (there are no additional or different admissions requirements)
- (c) A description of any tests used to determine access to distance education.  
 Yes       No       Not Applicable (no additional tests are given)
- (d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.  
 Yes       No
- (e) Costs and fees associated specifically with distance education.  
 Yes       No       Not Applicable (there are no additional costs and fees)

Distance education is offered via a consortium agreement with the on-line campus in Denver, Colorado.

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

As noted, an addendum with an effective date of 10/17/13 was included with the original catalog for the next start period. This portion of the addendum included a revised SAP policy, which was better explained than the one in the catalog; program approvals, by campus; updated academic and program information; updates on loan, Illinois graduation and retention rates; and information on requirements for scholarships. Further, this addendum included financial information caps, APEX interest rates and fees, and faculty information.

7.08 Is the catalog available online?

- Yes       No (*Skip to Question 7.09.*)

It is, however, available on the student portal.

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

The institution utilizes one catalog for all campuses in the state of Illinois.

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

- Yes       No

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

- Yes       No

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

The institution advertises via its website (www.westwood.edu), YouTube, Twitter, FaceBook, and LinkedIn. Print media include brochures, pamphlets, and posters (Westwood 100 Promotion). TV spots are also used. Copies of signed releases were on file for all students/graduates used for the success stories (on YouTube, print, and TV spots).

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 institution discloses information on:

Completion and graduation rates - This document identifies the student graduation rate by gender, major racial and ethnic subgroup, and by certain aid statuses.

Employment disclosures - This document contains a summary of 2012 graduate performance by campus. Information is based on graduates from July 1, 2011, to June 30, 2012, as reported to ACICS on the Campus Accountability Report.

Financial aid disclosures - This document contains important information about the responsibilities associated with borrowing money to assist with student investment in college education.

Program disclosures - This document provides information about on-time graduation and placement rates, median loan debt, tuition and fees, as well as Standard Occupational Codes (SOC).

Retention and graduation rates - This document contains retention, completion, and graduation rates by campus.

Where is this information published and how frequently is this information being updated?

This information is published on the institution's website (www.westwood.edu) 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?  
 The librarian regularly canvasses the faculty for ideas on purchasing materials for their programs. Faculty requests are made prior to and during each term, and materials are ordered which parallel the classes being taught. As well, during regular meetings with program chairs, the librarian solicits their ideas for new and supplemental materials. Additionally, the librarian consults professional review sources and/or association websites for appropriate students and faculty research needs.
- 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 \$30,641.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 To date, the entire current year's library budget has been spent. Of that amount \$3,000 was spent on books/reference materials, \$24,320 was spent on electronic resources, and \$3,321 was spent on 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
- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?  
 Faculty routinely assign students projects which require them to find, analyze, and/or retrieve information from the library. These assignments are clearly defined on course syllabi. Additionally, faculty encourage their students to take part in a campus-orchestrated scavenger hunt in which students are required to search the library for various objects, be it a subject-based periodical, database, or reference material. Occassionally, faculty invites the librarian to conduct focused research demonstrations to students in the library.
- 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.  
 All Westwood College O'Hare students have access to the electronic resources listed below:

1. Academic Search Premier - provides access to over 4,700 full-text journals in the fields of art, engineering, humanities, natural and social science, and technology
2. Britannica Online - provides access to over 75,000 comprehensive articles, pictures, and illustrations contained in the Encyclopedia Britannica
3. Business Source Premier - provides access to over 2,300 full-text business journals and industry reports
4. Computer Source - provides access to IT and technology industries
5. Greenfile - provides articles, reports, and government documents on environmental issues from the fields of agriculture, education, law, health, and technology
6. LexisNexis Academic - provides global, regional, and local business news
7. Books on ESBCOhost - provides an online book collection developed by Westwood librarians
8. ProQuest Statistical Insight - cross-references over 30,000 governmental, university, and private demographic and economic reports
9. ProQuest Central - provides access to over 8,000 full-text journals in the field of business, economics, medicine, news, world affairs, science, education, etc.
10. STAT!Ref - provides full-text medical references
11. Points of View Reference Center - provides full-text access to 1,300 pro/con essays on controversial issues

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. Ann Horan, on-site librarian, earned her master's degree in Library and Information Science from the ALA-accredited University of South Carolina. She has a second master's degree in Public Administration and a bachelor's degree in International Studies from the University of North Carolina-Chapel Hill. Ms. Horan has over 25 years of professional library experience in managing and developing academic and corporate library environments. The on-site hours for Ms. Horan are 7:30 a.m. - 4:30 p.m. Monday-Friday. Two trained student assistants supervise the library in the evenings and on Saturdays.

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

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Construction Management

### Bachelor's Degree in Construction 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. Kathy Groth is the program chair of the School of Design. She holds a bachelor's degree in Economics/Political Science from Northwestern University and a master's degree in Business Administration from DePaul University. She has six years of profession-related experience and eight years of teaching experience.
- Mr. Jeffrey Karlberg reports directly to Ms. Groth and is designated as the lead instructor for the Construction Management programs. He holds an associate's degree in Liberal Arts and Sciences from Morton College and a bachelor's degree in Computer Information Systems and a master's degree in Business Administration from DeVry University. He has six years of profession-related construction management experience and nine years of teaching experience. As the lead instructor, Mr. Karlberg serves as the point of contact to the Westwood corporate-level curriculum committee. He served on the corporate level ad-hoc committee charged with the most recent major curriculum modification. He provides expertise in curriculum-related issues and assists with the overall delivery of the 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 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 community resources include a School of Business advisory committee serving all four Chicago-area Westwood campuses, guest lectures, and field trips. The team was able to verify the utilization of these community resources through student interviews and support documentation. The advisory committee provides recommendations for curriculum development, job placement, and equipment acquisition. Field trips provide the opportunity to view construction applications from the various trades as well as the management process in action. Guest lecturers discuss new topics and trends in the industry, as well as provide job-search recommendations.
- 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
- If *No*, insert the section number in parentheses and explain:  
**(Section 3-1-513(a) & Glossary):** Independent study contracts do not include appropriate evaluation criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. Mr. Jason Gall, major in Construction Management, signed a student independent study contract on August 12, 2013, for CM 340, Electrical Systems. The course-grading portion of the contract refers to the attached course syllabus for CM 340. The syllabus for CM 340 outlines grading criteria for the course delivered in the standard classroom format. It does not account for the increased requirement of the student to master the subject matter without the standard lectures and interaction that would normally occur in the classroom.
- 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)

How many calls to employers or graduates were attempted?

Academic associate's degree program in Construction Management: No graduates  
 Bachelor's degree program in Construction Management: 3

How many calls to employers or graduates were successful?

Bachelor's degree program in Construction Management: 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.

Bachelor's degree program in Construction Management: 3

- 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.

All courses in the Construction Management programs require both assignments and projects that require out-of-class work. The syllabi identify the amount of expected homework hours. Student interviews and a review of faculty grade books documented the evaluation of assignments and projects.

- 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. PROGRAM EVALUATION

### Academic Associate's Degree in Graphic Design

#### Bachelor's Degree in Graphic Design: Major 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. Kathy Groth is the program chair of the School of Design. She holds a bachelor's degree in Economics/Political Science from Northwestern University and a master's degree in Business Administration from DePaul University. She has six years of profession-related experience and eight years of teaching experience.
- Mr. Vincent Singleton reports directly to Ms. Groth and is designated as the lead instructor for the Graphic Design programs. He holds a bachelor's degree in Psychology from Knox College and a master of fine arts degree from Columbia College. He has ten years of profession-related experience and seven years of teaching experience. As the lead instructor, Mr. Singleton serves as the point of contact to the Westwood corporate-level curriculum committee. He provides expertise in curriculum-related issues and assists in the overall delivery of the 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 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 community resources include a School of Design advisory committee serving all four Chicago-area Westwood campuses, guest lectures, field trips, and community outreach projects. The team was able to verify the utilization of these community resources through student interviews and support documentation. The advisory committee provides recommendations for curriculum development, job placement, and equipment acquisition. Field trips provide the opportunity to view and critique design installations and observe the professional work environment. Guest lecturers discuss new topics and trends in the industry as well provide job-search recommendations. The community outreach projects consist of working with nonprofit organizations to develop concepts for logos, brochures, and promotional materials. The outreach projects provide the opportunity for realistic application of knowledge and skills learned in the classroom.

- 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

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

**(Section 3-1-513(a) & Glossary):** Independent study contracts do not include appropriate evaluation criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. Cristopher Molina, Graphic Design: Major in Visual Communication, signed a student independent study contract on August 9, 2013, for ART 300, Art History. The course grading portion of the contract refers to the attached course syllabus for ART 300. The syllabus for Art 300 outlines grading criteria for the course delivered in the standard classroom format. It does not account for the increased requirement of the student to master the subject matter without the standard lectures and interaction that would normally occur in the classroom.

- 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)

How many calls to employers or graduates were attempted?

Academic associate's degree program in Graphic Design: no placements; only graduate continued education

Bachelor's degree program in Graphic Design: Major in Visual Communications: 2

How many calls to employers or graduates were successful?

Bachelor's degree program in Graphic Design: Major in Visual Communications: 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.

Bachelor's degree program in Graphic Design: Major in Visual Communications: 1

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes       No       Not Applicable

- 9.21 Does the campus participate in Title IV financial aid?  
 Yes  No (*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.

All courses in the Design programs require both assignments and projects that require out-of-class work. The syllabi identify the amount of expected homework hours. Student interviews and a review of faculty grade books documented the evaluation of assignments and projects.

- 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. PROGRAM EVALUATION

### **Bachelor's degree in Criminal Justice: Major in 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?  
 Mr. Carl F. Cooper has been the chair of the Criminal Justice program since 2009. He holds an associate's degree in Law Enforcement from Trinidad State Junior College, a bachelor's degree in Business Administration from California Coast University, and a master's degree in Business Administration from California Coast University. He has continuing studies from Colorado State University and Northwestern University. Mr. Cooper volunteers at the Chicago Police Department and rides along with officers as a way of keeping his law enforcement skills current. He also held a number of positions working in the field of law enforcement and completed several specialized training programs related to the field.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?

- Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes       No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes       No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
(a) Student retention rate of 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 institution maintains a rapport with different criminal justice agencies in the area to provide students opportunities to interact with guest speakers or visit their facilities in order to gain a practical perspective in the different fields of criminal justice. There is evidence of activities involving the Cook County Court, Sheriff's Police Department, Cook County Morgue, victims' advocates, and Illinois State Police, among others. This was verified with speaker-notification signed forms, and interviews with students and faculty.
- 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

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

**(Section 3-1-513(a) & Glossary):** Independent study contracts do not include appropriate evaluative criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. For example, all Criminal Justice courses include class attendance and participation as part of the evaluation. Crime Scene Investigation, currently being offered via independent study, also indicates that the student had to "participate in the classroom activity." However, these activities are not appropriate for an independent study course. The following are the courses currently being offered via independent study:

Crime Scene Investigation  
Women and Criminal Justice

**Crisis Intervention****Special Topics in Criminal Justice**

- 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)

How many calls to employers or graduates were attempted?

Bachelor's degree in Criminal Justice: Concentration in Administration: 12

How many calls to employers or graduates were successful?

Bachelor's degree in Criminal Justice: Concentration in Administration: 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.

## Bachelor's degree in Criminal Justice: Concentration in Administration: 5

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 institution provided sample of out-of-class work in current courses. In addition, the grading process was confirmed through the institution's portal for faculty, known as My Path, as well as student interviews. My Path is a web-based portal in which faculty upload their evaluation as well as copies of the different works.

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

### **Bachelor of Applied Science 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. Roberto Lama is the lead instructor over the interior design curriculum. Mr. Lama holds a bachelor of science degree in Architectural Studies, and a master of architecture degree from the University of Buenos Aires.
- 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).

Westwood College O'Hare utilizes guest speakers and field trips in classes as appropriate. Also, individuals from related fields are invited as guest evaluators of student projects. The Interior Design program also incorporates local design-related events into the learning experience. For example: NEOCON, an annual large-scale design market event located in the Chicago area, draws people from across the country. The Interior Design program also has an advisory board to help guide the program.

- 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)

(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

9.21 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.

A Blackboard-based course grade book was opened on the computer in the ACICS workroom. The daily grade area for each student includes out-of-class work in the overall class grade structure.

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

### **Bachelor's Degree in Software Development: Major in Game Software Development**

### **Bachelor's Degree in Information and Network Technologies: Major in Systems Security**

### **Academic Associate's Degree 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. John Boland is the program director of Information Technology programs, and he is assigned to administer the academic programs in Information and Network Technologies. Mr. Boland holds a master's degree in Information Technology from Northwestern University, a bachelor's degree in Computer Science and a bachelor's degree in Political Science from Loyola University. Mr. Boland joined the Westwood College O'Hare in May 2000 as adjunct instructor of IT courses. In June 2005, Mr. Boland assumed a full-time instructor position, and in April 2007, he was promoted to the position of program director. Prior to joining the Westwood O'Hare campus, Mr. Boland served as the assistant director of information technology at Loyola University.

Mr. Boland is a current member of the Institute of Electrical and Electronics Engineers (IEEE) and the Association for Computing Machinery (ACM). He is also a Cisco Certified Academy Instructor (CCAI) and has worked in the IT field for a number of 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 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).  
 According to campus staff and IT faculty members interviewed by the team, the campus uses various community resources to enrich the IT programs, including guest speakers, field trips, a program advisory committee, and extracurricular activities working with local community establishments. During classroom visits, Systems Security and Information and Network Technologies students described to the team working outside regularly scheduled class hours on the Fisher House project by providing help for military families in the community and doing voluntary computer and network maintenance for veteran families and other people from the community. The students expressed pride and satisfaction in taking part in these community activities and noted how much this has helped them individually gain more hands-on skills in addition to applying their classroom knowledge to real-world experiences. The team reviewed documentation that several guest speakers have presented at Westwood O'Hare campus, including e-mail communication from guest speakers thanking the campus for the opportunity to speak or confirming their commitment to come back to speak again on other selected IT topics. The team also reviewed documentation for several field trips, including trips to Microsoft launching events, Southside Security Hackers meetings, Fisher House, and to the Chief Information Security Officer (CISO) 2012 conference held at the Marriott Chicago in December 2012.
- 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

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

**(Section 3-1-513(a) & Glossary):** Independent study contracts do not include appropriate evaluative criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. All Information and Network Technologies courses listed below and offered as independent studies included class attendance and participation as part of the evaluation. However, these activities are not appropriate for an independent study course. The following are the courses offered via independent study this term:

- NW270 WAN Technologies
- NW310 LAN Security
- SGPG220 3D Game Engine Architecture
- NW301 Project Management and Technical Documentation

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)

How many calls to employers or graduates were attempted?

Academic associate's program in Information and Network Technologies: 2

Bachelor's program in Software Development: Major in Game Software Development: 1

Bachelor's program in Information and Network Technologies: Major in Systems Security: 8

How many calls to employers or graduates were successful?

Academic associate's program in Information and Network Technologies: 0

Bachelor's program in Software Development: Major in Game Software Development: 0

Bachelor's program in Information and Network Technologies: Major in Systems Security: 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 program in Information and Network Technologies: 0

Bachelor's program in Software Development: Major in Game Software Development: 0

Bachelor's program in Information and Network Technologies: Major in Systems Security: 5

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.

All syllabi included homework and other out-of-class assignment activities as a graded category and part of the total weighed final grade for each course. The team reviewed graded outside classroom and homework assignments reported by faculty in the campus grade book system as evidence of assessed 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

**GENERAL COMMENTS:**

The campus is participating in the Cisco Academy program and uses standard Cisco Academy equipment and courseware, along with the Microsoft Academy content in the course teaching and learning materials.

**9. PROGRAM EVALUATION****Diploma in Medical 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?  
 Dr. Jeanine Smith is assigned to administer the Medical Assisting program at the campus. Dr. Smith has a doctor of chiropractic degree from Texas Chiropractic College in Pasadena, Texas, and a bachelor of science degree in Biology from Rust College, in Holy Springs, Mississippi. Dr. Smith began her career at Westwood College O'Hare in 2005 as an adjunct faculty. In 2006, she was promoted to externship coordinator and in 2007 to program chairperson.
- 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).  
 Documentation provided substantiated that community resources are utilized to enrich the Medical Assisting program. Interviews with students and faculty confirmed that field trips and guest speakers have been used as part of the instruction in the program. Guest speakers have included a corporate recruiter for Rosin Eyecare, as well as graduates of the Medical Assisting program. Field trips have been made to the International Museum of Surgical Science, the Lake County Coroner's office, and to the Illinois Holocaust Museum and Education Center.
- 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)

On the day of the visit, the team noted that the agreement given to the cohort of students on externship did not include the criteria as noted above; however, on the first day of the visit to the institution, the team was provided with a revised agreement. This agreement will be used with the next term.

- 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)

How many calls to employers or graduates were attempted?

There were twelve calls attempted

How many calls to employers or graduates were successful?

Nine of the 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.

Nine of the contacts were confirmed.

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.

Medical Assisting syllabi include an addendum that clearly outlines out-of-class homework and assignments. Completed out-of-class assignments were reviewed by the team at the time of the visit. A review of the Blackboard system evidenced graded homework and 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

9.26 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. PROGRAM EVALUATION

### **Bachelor of Science in Business Administration: Accounting and Financial Management**

### **Bachelor of Science in Business Administration: Healthcare Management**

### **Bachelor of Science in Business Administration: Marketing 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. Kathy Groth is the full-time program chair for the School of Business. She also serves as the program chair for the School of Design. Ms. Groth began her career as an adjunct professor in August 2005 and was promoted to program chair in January 2008. She earned her master's degree in Business Administration in Leadership and Change Management from DePaul University and a bachelor of arts in Economics and Political Science from Northwestern University. Ms. Groth typically teaches one or two courses per term; however, she is not teaching this term. Prior to her employment with Westwood, she worked for Chubb Computer Services (training operations manager), Tenneco Business Services (business analyst), and Ibbotson Associates (product support representative). Ms. Groth is a certified member of HRCertification Institute Online Services through December 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 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 program chair and the faculty encourage the use of both guest speakers and field trips. Guest speakers have included a visit from Rosin Eyecare. The students also participated in field trips to St Paul's House and the office of Dr. Theresa Jones.
- 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)

(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?

Bachelor's degree program in Accounting: 1

Bachelor's degree program in Healthcare Management: 5

Bachelor's degree program in Marketing Management: 7

How many calls to employers or graduates were successful?

Bachelor's degree program in Accounting: 1

Bachelor's degree program in Healthcare Management: 4

Bachelor's degree program in Marketing Management: 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.

Bachelors' degree program in Accounting: 1

Bachelors' degree program in Healthcare Management: 4

Bachelors' degree program in Marketing Management: 6

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 program chair demonstrated the use of the Blackboard-based system that is used by the faculty to monitor student progress and evaluate all work assignments (including homework) that are required in each course.

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
- 9.29 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 full-time program chair is assisted by one additional full-time faculty and seven part-time faculty instructors. This is a qualified team to support the school.

### Summary of Citations

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

#	Criteria	Summary
1.	<b>Section 3-1-111</b>	The Campus Effectiveness Plan (CEP) does not meet Council's standards (page 5).
2.	<b>Section 3-1-412(d)</b>	Three admissions representatives do not have appropriate titles (page 9).
3.	<b>Section 3-1-441(c)</b>	Follow-up studies on graduates are not conducted at specific measuring points following placement (page 14).
4.	<b>Section 3-1-513(a) &amp; Glossary</b>	Independent study contracts do not include appropriate evaluative criteria in some programs (pages 25, 30, 34, & 41).

## 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*):

- More guest speakers should be utilized in the Accounting and Marketing programs.
- Some lab activities, particularly in the Systems Security program, require system admin access or certain user permissions in order to complete. While IT students are provided the opportunity to perform these lab activities using virtual machines and platforms, it would also be beneficial for them to have admin access to some designated equipment or be part of an Access Control List (ACL) that gives them more permissions than students from other programs. This would allow these IT students to perform the lab activities that require installations and configurations on real machines and experience real-world environments.
- Faculty development plans should differentiate more clearly between in-service training (which is designed to increase teaching skills) and professional-growth activities (which are designed to enhance the faculty member's subject-matter expertise).



## INITIAL GRANT VISIT REPORT

**Westwood College, Annandale Campus**  
**7619 Little River Turnpike, Suite 500**  
**Annandale, VA 22003**  
**ACICS ID Code: 00027058**

Dr. Mary Kay Svedberg, Campus President (b)(6)@westwood.edu  
 (b)(6)@westwood.edu

**MAIN CAMPUS**  
**Westwood College-South Bay**  
**Torrance, CA 90502**  
**ACICS ID Code: 00027056**

September 9-10, 2013

Dr. Richard Murphree	Chair	Consultant Effectual Business Service	Eagle, ID
Ms. Betty Herard	Student-Relations Specialist	Global Learning Strategies	Birmingham, AL
Dr. Thomas Duff	Educational Activities and Library	University of Minnesota, Duluth	Duluth, MN
Mr. Steve Johnson	Business Administration Specialist	Team member's institution	Memphis, TN
Mr. George Cormier Jr.	Construction Management Specialist	ITT Technical Institute	Las Vegas, NV
Mr. Terry Campbell	Criminal Justice Specialist	Kaplan University	Okeechobee, FL
Dr. Eva Skuka	Medical Assistant/Office Management Specialist	Berkley College	Wayne, NJ
Mr. Barry Phillips	Graphic Design Specialist	Art Director -PBS, NBC	Burelson, TX
Mr. Fredrick Hampton	Interior Design/Computer-Aided Design Specialist	Design Collaborative	Tampa, FL
Mr. Charles Saunders	Information Technology Specialist	Virginia College	Owens Cross Roads, AL
Ms. Karly Zeigler	Staff Representative	ACICS	Washington, DC

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**ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS**

**PROGRAMS OFFERED BY  
WESTWOOD COLLEGE  
ANNANDALE, VA**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Credit Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Assisting	955	69.5	37/1	88.89%	N/A	N/A	N/A
Associate of Science	Academic Associate's degree	Computer Aided Design: Architectural Drafting	1205	90	12/5	80%	100%	N/A	N/A
Associate of Science	Academic Associate's degree	Business Administration	910	90	22/12	91.67%	N/A	68.80%	100%
Associate of Science	Academic Associate's degree	Criminal Justice	905	90	17/5	100%	N/A	N/A	N/A
Associate of Science	Academic* Associate's degree	Medical Assisting *	1180	92	12/8	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's degree	Construction Management	965	90	13/7	100%	N/A	N/A	N/A
Associate of Science	Academic Associate's degree	Graphic Design	1205	90	15/4	68.09%	100%	79.20%	100%
Associate of Science	Academic Associate's degree	Information Technology	1225	90	12/31	77.42%	N/A	50%	N/A
Associate of Science	Academic Associate's degree	Medical Office Management	945	90	6/3	100%	N/A	N/A	N/A
Bachelor of Science	Bachelor's degree	Business Administration: Major Accounting Financial Management	1820	180	3/6	66.67%	N/A	<b>57.10%</b>	N/A
Bachelor of Science	Bachelor's degree **	Business Administration: Major in Healthcare Management **	1820	180	2/1	<b>58.62%</b>	N/A	<b>44.40%</b>	100%
Bachelor of Science	Bachelor's degree	Business Administration: Major in Human Resources Management	1820	180	1/1	100%	N/A	N/A	N/A
Bachelor of Science	Bachelor's degree	Business Administration: Major in Management	1820	180	10/5	<b>58.49%</b>	100%	<b>53.30%</b>	N/A
Bachelor of Science	Bachelor's degree	Animation	2330	180	6/4	81.48%	66.67%	79.50%	100%
Bachelor of Science	Bachelor's degree	Information Technology: Computer Forensics	2305	180	2/0	100%	N/A	75%	N/A
Bachelor of Science	Bachelor's degree	Information Technology: Network Management	2350	180	14/6	70.21%	100%	65.10%	N/A
Bachelor of Science	Bachelor's degree	Information Technology: Systems Security	2350	180	12/3	70%	<b>33.33%</b>	<b>55.90%</b>	100%
Bachelor of Science	Bachelor's degree	Criminal Justice: Major in Administration	1820	180	32/1	72.73%	90%	68.60%	84.60%
Bachelor of Science	Bachelor's degree	Criminal Justice: Major in Investigations	1820	180	7/1	68.97%	80%	<b>56.10%</b>	100%
Bachelor of Science	Bachelor's degree	Construction Management	1945	180	12/7	72.14%	100%	73.80%	90.90%
Bachelor of Science	Bachelor's degree	Interior Design	2330	180	8/1	77.50%	62.50%	72.70%	80%

**TOTAL ENROLLMENT**

378

\*Program reviewed for the first time

\*\*Not accepting new students

\*\*\* Typed in bold are any retention rate below 62% or placement rate below 58%

## **INTRODUCTION**

In March 2006, the Westwood College Annandale opened its doors for the inaugural term. The campus is nestled in the beltway of our nations capital, located at 7619 Little River Turnpike, Suite 500, in Annandale, Virginia and initially occupied 22,152 square feet. The college was accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) and its programs were approved by the State Council of Higher Education for Virginia (SCHEV).

Shortly after opening, a consortium agreement was signed with Westwood College Online to offer campus students the opportunity to take courses via distance learning over the internet. This provided more flexibility in class options for students enrolled in residential programs at the campus.

Due to rapid student population growth, it was apparent that the college needed additional space for classrooms and labs. In August 2010, the college added 9,815 additional square feet in an adjoining building located at 7611 Little River Turnpike, 6<sup>th</sup> Floor, Annandale, Virginia. The Hon. John Roll courtroom opened in the additional space in February 2011. In December 2010, the college received initial accreditation from the Accrediting Council for Independent Colleges and Schools (ACICS). As of July 1, 2013, the student population of the campus was 386.

## 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 2013 course catalog dated 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
- 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

(Section 3-1-111): The team found that follow-up studies on graduate satisfaction are not being completed following graduation.

The campus has verified that the campus conducts "graduate" surveys only once. The surveys are only conducted during the students last term, prior to graduation. While onsite, the campus created a new policy that stated they will be sending out post-graduation surveys at 150 days following graduation. Additionally, their corporate headquarters were stated to have rolled out the new surveys.

- 1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.  
The campus assesses student-learning outcomes through an analysis of certification exams, cumulative G.P.A. and grade distribution. These assessments are linked together to form a comprehensive evaluation of student learning. 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 the 2013 retention goal of 72% with the addition of new tools such as a ground tracking matrix and weekly reports on at risk students. This will assist in tracking student progress more closely and intervening early when issues with attendance or grades arise.  
  
To meet the 2013 placement goal of 72%, the campus is increasing activities with employers such as bringing employers to the campus as guest speakers and the Campus to Community (C2C) initiative as well as providing interview workshops by employers.
- 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 Effectiveness Committee consists of the following: Campus President, Academic Dean, Director of Campus Operations, Librarian, and the Registrar. The committee meets quarterly to review and monitor the improvement process of the campus. On an annual basis, the CEP committee will discuss any major revisions or updates that may need to be implemented.
- 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

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

(Section 3-1-202(b)): There is not evidence that the administration maintains appropriate evaluation of faculty. The following faculty do not have classroom observations or evaluations on file that have been done within the past year: Faheem Kahn; John-Sim Park; James Rogers; Ebony Scurry.

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?

Dr. Mary Kay Svedberg, campus president, is responsible for financial oversight of the campus. Dr. Svedberg has a bachelor's degree in Family and Child Development and a master's degree in Education from the College of William and Mary. Additionally she has a Ph.D in Human Development from Virginia Tech. She has been with this campus since 2009 as the academic dean, campus vice president and in 2010 became the campus president.

### 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 detailed above, Dr. Mary Kay Svedberg, campus president, is the on-site administrator. Dr. Svedberg has a bachelor's degree in Family and Child Development and a master's degree in Education from the College of William and Mary. Additionally she has a Ph.D in Human Development from Virginia Tech. She has been with this campus since 2009 as the academic dean, campus vice president and in 2010 became the campus president.

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

4.01 How many student files were reviewed during the evaluation?

The team reviewed 43 files to include files of active students, students who had withdrawn, students on financial aid warning, students receiving transfer of credit, and 2012 CAR reported graduates.

- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes  No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes  No
- 4.06 Does the admissions policy conform to the campus's mission?  
 Yes  No
- 4.07 Is the admissions policy publicly stated?  
 Yes  No
- 4.08 Is the admissions policy administered as written?  
 Yes  No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that:  
 (a) Clearly outlines the financial obligations of both the institution and the student?  
 Yes  No  
 (b) Outlines all program related tuition and fees?  
 Yes  No  
 (c) Has a signature of the student and the appropriate school representative?  
 Yes  No  
 Is there evidence that a copy of the agreement has been provided to the student?  
 Yes  No
- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
 Mr. Kimball Cochran has served as regional director of admissions from August 2011 to present. Mr. Cochran is responsible for the oversight of student recruitment at the campus. He possesses a bachelor's degree in Business Operations from DeVry University and a master's degree in Project Management with a concentration in Human Resources from Keller Graduate School. Previously, he was employed as regional director of admissions and student services at DeVry University from November 1999 to November 2002.
- 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 was able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus by interviewing admission representatives, students and the director of admissions. The team interviewed Mr. Slade Jones, senior assistant director of admissions and representative trainer. Mr. Slade provided a step by step description of the recruitment process including scripts, web-based presentations and a video wrap-up presentation shown to prospective students. Representatives interview students and have students state why they are interested in their selected program, and why Westwood College. The student then meets with the director to verify whether Westwood College is a good match for them.
- 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

If Yes, is the name of the campus clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?

Yes  No

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)

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes  No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The Standards of Satisfactory Academic Progress policy is published on page 70-72 in the May 2013 course 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

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

(Section 3-1-420 and Appendix D): The team finds that the implementation of the Standards of Satisfactory Progress does not comply with the requirements of the listed criteria.

Mr. Benjamin Dashiell II, was admitted as a transfer student on August 24, 2010 from ITT Technical Institute in Springfield, VA. He was admitted with eight (8) transferred courses totalling 40 credits earned.

At the end of his first term, he received all F's for the three (3) courses for which he was enrolled. This earned him a 0.00 term GPA and 0.00 CGPA. His transcript post a GPA of 1.96 and 81 credits earned for the stated term beginning August 2010. The team found no SAP documentation for this infraction. The student was either released or withdrew at the end of this term.

The student was allowed to re-enroll in the Jan 2011 term without documentation of SAP/probationary conditions. The team found a SAP appeal form dated 3/18/13 in his files allowing the student to remain in school for 1 term with the stipulation that he maintains a minimum 3.0 for the term beginning 3/20/13. The team has verified that the student received a .77 term GPA. However, the student is still enrolled in the institution. The team was not presented with documentation to clarify the reason for his current and continuous enrollment.

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

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

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

See 4.26 above.

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 it's 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)

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

See 4.26 above.

- 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. Borges, registrar, is responsible for the administration of Satisfactory Academic Progress (SAP). Ms. Borges assumed the position of registrar in July 2013. She joined Westwood College in December 2011 and served as student support representative and assistant registrar prior to her current appointment. She earned a bachelor's degree in Administration of Justice and European History from the University of Hawaii in May 2011.
- 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. Melissa Q. Blas, director of financial services, is responsible for administering student financial aid. Ms. Blas obtained a certificate in Advanced Information Systems from Business Computer Training Institute in March 2005. She is currently attending the University of Maryland where she is pursuing a bachelor's degree in Business Management. Prior to joining Westwood College, Ms. Blas held the position of senior finance representative at Corinthian Colleges. Additionally, the team verified Ms. Blas is a member of the Virginia Association of Student Financial Aid Administrators VASFAA.
- 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. Melissa Blas, campus director of student finance and her staff stay current with regulation and policy changes by membership in the Virginia Association of Student Financial Aid Administrators (VASFAA), and attending VASFAA conferences and industry events; the Department of Education's "Dear Colleague Letters"; the central administration's "Center Update Calls" and financial aid staff training.
- 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 support department provides tutoring services that are managed by Ms. Amy Buras, the campus Librarian. The student support department conducts two student orientations and two open houses before the term start date. Academic counseling is provided by academic staff and the student support department.

The student support department has identified the three greatest challenges that students deal with on the Annandale campus as unstable homes, transportation and employment. The solutions are to provide counseling and packets containing community resources for family and housing issues. The support center has a Metrocard program, for qualified students, to assist them with transportation to and from school. Employment issues are referred to 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

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

(Section 3-1-441(c)): The team found that follow-up studies on graduate and employer satisfaction are not conducted at specific measuring points following the placement of campus graduates.

The campus has verified that the campus conducts graduate surveys only once. The surveys are only conducted during the students last term, prior to graduation. While onsite, the campus created a new policy that stated they will be sending out post-graduation surveys at 150 days following graduation. Additionally, their corporate headquarters were stated to have rolled out the new surveys.

- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Chantney Stuckey, assistant director of career services, is responsible for counseling students on employment opportunities. Ms. Stuckey has a bachelor's degree in Applied Arts from Marymount University. Ms. Stuckey has been employed with Westwood College since February 2013 as assistant director of career services. Prior to joining Westwood College, Ms. Stuckey spent four years working in student affairs at the Bethesda Enrichment Centers and Marymount University.

Ms. Tanya Allen, assumed the position of director of campus operations in March 2009. She is responsible for the oversight of financial services, career services, employment opportunities and student counseling as it relates to careers and employment. Ms. Allen is also responsible for the leadership and oversight of daily operations of all campus functions. Her direct reports include the assistant director of career services, the director of student finance, the assistant director of student support, and IT. She is also the deputy title IX coordinator. Ms. Allen earned a bachelor's degree in Business Administration, a graduate certificate in Accounting, and an MBA in Management from Strayer University where she graduated magna cum laude.

- 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

Salary projections and placement percentages are discussed during their recruitment process.

If Yes, does the campus maintain the required data on its graduates and non-graduates?

Yes  No

- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 412  
 The ending enrollment reported on the previous year's CAR is 412

- 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.  
 Students are required to access studentloans.gov and complete surveys at least 3 times during their enrollement. First, at their advanced meeting held during their entrance counseling. Second, at the ready meeting following the completion of their finance package. Lastly, during their exit interview where they are also provided with an exit packet containing information on loan repayment. The team was provided an exit packet.

4.67 Describe the extracurricular activities of the campus (if applicable).  
 Extracurricular activities include student clubs, i.e. criminal justice, business management and music clubs. Alpha Beta Kappa honor society has an active campus charter. Food drives, luncheons, snacks, raffles, welcome back week events, ice cream socials, and christmas dinners are coordinated by student support.

Additional events include a college olympic day consisting of Annadale vs Arlington sport activities including a barbeque and ending with trophies awarded to the winning teams. Also, a fall festival coordinated by the local chamber of commerce utilizes Westwood College student volunteers.

#### GENERAL COMMENTS:

#### COMMENDATIONS:

The team is impressed with Westwood College's "A Collection of 100 Success Stories" book that is in its third volume publication. The team expresses high commendations.

## 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?  
 Dr. Amanda Manners, academic dean, is assigned to oversee the educational activities of all programs at the campus. She holds a bachelor's degree in Mechanical Engineering from Michigan State University, a master's degree in Management from Rensselaer Polytechnic Institute (Troy, NY), and a doctorate in Organizational Leadership from the University of Phoenix. Before becoming academic dean at the Annadale campus, Dr. Manners worked in higher education as the director of academic affairs for a University of Phoenix campus, as dean at a campus of Strayer University, and taught undergraduate and graduate Business Management courses at both of those institutions. Prior to her work in higher education, Dr. Manners worked as a program management analyst for Ford Motor Company and in the defense and aerospace industries.
- 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.  
 Each of the program administrators has a job description that clearly identifies their authority and responsibility for development and administration of the programs. Additionally, program chairs have the opportunity to provide input and discuss areas related to their authority and responsibility while participating in once-per-week Education Leader Meetings with the campus president and academic dean and one-on-one meetings with the academic dean every other week.
- 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 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*)

#### FOR NEW GRANTS ONLY

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

#### FOR ALL CAMPUSES

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?

Instructors use a variety of instructional delivery methods to better meet the individual differences among the students in their courses. Students who are having academic performance issues are reported to the appropriate program chair and the assistant director of student support. These two individuals use a variety of interventions, including tutoring by a faculty member, to work with individual students needing help. Additionally, students are able to request transfer credit for previous academic work and credit for CLEP exams passed with satisfactory grades and scores and to request the opportunity be granted credit based on achieving a satisfactory score on proficiency exams available for various courses.

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

Recommendations from students, staff, faculty, advisory committee members, or employers can start the process for a curriculum change. The curriculum is continually reviewed by the academic dean, program chairs, and faculty at the Annandale campus. Campus recommendations are forwarded to the corporate director of curriculum and curriculum review committees for each of the curriculum program areas. Curriculum revisions are made following final approval by corporate administration. Faculty members confirmed their participation in the curriculum review process and indicated they felt their input was considered and valued.

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

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

**(Section 3-1-516 (a)(i)):** There is not appropriate documentation to evidence that the 10-hour lecture portion of the MEDI299 Externship 6.5-credit course is scheduled appropriately. The academic credit analysis indicates that the course consists of 165 hours of externship training at externship sites in the community, which accounts for 5.5 of the total credits granted, and a 10-hour lecture component that accounts for 1 credit of lecture. The course syllabus states that there is a 10-hour lecture component to the course. However, the class schedule provided to the team during the visit has an externship class scheduled to meet Mondays 6:30-7:00 pm for the 9 weeks of the term, a total of 270 minutes. From the interviews conducted during the first day of the visit, students who are currently on the externship training informed the team that they do not meet on campus for the externship class. In addition, the team observed that there were no students in the room where the class was scheduled to meet at 6:30 pm on Monday, the first day of the visit. Furthermore, the team was not provided with documentation of attendance records that sustained the claim that class meets on campus for 10 lecture hours. When asked to explain

the discrepancy, the chair of the Medical Assisting program, the dean, and the campus president stated that the instructor of the course meets with students individually each week. However, there was no documentation provided for such encounters. Also, the team was provided with a list of assignments students are mandated to complete during the externship course; however, time worked on homework assignments does not meet the criteria for allocation of lecture credits hours.

- 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 5.22*)

(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?

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?

Campus administration maintains a three-ring binder containing documentation of the in-service training activities completed and scheduled for Annandale campus faculty.

- 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

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

**(Section 3-1-543):** There is not satisfactory documentation of professional growth activities for the following faculty members:

Bashir Kassim	Kathy Nice
Gillian Barnett	Amy Sebes
Brian Erskine	Ebony Scurry
Aissata Haidara	Jong-Sim Park
Lester Larose	James Rogers

Initially the team found a number of instances of there being a lack of documentation of professional growth activities for other faculty members. However, campus administration was able to provide appropriate documentation of professional growth activities for all faculty members except those listed above.

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

Like other Westwood College campuses, this campus has a consortium agreement with the Westwood Online Division in Denver. The consortium agreement has been submitted to and approved by the Council.

If Yes, do the contracts and/or agreements comply with all requirements of the applicable criterion?

Yes  No

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

5.34 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

5.35 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

#### FOR BACHELOR'S DEGREES ONLY

5.38 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

Yes  No

5.39 Do the program's general education courses meet Council standards?

Yes  No

5.40 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:

Overall, educational operations at the Westwood College Annandale campus are conducted in a comfortable environment that promotes and supports a positive atmosphere for learning and teaching. The faculty are well qualified for their teaching assignments and are committed to their students. Students

who were interviewed were generally very positive about their instructors and informed the team they feel all of the instructors sincerely care about their students' personal and academic success.

## 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 7619 Little River Turnpike, Suite 500, in Annandale, Virginia and initially occupied 22,152 square feet. Students at Westwood College attend class in a clean, well-lit, comfortable and environmentally safe atmosphere. Classrooms and laboratories have adequate space. The facility includes theory classrooms and laboratories, library, student lounge, testing center, academic support center, graphic design room, resource room and administrative offices. Ample parking is available for students, staff and visitors. Special facilities available for disabled persons include specially equipped restrooms. The facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health. In August 2010, the campus added 9,815 square feet to accommodate the population growth of the school. This space is adjacent to the original building approximately 200 feet from the main doors. The address of this building is 7619 Little River Turnpike, 6<sup>th</sup> Floor, Annandale Virginia. This building consists of a mock courtroom, medical classrooms and an interior design classroom.

- 6.02 Does the campus utilize any additional space locations?

Yes  No

If Yes, list the name and address of each location.

In August 2010, the college added 9,815 additional square feet in an adjoining building located at 7611 Little River Turnpike, 6th Floor, Annandale, Virginia.

- 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 catalog reviewed on site was the Westwood College 2013 Academic Catalog, Volume 4 - No. 2 revised in 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
- (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.)

If Yes, does the catalog contain the following?

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

Yes  No

(b) Any additional or different admissions requirements for students taking distance education courses.

Yes  No  Not Applicable (there are no additional or different admissions requirements)

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

Yes  No  Not Applicable (no additional tests are given)

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

Yes  No

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

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

7.07 Does the catalog contain an addendum/supplement?

Yes  No (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 by use of some television/radio spots, print ads, brochures. The majority of their advertising is done through the internet via Twitter, Facebook, LinkedIn, YouTube, etc.

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 routinely provides graduation, retention and placement rates on their website.

Where is this information published and how frequently is this information being updated?

This information is available via a consumer information link on their website and 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 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?

Every effort is made to meet the requests and requirements of both students and faculty for library resources. In light of recent curriculum changes and program additions, there is a long-term plan to weed titles that have become irrelevant or dated and acquire titles to support the new programs. An effort has also been made to provide access to the library page in MyPath for all campus students. The MyPath library page is more robust and the links are more stable than in WConnect which was previously used by students and others.

Are these methods appropriate?

Yes  No

8.06 Is the library staff adequately trained to support the library?

Yes  No

### ACADEMIC ASSOCIATE'S AND BACHELOR'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 regional librarian and campus administration provided documentation that non-personnel campus library expenditures for the period October 2012 - September 2013 totaled \$34,600.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

Of the \$34,600 spent over the year, \$25,650 was spent for the Annandale campus share of the cost of electronic resources and \$5,100 was spent for periodicals and \$3,850 for books that are available in the learning commons area

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?

Students and faculty who were interviewed as well as the regional librarian confirmed that there are assignments requiring the use of learning commons' resources in most courses being offered at the Annandale campus. This was also confirmed during review of 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

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.

Westwood College maintains a system-wide website that allows students, faculty, and other users to access the Surpass library catalog and the online database collection. The online database collection includes index and full text access to thousands of periodicals, newspapers, newsletters, transcripts, legal materials, and statistical tables. The available databases include EBSCO's Academic Search Premier, Computer Source, Greenfile, LexisNexis Academic, Points of View Reference Center, Proquest Central, ProQuest Statistical, Britannica Online, e-Books on EBSCOhost, and STAT!Ref. In addition users have access to Serials Solutions 360 Suite, which includes a power search of all library databases with links to full-text.

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. Amy Buras, regional librarian, is the professionally trained individual assigned to oversee the library (learning commons) at the Annandale campus. She holds a bachelor's degree in Behavioral Science from National University (Sacramento, California), juris doctor degree in Law from University of the Pacific, McGeorge School of Law (Sacramento, California), and a master's degree in library science (MLS) from San Jose State University (San Jose, California). She is also certified as a professional librarian by the state of Virginia Library Board. Ms. Buras has been assigned to administer the learning commons at the campus since October 2005. Prior to starting at Westwood College, she worked as a lead analyst at Lexis/Nexis, Inc. for more than five years and as a legal research attorney extern for four months and academic enhancement leader for nine months while completing her juris doctor degree.

Ms. Buras is onsite in the learning commons area from 7:30 AM – 6:00 PM Monday – Friday.

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

The team reviewed a well-organized library handbook that includes a description of the training program for the library assistant, student workers, tutors, and the weekend administrator of the learning commons area.

- 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

Ms. Buras, the on-site librarian, is a member of the American Library Association (ALA), reads various publications and information pieces produced by the ALA, and has attended ALA annual conferences. She also participates in other professional development activities including campus in-service workshops, web conferences, and actively consults with other Westwood College campus librarians through regular conference call meetings and an e-mail list. During the past year Ms. Buras focused on completing continuing education to satisfy requirements for her license to practice law. More specifically, she completed 25 hours in areas such as copyright, legal research, and library management.

- 8.23 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No

According to information posted in the area, the learning commons is open 7:30 AM - 10:00 PM Monday-Friday and 9:00 AM- 3:00 PM on Saturday.

- 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

#### GENERAL COMMENTS:

The Annandale campus is fortunate to have Ms. Buras managing the learning commons area. She has a strong academic and experiential background for her current position and actively participates in professional updating activities. Faculty and students confirm that she is committed to developing campus library resources and has done a good job of conducting activities that encourage and facilitate use of the on-site and on-line resources available to users.

## 9. PROGRAM EVALUATION

**Academic Associate's Degree in Medical Assisting**

**Academic Associate's Degree in Medical Office Management**

**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. Alecia Heffner is the program chair of the Medical Assisting and Medical Office Management programs. Ms. Heffner holds a master's degree in Health Management from Lindenwood University, St. Charles, Missouri, and a bachelor's degree in Public Health from Dillard University, New Orleans, Louisiana. Prior to joining the campus in May 2013, Ms. Heffner worked as a health program coordinator at a Community Health Center, and taught as an adjunct faculty and externship coordinator at post-secondary educational proprietary institutions.
- 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  
 Note: No graduates were reported in the 2012 Campus Academic Report for any of the programs.
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 Guest speakers have been invited to enhance the program and give students a sense of what is expected in the healthcare field from the practicing healthcare providers. Medical assisting students participated in the National Dental Association Centennial Celebration Community Outreach Health Fair offering vital signs checks to the participants. The programs hold annual advisory board meetings where members of the medical community are invited to share their company and professional experience. The committee members provide the campus with industry trends and needs such as new technology products, processes, software, and any aspects of content and hands-on training that might be included into curriculum of the programs offered by the campus.
- 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:

(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?

No graduates were reported in the 2012 Campus Accountability Report for any of the programs.

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)

**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, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes       No

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

- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes       No
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes       No

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

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

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

- 9.30 Are teaching loads reasonable?  
 Yes       No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes       No

9.32 What is the current student/teacher ratio?

The current student/teacher ratio is 7:1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

#### FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

Yes  No

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

Yes  No

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

Yes  No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

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

Yes  No  Not applicable

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Criminal Justice

### Bachelor's Degree in Criminal Justice: Major In Administration

### Bachelor's Degree in Criminal Justice: Major In Investigation

### Bachelor's Degree 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?

Ms. Sharon Rauch is the program chair for the criminal justice programs. She began her employment with Westwood Annandale campus as program chair in October 2007. She holds a bachelor's degree in Psychology from George Mason University, Fairfax, Virginia and a master's degree in Criminal Justice from Northeastern University, Boston, Massachusetts. Ms. Rauch brings to the campus over seven years correctional, counseling and administration 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)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The Criminal Justice program utilizes several different types of community resources to enrich the program. This consists of professional advisory committee meeting, field trips, guest speakers, and community events. The professional advisory committee next scheduled meeting is November 2013. The team reviewed professional advisory committee meeting minutes for May 2013, November 2012, and May 2012.

Students enrolled in the criminal justice program experienced field trips, guest speakers, and community events. The field trips consisted of Fairfax County Library; Fairfax County Adult Education; U S Supreme Court; Center for Missing and Exploited Children; and Drug Enforcement Museum.

The campus guest speakers included Metropolitan Police Department: Gangs and Criminal Sub-Culture; Prince William County Probation and Parole Officers; Attorney U.S. Patent & Trade Office; and Mental Health Advocacy.

Students enrolled in the criminal justice programs participated in the following community events; Tour del Cure (Bicycle Race) for American Diabetes Association; Blood Drive; Help Fight Hunger; and assisted with the Shelter House project. The team was provided documentation to verify this information.

- 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)

(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?

Academic Associate's degree in Criminal Justice- First Graduates March 2014

Bachelor's degree in Administration- First Graduates March 2014

Bachelor's degree in Investigations- First Graduates December 2014

Bachelor in Criminal Justice: 4(Currently in teach-out)

How many calls to employers or graduates were successful?

Bachelor in Criminal Justice: 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 calls, where contact was made, confirmed the employment of the graduates as reported on the 2012 CAR.

Note: There were no graduates in the following programs; academic associate's degree in criminal justice; bachelor's in administration; and bachelor's in investigations.

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 interviewed students, faculty, and reviewed course syllabi to verify out-of-class work by students. Faculty provided the team with homework assignments submitted by students and graded elements. In addition, students interviewed by the team provided access to their homework assignments and provided evidence of graded homework.

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:**

Students interviewed by the team were positive with their comments regarding the program, instructors, support of the campus, and open communication.

**COMMENDATIONS:**

The team would like to compliment the campus for providing a mock courtroom to enhance the student learning experience.

**9. PROGRAM EVALUATION**

**Bachelor's Degree in Business Administration- Accounting**

**Bachelor's Degree in Business Administration - Healthcare Management**

**Bachelor's Degree in Business Administration-Management**

**Academic Associate's Degree in Business Administration**

**FOR ALL PROGRAMS**

9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*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 chair is Mr. Lawrence Langhorne and he is responsible for the administration of the business programs. The program chair has a bachelor's degree in Business Administration and a master's degree in Management. The program chair has extensive managerial experience in the banking and service industries.

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 program utilizes the following to enhance the learning environment of students in the business programs:

Field Trips: Students are given trips to several companies to conduct interviews with local businesses.

Business Clubs: Program chair has initiated the formation of a student business club to increase networking relationships between students and future employers.

Professional Advisory Committee (PAC): This PAC is managed by the program chair. The program has several companies that contribute to the learning environment and direction the program should take. The program chair continues to recruit additional firms to join.

- 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)
  - (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?

Academic associate's degree program: No graduates available for placement;

Bachelor's degree program in 1;

How many calls to employers or graduates were successful?

Academic associate's degree program in 0;

Bachelor's degree program in 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.

There was one successful contact that confirmed the employment of the graduates as reported on the 2012 CAR.

- 9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes  No  Not Applicable

In the Academic associate's degree program, one student was not placed based on medical reasons as documented in the 2012 CAR. There is an email statement from the student stating medical reasons are preventing her placement.

#### 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.

Student assignments are based on research of job prospects for companies in the Annandale area. The team verified proof of these out of class of assignments with the instructors.

#### 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?

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

**Bachelor's Degree in Information and Network Technologies: Major in Computer Forensics**

**Bachelor's Degree in Information and Network Technologies: Major in Network Management**

**Bachelor's Degree in Information and Network Technologies: Major in Systems Securities**

**Academic Associate's Degree Information and Network Technology**

### 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 School of Technology is administered by Mr. Maxwell Adjei-Turim. Mr. Adjei-Turim holds a bachelor's degree in Information Technology from the American Intercontinental University and Master's of Business Administration from University of Phoenix. Mr. Adjei-Turim holds Cisco Certified Network Associate and Cisco Academy Instructor Certifications. Prior to joining the institution, Mr. Adjei-Turim was the program chair of the Management Information Systems/Business program at Florida Career College for 3 years, network administrator at South County Mental Health Institute for 2 years, systems administrator at National PETScan Management for 2 years, and technical support representative at The Answer Group for 3 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 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 Information and Network Technologies programs utilize a Professional Advisory Committee (PAC), field trips, and guest speakers to gain insight from professionals doing business in these fields and to ensure that the students are learning the necessary skills to compete for jobs in those fields in this part of the Virginia area.
- 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:
- (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?

Academic associate's degree program in Information and Network Technology: No graduates

Bachelor's degree program in Information and Network Technology, Major in Computer Forensics: 1

Bachelor's degree program in Information and Network Technology: 3

Bachelor's degree program in Information and Network Technology, Major in Systems Securities: 3

How many calls to employers or graduates were successful?

Academic associate's degree program in Information and Network Technology: No graduates

Bachelor's degree program in Information and Network Technology, Major in Computer Forensics: 1

Bachelor's degree program in Information and Network Technology: 3

Bachelor's degree program in Information and Network Technology, Major in Systems Securities: 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 Information and Network Technology: No graduates

Bachelor's degree program in Information and Network Technology, Major in Computer Forensics: 1

Bachelor's degree program in Information and Network Technology: 3

Bachelor's degree program in Information and Network Technology, Major in Systems Securities: 3

- 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 graded homework during the classroom interviews.

#### 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:**

The team found the programs were well-conceived, directed, and taught.

**COMMENDATIONS:**

The team found 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.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Graphic Design and Multi Media Bachelor's Degree in Animation Bachelor's Degree 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. Jeff Fiore administers the academic programs of Graphic Design, Visual Communications and Animation in both associate and bachelor degree levels. He holds a bachelor's degree in Digital Media/Animation from East Tennessee State University and a master's degree in Interactive Design and Game Development from Savannah College of Art and Design. Mr. Fiore has been at the institution for about four and one-half years and in the position of academic chair for two years. As chair, he oversees a total of one full-time and five part-time instructors. In the programs of Graphic Design, Visual Communications and Animation, he oversees one full-time and three part-time instructors. Mr. Fiore teaches approximately 8 hours a week in addition to his duties as design programs administrator. He also holds professional membership in AIGA (American Institute of Graphic Arts). Prior to his tenure at Westwood/Annandale, Mr. Fiore worked for drafting firms as an architectural draftsman for survey drafting and website design. As a freelance designer, he was owner and director of his design firm, J. Fiore Studio.
- 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 greater metropolitan Washington, DC area offers a wide range of unique professional applications for design graduates looking for placement in the fields of graphic design, animation and visual communications. The PAC (Professional Advisory Committee) members represent a wide range of individuals from corporate, educational and design fields who also come to the campus as guest speakers and act as advisors to the curriculum. The Art Director's Club of Metro Washington, which offers student memberships, allows for networking of professionals with students who are still in school. A working relationship has been created between the Annandale Chamber of Commerce and Westwood graphic design students that work together on the production of banners, public area graphics and high profile logos for the purpose of establishing a new, contemporary identity to enhance the City of Annandale's commercial public space and tourist appeal.
- 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:
- (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?

Two calls were attempted to employers/graduates in the academic associate's degree in Graphic Design.  
 Three calls were attempted to employers/graduates with a bachelor's degree in Visual Communications.  
 Five calls were attempted to employers/graduates with a bachelor's degree in the Animation program.

How many calls to employers or graduates were successful?

Two calls were successful in the academic associate's degree in Graphic Design program.  
 Three calls were successful in the bachelor's degree in Visual Communications program.  
 Three calls were successful in the bachelor's degree in Animation 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 calls confirmed the employment of graduates with an academic associate's degree in Graphic Design as reported on the 2012 CAR.  
 Three calls confirmed the employment of graduate's with a bachelor's degree in Visual Communication as reported on the 2012 CAR.  
 Three calls confirmed the employment of graduates with a bachelor's degree in Animation as reported on the 2012 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

- 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 presented graded homework and recorded grades along with portfolios.

#### 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 ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES

- 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 ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES**

- 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

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes  No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable

**FOR BACHELOR'S DEGREES ONLY**

- 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes  No  Not Applicable (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 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 reviewed student portfolios in the areas of video, graphic design and photography and found them to be adequate for the purpose of securing employment in their particular area of concentration in the work force.

**9. PROGRAM EVALUATION****Bachelor's Degree in Construction Management****Academic Associate's Degree in Construction 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?  
 Mr. Ronald Keele is the lead instructor and is assigned to administer the academic programs. He holds a master's degree from the University of Maryland, a bachelor's degree in Civil Engineering from Virginia Tech. He also has certificates in Safety Engineering and as a Professional Engineer. He also has more than twenty-five years of experience in the 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 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
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 Westwood College has current documentation of the following community resources:  
 1. Field trips such as visits to various Washington D.C. rail line construction sites.  
 2. Guest Speaker on the subjects of Green Technologies, Revit, and AutoCad software.  
 3. Professional Advisory Committee (PAC) meeting minutes. The PAC consists of local professionals in the industry.
- 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:

(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?

Academic associate's degree program in Construction Management: No Graduates

Bachelor's degree program in Construction Management: 6

How many calls to employers or graduates were successful?

Academic associate's degree program in Construction Management: No Graduates

Bachelor's degree program in Construction Management: 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.

All five graduates were successful contacts that confirmed employment of the graduates reported on the 2012 CAR.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** Based on backup documentation reviewed for the placement of the graduates in the bachelor's degree program, the team determined that the following three graduates who were classified as being placed in a related field were not classified accurately.

1. Maria Pocklington was placed as an Intelligence Analyst at Olgoonik. The institution provided self-described job duties as evidence and it was determined that this was not a related field for Construction Management.

2. Gideon Sarbah was placed as a Handler at the United States Postal Service. The institution provided self-described job duties as evidence it was determined that this was not a related field for Construction Management.

3. Junior Yigzaw was placed as a Security Supervisor at Admiral Security Service. The institution provided self-described job duties as evidence it was determined that this was not a related field for Construction Management.

- 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 course instructors produced graded homework that was relative to the course objectives.

#### 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?  
 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 chair, lead instructor and faculty are passionate about assuring that students are well informed about the changes to the construction industry. They have several guest speakers to present information on Green Technology.

**COMMENDATIONS:**

The team recommends more faculty observations on an ongoing basis.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Computer Aided Drafting/Architectural Design

### Bachelor's Degree in Interior Design

#### FOR ALL PROGRAMS

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Jeff Fiore is the chair of the School of Design and administers the academic programs of Computer Aided Drafting/Architectural Design and Interior Design. Mr. Fiore has been at the institution for about four and one-half years and in the position of program chair for two years. Mr. Fiore oversees one full time and five part time instructors. The Computer Aided Drafting/Architectural Design and Interior Design, utilizes two of the part time instructors. Mr. Fiore teaches approximately 8 hours a week in addition to his duties as design chair. He holds professional membership in AIGA (American Institute of Graphic Arts). Prior to his tenure at Westwood College, Mr. Fiore worked in the field as an architectural draftsman, a survey draftsman and website designer. As a freelance designer, he was owner and director of his design firm, J. Fiore Studio. Mr. Fiore's academic and experiential background makes him well suited to be program chair. However, he does not have sufficient expertise in interior design. Appropriately, Ms. Kirstin Bonner, has been appointed lead instructor of Interior Design. Ms. Bonner has a bachelor's degree in Interior Design from Mount Vernon College, George Washington University, 1985. Ms. Bonner has worked for Westwood College Annandale campus for the last six years, and has been lead instructor for the last three years. Her work experience includes twelve years as principal of her own design firm, and nine years as design manager of office furniture firms. Ms. Bonner's academic and experiential background make her well suited to her position as lead instructor of the Interior Design 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)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 There is documented evidence of guest speakers, field trips, portfolio presentations, and professional advisory committee meetings. One unique event was the creation of Annandale's Historic Town Center. The scope of the project was to reclaim a circular area in the heart of Annandale. Using urban design techniques, the space will include revised automobile patterns, landscaping, façade definitions, and local signage. The project involved all the programs in the School of Design. Ultimately, the project was presented to Annandale Chamber of Commerce.
- 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

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

**(Section 3-1-513(b) and Glossary):** The team could find no documented reasoning for the following students:

Student Robert Jordan took INT306 Space Planning without successfully completing CD121 Basic Cad it's prerequisite.

Student Tiffany Clark took INT306 Space Planning without successfully completing CD121 Basic Cad it's prerequisite.

Student Christian Medrano took CADD Computer Aided Design II and CADD121 Computer Aided Design I without successfully completing their prerequisite CADD111 Basic Drafting.

- 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?

Academic associate's degree program in Computer Aided Drafting/Architectural Design: 3

Bachelor's degree program in Interior Design: 4

How many calls to employers or graduates were successful?

Academic associate's degree program in Computer Aided Drafting/Architectural Design: 2

Bachelor's degree program in Interior Design: 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.

There were 2 successful contacts that confirmed employment of a graduate in the academic associate's degree in Computer Aided Drafting/Architectural Design according to the 2012 CAR.

There was one successful contact that confirmed employment of a graduate in the bachelor's degree in Interior Design according to the 2012 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?  
 Yes       No       Not Applicable (Clock hour programs only)
- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes       No       Not Applicable (Clock hour programs only)

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

Out-of-class work was evaluated through graded quizzes, tests, in class presentations, turned in papers and turned in projects.

#### 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?  
 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?

VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT

Page 51 of 52

 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 students and instructors all showed a passion and dedication for learning.

**COMMENDATIONS:**

The team found one unique event was the creation of Annandale's Historic Town Center. The scope of the project was to reclaim a circular area in the heart of Annandale. Using urban design techniques, the space will include revised automobile patterns, landscaping, façade definitions, and local signage. The project involved all the programs in the School of Design. Ultimately, the project was presented to Annandale Chamber of Commerce

## Summary of Citations

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

Citation	Description
<b>3- 1- 303(a)</b>	Three students in the Construction Management bachelor's program are not place in field as reported on the CAR(P. 46).
<b>3-1-441(c) &amp; 3-1-111</b>	Follow-up studies on graduates are not being conducted by the institution at specific measuring points following placement of the graduates(P. 5, 13) .
<b>3-1-516(a(i))</b>	There is not appropriate documentation to evidence that the ten hour lecture portion of the MED1299 Externship is scheduled appropriately as stated in the externship syllabi(P. 16).
<b>3-1-513(b)</b>	Courses are not available when needed by the student in the normal pursuit of the program and prerequisites are not being followed(P. 49).
<b>3-1-543 &amp; Glossary</b>	Documentation of professional growth is not available for all faculty members (P. 17).
<b>3-1-202(b)</b>	Documentation of evaluations is not maintained for all faculty (P. 6).
<b>3-1-420</b>	The team finds that the implementation of the Standards of Satisfactory Progress does not comply with the requirements of the listed criteria (P. 10).

## 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):*

1. The team recommends that staff files be maintained to contain all pertinent information and verifying documents of staff credentials and professional experience.
2. The team found that during interviews with two separate groups of medical assisting students enrolled in both diploma and degree programs, the team was informed that students were mandated to complete some medical testing before being placed at the externship sites. Students expressed dissatisfaction with the requirements stating that they were not informed about the mandatory testing at enrollment or before the externship placement, and that they were put into very difficult circumstances related to their inability to pay for these tests. During the time of the visit, the team investigated the concern and found that the campus does provide students with a statement at the time of the admission that verbates the requirements. Although the statement is clear, given the confusion expressed by the students the team recommends that the campus specifically explain that particular component of the enrollment agreement, at the time of admission, so students are made aware and understand what is required before they get to the externship placement phase.
3. The team recommends that some equipment be updated to more current industry standards especially in the areas of graphic design and animation. Students stated, as per interview, that work could be expedited with newer, updated versions of both hardware and software equipment.
4. The team found the majority of the Interior Design classes are taught in two rooms in the West Wing 6<sup>th</sup> floor. Neither of those rooms had computers installed in them. When computers are needed they bring in a cart of laptops. It is recommended that additional computers be provided in the rooms for the students use before, during and after class. The team also recommends expanding the part time instructor pool to allow for a more diverse perspective in teaching and experience.



## NEW GRANT VISIT REPORT

**WESTWOOD COLLEGE-ARLINGTON BALLSTON**  
**4420 North Fairfax Drive, Suite 400**  
**Arlington, Virginia 22203**  
**ACICS ID Code: 00027060**

Mr. Lauck Walton, Campus President (b)(6)@westwood.edu)  
 Campus E-mail Address: (b)(6)@westwood.edu

### MAIN CAMPUS

Westwood College-South Bay  
 Torrance, California  
 ACICS ID Code: 00027056

September 11-12, 2013

Thomas Duff	Chair	Retired, University of Minnesota Duluth	Duluth, MN
Betty Herard	Student-Relations Specialist	Global Learning Strategies	Birmingham, AL
Richard Murphree	Educational Activities and Library Specialist	Effectual Business Services	Eagle, ID
Terry Campbell	Criminal Justice Specialist	Kaplan University	Okeechobee, FL
Thomas Evans	Business Administration Specialist	St. Petersburg College	Largo, FL
Steve Johnson	Information Technology Specialist	Kaplan & Victory Universities	Memphis, TN
Barry Phillips	Graphic Design and Visual Communications Specialist	Art Director/Designer	Burleson, TX
Charles Saunders	Construction Management Specialist	CADDPLUS	Owen Cross Roads, AL
Sabrina Cruz	Medical Specialist	Sanford-Brown Institute	New York, NY
Karly Zeigler	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
WESTWOOD COLLEGE – ARLINGTON BALLSTON  
ARLINGTON, VIRGINIA**

CREDEN- TIAL EARNED (As defined by the institution)	ACICS CREDEN- TIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2012		2011	
						Ref.	Pla.	Ref.	Pla.
Diploma	Diploma	Medical Assisting	955	69.5	28 / 5	85.5%	NG	NA	NA
Associate of Applied Science (AAS) Degree Programs—ACICS Credential = Academic Associate:									
AAS	Acad Assoc	Business Administration	910	90	37 / 10	NA	NA	NA	NA
AAS	Acad Assoc	Construction Management	965	90	12 / 3	NA	NA	NA	NA
AAS	Acad Assoc	Criminal Justice	905	90	47 / 20	NA	NA	NA	NA
AAS	Acad Assoc	Graphic Design	1205	90	10 / 8	<b>55.6%</b>	100%	<b>53.8%</b>	66.7%
AAS	Acad Assoc	Information and Network Technology	1205	90	22 / 15	70%	NG	<b>53.8%</b>	NG
AAS	Acad Assoc	Medical Assisting	1180	92	4 / 3	NA	NA	NA	NA
Bachelor of Science (BS) Degree Programs:									
BS	Bachelor	Business Administration: Accounting	1820	180	2 / 1	90.9%	NG	64.7%	NG
BS	Bachelor	Business Admin: Healthcare Management	1820	180	5 / 4	65.5%	100%	<b>59.4%</b>	NG
BS	Bachelor	Business Administration: Management	1820	180	20 / 10	<b>61.1%</b>	100%	<b>54.9%</b>	NG
BS	Bachelor	Business Admin: Marketing Management	1820	180	0 / 3	87.5%	<b>0%*</b>	<b>50%</b>	NG
BS	Bachelor	Construction Management	1945	180	9 / 4	70.7%	85.7%	64.5%	100%
BS	Bachelor	Criminal Justice: Administration	1820	180	32 / 13	62.1%	72.7%	<b>55%</b>	77.4%
BS	Bachelor	Criminal Justice: Investigations	1820	180	18 / 6	80.6%	NG	NA	NA
BS	Bachelor	Graphic Design: Animation	2330	180	4 / 6	73.3%	<b>0%*</b>	63.6%	60%
BS	Bachelor	Graphic Design: Game Art	2325	180	2 / 2	76.7%	<b>0%*</b>	75.6%	<b>33.3%</b>
BS	Bachelor	Graphic Design: Visual Communications	2305	180	8 / 6	79.5%	<b>42.9*</b>	<b>55.1%</b>	100%
BS	Bachelor	Info Technologies: Computer Forensics	2305	180	4 / 0	68.9%	<b>0%*</b>	<b>58.5%</b>	NG
BS	Bachelor	Info Technologies: Network Management	2350	180	8 / 6	70.9%	71.4%	<b>48.6%</b>	NG
BS	Bachelor	Info Technologies: Systems Security	2350	180	0 / 1	<b>0%</b>	NG	100%	NG
The following programs have been approved by ACICS, and the first classes will be offered in October 2013:									
AAS	Acad Assoc	Electronics Technology	1260	90.5	0 / 0	NA	NA	NA	NA
AAS	Acad Assoc	Health Information Technology	1270	103.5	0 / 0	NA	NA	NA	NA
AOS**	Occupational Associate's	Information Technology	1265	91.5	0 / 0	NA	NA	NA	NA

**TOTAL ENROLLMENT = 400**

*Notes:*

NA = No enrollment in program during the CAR period

NG = No graduates from the program during the CAR period

**Bold** = Retention rate below 62% or placement rate below 58%.

\*Programs with fewer than 10 graduates; no program improvement plan required.

\*\*Associate of Occupational Science degree

## INTRODUCTION

Westwood College Arlington Ballston is one of 14 campuses owned and operated by Alta College, Inc., located in Denver, Colorado. In addition to the 14 campuses located in California, Colorado, Georgia, Illinois, and Virginia, there is a Westwood College Online unit located in Denver which has consortium agreements to offer online courses for all 14 Westwood College campuses, including the Arlington Ballston campus.

The Arlington Ballston campus initially started offering programs in October 2005 at a facility located in Roslyn, Virginia, in the Washington, DC, metro area. Operations were later moved to a location on Wilson Boulevard in Arlington County (commonly referred to as "Arlington"), Virginia. The move of just a few blocks from Wilson Boulevard to the current location at 4420 North Fairfax Drive in Arlington started in July 2011, and all educational program and administrative functions were finally moved and operating in approximately 40,000 square feet of space in the five-story building at the current location in July 2012.

Arlington County (Arlington) is located in northern Virginia on the south bank of the Potomac River directly across from the District of Columbia. Due to the county's location, it is the headquarters for many departments and agencies of the United States federal government, including the Department of Defense, the U.S. Drug Enforcement Agency, and the Defense Advanced Research Projects Agency (DARPA). With a land area of only 26 square miles, Arlington is the geographically smallest county in the nation and the only county with no other incorporated towns within its border. The many federal agencies, government contractors, and service industries in Arlington, contribute to the area's stable economy and make it one of the highest income counties in the United States.

As reported on the previous page, at the time of the visit there was a total of 400 students enrolled in 1 (one) diploma, 7 academic associate's degree, and 13 bachelor's degree programs at the Arlington Ballston campus. Approximately, 30 students were enrolled in the diploma program, 200 in the associate's degree programs, and 170 in the bachelor's degree programs. Approximately 300 of the students were enrolled on a full-time basis, 100 on a part-time basis; roughly 75% of the students were classified as day students and 25% as evening students. In addition to the students completing courses onsite at the campus, the campus president provided data indicating there was a total of 77 different Arlington Ballston students enrolled in a total of 36 different online courses being offered and taught by faculty from the Westwood College Online unit in Denver.

Based on the most recent data available, the Campus Effectiveness Plan reports the student population is 57% male, 43% female; and the average is 33.8 years. Of those reporting it on the survey form provided when the most recent data was collected, the ethnicity of the student population was 79% African American, 6% multi-racial, 4% Caucasian, 3% Hispanic, and 1% Asian---with approximately 7% 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 changed from granting 3.5 quarter credits to 4.5 quarter credits. A second major change was the development of more associate's degree programs. For example, the Arlington Ballston campus started its associate's degree programs in Business Administration, Construction Management, and Criminal Justice in August 2012 and in Medical Assisting in May 2013. Further, as reported at the bottom of the table on the previous page, the campus has been approved to offer and plans to start its first classes in October 2013 for new associate's degree programs in Electronics Technology, Health Information Technology, and Information Technology.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The Westwood College mission statement appears on page 8 of the current catalog—2013 Catalog-6613, Volume 4-No. 2, 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
- 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

**(Section 3-1-111):** The team found that follow-up studies on graduate satisfaction are not being completed following graduation

The campus has verified that the campus conducts "graduate" surveys only once. The surveys are only conducted during the students last term, prior to graduation. While onsite, the campus created a new policy that stated they will be sending out post-graduation surveys at 150 days following graduation. Additionally, their corporate headquarters were stated to have rolled out the new surveys.

- 1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.  
The CEP identifies certification exams, capstone grades, and cumulative GPA as student learning outcomes and states that "these assessments are linked together to form a comprehensive evaluation of student learning."
- 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)
- The CEP reports that the goals for retention and placement for the 2013 CAR period are 70% and 75%, respectively.
- 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.  
Following are some of the activities to be undertaken to achieve the retention rate goal: Holding "Student Success" meetings twice weekly to discuss at-risk students and create action plans to provide support to these students; shift the responsibility for returning students from Student Support to Admissions; revamp the Transportation Assistance program to provide better holistic support to students and to seek to link these students with Career Services earlier.
- Following are some of the activities to be undertaken to achieve the placement rate goal: Rather than starting the career services process when graduation is nearing, administration has reset the goal for students to be employed in their field prior to graduation; increase the number and frequency of job fairs on campus; advance the date of the "Grad Fest"--a program for potential graduates--to the START of the graduation term rather than conducting this program the week before the end of the term as has been done previously.
- 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. M. Lauck Walton, campus president, is responsible for implementing and monitoring the CEP. He holds a bachelor's degree in Psychology and a master's degree in Business Administration from Rensselaer Polytechnic Institute in Troy, New York. Mr. Walton was

initially employed by Westwood College as the campus president of the Annandale, Virginia, campus in April 2005 and became president of the Arlington campus in October 2012. He served as an ACICS staff member from 1990-1998 and then worked in other for-profit career schools prior to starting with Westwood.

Mr. Walton leads a CEP Steering Committee that develops, reviews, analyzes, maintains, and monitors the CEP. The committee consists of the campus president, academic dean, director of admissions, director of career services, director of student finance, director of student support, and the campus program chairs.

- 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:

Overall, the team found the CEP to be complete, well organized, and well written. The campus administrative leaders are committed to using the CEP as a major campus planning tool. It is clear from the review of CEP documents and discussion with campus administrators that the CEP for the Westwood College Arlington Ballston campus is being developed, maintained, and used to continuously improve educational and administrative activities and achieve campus goals and objectives, just as the Council desires.

## 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 president, Mr. M. Lauck Walton, is responsible for implementing and monitoring the CEP. As noted in the previous section, he holds a bachelor's degree in Psychology and a master's degree in Business Administration from Rensselaer Polytechnic Institute in Troy, New York. Mr. Walton was initially employed by Westwood College as the campus president of the Annandale, Virginia, campus in April 2005 and became president of the Arlington campus in October 2012. He served as an ACICS staff member from 1990-1998 and then worked in other for-profit career schools prior to starting with Westwood.

#### GENERAL COMMENTS:

The team found the current organizational structure and campus management team to be promoting a spirit of understanding, cooperation, and responsibility among faculty, staff, and administration. Performance standards and monitoring controls that support satisfactory administrative functions are in place at the campus.

### 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. M. Lauck Walton, campus president, has been the on-site administrator at the Westwood College Arlington campus since October 2012. As stated previously, he holds a bachelor's degree in Psychology and a master's degree in Business Administration from Rensselaer Polytechnic Institute in Troy, New York. Mr. Walton was initially employed by Westwood College as the campus president of the Annandale, Virginia, campus in April 2005. Prior to starting work with Westwood, he served as an ACICS staff member from 1990-1998 and then worked in other for-profit career schools prior to starting with Westwood.

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

#### GENERAL COMMENTS:

Based on review and observation of operations while on the campus, the visit team feels the current campus leadership team and staff are well prepared and trained to carry out the administrative functions they are assigned. Further, administrative functions are generally coordinated and carried out to serve the educational mission and objectives of the programs being offered and the campus overall.

## 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed a total of 41 files selected from the following groups of students: pending graduates, Financial Aid probations, Financial Aid warnings, satisfactory academic progress (SAP) warnings, SAP dismissals, active students, graduates, re-entries, and transfers.

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

Yes  No

4.03 Does the campus have appropriate admissions criteria?

Yes  No

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

Yes  No

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

Yes  No

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

Yes       No

4.07 Is the admissions policy publicly stated?

Yes       No

4.08 Is the admissions policy administered as written?

Yes       No

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

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

Yes       No

(b) Outlines all program related tuition and fees?

Yes       No

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

Yes       No

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

Yes       No

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

Mr. Isaiah Brooms, director of admissions, is responsible for the oversight of student recruitment at the campus. He holds a bachelor's degree in Education from Bradley University in Peoria, IL. Mr. Brooms started as an admissions representative on campus in 2006 and became assistant director of admissions in 2007 prior to becoming the director of admissions in 2009. Prior to starting at Westwood College, Mr. Brooms worked as a teacher in the Chicago public school system for one year and as assistant director of admissions for Culver Academies for three years.

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?

Mr. Brooms described the the campus step-by-step recruitment process with the team. The process includes phone scripts that representatives are required to utilize, and the "College You" web-based guided presentation. The web-based presentation is one hour in length, and it includes disclosures on job placement stats, local career stats and financial aid data. The team viewed the presentation and initiated several interactive scenarios to verify general and programmatic accuracy. Based on its review, the team believes the campus recruiting process for new students is ethical and compatible with the education objectives for the campus.

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

If Yes, is the name of the campus clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?

Yes       No

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 standards of satisfactory academic progress policy is published on pages 70-73 of the catalog reviewed during the visit.
- 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. Emily Lawson, campus registrar, is responsible for the administration of satisfactory academic progress (SAP) at the Alrlington Ballston campus. She holds a bachelor's degree in Psychology from the University of Virginia in Charlottesville, VA, and a master's degree in School Psychology from Bowie State University in Bowie MD. At the time of the visit, Ms. Lawson was in her second week on the job. Prior to starting in her current position, she worked for five years as a director of records at Global Health College. She also served as school psychology intern and day care specialist at county public schools and parks and recreation agencies.
- 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. Marsha Molina, director of student finance, is responsible for administering student financial aid at the campus. She holds a bachelor's degree in Business Administration from Strayer University in Herndon, VA, and is currently enrolled in a masters of business administration degree program at the University of Phoenix. Ms. Molina has been director of student financial aid on campus since March 2013. Prior to starting at the Westwood Arlington Ballston campus, she worked as senior reconciliation specialist, manager of title IV funds, manager of corporate financial aid, business office manager, and retention coordinator at various career schools including Strayer University and ITT Institute.

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 campus director of student finance and her staff stay current with regulation and policy changes by keeping current memberships with Virginia Association of Student Financial Aid Administrators (VASFAA), and attending VASFAA conferences and industry events; through "Dear Colleague Letters" from the Department of Education; and "Center Update Calls" and financial aid staff training provided by Westwood College central administration. Then team also verified Ms. Molina's membership and active participation with the National Association of Student Financial Aid Administrators (NASFAA).

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.)*

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 support identified the three greatest challenges that students deal with on this campus to be: transportation, childcare, and employment. The solutions provided for students facing these challenges include a metrocard program that provide students with metrocards during the school year. The cost of these metrocards is included as a fee in the students' financial ledgers, thereby allowing the expense to be funded through students' financial aid accounts. The team viewed an array of housing resource books containing updated available apartments, shared apartments, and shared rooms listings. Students can view one or all of the three apartment listing books for the District of Columbia, Maryland and Virginia areas. Additionally, the campus has a contract with the University City Apartments (UCA). UCA is an apartment complex that focuses on rentals to college students, essentially serving as a dorm provider schools that do not have dorm facilities. Packets containing resources for family and homelessness issues are provided to students on a needed basis. The support center also provides a daycare information resource book for students facing daycare issues. Employment issues are referred to career services.

The services described above are offered to address the three greatest challenges identified for students at the campus. In addition, the campus librarian manages a structured tutoring program for students needing academic assistance, and a food bank program for students is coordinated by the Student Support 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

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

**(Section 3-1-441(c)):** The Arlington Ballston campus does not conduct follow-up studies on graduate and employer satisfaction at specific measuring points following the placement of campus graduates. The campus does collect data to determine students' satisfaction with campus operations just prior to their graduation. The campus also collected feedback from 5 of 50 members of program advisory committees employers to determine employer satisfaction. However, the employer feedback is not being collected at specific measuring points following placement of graduates. Further, given the relatively low response rate and the small number of respondents, most research design experts and statisticians would advise against drawing conclusions and making decisions based on the feedback collected from the five advisory committee members.

Campus president, M. Lauck Walton, informed the team that Westwood College corporate is aware of this area of non-compliance being present at all of the campuses and is in the process of developing plans and a system for collecting the required graduate and employer satisfaction information. The collection of data and processing of responses to determine the results will be completed at the corporate level. Analysis of the findings will be done at the campus level.

- 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. George Jefferson, director of career services, is responsible for the oversight of counseling students on employment opportunities at the campus. He holds both a bachelor's degree, and a master's degree, both in Business Administration, from Howard University in Washington, DC. Mr. Jefferson has been director of career services on campus since June 2012. Prior to starting at Arlington Ballston campus, he worked for 20 years as a director of job placement and admissions at Omega School of Audio Engineering and as associate director of student life at Montgomery College.
- 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

If *Yes*, explain:

Salary projections and placement percentages are discussed with students during their recruitment process.

If *Yes*, does the campus maintain the required data on its graduates and nongraduates?

Yes       No

- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 414  
 The ending enrollment reported on the previous year's CAR is 414

- 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. Students are required to access the web site "studentloans.gov" to complete surveys at least three times during their enrollment. First, they complete a survey at their advance meeting held during their entrance counseling. Second, they complete a survey at the "Ready Meeting" following the completion of their finance package. And they do a final survey during their exit interview where they are also provided with an exit packet containing information on loan repayment.
- 4.67 Describe the extracurricular activities of the campus (if applicable). Campus extra-curricular activities include: Karaoke, BBQ's and poetry nights; and free AIDs testing provided by a third party. Students can also receive a \$25 grocery card for participation; a feast of sharing activity is conducted for Thanksgiving; and speedy bingo is played every day at lunch time in the student commons, winners receive a \$5 McDonalds card; and perfect attendance award ceremonies are conducted twice a year. Winners are presented tickets to a high-profile concert. This award event has been conducted twice earning recipients tickets to the JayZ and Kanye West concerts.

## 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. Dorothy Green, dean of academics, is assigned to oversee the educational activities of all programs at the Arlington Ballston campus. She holds a bachelor's degree in Art and Education from Eastern Washington University (Cheney, Washington) and a master's degree in Education from City University (Bellevue, Washington). Before assuming her current position recently, Ms. Green was the program chair for the School of design at the since January 2010. She holds a K-12 teaching certificate in the states of Washington and Florida. Ms. Green has been teaching Visual Communications and Video Game Design at the high school and postsecondary level since 1989.
- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes       No
- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.  
 Program administrators have a job description that clearly identifies their authority and responsibility for development and administration of the programs. The job descriptions identify the chairs' authority in the areas of recommending for hiring, evaluation, and if necessary termination of faculty; curriculum revision; textbook selection; class scheduling; and internship placement, where appropriate. The program administrators duties are identified as approximately 60% teaching and 40% administration.
- 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 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

5.13 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?

Instructors use a variety of instructional delivery methods to better meet the individual differences among the students in their classes. Students who are having academic performance issues are reported to the appropriate program chair and the director of student support. These two individuals use a variety of interventions, including tutoring by a faculty member, to work with individual students needing help. Additionally, students are able to request transfer credit for previous academic work and credit for CLEP exams passed with satisfactory grades and scores and to request the opportunity to be granted credit based on achieving a satisfactory score on proficiency exams available for various courses.

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

Recommendations from students, staff, faculty, advisory committee members, or employers can start the process for a curriculum change. The curriculum is continually reviewed by the academic dean, program chairs, and faculty at the Arlington Ballston campus. Campus recommendations are forwarded to the corporate director of curriculum and curriculum review committees for each of the curriculum program areas. Curriculum revisions are made following final approval by corporate administration. Faculty members confirmed their participation in the curriculum review process and indicated they felt their input was considered and valued.

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

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

**(Section 3-1-516 (a)(i)):** There is not appropriate documentation to evidence that the 10-hour lecture portion of the MED1299 Externship 6.5-credit course is scheduled appropriately. The academic credit analysis indicates that the course consists of 165 hours of externship training at externship sites in the community, which accounts for 5.5 of the total credits granted, and a 10-hour lecture component that accounts for 1 credit of lecture. The course syllabus states that there is a 10-hour lecture component to the course. The class schedule provided to the team during the visit shows MEDI299 Externship as a class scheduled to meet Tuesdays and Thursdays from 2:30-5:00 pm with Kulsoom Shaikh identified as the instructor and five students enrolled. It is not clear from the class schedule, the course

syllabus, and interviews with the program chair exactly what students who are registered for the class do during this scheduled time of 300 minutes per week, a total of 2700 minutes for the nine weeks of the term. Students currently completing the externship program told the team that they do not meet anytime on campus for the externship class. The program chair stated that he only meets with the students when the students are having issues with their externship; however, there is no appropriate documentation of any of these meetings. Thus, the team was not provided evidence during the visit that students are meeting to satisfy the 10-hour, 1-credit lecture portion of the MEDI299 course.

- 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 5.22)

(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?  
 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?

**(Section 3-1-543):** There is not satisfactory evidence in faculty files documenting completion of in-service trainings completed on campus for the following faculty members: Tamera Battle; Thalia Bishop; Erin Bode; Jeanine Chase Harris; Se Kim; Michael O'Connell; Larnique Oheehoa; Hector Sandoval; Michael Seltzer; Kulsoom Shakeh; Leah Wallace.

- 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

If *No* for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:  
**(Section 3-1-543):** There is not satisfactory documentation of professional growth activities for the following faculty members:  
 Tamera Battle; Bernardo Darquea; Michael O'Connell; Sandyha Reddy; Hector Sandoval; Michael Seltzer; Kulsoom Shakeh.

Initially the team found a number of instances of there being a lack of documentation of professional growth activities for other faculty members. However, campus administration was able to provide appropriate documentation of professional growth activities for all faculty members except those listed above.

- 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

Similar to other Westwood College campuses, this campus has a consortium agreement with the Westwood Online Division in Denver. The consortium agreement has been submitted to and approved by the Council.

- 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
- 5.38 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?  
 Yes  No
- 5.39 Do the program's general education courses meet Council standards?  
 Yes  No
- 5.40 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:**

Overall, educational operations at the Westwood College Arlington Ballston campus are conducted in a comfortable environment that promotes and supports a positive atmosphere for learning and teaching. Faculty members are well qualified for their teaching assignments and are committed to their students. Students who were interviewed were generally very positive about their instructors and informed the team they feel all of the instructors sincerely care about their students' personal and academic success. Students were also positive about their programs and members of the campus administration and staff with whom they have communicated.

**COMMENDATIONS:**

Program and campus administrators are commended for hiring and employing faculty and staff members who have such strong academic and experiential background related to their current positions.

## 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 Arlington Ballston conducts operations in approximately 39,600 square feet of leased space on four floors in a five-story building. As noted previously, the college operations were moved into the current facility in July 2011. The space in the facility was remodeled and built out based on specifications established by the college to meet its educational and administrative needs. Educational activities are conducted in a total of 22 classrooms and computer labs as well as a recently remodeled learning commons (library) area. Computer labs are located throughout the building; there is a green screen shooting room with appropriate lighting for videotaping and photography to support the Design programs; and a newly designed and well-equipped lab and classroom are used for the Medical Assisting programs. The learning commons area as well as a student lounge are located on the third floor. Administrative space consists of offices and open modular areas located on all floors for campus management and staff. Given the location of the campus, there is only very limited on-street parking available in the vicinity of the campus. Therefore, almost all students use the Washington Metro as their means of transportation to campus.

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

**GENERAL COMMENTS:**

The current campus facility provides ample instructional and administrative space appropriately organized and equipped to support the current number of students and programs being offered. All classrooms have modern furniture and audio-visual equipment such as ceiling-mounted projectors and computer workstations for instructors to support technology needs. Overall, the well-maintained physical facilities present a professional appearance and provide an environment that positively supports the learning, teaching, and administrative activities being conducted.

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
 The catalog reviewed onsite was the Westwood College 2013 Academic Catalog, Volume 4, No. 2, 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

(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.)

If Yes, does the catalog contain the following?

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

Yes  No

(b) Any additional or different admissions requirements for students taking distance education courses.

Yes  No  Not Applicable (there are no additional or different admissions requirements)

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

Yes  No  Not Applicable (no additional tests are given)

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

Yes  No

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

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

7.07 Does the catalog contain an addendum/supplement?

Yes  No (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 using radio/television spots, print ads, brochures, and via the internet. Further, Westwood College utilizes social media sites such as Facebook, Twitter, YouTube, and LinkedIn.

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 routinely provides graduation, retention and placement rates on their Westwood College website.

Where is this information published and how frequently is this information being updated?

This information is available via a consumer information link on the Westwood College 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?  
 Every effort is made to meet the requests and requirements of both students and faculty for library resources. In light of recent curriculum changes and program additions, materials that have become irrelevant or dated are being replaced by titles acquired to support the new programs. An effort has also been made to provide access to the library page in MyPath for all campus students. The MyPath library page is more robust, and the links are more stable than in WConnect which was previously used by students and others
- 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: \$17,500
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 Of the \$17,500 budgeted amount, \$4,232 has been spent on periodicals and \$580 has been spent on electronic resources. However, a total of \$6,380 has been allocated for electronic resources for the current year.
- 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?  
 Students and faculty who were interviewed, as well as the librarian confirmed that there are assignments requiring the use of resources available in the learning commons area in most courses being offered at the Arlington Ballston campus. This was also confirmed during review of syllabi and interviews with students and instructors.
- 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.  
 Westwood College maintains a system-wide website that allows students, faculty, and other users to access the Surpass library catalog and the College's online database collection. The online database collection includes index and full text access to thousands of periodicals, newspapers, newsletters, transcripts, legal materials, and statistical tables. The available databases include EBSCO's

Academic Search Premier, Computer Source, Greenfile, LexisNexis Academic, Points of View Reference Center, Proquest Central, ProQuest Statistical, Britannica Online, e-Books on EBSCOhost, and STAT!Ref. In addition users have access to Serials Solutions 360 Suite, which includes a power search of all library databases with links to full-text.

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. Mark Herro is the on-site librarian at the Arlington Ballston campus. He holds a bachelor's in Business Administration and a master's degree in Library and Information Science from the University of South Carolina. Additionally, he carries a provisional professional librarian certificate for the State of South Carolina. Mr. Herro has been in his current position at the campus since January 2010. Previously, he worked at the University of South Carolina library system for approximately 10 years.

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

The team reviewed a well-organized library handbook that includes a description of the training program for the library assistant, student workers, tutors, and the Friday administrator of the learning commons area.

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

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

According to information posted in the area, the learning commons is open 8:00 AM - 8:00 PM, Monday-Thursday, and 8:00 AM-5:00 PM on Friday.

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

#### GENERAL COMMENTS:

The Arlington campus is fortunate to have Mr. Herro managing the learning commons area. He has a strong academic and experiential background for his current position. His passion for assisting students to be successful in using library resources is apparent when talking to him. Faculty and students confirm that Mr. Herro is committed to developing campus library resources and has done a good job of conducting activities that encourage and facilitate use of the on-site and on-line resources available to users.

## 9. PROGRAM EVALUATION

### Academic 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: Management

### Bachelor's Degree in Business Administration: Marketing 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?

Mr. Kevin Barker, program chair of the School of Business, has been assigned to administer the five programs listed above and the two Construction Management programs listed in the next section of the report since August 2011. He holds a bachelor's degree in Sociology from William Jewell College, Liberty, Missouri, and a master's degree in School Administration from Grace College, Winona Lake, Indiana. He is also certified as a Lead Certified Renovator from the LEADTEC Services, Inc. Mr. Barker has over 18 years of professional business and construction management experience with Levine Group and Cook Brother's Inc. as a production manager and as co-owner of CBS Homes, Inc. where he served as president. He also has over 11 years in the field of education as an instructor and 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 62%?

Yes       No       Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 58%?

Yes       No       Not Applicable (Additional Location Inclusion only)

The retention rate for the bachelor's degree program in Business Administration: Management was 61.1% for the 2012 CAR period.

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)

The CEP includes an appropriate program improvement plan for the bachelor's degree in Business Administration: Management.

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The team reviewed documentation for program advisory committee (PAC) meetings and field trips to verify that community resources are being utilized to enrich the Business Administration program being offered. The most recent PAC meeting was held on May 22, 2013. The committee is comprised of various business professionals from various local organizations. Documentation for two field trips for Business Administration students was also reviewed. On August 31, a class visited a journalism museum that focused on ethics and electronic media, and on September 1 there was a field trip to a marketing and communications company that demonstrated various types of media and communications used in the marketing industry.

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:

(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)

There were no graduates from the associate degree Business Management program during the 2012 CAR period.

How many calls to employers or graduates were attempted?

Bachelor's degree programs in Business Administration: 2

How many calls to employers or graduates were successful?

Bachelor's degree programs in Business Administration: 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.

Bachelor's degree programs in Business Administration: 1

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (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.

Samples of graded homework assignments were provided to the team to review for the Business Administration programs. The campus also uses and instructors demonstrated an automated grade book that tracks a student's progress through the courses' learning outcomes that includes data recorded for homework assignments, projects, tests and other assessments.

- 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:**

During interviews students generally expressed appreciation for their instructors and their willingness to help students understand concepts, learn skills, and achieve learning outcomes in classes.

**COMMENDATIONS:**

The team commends the campus on its very professional and accommodating staff, committed faculty, clean and inviting study areas, exceptional library and learning resources that are available to the students, and the overall academic environment and dedication to student success.

**9. PROGRAM EVALUATION**
**Academic Associate's Degree in Construction Management**  
**Bachelor's of Science Degree in Construction 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?  
 Mr. Kevin Barker, program chair for the School of Business, has been assigned to administer the two Construction Management programs listed above and the five Business programs listed in the previous section of the report since August 2011. He holds a bachelor's degree in Sociology from William Jewell College, Liberty, Missouri, and a master's degree in School Administration from Grace College, Winona Lake, Indiana. He is also certified as a Lead Certified Renovator from the LEADTEC Services, Inc. Mr. Barker has over 18 years of professional business and construction management experience with Levine Group and Cook Brother's Inc. as a production manager and as co-owner of CBS Homes, Inc., where he served as president. He also has over 11 years in the education field as an instructor and 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 62%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)
- (b) Student placement rate of 58%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)
- The bachelor's degree program in Construction Management exceeded the standards for retention and placement for the 2012 CAR period. There was no enrollment in the associate's degree program.
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The Construction Management programs are enriched by utilizing a Program Advisory Committee (PAC), field trips, and guest speakers from the community. These activities are used to gain insight from professionals doing business in the field and to ensure that the students are learning the necessary skills and knowledge to compete for jobs in the field in the local market.
- 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:
- (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)

As noted in item 9.06 above, there was no enrollment in the associate's degree Construction Management program during the 2012 CAR period.

How many calls to employers or graduates were attempted?

Bachelor's degree in Construction Management: 5

How many calls to employers or graduates were successful?

Bachelor's degree in Construction Management: 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.

Bachelor's degree in Construction Management: 4

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 reviewed syllabi and, during visits to classes, reviewed current homework which the students had turned in and the instructor had graded in accordance with the requirements defined on the 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 Construction Management programs offered at the Arlington Ballston campus are well conceived, directed, and taught.

**COMMENDATIONS:**

This is a well run campus with competent and caring faculty, administration and staff all dedicated to the single goal of student success. Students who were interviewed were pleased by the education they are receiving and stated they feel they are acquiring the necessary skills to be competitive in the global market place.

**9. PROGRAM EVALUATION****Academic Associate's Degree in Criminal Justice****Bachelor's Degree in Criminal Justice****Bachelor's Degree in Criminal Justice: Major in Administration****Bachelor's Degree in Criminal Justice: Major in Investigation**

- 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. Leroy Hendrix, program chair for the School of Criminal Justice, is assigned to administer the four Criminal Justice programs listed above. He holds a bachelor's degree in Occupational Education from Southern Illinois University (Carbondale, IL), and a master's degree in Management from John Hopkins University (Baltimore, MD). He holds membership in the following professional organizations: National Polygraph Association, Law Enforcement Technicians, Association of Re-Entry Professionals, and National Organization of Blacks in Law Enforcement. Mr. Hendrix transferred to the Westwood College Arlington Ballston campus from the Westwood campus in Los Angeles in June 2013 to become the Criminal Justice program chair. Prior to starting at Westwood College, he retired from the United States Secret Service as an agent. Mr. Hendrix leads and is supported in his program chair position by two full-time instructors and four adjunct instructors.
- 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)
- The bachelor's degree programs in Criminal Justice all exceeded the retention and placement standards for the 2012 CAR period. There was no enrollment in the associate's degree program during the 2012 CAR period.
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The Criminal Justice programs are enriched by the utilization of several different types of community resources such as a program advisory committee, field trips, guest speakers, and participation in community events. The team reviewed program advisory committee meeting minutes for May 2013 and May 2012. The field trips consisted of visits to Upper Malboro Courthouse, the Crime and Punishment Museum, the Drug Enforcement Museum, and a tour of Holocaust Museum. The campus guest speakers provided presentations on topics such as "Police Education in What Works: From United States to the United Kingdom," "Doorways for Women and Families-Domestic Violence," Alcohol, Tobacco, and Firearms Presentation on "Women in Criminal Justice," and a presentation on "Drugs and Narcotics." Students enrolled in the Criminal Justice programs also participated in the following community events: Cardiopulmonary Resuscitation (CPR) training, a Blood Drive, and a Help Fight Hunger program. Some students also participated in Certified Emergency Response Team Training and then were available for emergencies. The team was provided appropriate documentation to verify all of the preceding activities.
- 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)
- (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?

Associate's degree in Criminal Justice: No graduates; first graduates in March 2014

Bachelor's degree in Criminal Justice: Administration: No graduates; first graduates in March 2014

Bachelor's degree in Criminal Justice: Investigations: No graduates; first graduates March 2014

Bachelor's degree in Criminal Justice: 5

How many calls to employers or graduates were successful?

Bachelor's degree in Criminal Justice: 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 calls where contact was made confirmed the employment of the graduates as reported on the 2012 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 interviewed students and faculty members and reviewed course syllabi to verify that out-of-class work is assigned to students. Faculty provided the team with homework assignments submitted by students that had been graded, and students who were interviewed also provided access to their homework assignments and provided evidence of graded homework.

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:**

Students interviewed by the team acknowledged and expressed their appreciation for the support provided by the faculty they have worked with, the program chair of the Criminal Justice programs, staff from various support units they have worked with, and campus administration and staff in general.

**COMMENDATIONS:**

The team commends and compliments the campus for providing a mock courtroom to enhance the student learning experience for students in the Criminal Justice programs.

**9. PROGRAM EVALUATION****Academic Associate's Degree in Graphic Design****Bachelor's Degree in Animation****Bachelor's Degree in Game Art****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?

Mr. Josh Haycraft, School of Design program chair, administers all four of these academic programs. He holds a bachelor's degree in Industrial Design from the University of Wisconsin/Stout in Menomonie, Wisconsin, and a master's degree in Multimedia Art from Maryland Institute College of Art (MICA) in Baltimore, Maryland. Mr. Haycraft came to the Arlington Ballston as an adjunct professor in Graphic Design in January 2010 and assumed his current program chair position in August 2013. In addition to his role as program chair, he also teaches approximately 12 hours per week during the current term. Prior to starting at the Arlington Ballston campus, Mr. Haycraft was employed as a designer for Brandow Creative design company and for Meteor Milk as a designer of motion graphics and graphic design. He currently freelances as a designer, painter and sculptor. As a design professional, Mr. Haycraft holds membership in the DC Advertising Club.

- 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)

The 2012 CAR reported a retention rate of 55.6% for the associate's degree program in Graphic Design.

- (b) Student placement rate of 58%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)

The 2012 CAR reported placement rates below the 58% standard for all three of the bachelor's degree programs in the School of Graphic Design. However, there were fewer than 10 graduates from each of the programs; therefore, no program improvement plans for placement in these programs were required.

- 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)

An appropriate plan for improving the retention rate in the associate's degree program in Graphic Design is included in the current CEP.

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The metro Washington, DC area has a very wide range of community resource opportunities because of the unique blend of political, educational, corporate and creative venues that make up the area's demography. Students have access to field trips to design studios, museums and various individuals with international affiliations. Guest speakers come to the campus and give students insight to the working of the professional world of design and visual communications. Students are encouraged to join the DC Ad Club which has a special student participation membership. The Arlington Chamber of Commerce is invited to visit the campus for mixers to view student work, including the graphic design projects displayed on the walls of the hallways as well as a continuous looping video showing current student production work.
- 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)

(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)

The 2012 CAR reported three graduates from the bachelor's degree program in Graphic Design: Animation and the bachelor's degree program in Graphic Design: Game Art. However, the CAR also reports that none of the graduates from either of these programs was placed for employment in the field. Thus, no calls were made to verify placement for these two programs.

How many calls to employers or graduates were attempted?

Associate's degree in Graphic Design: 1 (*for the only graduate*)

Bachelor's degree in Graphic Design: Visual Communications: 3

How many calls to employers or graduates were successful?

Associate's degree in Graphic Design: 1

Bachelor's degree in Graphic Design: Visual Communications: 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 placement of graduates as reported on the 2012 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 presented with evidence of graded projects. These grades were then recorded on line for viewing by the students, and the team viewed recorded grades for some of the current class offerings.

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 team found the Arlington Ballston facility to be very open, bright and conducive to creating a positive learning environment for Graphic Design students. Visuals and color appointments in the interior design contribute to a creative ambiance for both students and faculty. The

structural design of various areas in the facility as well as the décor provide excellent examples of how design can positively influence and effect the work environment.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Information and Network Technology

### Bachelor's Degree in Information and Network Technologies: Major in Computer Forensics

### Bachelor's Degree in Information and Network Technologies: Major in Network Management

### Bachelor's Degree in Information and Network Technologies: Major in Systems Securities

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. Nima Zahadat, program chair for the School of Technology, is assigned to administer programs these four programs. He holds a bachelor's degree in Mathematics from George Mason University in Fairfax, Virginia, and a master's degree in Information Systems from George Washington University in Washington, DC. He is currently pursuing a doctorate Systems Engineering from George Washington University. Mr. Zahadat has certifications in Microsoft (MCT, MCSA, MCDBA, and MCSE), EC-Council (Certified Ethical Hacker), CompTIA (A+ and Security+), and Cisco (CCNA). Prior to starting in his current position at the Arlington Ballston campus in January 2013, Mr. Zahadat was an associate professor with Northern Virginia Community 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 62%?

Yes  No  Not Applicable (Additional Location Inclusion only)

The 2012 CAR reported a retention rate of 0% for the bachelor's degree in Information Technologies: Systems Security program. The other three programs all exceeded the retention rate standard of 62% for the 2012 CAR period.

(b) Student placement rate of 58%?

Yes  No  Not Applicable (Additional Location Inclusion only)

The 2012 CAR reported a placement rate of 0% for the bachelor's degree in Information Technologies: Computer Forensics program. The other three programs all exceeded the retention rate standard of 62% for the 2012 CAR period. The bachelor's degree program in Network Management placement rate of 71.4% exceeded the 2012 standard, and the other two programs had no graduates during the 2012 CAR period.

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)

The CEP does not include a program improvement plan (PIP) for increasing the retention rate in the bachelor's degree program in Systems Security because the enrollment was less than 10 during the 2012 CAR period, and the CEP does not include a PIP for

increasing the placement rate in the bachelor's degree program in Computer Forensics because there was only one graduate from the program during the 2012 CAR period.

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
The School of Technologies programs utilize Program Advisory Committees (PACs), field trips, and guest speakers to enrich instruction and activities for the students. These activities provide opportunities for students to gain insight from professionals doing business in these fields and help the students be aware of skills and knowledge required to compete for jobs in these fields in local community.
- 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:
- (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)

As reported in item 9.06 above, there were no graduates from the associate's degree program in Information Network Technology or the bachelor's degree program in Systems Security during the 2012 CAR period; thus, no calls to employers or graduates were made for these programs.

How many calls to employers or graduates were attempted?

\*Bachelor's degree program in Information and Network Technology: Major in Computer Forensics: 0

Bachelor's degree program in Information and Network Technology: Major in Network Management: 3

\*The campus provided the team with verification that the one graduate from the Computer Forensics program was incarcerated.

How many calls to employers or graduates were successful?

Bachelor's degree program in Information and Network Technology: Major in Network Management: 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.

Bachelor's degree program in Information and Network Technology Major in Network Management: 2

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.

During interviews, both students and instructors told the team that homework is assigned, collected, graded, and the overall homework grade is one of the components making up the final grade for all courses. The team was able to verify that homework is assigned graded and logged into a grade book by reviewing examples of graded homework during the classroom interviews and grade books during interviews with faculty.

- 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:**

Students who were interviewed have a positive outlook on their academic success and job prospects once they graduate from their School of Technology programs at the Arlington Ballston campus.

**COMMENDATIONS:**

Students, faculty, and the program chair are excited and enthusiastic about the school paying for their certification exams. Several students have already passed exams for various Cisco, Comptia, and Microsoft Certifications. Campus administration is commended for taking the action of paying for certification exams which has resulted in a high level of excitement and cooperation among the School of Technology program chair, faculty, and students relating to seeking professional certifications.

**9. PROGRAM EVALUATION****Diploma in Medical Assisting****Academic Associate's Degree in Medical 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?  
 Dr. Damien Baker, program chair for the School of Medical Assisting, is assigned to oversee the diploma and associate's degree programs in Medical Assisting. He holds a bachelor's degree in Human Biology and a doctor of chiropractic degree from National University of Health Sciences. He is also a registered medical assistant with the American Medical Technologists. Mr. Baker began his teaching career in 2000 as an instructor in Medical Assisting at the postsecondary level and started in his current position at the Arlington Ballston campus in 201..
- 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 (No graduates from either program during the 2012 CAR period)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The Medical Assisting programs have strong community support as witnessed by contracts they have with clinical affiliates for the externship component of the programs. Additionally, guest speakers, field trips, a program advisory committee (PAC), and community outreach activities are community resources utilized to enrich the programs. The team was able to verify use of these activities by reviewing appropriate documentation and interviews with students and faculty.
- 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

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

**(Section 3-1-513 (b)):** The Anatomy and Physiology I (BIOL170) course does not require completion of Medical Technology (HLTH105) as a prerequisite for registration. As the team reviewed the syllabi for the two Anatomy and Physiology courses it found that course objectives and other information on the syllabus for the second course, Anatomy and Physiology II (BIOL171), state that it is a continuation of the first course. Strangely, it seems to the team, the catalog description and syllabus for Anatomy and Physiology II (BIOL171) do list the Medical Terminology course (HLTH105) as a prerequisite, while HLTH105 is not a prerequisite for Anatomy Physiology I. Campus administration and the School of Medical Assisting program chair informed the team that students usually do complete HLTH105 prior to or concurrently with BIOL170, but listing HLTH105 as a prerequisite for BIOL170 could limit the flexibility of enrolling and scheduling students for various terms. However, the team feels it is logical to have HLTH105 as a prereq for BIOL170 to provide students with a more appropriate foundation for beginning BIOL170 and structure the completion of courses to provide an increasing level of difficulty as students progress through the early part of the Medical Assisting programs

- 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)
- The 2012 CAR reported there were no graduates from the Medical Assisting diploma program, and the associate's degree program was not started until May 2013.
- 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 evaluation observed on site included review of homework, case presentations, and research projects that were completed and handed in for grading as well as examples of homework that had been evaluated and graded..

- 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
- 9.26 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 for the Medical Assisting programs is 4:1.
- 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 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:**

**(Section 3-1-516(a)(i)):** There is not appropriate documentation to evidence that the 10-hour, 1-credit lecture component of the MEDI299 externship course is scheduled appropriately or to verify that students are meeting regularly with an instructor to satisfy the contact hours needed for the granting of 1 quarter credit. See item 5.18 in Section 5, Educational Activities of the report for more detail and explanation.

**COMMENDATIONS:**

Externship site supervisors who were interviewed were highly pleased with the students doing externships in their facilities.

**SUMMARY**

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

<b>3-1-111 &amp; 3-1-441(c)</b>	Follow-up studies on graduates and employers are not being conducted by the institution at specific measuring points following placement of the graduates <b>(Page 5, 14)</b> .
<b>3-1-513(b)</b>	The Anatomy and Physiology I (BIOL170) course in the Medical Assisting programs does not require completion of the Medical Terminology (HLTH105) course as a prerequisite for registration <b>(Page 48)</b> .
<b>3-1-516(a)(i)</b>	There is not appropriate documentation to evidence that students who are enrolled in the MEDI299 Externship for the Medical programs are meeting on campus with an instructor to satisfy the 10-hour lecture component identified on the Academic Credit Analysis for the course <b>(Pages 17, 51)</b> .
<b>3-1-543 &amp; Glossary</b>	Appropriate documentation of professional growth and/or in-service activities is not on file for some faculty members <b>(Page 18)</b> .

## 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)*

- During the visit students told the team that on at least one occasion an unknown person had entered a classroom and was found there when a class was scheduled to start. Although the team could not verify this, it did confirm that the campus issues student ID cards; but no policy statement was found requiring these cards to be displayed while in the building. Since the building is shared with another company and it appears there is no restriction or security in place to prevent anyone from entering the building and the area where the Westwood College activities are conducted, the team suggests that the campus administration consider reviewing whether some type of security system should be implemented. This may be as simple as requiring students, faculty, and staff to display their Westwood College ID cards while in the building; but it may be more complicated than this to be effective.
- The team found the on-shelf collection in the library for the Graphic Design programs to be barely adequate to satisfactorily support current programs. Therefore, the team feels campus administration should work with the program chair and campus librarian to identify and obtain more books and periodicals that pertain specifically to graphic design, animation, game design, and visual communications to be available in the onsite learning commons area.
- Mr. Josh Haycraft the "new" program chair for the School of Design informed the team that he is very interested in developing and implementing a plan to have more events at the campus to raise community awareness of the presence and activities of the school. Given his position, of course, his interest is primarily focused on raising the awareness of the activities, products, and projects of students in the School of Design. The team encourages campus administration to work with and provide support for Mr. Haycraft's enthusiasm and efforts in this regard where feasible. An investment of some administrative time and more tangible resources may result in a variety of benefits for the School of Design as well as the campus in general.
- As noted in the report, the decision by campus administration to pay for certification exams for students and faculty in the School of Technology programs has generated a high level of excitement and enthusiasm among students and faculty in those programs. Given this action has had such positive results in the Technology programs, campus administration should probably review all of the current programs offered to determine if there is opportunity to provide similar options for students in other programs.



## ADDITIONAL LOCATION INCLUSION

**ITT TECHNICAL INSTITUTE**  
**2895 NE Loop 410**  
**San Antonio, TX 78218**  
**ACICS ID Code: 00070456**

Mr. Barry Bailey, Director (b)(6)@itt.tech.edu  
 (b)(6)@itt-tech.edu

**MAIN CAMPUS**  
**ITT Technical Institute**  
**Indianapolis, IN 46268**  
**ACICS ID Code: 00016040**

September 19-20, 2013

Dr. Alvin J. Marrow	Chair	Retired Academic Dean, Florida Metropolitan University - North Orlando	Winter Park, FL
Ms. Maura K. Wilson	Student-Relations Specialist	Director, Retired, Flagler College	Albany, OR
Ms. Mary Gail Lowery	Educational Activities Specialist	Retired, Alabama Department of Education	Gatlinburg, TN
Mr. Tom Phillips	IT Programs Specialist	Professor, Retired, Gibbs College	Tinton Falls, NJ
Ms. Silvia Gimbutas	Drafting and Design Specialist	Instructor, Westwood College	Chicago, IL
Mr. Ian R. Harazduk	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
SAN ANTONIO, TEXAS**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Associate of Applied Science degree	Academic Associate's degree	Drafting and Design Technology	1315	93	29/0	n/a	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Electrical Engineering Technology	1315	93	41/1	100%	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Network Systems Administration	1315	93	64/3	n/a	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Industrial Engineering Technology*	1315	93	0	n/a	n/a	n/a	n/a
Associate of Applied Science degree	Academic Associate's degree	Software Development*	1315	93	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Electrical Engineering and Communications Technology**	2524	180	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Information Systems and Cybersecurity**	2594	180	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Software Development**	2523	180	0	n/a	n/a	n/a	n/a
Bachelor of Science degree	Bachelor's degree	Project Management and Administration – Project Management and Administration Option, Construction Option, and Information Technology Option**	2326	180	0	n/a	n/a	n/a	n/a

**TOTAL  
ENROLLMENT**

138

n/a The campus enrolled its first students in June 2012. Data is not available for these programs. There were no graduates at the time of the visit.

\* Anticipated starting dates for these programs are as follows: Industrial Engineering Technology (December 2013), Software Development (March 2014).

\*\* Anticipated starting dates for these programs are as follows: Electrical Engineering and Communications Technology (December 2014), Information Systems and Cybersecurity (September 2014), Software Development (2015), and Project Management and Administration-Project Management and Administrative Option, Construction Option, and Information Technology Option (September 2014).

## INTRODUCTION

The ITT Technical Institute in San Antonio is part of a nationwide system of over 140 campuses in 38 states owned and operated by ITT/ESI, which is headquartered in Carmel, Indiana. The campus, which opened its doors for classes in June 2012, currently offers 3 academic associate's degree programs and anticipates expanding its offerings at both the associate's and bachelor's degree levels. The campus, located in the heart of the Alamo country, mainly attracts students from the San Antonio metropolitan area, with a population of over 1.5 million, and includes a large contingent of students (30%) from 3 major military bases in the area. In addition, the student population, consisting of mainly adult and evening learners, is representative of the local community demographics to include the following breakdown: by race, 41.7% Hispanic, 26.7% Caucasian, 13.3% African-American, 3.3% Asian-American, and 15% undisclosed; and by gender, 85% male and 15% female.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement can be found on page 2, volume 9, of the 2013-2014 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
- 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 measures student learning outcomes using four measures: capstone courses, capstone assessment data, student engagement, and student success. For the first, capstone courses, many of the ITT Technical Institute programs utilize a capstone course to solidify the student's overall learning process and to determine the level of the student's understanding of the program objectives. Beginning in December 2013, when the first capstone courses are offered, the campus dean will start tracking class average grades for capstone courses and develop a history of data that can be used to analyze student learning outcomes. For the second measure, or capstone assessment data, the campus assesses specific learning outcomes through the application of an assessment rubric (communication skills, teamwork, critical thinking, et al.). As assessment data becomes available after the first capstone classes are offered, the faculty will begin reviewing proficiency levels achieved by graduates and take measures for continuous learning outcomes improvement. Thirdly, the campus measures student engagement by taking into account student attendance and the ability of the student to complete program courses. Data is currently being collected by the dean to measure student engagement. Lastly, student success is measured by dividing the number of passing students by the number of student attempts. The number of students starting and passing a course is an indicator of the potential to achieve student learning outcomes. Data is currently being collected by the dean to measure student success.

## 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

At the time of the visit, the campus was either beginning to or planning to collect data, with charts included, on the five required elements of the CEP. With baselines for each element already established, the data collected will be used to improve the educational offerings at the campus.

## 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 lists a number of goals and initiatives that it will undertake to meet its retention goals to include the following: improve student engagement; reduce student attrition; increase opportunities to build a sense of college community; increase tutoring opportunities, specifically with faculty and peer mentors; increase the use of guest speakers; provide a number of academically-focused student activities such as a student news broadcast, membership in clubs and associations, and career-related training exercises; and increase contact with students who do not attend class or are doing poorly in their academic studies.
- Without any graduates, the campus does not list any specific placement activities and goals.
- 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. Barry Bailey, the campus director, is responsible for implementing and monitoring the CEP. Mr. Bailey has a master's degree in Business Administration from the University of Redlands, a bachelor's degree in Organizational Behavior from the University of San Francisco, and an associate's degree in Business and Management from Citrus College. He has been in his current position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technical Institute-Tucson, Arizona; center dean at DeVry University; president of Barry Bailey Group, Inc.; senior training consultant at Dell Computer; and staff administrator at GTE Corporation. Mr. Bailey's professional development includes attendance at an ACICS Accreditation Workshop (November 2011), participation in the Career Colleges and Schools of Texas (CCST) conference (November 2012), and membership in CCST.
- As chair of the CEP committee at ITT Technical Institute-San Antonio, Mr. Bailey has been instrumental in putting together a dynamic team of individuals to assist him in the development and implementation of the plan. Mr. Bailey's CEP team consists of the following individuals: the dean, director of finance, director of recruitment, registrar, and faculty representative from each school of study.
- 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?

- 2.03  Yes  No  
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?  
As previously noted, Mr. Barry Baily, the campus director, is responsible for the financial oversight of the campus. Mr. Bailey has a master's degree in Business Administration from the University of Redlands, a bachelor's degree in Organizational Behavior from the University of San Francisco, and an associate's degree in Business and Management from Citrus College. He has been in his current position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technical Institute, Tucson, Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training consultant at Dell Computer; and staff administrator at GTE Corporation.

### 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 noted, Mr. Barry Baily, the campus director, is the on-site administrator for the campus. Mr. Bailey has a master's degree in Business Administration from the University of Redlands, a bachelor's degree in Organizational Behavior from the University of San Francisco, and an associate's degree in Business and Management from Citrus College. He has been in his current position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technical Institute, Tucson, Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training consultant at Dell Computer; and staff administrator at GTE Corporation.
- 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
- 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

**COMMENDATIONS:**

The team was impressed with the campus administration's attitude of "students come first." Students are the most important commodity on campus; their issues, needs, and wishes must come center-forward. The campus administration must be commended for its emphasis on students and their welfare. This student-oriented philosophy is reflected in the positive remarks made by students who were asked about their experience on campus. By focusing on students, the campus is commended for fulfilling the needs and aspirations of students and setting the stage for the establishment of a truly dedicated college community.

**4. RELATIONS WITH STUDENTS**

- 4.01 How many student files were reviewed during the evaluation?  
Thirty-five student files were reviewed which included 25 active students and 10 drop students. Three of the 25 active students were on Satisfactory Academic Progress (SAP) probation, and two of the drop students had been dismissed for SAP. The campus has had no graduates up to this point.
- 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. Sylvia Astorga serves as the director of recruitment for the campus. Ms. Astorga holds a bachelor's degree in Occupational Education from Wayland Baptist University and an associate's degree in Instructor Technology from Community College of the Air Force.
- Ms. Astorga has served as director of recruitment since March 2012. Prior to that she served as manager of recruitment for ITT for four years. Her additional experience includes 18 years as an Air Force recruiter and recruiter instructor, as well as contract recruiter for an insurance company.
- 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 students, admissions representatives, the director of recruitment, and the director of finance as well as reviewed active and drop student files (the campus has not had any graduates to date.)
- In interviews with students, they indicated that the recruiting practices of the campus are ethical and reflect the objectives of the programs. They expressed satisfaction with the process and with their understanding of what would be expected of them as students.

A review of student files indicated that appropriate records are on file, that students toured the campus prior to enrolling, and that all admissions documentation is in order.

All recruiting personnel at the campus undergo a comprehensive training program in which they must complete activities, have those assessed and ultimately become "certified" on the interview presentation; this is documented on an e-Campus transcript in the learning management system. On-going training takes place weekly. Additionally, representatives are observed quarterly by the director of recruitment who sits in on phone calls and prospective student interviews.

- 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
- (a) Courses and programs.  
 Yes       No
- (b) Services.  
 Yes       No
- (c) Tuition.  
 Yes       No
- (d) Terms.  
 Yes       No
- (e) Operating policies.  
 Yes       No
- 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?  
 Yes       No
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes       No
- If Yes, is evidence of licensure or registration on file?  
 Yes       No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes       No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes       No       Not Applicable (campus does not participate in financial aid)
- 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
- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes       No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress are published in the ITT Technical Institute catalog with a publication date of September 10, 2013 on pages 32-37.

- 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?  
 Mr. Ricardo Navejar serves as dean and he is responsible for the administration of satisfactory academic progress (SAP), reviewing student records, and ensuring that each student not making SAP is advised as to the campus' SAP requirements.
- Mr. Navejar holds a master's degree in Business Administration (M.B.A.) and a bachelor's degree in Mechanical Technology and Computer Drafting Design from the University of Houston.
- Mr. Navejar has served as dean for one and one-half years. Prior to transferring to the ITT San Antonio (East) campus, Mr. Navejar was a Computer Drafting and Design (CDD) instructor/chair for nine years. His experience prior to joining ITT was as an AutoCAD drafter for two 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?  
 Mr. Jacob Garcia serves as the director of finance (DOF). Mr. Garcia holds a bachelor's degree in Business Administration from the University of Texas at San Antonio.
- Mr. Garcia has served as DOF since August 5, 2013. Prior to that, he served as a financial aid coordinator for ITT for three years, and various finance and collection positions for eight years.
- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes  No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes  No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes  No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

During the team visit, the director of finance registered as a member of the Texas Association of Financial Aid Administrators (TASFFA).

At the time of the visit, Mr. Garcia had served as DOF for six weeks. During that time, he participated in four E-courses: "Finance Management 101," "FAC Coaching and Development," "Sexual Harassment Awareness for Supervisors and Managers," and "Eligible Student Admissions".

In his three years as financial aid coordinator, Mr. Garcia participated in nine other E-courses.

Even though Mr. Garcia is new to his position and has participated in E-training, additional training is needed.

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 holds student orientation sessions each quarter for new students. The sessions are held twice on two different dates and the dean, faculty, and campus managers greet new students and explain program expectations. Financial aid staff meet with students to ensure that financial paperwork has been completed, and career services discuss career choices and trends.

The orientation agenda also includes a review of campus policies and expectations including attendance policies, the student handbook, effective study habits, grievance policies, and other general questions.

The campus staff offers advisement. Students are referred to outside professional agencies for in-depth counseling.

Tutoring by academic personnel is available to all student who are failing or performing below expectations. This is coordinated through the learning resource center (LRC).

Campus staff will assist students with other issues affecting retention such as transportation and part-time employment.

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

The campus has not yet had any 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?

Although the first graduating class will not complete until February 2014, the position of director of career services was filled by Ms. Cidalin Rojas-Nava in August 2013.

Ms. Rojas-Nava holds a bachelor's degree from Texas A&M - Corpus Christi in Criminal Justice and an associate's degree from Del Mar College in Criminal Justice.

Prior to joining ITT in August 2013, Ms. Rojas-Nava served in a variety of roles with other educational institutions: director of career services for three years, school director for six years, and as an instructor of cosmetology for two years.

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 6  
 The ending enrollment reported on the previous year's CAR is 6
- 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 utilizes SmartForms for entrance counseling and provides each student with copies of their cost summary and a "Payment Addendum to Enrollment Agreement" (CSPA) which specifies financial obligations for the academic year (three academic quarters). A new CSPA is created each academic year and reviewed with the student by a financial aid coordinator. When students graduate, drop or are dropped by the campus, an exit interview is conducted or mailed to the students outlining their responsibilities for loans. Students are given a debt management guide, deferment eligibility chart, and a repayment estimator chart to assist in making decisions about their student loans. Contact numbers and e-mail addresses of lending institutions and other important offices are provided to students for possible future use. If the student is unavailable for an appointment, exit interview documents are sent by certified mail.
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
 Extracurricular activities of the campus include the following: student appreciation grills, field trips, awards ceremonies honoring attendance and grades, and a number of major-affiliated honor societies and associations.

## 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. Ricardo Navejar is the academic dean. Mr. Avejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012.
- 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.  
 There is a constant flow of program development from the corporate office to the campus' administrative team. The campus dean, supported by subject matter experts, faculty and staff, is ultimately responsible for the development, administration and the academic integrity of the programs offered at the campus. The academic dean and faculty participate in faculty meetings, professional development plans, and in-service training. In addition, the campus has a signed job description detailing duties and responsibilities of faculty in matters of academic governance.
- 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 programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes       No

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?

Provisions are made for students with individual differences and/or special needs through following the ADA requirements and through flexibility in the organization and administration of instruction. Students with special needs may request special assistance provided appropriate documentation is disclosed and presented to the director of the campus for consideration.

Faculty members are encouraged to use a variety of teaching styles and methods to accommodate diverse learning styles and individual differences. The campus provides early intervention by academic personnel by offering tutoring and mentoring intervention with students who need assistance with their programs of study. Faculty members encourage all accelerated students to undertake extra projects and to assist fellow students when possible.

All theory and lab classrooms have LCD projectors with DVD playing capabilities. The campus opened in June 2012 and furnished classrooms with new furniture and computers in well-lighted and clean classrooms which encourages an environment for effective classroom instruction.

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

The corporate-driven curriculum has a systematic process of curricula evaluation, revision and changes. Central campus faculty interact with national chairs who specialize in a particular industry or area of expertise for each program of study offered at the campus. Faculty

may also submit suggested changes and additions in syllabi and course learning resources to the dean for implementation.

- 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)
- 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?  
 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?  
 The team verified documentation of a systematic process of in-service training and professional growth activities through team-led meetings. Personnel files included professional development plans to enhance faculty expertise.
- 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
- 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

**GENERAL COMMENTS:**

The team observed a very dedicated faculty and an energetic and engaged student population. The academic dean, faculty members, and staff were extremely excited about all programs of study and specifically, the success of their students.

**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, located off interstate 410, contains 20,378 square feet to include theory classrooms, laboratories, administrative offices, library, and bookstore. The parking area is large enough to meet the maximum capacity of 440 students and staff. The facility is in compliance with ADA as well as other federal, state, and local ordinances and regulations. Working environments for finance, recruitment, career services, and academic affairs exist along with a student lounge, testing rooms, computer labs, theory classrooms, and a learning resource center. The facility is clean and environmentally pleasing; it does meet the needs of students, staff, and faculty.
- 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 catalog used for the evaluation visit is the ITT Technical Institute, San Antonio (NE LOOP 410), Texas 2013-2014 catalog, volume 9, published on September 10, 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
- (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

7.07 Does the catalog contain an addendum/supplement?  
 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

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 television advertisements, brochures, mailers, flyers, and online through its website and banner advertisements.

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 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 routinely publishes occupational codes for all of its programs, on-time graduation rates, costs, placement rates, and media loan debt. It should be noted that the information presented is an aggregate for all ITT Technical Institute campuses under the Indianapolis main campus which includes the San Antonio additional location.

Where is this information published and how frequently is this information being updated?

The information is published on the institution's 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?

The campus library is supported by corporate personnel to ensure that the level of library resources needed are provided in relation to programs offered at the campus. The learning resource center (LRC) coordinator is constantly seeking information from students, faculty, and lead instructors in the development and utilization of an adequate base of library resources, in a continuous assessment strategy for library resources and adequate staff, and in providing training for faculty and students in LRC 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 as follows: \$2,087 or .1% of tuition revenue in addition to the use of the corporate generated virtual library.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 At the time of the visit, the campus has spent \$375 or 18% of the budget for periodical, library equipment and other resource and reference materials.
- 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?  
 All first quarter students are introduced to the LRC and the virtual library through classroom visits and/or scheduled programs in the LRC. All faculty members are required to participate in tutoring logistics of the virtual library to ensure how students can benefit from the use of the virtual library. Faculty members are required to create a virtual library assignment for students for research projects in addition to other library assignments.
- 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 institution's library offers full-text on-line support for all of the programs offered by the institution through various electronic resources and physical collections. Full-text library materials and services are available at times consistent with the typical student's schedule in both day and evening programs including EBSCOHost, Gale, Books 24/7, and Ebrary. The library provides a variety of on-line periodical database full-text articles on topics in the arts, sciences, social sciences, humanities, and mathematics fields.
- 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?  
 The campus has two full-time library assistants who are Ms. Nancy Castro and Ms. Courtney Parker. Ms. Castro has her bachelor's degree in Business and associate's degree in Behavioral Sciences from Concordia University in San Antonio and four years of experience as a banker. Ms. Parker has her bachelor's degree in English from Texas State University in San Marcos and five years of

experience as a library technician and assistant. The assistants are members of the Texas Library Association. The assistants share on-site library hours which are 9 a.m. until 9 p.m. on Monday through Friday and 9 a.m. until 2 p.m. on Saturday.

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

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Drafting and Design 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?

Mr. Ricardo Navejar is the academic dean. Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012.

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).

There are three field trips and two guest speakers, which are described below, that the team found sufficient to enrich the Drafting and Design Technology program.

There was a field trip to the U.S. Army Corps of Engineers where the students were exposed to the construction activities in progress. Another visit to CDS Muery Engineers and Surveyors was a real-world experience to observe the use of Computer Aided Design (CAD) on the daily basis operations of this consulting firm that offers civil engineering, surveying, 3D laser scanning and mapping services. Also in April 2013, there was a visit to the Methodist Specialty and Transplant Hospital in San Antonio. The students toured the facilities and reviewed reports from the Environmental Protection Agency analyzing indoor air quality and other hospital systems requirements. All field trips are documented with waiver and release forms signed by the students and faculty attending to the activity.

The team also verified documentation related to the guest speakers that were invited to this campus. Architect Billy Johnson from Studio Industrielle presented examples of his work and how he applies different sketching and drawing techniques in the design process. Mr. Rudy Montanez, a CAD Manager operator, was another guest speaker invited to this campus to talk about his work 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

9.14 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)

How many calls to employers or graduates were attempted?

N/A

How many calls to employers or graduates were successful?

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.

N/A

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 Associates Degree in Electrical Engineering 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?  
 Mr. Ricardo Navejar is the academic dean. Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012. He is assisted by subject matter expert, Mr. Robert McCullar. Mr. McCullar holds an associate's degree in Electronical Engineering Technology from ITT Technical Institute in San Antonio, Texas and a bachelor's degree in Occupational Technology from Wayland Baptist University in San Antonio, 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 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 program has had a field trip to Southwest Research Institute on February 11, 2013 where students observed and learned about the practical work in electronics. A guest speaker, Sergeant Shaun D. Canfield was brought in to speak to the GS1145 Strategies for the Technical Professional class on November 26, 2012. The topic was "Interview for Success."

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes       No

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

**(Section 3-1-512 (c)):** There are not sufficient community resources utilized to enrich the program. While one program specific field trip was held and one general studies related guest speaker was brought in, this limited use of community resources alone is not sufficient to enrich the program. The self-study submitted by the campus mentions the importance of an advisory committee as a community resource in program development and revision, student placement, selection of learning materials and recruitment of faculty and guest speakers. Section 5.8.1 of the submitted campus self-study states that advisory committees are "being formed and will meet during the June 2013 quarter." While the team was provided a general agenda for a proposed meeting date of October 24, 2013, the team was provided no specific evidence to show that the advisory committee was being formed. In addition, the campus provided no evidence of future scheduled field trips, guest speakers, or other activities in this 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

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)

How many calls to employers or graduates were attempted?

N/A

How many calls to employers or graduates were successful?

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.

N/A

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

#### COMMENDATIONS:

Students interviewed by the team all expressed great satisfaction with the instructors, the administration and their program and the school in general.

## 9. PROGRAM EVALUATION

### Academic Associates Degree in Network Systems Administration

- 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. Ricardo Navejar is the academic dean. Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012. He is assisted by subject matter expert, Mr. Mario Martinez. Mr. Martinez holds a bachelor's degree in Composite from Texas A&M University and an associate's degree in Computer Technology from Laredo Community College in Laredo, Texas. Additionally, Mr. Martinez is CompTIA A+ and Network+ certified.
- 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 program has had a field trip to Randolph-Brooks Federal Credit Union on October 17, 2012 where students observed and learned about the credit union's working data center. A guest speaker, Sergeant Shaun D. Canfield was brought in to speak to the GS1145 Strategies for the Technical Professional class on November 12, 2012. The topic was "Interview for Success."
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- (Section 3-1-512 (c)):** There are not sufficient community resources utilized to enrich the program. While one program specific field trip was held and one general studies related guest speaker was brought in, this limited use of community resources alone is not sufficient to enrich the program. The self study submitted by the campus mentions the importance of an advisory committee as a community resource in program development and revision, student placement, selection of learning materials and recruitment of faculty and guest speakers. Section 5.8.1 of the submitted campus self-study states that advisory committees are "being formed and will meet during the June 2013 quarter." While the team was provided a general agenda for a proposed meeting date of October 24, 2013, the team was provided no specific evidence to show that the advisory committee was being formed. In addition, the campus provided no evidence of future scheduled field trips, guest speakers, or other activities in this 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

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)

How many calls to employers or graduates were attempted?

N/A

How many calls to employers or graduates were successful?

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.

N/A

- 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

**COMMENDATIONS:**

Students interviewed by the team all expressed great satisfaction with the instructors, the administration, and their program and the campus in general.

## SUMMARY

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

<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
<b>1</b>	<b>Section 3-1-512(c)</b>	There is not sufficient use of community resources to enrich the academic associate's degree programs in Network Systems Administration and Electrical Engineering Technology (pages 26-27 and 30).

## RECOMMENDATIONS

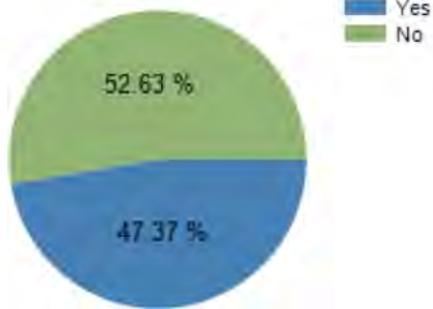
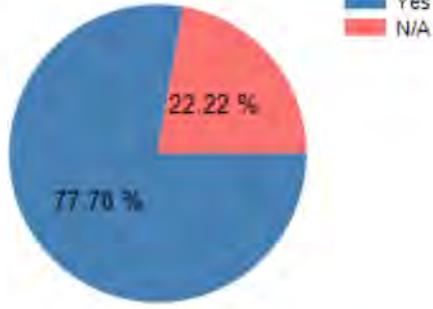
The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

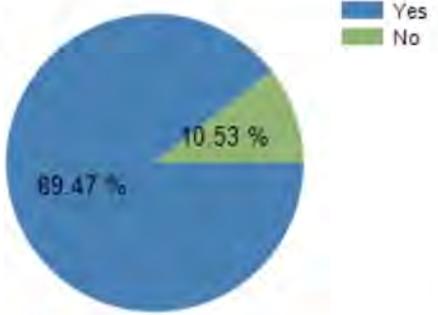
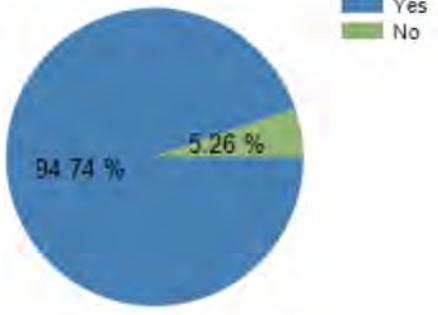
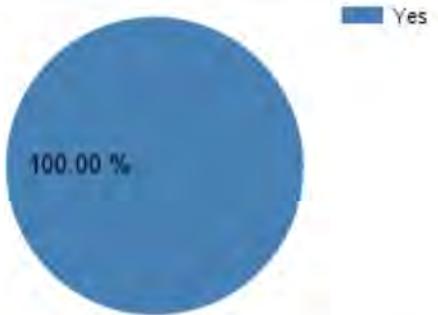
### **Drafting and Design Technology:**

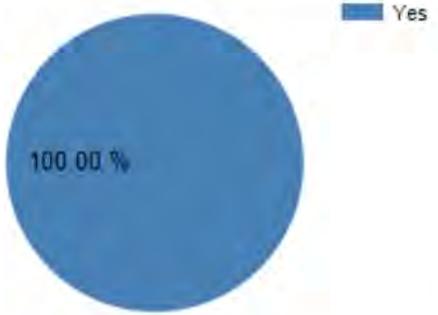
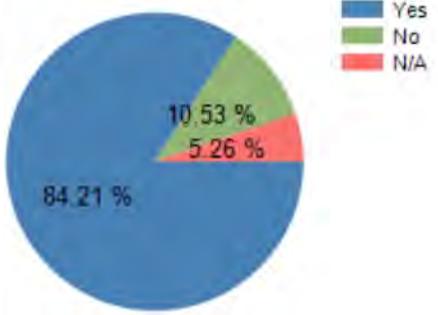
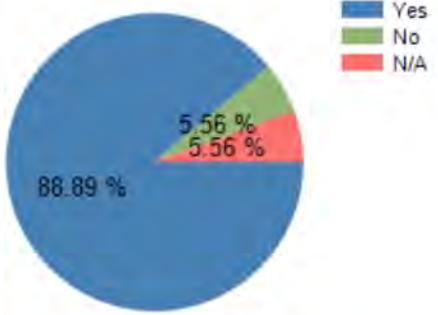
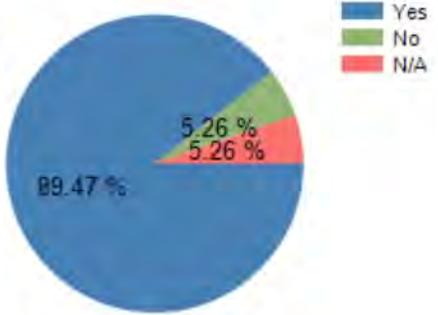
- A projector in the Drafting and Design Technology classroom to support the mode of instructional delivery to students in the program.
- Students should receive a package with drawing materials that includes a drawing board and proper drawing tables with parallel or T-rulers. These items should be included in the package of supplies that students receive at the beginning of the term.

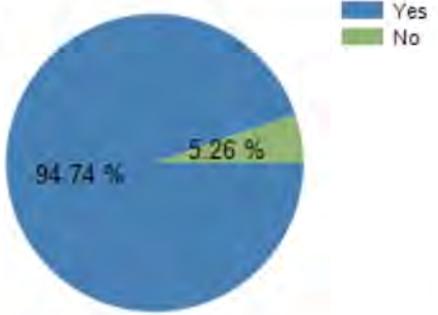
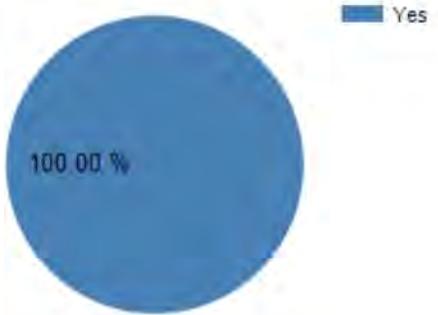
Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs.

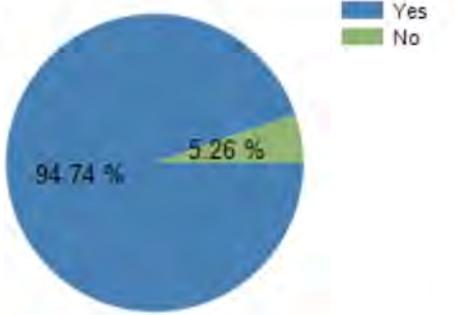
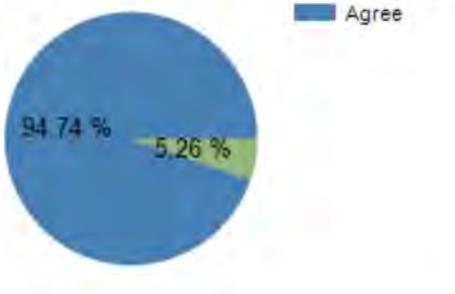
**Student Survey Response Summary Graph**

Personify Id	Survey Question	Category	Count	
00070456				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	9	
		No	10	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	14	
		No	0	
		N/A	4	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	19	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<table border="1"> <tr> <td>Yes</td> <td>17</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	17	No	2	 <p>89.47 % 10.53 %</p>
Yes	17						
No	2						
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<table border="1"> <tr> <td>Yes</td> <td>19</td> </tr> </table>	Yes	19	 <p>100.00 %</p>		
Yes	19						
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>18</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	18	No	1	 <p>94.74 % 5.26 %</p>
Yes	18						
No	1						
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>19</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	19	No	0	 <p>100.00 %</p>
Yes	19						
No	0						

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>19</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	19	No	0	 <p>100.00 %</p>		
Yes	19								
No	0								
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>16</td> </tr> <tr> <td>No</td> <td>2</td> </tr> <tr> <td>N/A</td> <td>1</td> </tr> </table>	Yes	16	No	2	N/A	1	 <p>84.21 % 10.53 % 5.26 %</p>
Yes	16								
No	2								
N/A	1								
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>16</td> </tr> <tr> <td>No</td> <td>1</td> </tr> <tr> <td>N/A</td> <td>1</td> </tr> </table>	Yes	16	No	1	N/A	1	 <p>88.89 % 5.56 % 5.56 %</p>
Yes	16								
No	1								
N/A	1								
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>17</td> </tr> <tr> <td>No</td> <td>1</td> </tr> <tr> <td>N/A</td> <td>1</td> </tr> </table>	Yes	17	No	1	N/A	1	 <p>89.47 % 5.26 % 5.26 %</p>
Yes	17								
No	1								
N/A	1								

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>18</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	18	No	1	 <p>A pie chart showing the distribution of responses for question 4.1. The chart is divided into two segments: a large blue segment representing 'Yes' at 94.74% and a small green segment representing 'No' at 5.26%. A legend to the right of the chart shows a blue square for 'Yes' and a green square for 'No'.</p>		
Yes	18								
No	1								
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>19</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	19	No	0	 <p>A pie chart showing the distribution of responses for question 4.2. The chart is a single solid blue circle representing 'Yes' at 100.00%. A legend to the right of the chart shows a blue square for 'Yes'.</p>		
Yes	19								
No	0								
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>19</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	19	No	0	N/A	0	 <p>A pie chart showing the distribution of responses for question 4.3. The chart is a single solid blue circle representing 'Yes' at 100.00%. A legend to the right of the chart shows a blue square for 'Yes'.</p>
Yes	19								
No	0								
N/A	0								
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>19</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	19	No	0	 <p>A pie chart showing the distribution of responses for question 4.4. The chart is a single solid blue circle representing 'Yes' at 100.00%. A legend to the right of the chart shows a blue square for 'Yes'.</p>		
Yes	19								
No	0								

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>18</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	18	No	1	 <p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 94.74% and a small green slice representing 5.26%.</p>
Yes	18						
No	1						
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Agree</td> <td>19</td> </tr> </table>	Disagree	0	Agree	19	 <p>A pie chart with a legend. The legend shows a blue square for 'Agree'. The chart shows a single blue slice representing 100.00%.</p>
Disagree	0						
Agree	19						
	<p><b>5.2. I would recommend this school to others.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>1</td> </tr> <tr> <td>Agree</td> <td>18</td> </tr> </table>	Disagree	1	Agree	18	 <p>A pie chart with a legend. The legend shows a green square for 'Disagree' and a blue square for 'Agree'. The chart shows a large blue slice representing 94.74% and a small green slice representing 5.26%.</p>
Disagree	1						
Agree	18						



## ADDITIONAL LOCATION INCLUSION VISIT REPORT

**ITT--SOUTHFIELD**  
**26700 Lahser Rd., Ste. 100**  
**Southfield, MI 48033**  
**ACICS ID Code: 00096945**

Ms. Kelly Ruddle, Campus Director (b)(6)@itt-tech.edu  
 (b)(6)@itt-tech.edu

**MAIN CAMPUS**  
**ITT Technical Institute**  
**Indianapolis, Indiana**  
**ACICS ID Code: 00016040**

September 30-October 1, 2013

Scot Ober	Chair	Words, etc, Inc.	Tucson, Arizona
Michele Ernst	Student-Relations Specialist	Brown College	Mendota Heights, Minnesota
Gine Thomes-Cotter	Educational Specialist	EDMC	Phoenix, Arizona
Charles Saunders	Drafting/Electrical Engineering Specialist	Virginia College	Owens Cross Roads, Alabama
David Teneyuca	Network Systems Specialist	U. of Texas--San Antonio	San Antonio, Texas
Torri Hayslett	Accreditation Coordinator	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT Technical Institute  
Southfield, MI  
00096945**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
					2012		2011	
					Ret.	Pla.	Ret.	Pla.
Associate of Applied Science Degree	Academic Associate's	Network Systems Administration	93	58/5	88.24%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's	Electrical Engineering Technology	93	50/7	83.33%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's	Drafting and Design Technology	93	14/3	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's	Industrial Engineering Technology	93	7/0	N/A	N/A	N/A	N/A
<b>TOTAL ENROLLMENT</b>					144			

## INTRODUCTION

ITT—Southfield opened in March 2012 with 19 students enrolled in two academic associate degree programs. The campus now offers four academic associate degree programs and plans to graduate its first class in December 2013. Although Southfield is not a low-income area, most students are lower-income students from the Detroit area. Most students are age 25 or older, most are male, and most have not attended any postsecondary institution before.

Although the campus reported in its 2012 CAR an impressive overall retention rate of 85 percent, the campus has a year-to-date retention rate in the Drafting and Design associate-degree program of 49 percent. This is a new program and was not reported in the 2012 CAR. The campus has already developed an improvement plan for the program and included it in its current CEP.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement is given on the front inside cover of the 2013-2014 campus 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
- 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

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

**(Section 3-1-111):** The campus doesn't report and analyze student learning outcomes adequately in its CEP. Although the campus hasn't yet graduated a class, it plans to measure student learning outcomes primarily through student performance on capstone courses, none of which have been completed yet. The CEP contains no real measurement of student learning outcomes--mostly, plans of what it will do. However, the campus has been offering classes since March 2012 and could report student learning outcomes in terms of GPAs. Although the CEP stated that the campus analyzes results of the corporate midterm and final exams, no such analysis was included in the CEP.

- 1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.  
The campus plans to use student performance on capstone courses as its major means of documenting student learning 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 hired a full-time director of career services in February 2013, even though its first class of graduates will be in December 2013. The campus recently began offering software-specific workshops to its Drafting and Design students as a means of motivating them to stay in school. The campus has also increased the number of Drafting and Design instructors to add more perspective to the program of study.
- 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. Kelly Ruddle, campus director, is responsible for implementing and monitoring the CEP. She has earned a bachelor's degree in Business Administration from Olivet Nazarene University and a master's degree in Business Administration from Walsh College. She is a former director of a Dorsey Business School campus and has been with ITT since 2007. She has been director of this campus since January 2012.
- 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)

**COMMENDATIONS:**

With the exception of no documentation of student learning outcomes, the CEP was well written and complete, with useful analysis of the data presented.

**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. Kelly Ruddle, campus director, is responsible for financial oversight of the campus. As noted earlier, she has earned both a bachelor's degree and a master's degree in Business Administration. She is a former director of a Dorsey Business School campus and has been with ITT since 2007. She has been director of this campus since January 2012.

**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. Kelly Ruddle, campus director, is on-site administrator. As noted earlier, she has earned both a bachelor's degree and a master's degree in Business Administration. She is a former director of a Dorsey Business School campus and has been with ITT since 2007. She has been director of this campus since January 2012.

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

#### COMMENDATIONS:

The campus director is well-qualified for her position and is managing the campus in a competent manner.

## 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed 22 student files during the visit.

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

Yes  No

4.03 Does the campus have appropriate admissions criteria?

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

4.07 Is the admissions policy publicly stated?

Yes  No

4.08 Is the admissions policy administered as written?

Yes  No

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

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

Yes  No

(b) Outlines all program related tuition and fees?

Yes  No

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

Yes  No

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

Yes  No

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

Mr. Fred Brown, the director of recruitment, is responsible for the oversight of student recruitment at the campus. Mr. Brown holds a bachelor's degree in Recreation and Parks Management from Eastern Michigan University. He has been at ITT Technical Institute since December 2005 as an admissions representative before becoming director of recruitment 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 reviewed 22 student files, reviewing the admissions documents in each. After a thorough review, the team was able to verify the recruiting process was ethical and compatible with the educational objectives of the 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  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*)
- 4.24 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 can be found on pages 37-40 of the current 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% 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

Students continue to be eligible for financial aid while on probation. The campus does not use the financial-aid warning status as part of its SAP policy.

- 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. Gabriel Cassar administers satisfactory academic progress. Mr. Cassar has a master's degree in Leadership Studies and a bachelor's degree in Computer Science. He has been working at ITT since 2008 in various roles, including instructor, program chair, and now dean.
- 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. Zaneta McCatty is responsible for the on-site administration of student financial aid. She has earned college credit from Daniel Webster College, DeVry University, and ITT Technical Institute. She has been working in financial aid at ITT Technical Institute in several roles since 2008 and has been serving as director of finance since February 2012.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes  No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes  No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes  No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
 The director of finance (DOF) is an active member of the Michigan Student Financial Aid Association (MSFAA). This year she is serving on the MSFAA Conference Program Committee. In addition, there is documentation of regular participation in Webinars sponsored by Sallie Mae Department of Education Loan Services in the DOF's file.

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.  
 There are numerous student services offered at the campus, including tutoring, academic advising, student orientation, and career advising.
- 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?  
 Ms. Gail Allan is the director of career services and is responsible for the counseling of students on employment opportunities. She holds associate's and bachelor's degrees in Early Childhood Studies. Ms. Allan's work experience includes four years of career-development advising at New Haven High School and one year as career services advisor for another local career college.
- 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 0  
 The ending enrollment reported on the previous year's CAR is Not applicable
- 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.  
 Students are advised on repayment options during the enrollment process and during each time the student repackages financial aid. Incoming students receive an "Entrance Counseling Guide for Direct Loan Borrowers." While the campus has not graduated any students yet, they will be conducting exit interviews to counsel students on repaying student loans.
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
 The campus has started an electronics club and has attempted to start a drafting club and an information technology club. The campus sponsors a student appreciation event at the start of every quarter, to include events like cookouts, nacho bar, and in the fall a turkey bowl.

## 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. Gabriel Cassar is the dean at ITT-Southfield and oversees the educational activities of all programs on the campus. Mr. Cassar holds the following degrees from Baker College, Clinton Township, Michigan: an associate's degree in Computer Networking Technology, Microsoft Option; an associate's degree in Management; a bachelor's degree in Computer Science; and a master's degree in Business Administration. Mr. Cassar was appointed dean at ITT-Southfield in February 2012, a month before the campus opened for students. Prior to this assignment, he had served as a program chair at ITT-Dearborn and as an instructor and adjunct instructor at ITT-Swartz Creek. Mr. Cassar also has experiential background in desktop support, network engineering, and help-desk coordination from his time at various computer and computer-related companies prior to joining ITT-Southfield.
- 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.  
According to the job description for the dean that the team reviewed, the program administrators have sufficient authority for the development of the academic programs at the ITT-Southfield campus. This is evidenced by statements in the job description, such as "creates academic goals and objectives," "ensures compliance with policies and procedures," and "delivers quality student services."
- 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 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*)
- 5.13 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?

Faculty ensure that provision is made for individual student differences through modifying their choices of presentation methods within classes to include lecture, demonstrations, and explanations; offering extra support through the library tutoring program; and utilizing their in-service training to accommodate for differences in gender, sexual orientation, race, and religious preferences.

- 5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
ITT-Southfield offers a number of avenues for evaluating and revising curriculum. Faculty may submit ideas for improvements via the faculty collaboration portal maintained on the Internet. A district curriculum lead is also available for face-to-face, e-mail, or phone contact to share ideas for change. Program Advisory Committees (PACs) review curricula and recommend changes on a biannual basis. Students can also offer their ideas through surveys in the various classes. Any changes that are contemplated are passed through the corporate curriculum committee which has final say on revisions.
- 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 5.22*)
- (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?

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?

The team observed appropriate in-service documentation in faculty files and confirmed in-service training through interviews with faculty.

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

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 is located on the first floor of a four-story office building in Southfield, Michigan, a suburb of Detroit. It comprises 19,308 square feet, which includes theory classrooms, laboratories, administrative offices, library, bookstore, and staff and student lounge areas. There is adequate parking, and the facility is handicapped-accessible.

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 catalog used during the evaluation visit is the ITT-Southfield, MI 2013-2014 Catalog, Volume 12, with a published date of September 13, 2013, and an effective date of 09/13/2013 - 09/14/2014.
- 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

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

Bachelor degree programs are not currently offered at the campus, but are listed in the catalog.

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.)

- 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 direct mailers, postcards, brochures, posters, television commercials, and radio.
- 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 institutional performance information provided to the public includes information on placement, retention, tuition costs and fees, possible occupations, and on-time graduation rate.
- Where is this information published and how frequently is this information being updated?  
 The information is published online and is updated on an annual basis.

## 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 librarian holds regular workshops with the faculty to monitor student engagement with library resources. The faculty also are members of the Library Committee, a group that meets regularly to determine new needs and review current holdings for relevance. In addition, the corporate librarian monitors the institution's overall collection for appropriateness.

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 \$5,972.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

To date, the campus has spent \$1,572 on the virtual library, \$1,200 on periodicals, and \$2,000 on books to support the curricula. The library budget runs from January 1 through December 31, 2013.

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 inspire, motivate, and direct student library usage through specific homework and class assignments, often requiring the use of the virtual library. Faculty also use the library to hold tutoring sessions with needy students. The librarian makes presentations in the various classes to help students understand what is available through library resources and how to properly benefit from their use. The librarian and her assistant also offer assistance to students and faculty upon request.

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 library subscribes to a number of full-text online collections through its virtual library system. Among the collections are the Association for Computing Machinery (ACM) Digital Library, which contains information related to information technology; EbscoHOST, which includes general education subjects; Lexis/Nexis for over 6000 journals covering news and current events; and ProQuest which is also a general collection of information, including many national and international newspapers. The library also has access to a number of general reference and book sources such as AccessScience which includes the McGraw-Hill Encyclopedia of Science and Technology, Britannica Online, and Books 24x7, which is a collection of books supporting information technology.

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. Stephanie Fair is the ITT-Southfield librarian. Ms. Fair has a bachelor's degree in History from Oakland University in Rochester, Michigan, and a master's degree in Library and Information Science from Wayne State University in Detroit, Michigan. Ms. Fair was appointed librarian in September 2013. Prior to this appointment, she was the ITT-Troy library assistant from 2012 to 2013. She previously has been employed as a banker, customer service representative, shift supervisor, and shift manager at various businesses. Ms. Fair is in the library Monday and Tuesday from 9 a.m. to 6 p.m., Wednesday from 1 to 10 p.m., and Thursday and Friday from 9 a.m. to 6 p.m. The library is open Monday through Friday from 9 a.m. to 10 p.m. and Saturday from 9 a.m. to 2 p.m.

Ms. Fair is aided by Ms. Melissa Bowen, the library assistant. Ms. Bowen has a bachelor's degree in History from Eastern Michigan University in Ypsilanti, Michigan, and a master's degree in Library and Information Science from the University of Michigan in Ann Arbor. Prior to her employment at ITT-Southfield, Ms. Bowen was a research assistant and intern at facilities such as the University of Michigan Law Library, Ford Motor Company, William L. Clements Library, Bruce T. Halle Library, and the Canton Public Library. Ms. Bowen is in the ITT-Southfield Library on Monday, Tuesday, and Friday from 5 to 10 p.m. and on Saturday from 9 a.m. to 2 p.m. On those occasions when neither librarian is present, the library is covered by the dean, Mr. Gabriel Cassar.

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

#### GENERAL COMMENTS:

The ITT-Southfield library is fortunate to be staffed by a librarian and a library assistant, both of whom hold degrees in Library Science and Information. The campus and its students will surely benefit from the knowledge and expertise of these two librarians.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Network Systems 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?  
 Mr. Gabriel Cassar is the dean for the Network Systems Administration program. Mr. Cassar attended school at Baker College, where he earned an associate's degree in Computer Networking Technology and a bachelor's degree in Computer Science. In addition, he received a master's degree in Business Administration in Leadership Studies from Baker College. In 2003, he received a Microsoft Certified Professional designation. Moreover, he has valuable work experience in the education arena. Since 2008, he has worked for ITT in various capacities. For example, he has been an adjunct instructor, full-time instructor, program chair, and a dean.
- As the dean for the School of Information Technology, his responsibilities include serving as the current subject-matter expert on curriculum for applicable faculty and students. He assists the director with related program issues as needed. In addition, he serves as the current liaison to the director for communicating curriculum issues and/or recommendations. Mr. Cassar is qualified to administer 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 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 Network Systems Administration program is utilizing community resources appropriately. The faculty has invited several speakers to visit the school, and many workshops have been conducted on campus for students to attend. In addition, the school promotes "Demo Days," whereby students can receive hands-on experience on network administration. Professionals from the community have participated in Demo Days on numerous occasions. For example, on Saturday, September 14, 2013, a Demo Day was held. Attendance showed over 20 students at the one-hour session. The event permitted the students to gain valuable experience on network configuration and security controls. This program also has a formal advisory board in place. The board is made up of a well-diversified group of professionals from the community. The group works together to successfully meet the needs of the students, the school, and the community. The meeting minutes and documentation were provided as supporting evidence. The use of community resources provides a great benefit to the Network Systems Administration program and, more importantly, enhances the learning experience for the student.
- 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)
  - (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

**GENERAL COMMENTS:**

The student and faculty interviews provided a good reflection of the campus and its leadership. Everyone was pleased with the support and performance of the staff and administration. In addition, the organizational climate provided a professional and courteous environment for student success.

**9. PROGRAM EVALUATION****Academic Associate's Degree in Drafting and Design Technology (DDT)****Academic Associate's Degree in Electrical Engineering Technology (EET)****Academic Associate's Degree in Industrial Engineering Technology (IET)**

- 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. Mohamad Kheirallah is the chair of the School of Electronics Technology, which manages the academic associate of applied science degree in Electrical Engineering Technology. Mr. Kheirallah holds a bachelor's degree in Electrical Engineering - Power Engineering from Damascus University in Syria. This degree was evaluated and equated to programs offered at American institutions by World Education Services on July 26, 2010. Mr. Kheirallah holds a master's degree in Electrical and Computer Engineering from Lawrence Technology University in Southfield, Michigan, and is currently pursuing his doctorate in Mechanical Engineering at Lawrence Technology in Southfield, Michigan.  
 Mr. Sylvanus Monyem is the subject-matter specialist (SMS) of the associate of applied science degree in Industrial Engineering. Mr. Monyem holds an associate's degree in Computer-Aided Manufacturing Technology, a bachelor's degree in Manufacturing Engineering Technology from New Jersey Institute of Technology, and a master's degree in Management from the University of Maryland in Adelphi, Maryland.  
 Ms. Tabitha Estell is the SMS of the associate of applied science degree in Drafting and Design Technology. Ms. Estell holds a bachelor's degree in Architecture from Lawrence Technology University in Southfield, Michigan.
- 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 DDT, IET, and EET programs utilize a program advisory committee (PAC), field trips, and guest speakers to gain insight from professionals doing business in these fields and to ensure that the students are learning the necessary skills to compete for jobs in these fields, specifically, in the Detroit, Michigan, metropolitan area. Documentation in faculty files confirmed that such events are taking place.
- 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)
- (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

**GENERAL COMMENTS:**

The programs were well-conceived, directed, and taught.

**COMMENDATIONS:**

This is a well-run campus with competent and 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 marketplace.

## SUMMARY

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

<b>3-1-111</b>	The Campus Effectiveness Plan does not adequately document student learning outcomes (p. 4).
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## ADDITIONAL LOCATION INCLUSION VISIT REPORT

**ITT Technical Institute, Douglasville**  
**5905 Stewart Parkway**  
**Douglasville, Georgia 30135**  
**ACICS ID Code: 00107729**

Thomas Pitts, Director, (b)(6)@itt-tech.edu  
 (b)(6)@itt-tech.edu

### MAIN CAMPUS

**ITT Technical Institute, Indianapolis**  
**Indianapolis, Indiana 46268**  
**ACICS ID Code: 00016040**

September 23-24, 2013

Dr. Gine Thomes-Cotter	Chair	Vice-president of academic affairs (Ret.)	Phoenix, AZ
Ms. Patricia (Pan) Fuchs	Student-Relations Specialist	Corinthian Colleges, Inc.	Los Angeles, CA
Mr. Dennis E. Wenger	Educational Activities, Library, & Business Management Specialist	Kaplan University	Hagerstown, MD
Ms. LaVerne Lewis	Criminal Justice Specialist	Deputy, Maitnomah County Sheriff's Office	Gresham, OR
Mr. Charles E. Saunders	Networking & Electrical Engineering Specialist	Consultant	Owens Cross Roads, AL
Ms. Moema C. Shortridge	Design & Drafting Specialist	Westwood College	Denver, CO
Ms. Torri Hayslett	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT Technical Institute  
Douglasville, Georgia**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Associate of Science	Academic Associate's	Business Management*	1,015	94.5	7	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Criminology and Forensic Technology*	1,021	93.0	29	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Drafting and Design Technology*	1,098	93.0	22	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Electrical Engineering Technology*	1,098	93.0	37	100%	N/A	N/A	N/A
Associate of Science	Academic Associate's	Networking System Administration*	1,114	94.5	45	100%	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Electrical Engineering and Communication Technology**	2,105	180.0	0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Information Systems and Cybersecurity**	2,164	180.0	0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Project Management and Administration (PMA)** PMA option** IT options** Construction option**	1,940 2,050 2,039	180.0	0	N/A	N/A	N/A	N/A
<b>TOTAL ENROLLMENT</b>					140				

\* Program reviewed for the first time.

\*\* Program scheduled to begin enrolling for September 2014 start.

## INTRODUCTION

ITT Technical Institute, Douglasville, is one of over 140 similar institutions operated by ITT Educational Services, Inc. (ITT/ESI), which is based in Carmel, Indiana. ITT-Douglasville's mission is to provide technology-oriented programs of study to students seeking associate degrees. It opened in June 2012 with a starting student body of 20 that has grown to a current population of approximately 140. Starting in September 2014, the campus will begin offering bachelor degree programs to its students.

ITT-Douglasville students are predominantly male—72.1% male to 27.9% female. They are primarily identified as African-American or Black, non-Hispanic (44.2%) with another 41.4% identifying as Caucasian or White, non-Hispanic. The remaining 14.4% are divided between Hispanic and undisclosed student groups. Students fall in age between 17 and 61-plus. Most students are in the range of 21-40 years of age. The largest program is the Networking Systems Administration one that claimed 28.85% of all students according to the 2013 Campus Effectiveness Plan (CEP). The smallest is the Business Management program with 12.5% of the student body.

The campus is located conveniently off I-20 near the Douglas Crossing Shopping Center in Douglasville. Douglasville was founded in 1875 by the Georgia General Assembly and is the county seat for Douglas County. Downtown Douglasville is listed on the National Register of Historic Places as an outstanding example of a turn-of-the-century southern railroad town. The town's architecture shows examples of buildings from the Victorian era to the early mid-20<sup>th</sup> century. The dominant feature of Douglasville is the railroad right-of-way running through downtown.

As with many smaller towns across the country, when I-20 was located south of downtown, many retail functions moved to areas along the interstate. Downtown Douglasville still hosts a number of professional, retail, and government functions while no longer serving as the primary shopping area for the region. The largest employers in the immediate Douglasville area are Walmart, Kroger, and the American Red Cross. As of the 2010 census, Douglasville had a population of 30,961 and is considered to be part of the Greater Atlanta area of Georgia.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The campus mission statement is located on the inside front cover of the 2013-2014 ITT-Douglasville 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 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 student learning outcomes used by the campus consist of Grade Point Average (GPA) analysis, pre- and post-tests, and entrance assessments. The outcomes are assessed through Satisfactory Academic Progress (SAP) review, course grades, faculty evaluations by the students, skills checklists, and program assessments.
- 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)
- 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 created a position of Manager on Duty (MOD), a person who is available for all students from 6:00 p.m. until 11:00 p.m. This person is responsible for assisting students with any issues they might have. The campus has also initiated a student hotline which is checked daily for messages. Messages are then routed to the appropriate department for action. Also, key staff members will go into classrooms to give motivational and inspirational presentations to encourage students to remain in school and graduate. Additional orientation will be provided for new instructors to enhance their teaching techniques, grade and attendance reporting, and student advisement skills. Students will be encouraged to develop personal support teams through workshops and social activities.
- 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. Thomas Pitts, director of the campus, is responsible for implementation and monitoring of the CEP. Mr. Pitts has a bachelor's degree in Business Administration from the University of Memphis, Memphis, Tennessee, and a master of divinity degree from Mercer University in Atlanta, Georgia. Prior to his position at ITT-Douglasville, Mr. Pitts was the district director of operations for ATI Enterprises, a system of four campuses located in the Southwest. Mr. Pitts has also been the pastor of a church, managing its budget and providing counseling, as well as a director of strategic sales development for a national company that handled research and development activities for organizations across the United States. Mr. Pitts is supported by a local CEP committee composed of the dean, the director of finance, the director of recruitment, the director of career services, the registrar, and faculty members from each school of study within the campus. The functional directors work within their departments to perform the actions included in 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)

**GENERAL COMMENTS:**

Because it is a new campus, ITT-Douglasville does not have statistical data accumulated that is usually found at a more mature campus. ITT-Douglasville does have good plans in place for building retention and placement percentages as the campus grows.

**2. ORGANIZATION**

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(a) Governance, control, and corporate organization.

Yes       No

(b) Names of the trustees, directors, and/or officers.

Yes       No

(c) Names of the administrators.

Yes       No

2.02 Does the campus:

(a) Adequately train its employees?

Yes       No

(b) Provide them with constant and proper supervision?

Yes       No

(c) Evaluate their work?

Yes       No

2.03 Is the administration of the campus efficient and effective?

Yes       No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes       No

(b) Know the person to whom they report?

Yes       No

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

Yes       No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes       No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes       No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes       No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes       No       Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

Mr. Thomas Pitts is responsible for the financial oversight of the campus. As noted previously, Mr. Pitts has managed budgets and personnel in a number of occupations including as a church pastor, as a director of operations for a school system, and as a representative for a national company developing sales strategies. Mr. Pitts also holds a bachelor's degree in Business Administration as part of his experiential background.

### 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 mentioned earlier, Mr. Thomas Pitts is the on-site administrator at the ITT-Douglasville campus. He has a bachelor's degree in Business Administration and a master's of divinity degree. Mr. Pitts has over 15 years experience in occupations ranging from owner of a rental property through church pastor, director of strategic sales development, and district director of operations. In all these occupations, Mr. Pitts had the opportunity to manage people and be responsible for successful outcomes for the various businesses.
- 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
- 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 24 student 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?

The director of recruitment is Mr. Robert Smith, who has worked in various admissions capacities for nine years. He worked in admissions at Strayer University for four years before being hired by ITT in April 2008 at its Kennesaw, Georgia, campus. He was promoted to manager of recruitment in 2011 and finally promoted to director of recruitment when this campus opened in March 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 campus provides an extensive training program comprised of 15 modules in eCampus that all new recruitment representatives must complete prior to their second round of training which is given by the director of recruitment during the new representatives' second week on the job. For all representatives, Mr. Smith conducts role-playing sessions each Wednesday, meets with the entire team each Friday, and also conducts one-on-one meetings with each representative every week. He has various faculty members meet with the team to discuss product knowledge. Additionally, Mr. Smith has a sheet of do's and don'ts related to admissions compliance; and he observes each of his team members three or four times per quarter. All of these activities are to ensure that the representatives continue to follow the admissions scripts created at the corporate office and that they have a clear understanding of the programs offered. The corporate office has sent shoppers to check the recruitment processes three times in the past year and a half, and the team passed each interview without any areas of non-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

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?

The terms of satisfactory academic progress are published on pages 32-36 of the 2013-2014 ITT-Douglasville 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% 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
- Students continue to be eligible for financial aid while on probation. The campus does not use the financial aid warning status as part of its SAP policy.
- 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?  
 Satisfactory academic progress is monitored by the dean, Mr. Robert Lindsey. He holds both a bachelor's and a master's degree in Civil Engineering from Bradley University in Peoria, Illinois. He worked as a civil engineer for eight years prior to being hired by IIT, first as an instructor in the Drafting and Design program, then promoted to chair of that program in 2010, and finally promoted to the dean's position when this campus opened in early 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

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

Mr. Cody Hugley, the director of finance, is responsible for administering financial aid at this campus. He holds a bachelor's degree in Business from American InterContinental University in Atlanta, Georgia. After working in the banking industry for five years, he transitioned to financial aid processing as a financial aid administrator at ITT in Kennesaw, Georgia. He worked in this position for four years prior to being promoted to the director of finance position at ITT-Douglasville when it opened in March 2012.

- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes  No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes  No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes  No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
 Mr. Hugley participates in the quarterly financial aid training sessions provided by the corporate office. Additionally, he is supported by the regional financial aid lead who works at the ITT campus in Duluth, Georgia, as well as by a specialist at the corporate office. He is a member of the Georgia Association of Student Financial Aid Administrators, which is also a source of changes in financial aid administration.
- 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.  
 Student services include new student orientation; carpooling; quarterly student appreciation days to recognize students with perfect attendance, honors grades, and those who have participated in the Student Professional Experience program; referrals to local support services; tutoring; and an extensive peer learning program. Since all of the students currently attend night classes, the dean has arranged for a local caterer to provide complete meals four evenings a week for \$5.00, which has improved students' timeliness to class and retention. In classes, students can participate in five minutes of fame where they speak about their experiences in the workplace or other subjects pertinent to the course. This provides a way for students to share their experiences and practice public speaking.
- 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:

The campus will not have its first class of graduates 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?  
 The director of career services is Mr. Eric Williams, who holds a bachelor's degree in Data Processing Technology from Florida A&M University. His work experience includes manager of several assisted living facilities, supervisor of an office of the census bureau, five years as a career services director and director of international student services for Herzing University, associate director

of student financial services at Florida A&M University, and office manager at a state one-stop career center. He was hired by ITT in his current position in September 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?  
 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. Loan repayment is presented in all of the required entrance and exit counseling programs mandated by the Department of Education. The majority of default management is conducted by the corporate office with the campus providing to them any current or contact information regarding students who have withdrawn from school.
- 4.67 Describe the extracurricular activities of the campus (if applicable). Currently there are student clubs for the Drafting and Design Technology and Network System Administration programs. Clubs for the other majors are currently forming with officer elections to be held this quarter. Habitat for Humanity projects are a major focus for students from all of the programs offered at the campus. Each quarter students compete in projects related to their major. All projects are displayed and voted on by all students, staff, and visitors to the campus. The winner's and top three finalists' projects are then put on display for the subsequent quarter. These competitions provide a chance for new students to compete with more advanced students to display their talents.

#### COMMENDATIONS:

The team would like to commend the management staff for their professionalism and passion as they work together to support the student experience. As a new campus, all of the managers have been chosen for their qualifications, and it is apparent from their interaction and their familiarity with their students that they have coalesced into an effective team to support the students and the campus as it grows.

## 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?  
 As the dean, Mr. Robert Lindsey is assigned to oversee the educational activities at the ITT-Douglasville campus. Mr. Lindsey earned a bachelor's and master's degree in Civil Engineering from Bradley University. Prior to his employment by ITT in 2009, Mr. Lindsey worked as a project manager for several engineering firms.
- 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.

According to the job description for the dean that the team reviewed, the program administrators have sufficient authority for the development of the academic programs at ITT-Douglasville campus. This is evidenced by statements in the job description, such as "creates academic goals and objectives", "ensures compliance with policies and procedures", and "delivers quality student services".

- 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 programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
 Yes  No

#### FOR ALL CAMPUSES

- 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 student population served by ITT Douglasville campus is very diverse. As a result, faculty members are trained to relate appropriately with students of all ethnic, gender, and religious groups.
- 5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 At the end of each quarter, students complete a course evaluation in which they are asked to evaluate the curriculum. Additionally, faculty complete a curriculum critique as a part of closing out the course at the end of the quarter. The results of both of these surveys are reviewed by the corporate curriculum managers. The Program Advisory Committees (PAC) review the curricula when they meet and make recommendations for any changes. The corporate curriculum committee is composed of representatives of the various districts within the company. This committee is the final arbiter of any 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)
- 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?  
 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?  
 The team observed appropriate in-service documentation in faculty files and confirmed in-service training through interviews with faculty.
- 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

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

5.34 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

5.35 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).

ITT Technical Institute, Douglasville, is a relatively new campus located at 5905 Stewart Parkway, Douglasville, Georgia. The campus is situated in a strip mall that is in the process of redevelopment with the building occupying 18,966 square feet within the mall. Parking is provided at the location and is plentiful for students, faculty, and staff. The campus provides classrooms, computer and electronic labs, and a resource center for student use. Three classrooms are awaiting buildout when campus size warrants the need. Campus equipment is adequate for the size of the student body and appropriate for the curricula. The campus provides a student lounge area that includes an outside shaded spot with picnic tables for student use. To enhance wellness on the campus, foodstuffs in the lounge vending machines are checked for nutritional value. Any items that do not meet the fat/carbohydrate/sugar content levels that have been predetermined by nutritional experts are removed.

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

#### GENERAL COMMENTS:

The building is well-designed for student use. It is a welcoming facility that is open and bright, making it a nice place in which to spend time beyond the normal school day.

## 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 ITT-Douglasville, Georgia, 2013-2014 Catalog, Volume 10, with a published date of September 4, 2013, and an effective date of September 4, 2013 – September 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

(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).

- Yes       No

7.06 Does the campus offer courses and/or programs via distance education?

- Yes       No

7.07 Does the catalog contain an addendum/supplement?

- 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

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 television commercials, direct mailers, flyers, brochures, radio, and newspaper.

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 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 provided to the public includes information on placement, retention, tuition costs and fees, possible occupations, and on-time graduation rate.

Where is this information published and how frequently is this information being updated?

The information is published online and updated on an annual basis.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

### FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?

Yes  No

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

Yes  No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes  No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes  No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

Faculty receive periodic emails from the librarian encouraging them to submit requests for new resources to support the academic programs.

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: \$6,252.00.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

Ninety-two percent of the current year's library budget has been spent. The allocation of those expenditures is as follows: professional development \$148; virtual library \$2,252; journals \$1,857; and books \$374.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes  No

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes  No

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

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

The team observed, from reviewing syllabi, that faculty inspire and motivate students to use the library by including research papers, projects, and other library assignments in their courses.

Are these methods appropriate?

Yes  No

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

Yes  No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?

Yes  No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

Yes  No  Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.

The on-line collections available to students includes periodical, reference, and full-text book databases. Those databases include ProQuest, EbscoHost, LexisNexis, AccessScience, Gale Virtual Reference Library, Ebrary, and NetLibrary.

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?  
Mr. David Stanovcak is the on-site librarian. Mr. Stanovcak holds a bachelor's degree in Theater from Cleveland State University and a master's degree in Library Information Science from the University of Wisconsin. Mr. Stanovcak has been a college librarian since 2000. His on-site hours are Monday through Friday from 2 p.m. to 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
- 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 Business Management****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?  
As the dean, Mr. Robert Lindsey is assigned to oversee the educational activities at the ITT-Douglasville campus. Mr. Lindsey earned a bachelor's and master's degree in Civil Engineering from Bradley University. Prior to his employment by ITT in 2009, Mr. Lindsey worked as a project manager for several engineering firms.  
Ms. Stephanie Hannah, subject matter expert, assists Mr. Lindsey in administering the Business Management program at the Douglasville, Georgia campus of ITT Technical Institute. Ms. Hannah has earned a bachelor's degree in Accounting from the University of West Georgia, a bachelor's degree in Business Administration from Georgia Highlands College, and a master's degree in Accounting from Southern Polytechnic State University. Ms. Hannah was employed as a financial manager for James Bond, Inc. and as a compliance officer for the City of Marietta, 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 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 Business Management program is a very small program at the Douglasville, Georgia, campus of ITT Technical Institute. However, two students have completed work assignments at local businesses, including the Chamber of Commerce. The team was provided with the minutes of the campus Program Advisory Committee (PAC) meeting from April 24, 2013.
- 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
- 9.14 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)**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

**9. PROGRAM EVALUATION****Academic Associate's Degree in Criminology and Forensic Technology****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?  
 As the dean, Mr. Robert Lindsey is assigned to oversee the educational activities at the ITT-Douglasville campus. Mr. Lindsey earned a bachelor's and master's degree in Civil Engineering from Bradley University. Prior to his employment at ITT in 2009, Mr. Lindsey worked as a project manager for several engineering firms.

Mr. Lindsey is assisted by Mr. David Coleman, the subject matter expert for the Criminology and Forensic Technology program. Mr. Coleman holds a master's degree in Public Safety and Leadership from Mercer University, Macon, Georgia, and is a veteran of 13 years in service with the Atlanta Police Department, currently serving as a homicide detective.

- 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 program has strong community support as witnessed by the guest speakers and field trips presented in alliance with Cobb County criminal justice programs. Field trips have included a trip to the Cobb County Jail on January 31, 2013, to observe the booking process, at which four students participated. Other field trips include Cobb County 911 center on May 6, 2013, when nine students participated.
- Guest speakers in 2013 included Major Gary Dennis and Lt. Michael Tankersley from Cobb County who spoke to the *Introduction to Criminal Justice* class.
- Out-of-state field trips included a two-day regional conference conducted by the American Criminal Justice Association in North Charleston, South Carolina, in October 2012. Students attended workshops on subject matters relating to crime scene investigations, firearms, physical agility, juvenile justice issues, and criminal report writing. The conference was attended by nine 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 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
- 9.14 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

#### 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

**GENERAL COMMENTS:**

Students interviewed were positive and upbeat which indicated their dedication to the program and their focus on an educational future with the school.

Several students of the program stated they would enjoy more guest speakers in the criminal justice field including the TSA program with Homeland Security, the private security field, and investigative and firearms training.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Drafting and Design Technology

#### 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?  
 As the dean, Mr. Robert Lindsey is assigned to oversee the educational activities at the ITT-Douglasville campus. Mr. Lindsey earned a bachelor's and master's degree in Civil Engineering from Bradley University. Prior to his employment at ITT in 2009, Mr. Lindsey worked as a project manager for several engineering firms. Additionally, Mr. Lindsey is the program chair of Drafting and Design.
- Mr. Michael Tchouaffe is the current School of Drafting and Design Technology program/course lead, although he is not teaching this term. He is a registered architect with the Georgia Board of Architects and Interior Design. He holds a master's degree in Architecture from the Georgia Institute of Technology.
- 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 campus has offered field trips, speakers, and participation in the Student Professional Experience program. There is evidence of field trips related to the General Education courses for the Drafting and Design Technology program and Student Professional Experience in the Drafting and Design Technology program, although there were no evidence of core course field trips or speakers in the Drafting and Design Technology program.
- 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

9.14 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

**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

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Network Systems Administration

### Academic Associate's Degree in Electrical Engineering Technology

#### 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?

As the dean, Mr. Robert Lindsey is assigned to oversee the educational activities at the ITT-Douglasville campus. Mr. Lindsey earned a bachelor's and master's degree in Civil Engineering from Bradley University. Prior to his employment by ITT in 2009, Mr. Lindsey worked as a project manager for several engineering firms.

Mr. Christopher Okafor is the lead instructor in the Network Systems Administration (NSA) program. Mr. Okafor holds a bachelor's degree in Electrical Engineering Technology (EET) and a master's degree in Physics from Alabama A&M University in Huntsville, Alabama. Mr. Okafor is also a part-time instructor in Physics at Georgia Perimeter College in Atlanta, Georgia, and is the owner of Coka Communications, Inc. in Douglasville, Georgia.

Mr. James Hester is the lead instructor in the EET program. Mr. Hester holds a bachelor's degree in Electrical Engineering Technology from Southern Polytechnic State University in Marietta, Georgia, and has attended North Carolina State University in Raleigh, North Carolina, working on a master's degree in Electrical Engineering. Mr. Hester works at Murata Electronics as a business development engineer and as an adjunct instructor in the EET Program at ITT Technical Institute in Kennesaw, 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 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 NSA and EET programs utilize a Program Activities Committee (PAC), field trips, and guest speakers to gain insight from professionals doing business in these fields and to ensure that the students are learning the necessary skills to compete for jobs in those fields specifically in the Atlanta area.
- 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)

(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

#### 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

**GENERAL COMMENTS:**

The programs were 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. Students interviewed were pleased with the education received and felt they were acquiring the necessary skills to be competitive in the global marketplace.

There are no areas of non-compliance.

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the campus's consideration (*These recommendations are not included in the report seen by the Council.*):

### General:

- The team recommends that a definition of "Student Outcomes" should be included in the CEP. That will give more clarity to the following discussion in the document that focuses on data analysis.

### Criminal and Forensic Technology:

- The team recommends that when updating or reviewing each course syllabus on file in the Criminology and Forensic Technology program, include the date of review on the front page.

### Drafting and Design Technology:

- The team recommends more field trips related to the core courses of the program.

### Electrical Engineering Technology:

and

### Network Systems Administration:

- The team recommends that the ITT-Douglasville campus provide, as early as possible, full-time lead instructors. Currently utilizing part-time instructors on a rotating basis potentially results in confusion and an inconsistent decision-making process for the programs and, more importantly, for the students.



## ADDITIONAL LOCATION INCLUSION REPORT

### ITT TECHNICAL INSTITUTE - SALEM

4825 Commercial Street

Salem, OR 97306

ACICS ID Code: 00101489

### MAIN

ITT Technical Institute

Indianapolis, IN

ACICS ID Code: 00016040

Ms. Erin Burns, Director, (b)(6)@itt-tech.edu  
 Ms. Barbara Perris, Interim Director, (b)(6)@itt-tech.edu  
 (b)(6)@itt-tech.edu

May 23 - 24, 2013

Elizabeth M. Guinan	Chair	Retired, former President of The Art Institute of Charlotte	Charlotte, NC
Mr. Daniel Snyder	Student-Relations Specialist	Market President, Westwood College – Denver	Denver, CO
Ms. Beverly A. Harchick	Educational Activities Specialist	Attorney, Sole Practitioner	Pittsburgh, PA
Mr. Robert J. Laquerre	Electric Engineering Technology Specialist	Former Dean, Lincoln College of Technology	West Palm Beach, FL
Ms. Beth Huffman	Drafting and Design Technology Specialist	Westwood College DuPage	Downers Grove, IL
Dr. Harpal Singh Dhillon	Network Systems Administration Specialist	Vice President, Intelligent Education Solutions, Inc	Annandale, VA
Ms. Lindsey Withem	ACICS Staff Representative	Senior Accreditation Coordinator	Washington, DC

**PROGRAMS OFFERED BY  
ITT Technical Institute – Salem  
Salem, OR**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Associate of Applied Science	Academic Associate's	Electrical Engineering Technology	1098	90	32/12	71.74	NA	NA	NA
Associate of Applied Science	Academic Associate's	Network Systems Administration	1058	90	47/7	67.57	NA	NA	NA
Associate of Applied Science	Academic Associate's	Drafting and Design Technology (began	1058	90	22/2	NA	NA	NA	NA
Associate of Applied Science	Academic Associate's	Business Management **	1896	90	NA	NA	NA	NA	NA
Associate of Applied Science	Academic Associate's	Criminology and Forensic Technology **	981	90	NA	NA	NA	NA	NA
Bachelor of Science	Bachelor's	Information Systems and Cybersecurity **	2164	180	NA	NA	NA	NA	NA
Bachelor of Science	Bachelor's	Electrical Engineering and Communications Technology **	2149	180	NA	NA	NA	NA	NA
Bachelor of Science	Bachelor's	Project Management and Administration – Project Management and Administration Option, Construction Option, and Information Technology Option **	1940	180	NA	NA	NA	NA	NA
<b>TOTAL ENROLLMENT</b>					122				

\* Program reviewed for the first time.

\*\* The campus will determine the date to begin each of these programs based on interest, enrollment, and expected job placement opportunities.

## INTRODUCTION

ITT Technical Institute, Salem, Oregon opened December 2011 with 12 students in the Network Systems Administration program. The campus occupies a one story renovated building that was formerly a retail sports store. Salem, the Oregon state capitol, is a small city with a population of approximately 150,000 located 50 miles south of Portland. The State of Oregon is the largest employer in the city.

The student body is predominately male, non-traditional postsecondary age, with the majority attending evening classes. All students are high school graduates or equivalent and many work full-time while attending ITT.

The campus director, Ms. Erin Burns, left on maternity leave just before the team visit. Ms. Barbara Perris, director of recruitment, with advance planning and preparation was assigned the duty of interim director. The district manager, Mr. Sam Russell, is also closely involved with maintaining continuity of service and operation of the campus while Ms. Burns is on leave. The administrative staff is qualified, organized, and was well prepared for the visit so the team did not experience any difficulty due to the absence of the director.

Since beginning classes in December 2011 with 12 students in one program, the campus has progressed on schedule and now offers three programs for 122 students. Several members of the management team have been with ITT for two or more years. The director of career services was hired in April 2012 to begin working with students and the business community in preparation for the first class of graduates in September 2013. Active program advisory committees have been established and a number of students are employed in internship positions.

The evaluation team was welcomed by the interim director and key staff members. The team room was well organized with ample working space and all required team room documents readily available. The staff cooperatively answered all questions and provided additional information as requested.

## 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 of the front cover of the current campus 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 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 effectiveness plan (CEP) includes a system for assessing student learning outcomes with the following components included:

- Student Engagement: Student engagement is measured by student attendance and the ability to complete program courses.
- Student Success: Student Success is the measurement of the number of passing students divided by the number of student attempts (a student attempt is counted when a student sits for a section).
- Capstone Courses: All programs include a required capstone course to solidify the student's overall learning process and to determine the level of the students' understanding of the program objectives. Once the students reach this point in their program, the dean will track class average grades for capstone courses to develop a history of data that is used to analyze student learning outcomes. Faculty will review proficiency levels achieved by graduates with respect to specific outcomes and make changes as needed.
- Employer Surveys: Employers are a source in measuring the graduate's knowledge and determining the level of learning outcomes. In order to monitor the success level of training efforts, the corporate office surveys employers for all ITT locations to obtain their opinion and input in determining success. The Salem campus will be included in the survey once there are graduates.

In the current (CEP), the campus presents charts designed to track capstone assessment data, grades, student engagement, student success, and employer survey opinions. Learning outcome goals for each program are also included on the charts.

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)

The campus submitted its first Campus Accountability Report (CAR) in 2012 including information from the first seven months of operation from December 2011 through June 2012.

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

To achieve the retention goal of 70%, the following procedures are established:

- Identify high-risk students and provide assistance to prevent withdrawal.
- Increase the use of guest speakers and field trips to provide motivation.
- Improve teaching through additional instructor orientation including teaching techniques, grade and attendance reporting, and student advisement.
- Continue to observe instructors and provide training to improve effectiveness.
- Closely monitor attendance and follow-up with students with excessive absenteeism.

- Continually assess student feedback.

#### Placement

To achieve the placement goal of 70% the campus has hired a director of career services well in advance of the first class of graduates. He was hired in April 2012 and the first group of graduates will be in September 2013. Mr. Kirkpatrick is busy establishing relationships with the students, seeking employers to serve on the program advisory committee, seeking relevant internships for students, and building a base of employer contacts in the community.

- 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.  
 A committee is charged with the responsibility of developing, reviewing, analyzing, and monitoring the campus CEP. The committee consists of the director, dean, director of finance, director of recruitment, director of career services, registrar, and faculty representatives. The functional directors work within their departments to implement the relevant goals of the CEP. The director is responsible for coordinating, organizing, and preparing the summary report of the plan and is ultimately responsible for the implementation of 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)

#### GENERAL COMMENTS:

All required elements are included in the CEP. Charts to track results are designed but to date there is little history to populate the charts with data. Initiatives to reach the established goals are included in the plan. As more data becomes available, the CEP will be a more effective tool in helping the campus accomplish its mission and reach the established goals.

## 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. Erin Burns, campus director, is responsible for the financial oversight of the campus. She works closely with her district manager to develop and monitor the campus budget. She holds a master's degree in Business Administration. During her leave of absence, the district manager, Mr. Sam Russel is in charge of the financial oversight.

### 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. Erin Burns joined ITT Technical Institute in November of 2011 as director of the new location in Salem, Oregon. She holds a bachelor's degree in International Business from Aquinas College and a master's degree in Business Administration from Keller Graduate School of Management. Prior experience includes over ten years with DeVry University where she held several positions including admissions advisor, director of admissions, regional director of admissions, business instructor and dean.

While Ms. Burns is on maternity leave, Ms. Barbara Perris, director of recruitment, is in charge of the day-to-day operation of the campus. She holds a bachelor's degree in Project Management and has seven years of experience with ITT in admissions. Prior to joining ITT she was employed in customer service, sales and marketing positions. She is in close contact with the district manager to assist during Ms. Burns' absence.

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

#### COMMENDATIONS:

Under the leadership of the director, Ms. Erin Burns and the interim director, Ms. Barb Perris, the administrative team is efficient, organized, and dedicated to the success of the campus and its students. The smooth transition from the permanent director to the interim director is evidence of excellent leadership. All employees know and understand their role and responsibility. There is a strong culture of team work among the administrators which was evident during the team visit.

## 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

32 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. Barbara Perris is the director of recruitment at the ITT Technical Institute - Salem campus and is the person responsible for the oversight of student recruitment. Ms. Perris earned a bachelor's degree in Project Management from George Fox University. Ms. Perris started her career in higher education in 2006 as an admissions representative at the ITT Technical Institute - Portland campus. While there, she progressively accepted additional admissions department leadership positions. In 2011, Ms. Perris moved to the Salem campus and advanced to the director of recruitment position.
- 4.11 Describe the process for the recruitment of new students.  
 ITT Technical Institute - Salem campus, reaches potential students through various marketing means including referrals, internet and web based leads, walk-in, call-in, and representative generated leads. Following inquiry, students meet with an admissions representative to discuss their program and professional interest. The campus uses a standardized computer driven presentation that covers the areas of accreditation, transfer of credit, and programs offered. The presentation further provides a basic overview of the tuition and fees required to attend. After the presentation, potential students take a tour of the facility, which is followed by completing an application for enrollment if there is interest. Students then proceed to the financial aid office to gain a pin number and/or complete the FAFSA. In a follow up meeting, students return to the campus and submit verification documents and complete any outstanding financial aid requirements.
- 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)
- 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 32 - 35 of the Salem, Oregon 2013-2014 Catalog, Volume 8.

- 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. Sarah Daley is the academic dean at the ITT Technical Institute - Salem campus and is responsible for the administration of satisfactory academic progress. Ms. Daley earned a bachelor's degree in Architecture from Philadelphia University and a master's degree in Business Administration from University of Phoenix. In 2006, she began teaching drafting and design classes as an adjunct instructor at the ITT Technical Institute - Bensalem Pennsylvania campus and progressed as a full time faculty member at the ITT Technical Institute - Levittown Pennsylvania campus. During this time, Ms. Daley also worked as an architect at various architecture firms in Philadelphia. Ms. Daley joined the ITT Technical Institute - Salem campus as the academic dean in January 2013.

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?  
 Ms. Katherine Turnbull is the director of finance at the ITT Technical Institute - Salem campus and is the person responsible on-site for administering student financial aid. Ms. Turnbull earned a bachelor's degree in Sociology from the University of Oregon and continues to be enrolled in accounting classes at Chemeketa Community College for continuing education. Prior to joining ITT Technical Institute, she worked in the mortgage industry for four years. Ms. Turnbull joined the ITT Technical Institute - Everett Washington campus in 2008 and soon after moved to the Aurora Colorado campus as a financial aid coordinator. She joined the ITT Technical Institute - Salem campus in 2010 as the director of finance.
- 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. Turnbull stays current with regulation and policy changes in financial aid through membership in state organizations and ITT/ESI corporate trainings. Each year, she renews her state membership with the Oregon Association of Student Financial Aid Administrators (OASFAA). In both 2012 and 2013, she attended the OASFAA annual conference. Ms. Turnbull has an impressive record of completed financial aid trainings and has proof of more than thirty financial aid related trainings evidenced in her employee file. Several of the training topics that she completed include the following: financial aid risk areas, financial aid verification, and financial management 101.
- 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 student that enrolls at the ITT Technical Institute Salem campus is required to attend one of three scheduled orientation sessions. The orientation sessions are led by the campus director and covers the policies and procedures of the school and provides the

opportunity for the new students to meet the lead faculty, administrators and fellow students. Students also bring missing documentation to ensure completion of their academic and financial aid files.

The ITT Technical Institute - Salem campus offers tutoring services to enrolled students. Ms. Daley, academic dean, is the administrator of the tutoring program and encourages students to seek additional academic help on a regular basis. Students requesting assistance are assigned to a faculty member upon request. In addition "drop in" tutor times are offered in the learning resource center during campus hours of operation and topic specific tutor meeting times are posted throughout the campus.

Ms. Daley is also responsible for updating the information on campus related to supportive community resources that are available to the students. The primary resource she provides to students is the local "Mid Valley 211" service pamphlet that lists the available services and resources in the surrounding Marion, Polk and Yamhill counties. She also maintains contact information for local homeless shelters, food services, and veteran affairs offices.

- 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:

The ITT-Technical Institute - Salem campus currently does not have graduates from any of the programs offered, and therefore does not have the population to complete follow-up studies on graduate and employer satisfaction. The first graduating class is estimated for September 2013.

- 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. Greg Kirkpatrick is the director of career services at the ITT Technical Institute - Salem campus, and is the person responsible for the oversight of counseling students on employment opportunities. Mr. Kirkpatrick earned a bachelor's degree in Management and Organizational Leadership from George Fox University. Prior to joining the ITT Technical Institute - Salem campus, Mr. Kirkpatrick had a successful career in the United States Air Force. After leaving the Air Force, Mr. Kirkpatrick worked in the staffing industry for ten years and assisted people with finding employment opportunities. Mr. Kirkpatrick joined the ITT Technical Institute - Salem campus as the director of career services in 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

If *Yes*, explain:

ITT Technical Institute - Salem campus provides a Graduate Employment Information sheet to every student that enrolls at the campus. The information sheet shows the total number of students that have graduated from each program and the average (annual) salary broken down into average, high and low categories. Given that the campus does not have graduates from any of the programs, the fields on the form are currently marked with "none."

If *Yes*, does the campus maintain the required data on its graduates and nongraduates?

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)

- 4.67 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations. Students at the ITT Technical Institute - Salem campus are first introduced to their loan repayment obligations during their initial meeting with a financial aid representative or the director of finance prior to starting classes. During the initial meeting, the financial aid staff provides each student with an entrance guide that details the student's obligation to pay back their student loan(s). The campus also utilizes the entrance guide developed and distributed by the U.S. Department of Education, which further details repayment obligations. After students become active in their program of study, they review the entrance counseling guide during their re-packaging meetings that occur prior to the start of each new academic year (once every three terms). Given that the campus does not currently have graduates, the finance department plans to run a list of all students that will be graduating and verify the graduation date. At that point, the financial aid staff will provide each graduate with an exit guide provided by the U.S. Department of Education that further details the repayment obligations that students are responsible for after graduation. The financial aid staff will also meet with each student individually to review their loan repayment obligations and provide students with lender contact information.
- 4.68 Describe the extracurricular activities of the campus (if applicable). The ITT Technical Institute - Salem campus, offers extracurricular activities to enrich the academic experience. The campus is in the initial phase of developing clubs for each of the programs offered. The staff believes that student clubs enrich the learning environment, provide opportunities for students to get involved with the campus culture and assist with building camaraderie between enrolled students. The current clubs and organizations that the campus is researching include the following: Electronic Technology Association (ETA) and the Association of IT Professionals (AIP). In addition to clubs and organizations, each program has either one guest speaker, or one field trip planned for each term. Recently, the drafting students went to the Sunnyside Organics market and assisted with a drafting and design opportunity, and the networking students had an individual on campus to discuss upcoming technologies. On the last date of the accreditation visit, the electronics department hosted an advanced soldering workshop.

## 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. Sarah Daley, dean since January of 2013, holds a master's degree in Business Administration from University of Phoenix on-line and a bachelor's degree in Architecture from Philadelphia University in Philadelphia, Pennsylvania. She has worked in administrative positions for six years and has taught for eight years. She practiced architecture for six 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.  
 Because the campus is small, there are no designated department heads. The dean, who is responsible for the development and administration of the programs, receives input regarding curriculum from lead instructors. The campus makes provisions for the dean to have sufficient authority and responsibility for the development and administration of the programs via her job description and organizational flow charts.
- 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 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*)

#### FOR ALL CAMPUSES

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?

Most classes are small, allowing for continuous interaction between the instructor and individual students. Tutoring is provided by instructors. Additionally, students may attend formal tutoring sessions, which are held five times per week for two or three hours per session. Instructors are advised to use a variety of teaching methods in the classroom. Students with disabilities may request accommodations by contacting the director or the dean.

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

The national curriculum committee gathers suggestions regarding proposed changes to the curriculum from various sources and works in conjunction with the institution's executive management to formulate and effectuate changes to the curriculum. The various sources of suggestions are: 1) campus instructors, who may submit suggestions to their lead instructor or the dean; 2) program advisory committees, which meet twice per year; 3) lead instructors and the deans, who may make suggestions via the portal; 4) informal communications; and 5) student evaluations.

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 5.22)*

(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?

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?

In-service training and attendance by instructors is documented by meeting minutes, sign-in sheets, and certificates of participation.

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

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

5.34 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**

- 5.35 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

**COMMENDATIONS:**

The team was impressed by the competence displayed by the dean, particularly since she has held the position for approximately four months. Interviews with instructors and students reinforced this positive impression.

**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).  
 ITT - Salem occupies 20,701 square feet of a newly renovated one story building that was formerly a GI Joe's sporting goods store. The facility is easily accessible and there is ample parking. There are two entrances, one in the front of the building that opens into the reception area and a second entrance on the side of the building that opens to the student lounge and LRC. The space is well designed to accommodate theory rooms, a large computer lab with 60 computer stations, an electronics lab, several small conference rooms, open administrative offices, faculty work area, student lounge and a learning resource center. Colorful prints and display cases representing each program line the corridors. Although the building is complete all rooms are not yet furnished. As enrollment increases additional classrooms room will be furnished. There is ample room for growth.
- 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)?  
A catalog dated 2013-2014, volume 8, publication date May 10, 2013 was used during the evaluation visit.
- 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 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.)

If Yes, is it appropriate?

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, 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.)?

The campus uses its website and television commercials to advertise.

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 publishes potential occupations, on-time graduation rates, costs, placement rates, and median loan debt for each program offered at the campus.
- Where is this information published and how frequently is this information being updated?  
 This information is published in the campus catalog and on the campus website. This information is updated on an annual basis with the ACICS 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?  
 Both library assistants interact informally with instructors regularly, thus enabling them to communicate with instructors regarding suggestions for improvement of the library. In addition, they email instructors periodically to remind them that they may request that particular library resources be purchased, and a library request form is distributed to all instructors at each in-service meeting. The corporate curriculum review process includes a review of library resources.
- 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: \$2,616.00 - \$500.00 for non-online resources and \$2,116.00 for online resources.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

As of May 24, 2013, \$156.96 of the non-online resources has been spent during the current year, allocated as follows: \$35.04 for books and supplemental materials related to the core courses, \$18.00 for magazine subscriptions, \$66.00 for office supplies, and \$37.94 for DVDs. As of May 24, 2013, \$881.66 has been spent on online resources.

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?

In interviews, instructors stated that they regularly assign research papers and that the library assistants help initiate student use of the library resources and then work closely with the students while they work on their papers. The library assistants give students an overview of the library resources during student orientation and appear as guest speakers in classes.

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.

Students may access more than 87,000 full-text online books and more than 20,000 full-text magazines, journals, and newspapers via more than 37 databases, including ProQuest, EbscoHost, LexisNexis Academic, Gale Computer Database, and Gale Virtual Reference Library.

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 onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Ms. Kathryn Closter, ITT corporate librarian since 1999, has earned a master's degree in Library Science and works 40 hours per week administering the various ITT campus libraries.

Mr. Aaron Novinger, library assistant since January of 2013, has earned a master's degree in Creative Writing from National University in La Jolla, California, a bachelor's degree in English from University of Oregon in Eugene, Oregon, and an associate's degree in Liberal Arts from Portland Community College. He has taught for eight years and has worked as a librarian for one year. Mr. Novinger's hours on-site are Monday to Friday, 9am-6pm, and he often stays past 6pm to speak to classes and assist students.

Ms. Anna Usselman, library assistant since February of 2013, has earned a bachelor's degree in Education from the University of Portland in Portland, Oregon. Her hours on-site are Monday to Friday, 6pm-10pm and Saturday 8:30am-2:30pm.

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

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Network Systems Administration (AASNSA)

- 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 AASNSA degree program is jointly administered by Ms. Sarah Daley, academic dean, and Mr. Richard Surroz, Jr., lead instructor for the School of Information Technology. Ms. Daley handles the non-academic administrative tasks and Mr. Surroz is responsible for providing academic leadership.  
 Ms. Daley was appointed as the academic dean at ITT in January 2012. She had been working as an instructor in the School of Drafting and Design since June 2006 at another ITT campus. Prior to her tenure at ITT, Ms. Daley worked as an architect in the building industry for seven years. Ms. Daley holds a bachelor's degree in Architecture from Philadelphia University in Pennsylvania. She also holds a master's degree in Business Administration from University of Phoenix. Ms. Daley is certified as a MS PROJECT 2007 specialist, and possesses the Green Living Certificate issued by ExpertRating.  
 Mr. Surroz was designated as lead instructor in December 2012 when he started working for ITT Technical Institute. Prior to joining ITT, he was the owner of two information technology (IT) businesses for seven years. Mr. Surroz was employed as a software engineer at Panther Systems, Inc., from 2002 to 2005. Mr. Surroz worked as an instructional assistant for Computer Laboratory Technology at Lin-Benton Community College in Albany, Oregon for three years (1997 to 2000). Mr. Surroz holds a bachelor's degree in Business Administration and a master's degree in Adult Education from Oregon 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

A full time administrator for this program is expected to be in place within three months.

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).

- Every year, several guest speakers come to the Salem, Oregon campus of ITT Technical Institute (ITT) to address students in the School of Information Technology. These presentations expose students to real-world situations in which they may have to deal with as professionals. For the last twelve months, the list of guest speakers includes executives and technologists representing IT companies and IT users in the Portland-Salem region.
- The Information Technology program has an active Program Advisory Committee (PAC) with 15 members representing local businesses and community. This committee meets twice every year. The employment/internship arrangements for some students from the IT programs were facilitated by members of the Advisory Committee. The current membership of PAC includes representatives of well-known local and national organizations, such as Opt-e-Web, Inc., Reliable Computer Services, Century Link, Cricket Communications, Salem Business Computers, and Foremost Marketing & Media.
- A few times every year, students in the IT program at ITT volunteer to undertake cabling and electronic infrastructure tasks for local businesses and community organizations. An example of this community service is the ongoing computer workstation project for the Marion-Polk Food Share (a non-profit organization). In this project, students in the AASNSA program will build and set-up computer workstations at Marion-Polk Food Share facilities in Salem. Subsequently, students in the AASNSA will provide IT maintenance and upgrade support to the Food Share program.

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)

(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

**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 facilities available for the academic programs in the IT domain are good. The computer/networking laboratories available for students in the AASNSA degree program are well equipped with a student-friendly layout in each lab.

About 30 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 their instructors, and the employment market focus of the IT academic program.

#### COMMENDATIONS:

The administration of this institution deserves commendation for assembling a group of highly qualified and well-experienced adjunct faculty members for teaching students in the AASNSA degree program. The strong desire of faculty members to help students in their pursuit of professional goals through high quality instruction, innovative experiments in the labs, and outreach to the community is an exemplary attribute of all faculty members in this program. The administration at ITT should make a sustained effort to retain the services of incumbent faculty members.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Electrical 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?  
 Mr. Majid Adeli serves as the lead instructor for the Electrical Engineering Technology program. Mr. Adeli holds a bachelor's degree in Telecommunications Engineering from the University of Tehran in Tehran, Iran and a master's degree in Telecommunications Engineering from Sharif University of Technology in Tehran, Iran. Additionally, he has five years of professional work experience and is currently attending Oregon State University where he is pursuing his PhD in Electrical and Computer Engineering.
- 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 program utilizes guest speakers, advisory committees and industry directed student projects called Student Professional Experiences (SPE's) to supplement and enrich student learning experiences. The campus recently held a programmatic advisory committee meeting on May 7<sup>th</sup> and has a guest speaker presenting a soldering workshop on May 24<sup>th</sup>. Guest speakers are used to balance textbook learning by providing real world perspectives and members from the workforce partner with the campus to develop student projects and to ensure that the curriculum effectively meets the needs of the local workforce.
- 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*)  
 Although the catalog states that at the discretion of the campus, students would be permitted to take a course through directed independent study, the campus informed the team that no students in the Electronics Engineering Technology program have taken an independent study course.
- 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

**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

**COMMENDATIONS:**

Interviewed faculty and students have high opinions of the campus and were very pleased with their experiences at the campus. Students expressed that the campus was very helpful and supportive, especially during the admissions process.

**9. PROGRAM EVALUATION****Academic Associate's Degree in Drafting and Design 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?  
 Ms. Sarah Daley is the lead instructor for the School of Drafting and Design Technology. She is well qualified with a bachelor's degree in Architecture from Philadelphia University and a master's degree of Business Administration from the University of Phoenix. Ms. Daley has worked in the industry at various architecture firms as an architect, and began teaching at ITT as an adjunct instructor in 2006. She has continued her tenure at ITT as a lead instructor, and in January 2013, she was also appointed to campus dean, while continuing to function as the lead instructor for the School of Drafting and Design technology at the ITT Salem campus.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 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 Drafting and Design has a Program Advisory Committee that meets annually to integrate professional and classroom experiences. Additionally, selected classes are working on an actual project at a local organic market to draft and design an additional space within an existing building. Students have had a site visit and have surveyed the property as part of the class activities.
- 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)
  - (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

**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:**

Students are very satisfied with all aspects of the School of Drafting and Design Technology. From resources and software, to tutoring and faculty, students have great things to say about their experiences within their core classes.

**COMMENDATIONS:**

The varied experience and education of the faculty for the Drafting and Design Technology program is commendable and appreciated by both the student population and the ACICS team. Students are very satisfied with the instructors' subject matter expertise and willingness to help the students outside of class time. Numerous students have mentioned the helpfulness of the specified daily tutoring that is provided by the instructors. The rapport the faculty has with the students is evident and commendable.

**SUMMARY**

There are no areas of non-compliance with the *Accreditation Criteria*.

## RECOMMENDATIONS

The evaluation team offers the following recommendation for the institution's consideration (*This recommendation is not included in the report seen by the Council*):

For the purpose of consistency in the professional appearance of all the program syllabi, the course description for EN1420, Composition II, should be modified to exactly match that found in the campus catalog.



## REEVALUATION VISIT REPORT

**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
**8100 E. Camelback Road**  
**Scottsdale, AZ 85251**  
**ACICS ID Code: 00048705**

Mr. Craig Bartholomew, Campus Director ((b)(6))@scottsdale.chefs.edu)

((b)(6))@scottsdale.chefs.edu)

### LEARNING SITE

**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
**4301 N. Scottsdale Road Suite, Suite 260**  
**Scottsdale, AZ 85251**  
**ACICS ID Code: 00109290**

**October 8-9, 2014**

Dr. Richard Murphree	Chair	Effectual Business Services	Eagle, ID
Ms. Donna Reed	Student-Relations Specialist	Retired college owner	Indianapolis, IN
Dr. Jack Phan	Educational Activities/Library Resources	Director of Criminal Justice/Rural Public Safety/S. Arkansas University	Olathe, KS
Mr. Alex Yarbrough	Distance Education	Instructor/Attorney at Law/Virginia College	Chelsea, AL
Mr. Maurice Wadlington	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LE CORDON BLEU COLLEGE OF CULINARY ARTS  
SCOTTSDALE, AZ**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Occupational Associate's Degree	Hospitality & Restaurant Management	980	95	8	64%	56%	64.65%	44.44%
Associate of Occupational Studies	Occupational Associate's Degree	Culinary Operations	1310	99	82	61%	73%	80.33%	N/A
Associate of Occupational Studies	Occupational Associate's Degree ++	Patisserie & Baking ***	1510	106	88	84%	62%	67.65%	60.66%
Associate of Occupational Studies	Occupational Associate's Degree ++	Culinary Arts ***	1550	107	321	85%	72%	70.91%	71.49%
Certificate	Certificate ++	Patisserie & Baking ***	940	55	1	80%	68%	78.95%	39.13%
Certificate	Certificate ++	Culinary Arts ***	940	55	40	74%	77%	72.98%	62.5%
Bachelor of Arts	Bachelor's Degree	Culinary Management	930	180	12	72%	63%	76.69%	63.93%

**TOTAL  
ENROLLMENT** 1151

\*\*\* The Associate of Occupational Studies and Certificate in Culinary Arts and the Associate of Occupational Studies and Certificate in Patisserie & Baking are all programmatically accredited by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). Their grant through ACFEFAC expires June 30, 2021.

++ Program(s) in which some but not all of the courses are taught at a Learning Site.

## INTRODUCTION

In 1986, Scottsdale Culinary Institute (SCI) was created through the vision of Elizabeth Sherman Leite as she combined her educational background, experience, and zeal for properly prepared cuisine. In 1990, Scottsdale Culinary Institute became accredited with its occupational associate's degree in culinary arts.

In 1998, Scottsdale Culinary Institute proudly became part of the Career Education Corporation (CEC) family. In 1999, Le Cordon Bleu North America arrived in the United States. Its partnership with Scottsdale Culinary Institute combined classical French cooking techniques with modern American technology. On August 17, 2009, SCI started the distance education delivery method of the Bachelors of Arts in Le Cordon Bleu Culinary Management. On November 1, 2009, SCI received State and accreditation approval to change its name to Le Cordon Bleu College of Culinary Arts.

The Camelback campus is housed in a former country club setting against the beautiful backdrop that overlooks Camelback Mountain, a well-known landmark in the high-end resort destination of the Phoenix Metropolitan area. The Camelback facility houses administrative offices, numerous classrooms, and kitchens. The Camelback facility is 8100 East Camelback Road, Suite 1001, Scottsdale, Arizona 85251. It has 37,570 total square feet comprised of a North building, 19,560 square feet, and South building, 18,010 square feet.

Students attending Le Cordon Bleu College of Culinary Arts Scottsdale come from across the country, with the largest enrollment from within the state, New Mexico and Utah. The average age is 26, with culinary programs slightly higher. The Culinary programs have a higher percentage of men enrolled (70% male/30% female), whereas it is just the opposite for the Patisserie & Baking program (78% female/22% male).

The Sky Bridge facility is an expansion of the Camelback Main facility and opened in 2001. It is located in bustling Old Town Scottsdale, Arizona, just minutes away from the main campus. It provides a stunning panorama of Scottsdale's popular 5th Avenue shops and internationally acclaimed tourist district. The Sky Bridge facility has 49,884 total square feet. It houses Career Service offices, four lecture/demo rooms, five kitchens, the main computer lab, and the Restaurant Rotation class. The Sky Bridge facility is at 4301 North Scottsdale Road, Suite 260, Scottsdale, Arizona 85251.

**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 2014-2015 catalog on page 6.
- 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 a branch, does the branch have its own CEP, separate from the main campus IEP?  
 Yes     No     Not Applicable
- 1.09 Does the CEP describe the following?  
 (a) The characteristics of the programs offered.  
 Yes     No  
 (b) The characteristics of the student population.  
 Yes     No  
 (c) The types of data that will be used for assessment.  
 Yes     No  
 (d) Specific goals to improve the educational processes.  
 Yes     No  
 (e) Expected outcomes of the plans.  
 Yes     No
- 1.10 Are the following five required elements evaluated in the CEP?  
 (a) Student retention.  
 Yes     No

(b) Student placement.

Yes  No  Not Applicable (new branch only)

(c) Level of graduate satisfaction.

Yes  No  Not Applicable (new branch only)

(d) Level of employer satisfaction.

Yes  No  Not Applicable (new branch only)

(e) Student learning outcomes.

Yes  No

- 1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed. The institution uses a combination of cumulative GPA, safety and sanitation pass/fail rate, final practical scores from each program and results from the Capstone class in the bachelor's program. 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 branch 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 branch only)
- 1.15 Describe the specific activities that the campus will undertake to meet these goals.  
 Le Cordon Bleu College of Culinary Arts' baseline for Retention Rates, based off historical data, had been set at an overall rate of 82% for residential and 70% for distance education for 2013. The institutions's retention rate beginning January 1, 2014, according to the yearly reports, was 73.1% on average for the Culinary Programs, 74.6% on average for the Patisserie and Baking Programs, and 59.3% on average for the Distance Education Programs. As part of a continued effort to address retention rates, the institution utilizes a weekly tracking tool (Retention Report Card). The future goals are to increase each program's retention rate by the following percentages; Certificate in Culinary Arts increased by 2%, residential associate programs by increased by 2% and all distance education programs reduced to the 2013 ACICS minimum retention rate of 67%. With the 2013 ACICS Program Improvement plan, all students will have the requirement to have begun their resume within the first block of attending school. Distance Education Career Services will have the identical offerings as the residential program.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes  No

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

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

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. Craig Bartholomew, president, is responsible for implementing and monitoring the CEP. Mr. Bartholomew has a bachelor's degree in business/finance from Utah State University. He also has a master's degree in business from University of Phoenix. Mr. Bartholomew has been with the institution since February 2014. Previously, he was with the University of Phoenix as a vice president of enrollment and as a campus director since 2005.

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?  
 Mr. Craig Bartholomew, president, is responsible for the financial oversight of the institution. As previously stated, Mr. Bartholomew has a bachelor's degree in business/finance from Utah State University. He also has a master's degree in business from University of Phoenix. Mr. Bartholomew has been with the institution since February 2014. Previously, he was with the University of Phoenix as a vice president of enrollment and as a campus director since 2005.

### 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. Craig Bartholomew, president, is the on-site administrator at the institution. As previously states, Mr. Bartholomew has a bachelor's degree in business/finance from Utah State University. He also has a master's degree in business from University of Phoenix. Mr. Bartholomew has been with the institution since February 2014. Previously, he was with the University of Phoenix as a vice president of enrollment and as a campus director since 2005.
- 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

4.01 How many student files were reviewed during the evaluation?

The team conducted a comprehensive review of 50 academic student files, unofficial transcripts, and financial account detail with equal representation of active, withdrawn, and graduate students.

- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes     No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes     No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes     No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes     No
- 4.06 Does the admissions policy conform to the campus's mission?  
 Yes     No
- 4.07 Is the admissions policy publicly stated?  
 Yes     No
- 4.08 Is the admissions policy administered as written?  
 Yes     No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that :
- (a) Clearly outlines the financial obligations of both the institution and the student?  
 Yes     No
- (b) Outlines all program related tuition and fees?  
 Yes     No
- (c) Has a signature of the student and the appropriate school representative?  
 Yes     No
- Is there evidence that a copy of the agreement has been provided to the student?  
 Yes     No
- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
 Mr. Ashanti Payton, Sr., online campus director of admissions and Mr. Jason Kimmel, ground campus director of admissions are responsible for student recruitment at the institution. Mr. Payton has more than eight years of combined experience in admissions training and admissions management; he earned a bachelor's degree in accounting and finance, and a master's degree in both organizational psychology and leadership from American InterContinental University. Mr. Kimmel has gained more than 13 years of student recruitment and admissions management experience while employed with the University of Phoenix from 2001 - 2013 before joining Le Cordon Bleu in March 2014. Mr. Kimmel earned a bachelor's degree in business from Western International University in Phoenix, Arizona and a master's degree in management from the University of Phoenix in Phoenix, Arizona.

- 4.11 Describe how the recruiting process for new students is compatible with the educational objectives for the campus?  
 Through the review of 50 student files, interviews with the directors of admissions, career services, the registrars, and eight current students, the team is able to verify that the campus follows an ethical recruitment process. The recruitment process is compatible with the institution's educational objectives of providing a creative and supportive learning community, which is guided by knowledgeable chef instructors. The institution encourages students to immerse themselves in the culinary or hospitality arts by spending time in industry-equipped kitchens, working alongside chef instructors, and learning the skills necessary to reach the goal of a career in the culinary or hospitality industry. The institution provides qualified faculty and educational resources that are compatible with industry standards, enhance the educational experience by delivering programs through traditional and distance methodologies in a learning-centered environment, and offers a career services department that will assist the graduate in achieving a career in the culinary and hospitality industries. Moreover, the institution is committed to a drug-free and safe learning environment for all students and is committed to providing education that focuses on excellence in a safe, productive, and quality-conscious environment. As such, the institution is able to accomplish this objective by confirming that each prospective student is well informed about the nature of the education provided through a recruitment interview conducted by an admissions representative. The recruitment interview incorporates a questionnaire that assists the institution with identifying the prospective students' strengths, weaknesses, and both educational and career expectations. In addition, the prospective student receives a copy of the academic catalog, which contains program and course descriptions for each curriculum. To qualify for admittance, the institution requires that each student provide acceptable evidence of high school completion or the equivalent. All students must complete a signed enrollment agreement, which details the tuition, fees, financial obligation, and length of program. Prior to starting classes, ground students tour the campus, and provide an acceptable background check. All students complete a standardized entrance assessment and complete new student orientation..
- 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*)
- 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

### 1. 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 institution publishes its Standards of Satisfactory Academic Progress (SAP) policy on pages 78-80 of the 2014-2015 Academic Catalog effective May 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 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 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. Pauline Gibson, associate registrar, is responsible for the administration of Satisfactory Academic Progress (SAP) for the residential programs at the institution and Ms. Nicole Cummings, associate registrar is responsible for the administration of SAP for the online programs. Ms. Gibson has worked for Le Cordon Bleu for more than 10 years in the capacity of assistant registrar and as registrar. Ms. Gibson holds an associate's degree in general studies from Mercer Jr. College, a bachelor's and master's degrees in aeronautics from Embry Riddle Aeronautical University, and a doctoral degree in higher education from Argosy University. Ms. Cummings gained seven years of combined experience in debt collection and student recruitment prior to beginning her position with the institution in February 2014 as associate registrar. Ms. Cummings earned an associate's degree in criminal justice and a bachelor's degree in human services from Colorado Technical University. Both assistant registrars have successfully completed the institution's registrar training program.
- 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. Yvonne Martinez, business operations manager, is responsible for the on-site administration of financial aid. Ms. Martinez has 12 years of combined financial management experience. Ms. Martinez worked as an account administrator at Front Line Sales for six years prior to joining Le Cordon Bleu in October 2008 and has since then gained six years of financial aid packaging and financial aid management experience. Ms. Martinez holds an associate's degree from Colorado Technical University and is currently working toward a bachelor's degree in project management.
- 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. Martinez, the on-site financial aid administrator, is a member of the National Association of Student Financial Aid Association (NASFAA) and attends bi-weekly conference/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, federal updates, types and sources of financial aid, cohort default rate management, over awards, and institutional policy changes, which combined, allow Ms. Martinez to stay abreast of changes in governmental regulations and institutional policies and procedures.
- 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.  
 Ms. Virginia Holcombe, student services manager, is responsible for student services at the institution. The lead chefs/instructors, the registrars, student financial services, director of education and director of distance education counsel students on their progression through their program. The institution provides students with confidential advisement in the areas of legal, financial, child and eldercare referrals and personal and academic concerns. Moreover, the institution offers an in-depth student orientation, tutoring, and a skills lab, which provides students with academic

support and the ability to hone their culinary skills outside of the classroom. The department of career services offers employment services to all active students and alumni. Library resources and support services are provided along with a handout, which includes a list of resources, the physical set-up and layout of the library, electronic resources, and how to use and access all library materials.

- 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. Linda Carpenter, campus director of career services, is responsible for career services at the institution. Ms. Carpenter holds a bachelor's degree in communications and a master's degree in curriculum and instruction for early childhood education from Arizona State University. Ms. Carpenter has more than 10 years of combined sales, employee recruitment, and human resource experience and has served in the positions of recruiter, career services advisor and manager, and as a consultant, before beginning her employment with Le Cordon Bleu September 2011.
- 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 1104  
 The ending enrollment reported on the previous year's CAR is 1104
- 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 receiving federal student loans must complete an entrance interview and are encouraged to complete an exit interview. The information in the entrance interview is also reiterated in the student loan application process. In addition, student finance representatives counsel students on responsible borrowing activities and require that all students borrow responsibly when choosing to receive loan funds in excess of the direct costs of tuition, fees, and books. Students also have access to a robust financial literacy portal, which includes a loan repayment calculator, modules on managing finances, loan responsibilities and repayment, and general financial literacy.
- 4.67 Describe the extracurricular educational activities of the campus (if applicable).  
 The institution offers a wealth of activities for student participation that are designed with the idea of providing a strong student community. Students are encouraged to participate in all activities as these activities provide learning tools and important skills requisite to becoming a professional in the culinary and hospitality industries. The activities offered

include student clubs, culinary competitions, guest speakers, chili and BBQ cook-offs, and gingerbread competitions, baking workshops that focus on pastry trends, introductions to local pastry chefs, artisan bakers, and chocolatiers. The institution offers a skills lab, which affords students the opportunity to practice knife skills, culinary and baking techniques, and to participate in special events off campus with the lead chefs. The Titanium Chef Culinary and Pastry Competitions allow students to compete and to highlight their culinary and baking skills. Additionally, the institution hosts employer visits, employer webinars, recruitment days, and three annual career fairs, dine out events, field trips, and resume writing seminars.

## 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. Richard Exley, director of education, oversees the residential educational activities of all academic programs at the institution. Mr. Exley holds a master's degree in leadership of educational organizations from American InterContinental University and a bachelor's degree in business management from Capella University, Minneapolis, Minnesota. He has served as the director of education since January 2011. Prior to his current position, Mr. Exley was a program chair, instructor, restaurant owner, and executive pastry chef for 26 years.

Ms. Mary Mules, director of distance education, is assigned to oversee the educational activities of the distance education programs. Ms. Mules holds a bachelor's degree in natural science from Michigan State University and a master's degree in education from American InterContinental University. She has also received a diploma in chef training from the Restaurant School in Philadelphia, Pennsylvania.

Ms. Mules has worked for this institution since 2000 in various capacities including: director of education, culinary program chair, and her current position as director of distance education.

- 5.03 Does this person have appropriate academic or experiential qualifications?

Yes  No

- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

Program administrators use the institution's academic governance policy as a tool to provide authority and responsibility for development and administration of the programs of study. The governance policy details the role of the faculty in matters of academic governance.

There were provisions in place to support the efficiency and effectiveness of the overall administration of the institution. The integrity of the institution is manifested by the professional competence, experience, personal responsibility, and ethical practices demonstrated by the administration and faculty.

- 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*)
- 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?

Occupational Associate's degree program in Culinary Arts: 6

Occupational Associate's degree program in Patisserie and Baking: 5

Certificate program in Culinary Arts: 5

Certificate program in Patisserie and Baking Arts: 4

How many calls to employers or graduates were successful?

Occupational Associate's degree program in Culinary Arts: 4  
 Occupational Associate's degree program in Patisserie and Baking: 4  
 Certificate program in Culinary Arts: 3  
 Certificate program in Patisserie Arts: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All calls that were made confirmed the employment of the graduates as reported on the CAR.

- 5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes     No     Not Applicable

#### FOR ALL CAMPUSES

- 5.14 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 institution ensures that its relations with students reflect the highest ethical standards and conform to all applicable laws and regulations. The institution demonstrates respect for all students by treating students fairly and meeting the individual needs of each student. There is evidence of program development and student services that are consistent with the stated mission. There is also evidence of educational program support that reflects the institution's concern for the learning and success of students.

Classroom observations by the team revealed that instructors' lessons plans target various learning styles. There was effective use of visual aids, hands-on demonstration, overhead projectors, computer presentations, handouts, and charts to fully engage students. The institution has also created an accessible classroom environment and the classroom furniture arrangements were appropriate for all students.

- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 Faculty are encouraged to evaluate, revise, and make changes to the curriculum through participating in Le Cordon Bleu curriculum committees. Instructors make suggestions to their lead instructor, who in turn, take the suggestions to the institution curriculum committee. Ideas then flow up to the director of education. From this level, approved ideas are forwarded to the campus president 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 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 institution keeps record of all in-service activities in a binder located in the educational 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

#### **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?  
 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

#### **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 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

#### GENERAL COMMENTS:

The institution'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 purposes, curriculums, and standards of the institution's academic offerings.

#### COMMENDATIONS:

The team observed that the faculty shows a clear understanding and responsibility that support institution policies, and is willing to participate in the administration and implementation of policies pertaining to educational activities and student success. Instructors are devoted to quality teaching and have incorporated sophisticated teaching concepts in the classroom. It is evident that the institution's instructional approach is student-centered. Course assessment and strategies are effective, assignments are being assessed in accordance to the syllabi, and there were clear scoring rules for every assignment.

### 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 physical facility occupies approximately 45,000 square feet at the Camelback facility located at 8100 E. Camelback Road, Scottsdale, Arizona and approximately 43,000 square feet at the Sky Bridge facility located at 4301 N. Scottsdale Road, Scottsdale, Arizona. This includes fourteen lecture rooms, thirteen professionally equipped kitchen classrooms, a student lounge, and a resource center/library with two computer labs. Kitchen labs are equipped with food preparation equipment found in the industry for the students' use in practicing a variety of culinary, baking and pastry skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry. Continual modifications to the building are designed to make the school's space more efficient and provide students with increased access to the school's resources.

6.02 Does the campus utilize any additional space locations?

Yes  No

6.03 Does the campus utilize learning sites?

Yes  No

If Yes, list the name and address of each learning site and identify any administrative services offered at the site. (Please see section 13 for additional information)

The address for the learning site is 4301 N. Scottsdale Road, Scottsdale, Arizona. The space consists of approximately 43,000 square feet. The learning site offers both career services and financial aid administrative services. The section 13

report is not applicable. As previously mentioned, the current courses/programs being offered at the learning site are programmatically accredited and thus did not require a specialist for the visit.

- 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 multi-campus institutional Le Cordon Bleu College of Culinary Arts 2014-2015 Catalog, effective and published May 2014.
- 7.02 Does the self-study or branch application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.  
 Yes  No
- (c) The names and titles of the administrators.  
 Yes  No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.  
 Yes  No
- (e) A statement of accreditation  
 Yes  No  Not Applicable (initial applicant)
- (f) A mission statement.  
 Yes  No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes  No

- (h) An academic calendar.  
 Yes     No
- (i) A full disclosure of the admission requirements.  
 Yes     No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.  
 Yes     No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 Yes     No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.  
 Yes     No
- (m) A definition of the unit of credit.  
 Yes     No     Not Applicable (The campus does not award credit)
- (n) A complete explanation of the standards of satisfactory academic progress.  
 Yes     No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.  
 Yes     No
- (p) The transfer of credit policy.  
 Yes     No
- (q) A statement of the tuition, fees, and any other charges.  
 Yes     No
- (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.  
 Yes     No     Not Applicable (no scholarships, grants, or loans offered)
- (s) The refund policy.  
 Yes     No
- (t) A statement describing the student services offered.  
 Yes     No
- (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).  
 Yes     No     Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

- Yes     No

If Yes, does the catalog contain the following?

- (a) An explanation of the course numbering system (for all levels).  
 Yes     No
- (b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).  
 Yes     No     Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes     No     Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes     No     Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

Yes     No (*Skip to Question 7.07.*)

If Yes, does the catalog contain the following?

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

Yes     No

(b) Any additional or different admissions requirements for students taking distance education courses.

Yes     No     Not Applicable (there are no additional or different admissions requirements)

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

Yes     No     Not Applicable (no additional tests are given)

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

Yes     No

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

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

7.07 Does the catalog contain an addendum/supplement?

Yes     No (*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 institution advertises via online, program brochures, and on the local radio stations.

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 the institution routinely provides to the public are the graduation rates, on-time completion rates, and placement rates.

Where is this information published and how frequently is this information being updated?

The information is published at the institution's 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?

The institution has dedicated appropriate resources to continuously assess the library services and holdings. The following students are trained and designated to assist students with accessing library resources:

- Ms. Angie Hernandez
- Ms. Ann Heisler
- Mr. Matt Hollaway
- Ms. Shawna Patten
- Mr. Brian Mullinex
- Mr. Clint Smith

In addition, all of the institution's faculty have been trained to assist with the library resources and they communicates with each other and with students to obtain resource recommendations, and optimizes the institution's budget to provide a variety of instructional benefits for both instructors and students.

Are these methods appropriate?

Yes  No

8.06 Is the library staff adequately trained to support the library?

Yes  No

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

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes  No

8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is \$2,000.00.

8.09 What portion of the current year's library budget has been spent?

To date, 100% (\$2,000) of the total budget has been spent.

How has the money been allocated?

The library budget is allocated for online services, reference books, media, 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?

Library assignments are required components of several courses in the various academic programs. In addition, trained instructors have made presentations in other instructors' classes to focus on the importance of the library resources in the academic environment.

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 Le Cordon Bleu online database system includes: Ebsco, Credo, Culinary Art Collection, Gale, Proquest, Hoover's Pro, and Hospitality and Tourism Complete.

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?

Sharon Tani is the regional librarian for Le Cordon Bleu. Ms. Tani has been in her current position since April 2011. Ms. Tani holds a master's degree in library science from San Jose State University. Prior to her current position, Ms. Tani was a technical specialist, library associate, pastry caterer, medical library intern, sales associate consultant,

executive producer, and a managing producer for 14 years. Ms. Chef Karen Kleinknecht is the designated on-site library liason and she works in conjunction to Ms. Sharon Tani. Ms. Kleinknecht has been trained to oversee the library in the absence of Ms. Sharon Tani. She works 40 hours a week in conjunction with the posted library hours.

The following students are trained and designated to assist other students. The library hours are from 6:00am to 10:00pm Monday through Friday.

- Ms. Angie Hernandez hours are from 7:30am to 9:30am; Monday through Friday.
- Ms. Ann Heisler hours are from 9:00am to 10:30am; Monday through Friday.
- Mr. Matt Hollaway hours are from 10:30am to 12:00pm; Monday through Friday.
- Ms. Shawna Patten hours are from 12:00pm to 4:00pm; Monday through Friday.
- Mr. Brian Mullinex hours are from 1:00pm to 5:00pm; Monday through Friday.
- Mr. Clint Smith hours are from 1:00pm to 5:00pm; Monday through Friday.

The team was advised by the institution's administration that there are also trained faculty and staff available to assist students with accessing library resources between the hours of 5:00 p.m. to 10:00 p.m., Monday through Friday.

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

**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 institution's library has a good collaboration with faculty as well as other academic related assistance. It is evident that faculty have assigned students academic research projects to further enhance their educational learning and the library has served and helped students in locating the appropriate resources.

**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?  
Ms. Mary Mules, director of distance education, is assigned to provide administration of the distance education activities. Ms. Mules holds a bachelor's degree in natural science from Michigan State University and a master's degree in education from American InterContinental University. She has also received a diploma in chef training from the Restaurant School in Philadelphia, Pennsylvania.  
Ms. Mules has worked for this institution since 2000 in various capacities including such as, director of education and culinary program chair.

- 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

#### FOR INSTITUTIONS OFFERING DISTANCE EDUCATION

- 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

- 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)

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     Not Applicable

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 courses provide opportunities for interaction between faculty and students by assigning the students discussion question each week where the student makes an initial post and must respond to two other student's post. The faculty member will make comments to both the initial comment and to the other students' respective responses. Additionally, the courses provide opportunities for interaction between faculty and students through classroom email, live and recorded chats, and feedback from graded assignments.

Are these opportunities sufficient and appropriate?

Yes     No

H.19 Describe how the courses provide opportunities for interaction among students.

The courses provide opportunities for interaction among students through class room email, discussion boards where students are required to respond to two other students, and through live chat sessions.

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.  
 Each student is given a specific username and password. The student must create their own password the first time they login. No one else will know the students' new password, except for the user.
- 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 institution uses a proprietary Learning Management System, LMS, known as MyCampus. This platform allows for email, live chats, recorded chats, discussions, drop boxes for assignment submissions, video presentations, and group projects.
- 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 e 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)?

The institution orients online students to its learning management system, resources, and support services by provide a live orientation to students. The first phase of the orientation covers counseling, academic advising, financial aid, employment assistance, and technical help for the online student. The second phase of the orientation covers the platform and how the discussion board, chat, email, drop box, multimedia, and other tools work to help the online student learn how to navigate the platform.

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

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

## SUMMARY

Based on the team's review, the campus has no areas of non-compliance.

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual

A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?



A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)



A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?



A.04. Did your admissions representative accurately describe student services offered by the institution?



A.05. Did your admissions representative accurately describe the tuition and fees associated with your program



of study?

A.06. Did you receive a catalog or were you provided access to one during the enrollment process?



A.07. Did the catalog accurately portray programs, services and policies of the institution?



A.08. Was the information provided during enrollment sufficient for you to make your decision?



A.09. Did you feel unduly pressured during enrollment?



B.01. Do you receive federal financial aid?



B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)



C.01. Are your instructors available to provide additional help, if needed?



C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?



C.03. Were textbooks available when you started classes?



C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)



D.01. Overall, I am satisfied with the quality of education I am receiving.



D.02. I would recommend this institution to others.





**NEW GRANT**

**ITT Technical Institute**  
**3825 West Cheyenne Avenue, Suite 600**  
**North Las Vegas, NV 89032**

**ACICS ID Code: 00021736**

Ms. Loretta Davis, Campus Director (b)(6)@itt-tech.edu)

(b)(6)@itt-tech.edu

**MAIN**

**ITT Technical Institute**  
**9511 Angola Court**  
**Indianapolis, IN 46268**

**ACICS ID Code: 00016040**

October 17-18, 2012

Burton S. Kaliski	Chair	Southern New Hampshire University (retired)	Manchester, NH
Mario Novo	Student-Relations Specialist	Career Education Corporation	Azusa, CA
William McPherson	Educational Activities, Business Management, Project Management, and Project Management and Administration - Project Management and Administration Option Specialist	Indiana University of Pennsylvania	Indiana, PA
Douglas Guare	Project Management and Administration- Construction Option, Computer Drafting and Design, and Drafting and Design Technology Specialist	TESST College (Retired)	Stevensville, MD
Alex Yarbrough	Criminal Justice, Criminology and Forensic Technology, and Library Specialist	Virginia College	Chelsea, AL
Randolph Roof	Computer and Electronics Engineering Technology, Electrical Engineering Technology, Electrical Engineering and Communications Technology, and Electronics	Self-Employed	Hendersonville, TN

	and Communications Engineering Technology Specialist		
Mark Baldwin	Visual Communications, Digital Entertainment and Game Design, and Software Development Technology Specialist	Baldwin Consulting	Golden, CO
Fawzi BenMessaoud	Computer Network Systems, Network Systems Administration, Information Systems and Cybersecurity, Information Systems Security, and Project Management and Administration – Information Technology Option	Wonderlic, Inc.	Carmel, IN
Billie Joy Langston	Senior Accreditation Coordinator	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
NORTH LAS VEGAS, NV**

CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full- time/Part- time	CAR Retention & Placement			
				2011		2010	
				Ret.	Pla.**	Ret.	Pla.*
Academic Associate's	Business Management	90	17/6	***			
Academic Associate's	Computer and Electronics Engineering Technology	96	22/1	69.90%	62.50%	93.10%	
Academic Associate's	Computer Drafting and Design	96	11/4	65.50%	61.50%	85.71%	
Academic Associate's	Criminal Justice	96	22/17	72.40%	80.00%	85.19%	
Academic Associate's	Criminology and Forensic Technology	90	35/14	***			
Academic Associate's	Drafting and Design Technology	90	15/7	***			
Academic Associate's	Electrical Engineering Technology	90	41/7	***			
Academic Associate's	Graphic Communications and Design	90	*****				
Academic Associate's	Information Technology – Computer Network Systems	96	53/22	79.50%	66.70%	84.46%	
Academic Associate's	Network Systems Administration	90	86/23	***			
Academic Associate's	Paralegal	90	*****				
Academic Associate's	Software Development Technology	96	3/3	84.60%			
Academic Associate's	Visual Communications	96	11/2	65.10%	100.00%	95.00%	
Bachelor's	Business Management	180	*****				
Bachelor's	Criminal Justice	180	18/7	78.80%	100.00%	100.00%	
Bachelor's	Digital Entertainment and Game Design	180	7/2	100.00%			
Bachelor's	Electrical Engineering and Communications Technology	180	15/3	***			

Bachelor's	Electronics and Communications Engineering Technology	180	8/1	****			
Bachelor's	Information Systems and Cybersecurity	180	25/2	***			
Bachelor's	Information Systems Security	180	8/1	76.90%		<b>25.00%</b>	
Bachelor's	Project Management	180	0/1	<b>57.10%</b>			
Bachelor's	Project Management and Administration – Construction Option	180	1/5	***			
Bachelor's	Project Management and Administration – Information Technology Option	180	3/0	***			
Bachelor's	Project Management and Administration – Project Management and Administration Option	180	5/0	***			
	TOTAL ENROLLMENT	534					

*Notes:* Type in bold any retention rate below 62.0% and any placement rate below 58.0%.

\* There were no 2010 graduates from any program.

\*\* For those 2011 programs with no entry, there were no graduates.

\*\*\* New program in 2011, so no retention data available.

\*\*\*\* For any program with no enrollment, either identify below the expected date of enrollment or explain the institution's plans regarding the program. The Graphic Communications and Design program has no anticipated start date. The Paralegal program has no anticipated start date. The bachelor's program in Business Management has an anticipated start date of 2014, a time when the first associate's degree students in the program are expected to finish.

## INTRODUCTION

The ITT Technical Institute, North Las Vegas campus was established in 2007 as a learning site of the Henderson, Nevada ITT campus. In 2010, it became its own fully functioning campus and has had remarkable growth since then, offering at present 21 programs and enrolling as many students as the Henderson campus. It is rapidly running out of space but has access to an adjacent building for expansion. The student body on campus is 75% male and 25% female. Forty percent of the population is Caucasian, 26% African-American, and the rest a variety of other groups. The largest programs on the campus are the Network Systems Administration and Information Technology - Computer Network Systems associate degree programs. The Las Vegas area of approximately 600,000 people provides a sufficient population base from which to draw its students. The campus staff is generally well qualified for their roles, but there are two issues concerning qualifications that are presented in this report. All programs except one showed adequate use of community resources. The campus also needs to deal with implementing federal regulations relating to out-of-class assignments. The team dealt with several challenges during the visit which impacted its ability to function effectively. Two of the key ones were the lack of availability of the 2011 CAR until later in the first day and having placed a team of nine people in a 14 by 20 foot room.

**1. MISSION**

- 1.01 Response submitted by Academic Administrative Center
- 1.02 Response submitted by Academic Administrative Center
- 1.03 Response submitted by Academic Administrative Center
- 1.04 Response submitted by Academic Administrative Center
- 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

**INSTITUTIONAL EFFECTIVENESS**

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes  No
- 1.08 Does the campus have its own CEP, separate from the institution's IEP?  
 Yes  No
- 1.09 Does the CEP describe the following?  
 The characteristics of the programs offered.  
 Yes  No  
 The characteristics of the student population.  
 Yes  No  
 The types of data that will be used for assessment.  
 Yes  No  
 Specific goals to improve the educational processes.  
 Yes  No  
 Expected outcomes of the plans.  
 Yes  No
- 1.10 Are the following five required elements evaluated in the CEP?  
 Student retention.  
 Yes  No  
 Student placement.  
 Yes  No  Not Applicable (new branch only)  
 Level of graduate satisfaction.  
 Yes  No  Not Applicable (new branch only)  
 Level of employer satisfaction.  
 Yes  No  Not Applicable (new branch only)  
 Student learning outcomes.  
 Yes  No

- 1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.
- ITT Technical Institute, North Las Vegas campus, has several student learning outcomes that are applied to all programs. They include success in capstone courses as measured by grades, a capstone course project rubric, the results of employer surveys, and student engagement, the last one measured by student attendance.
- 1.12 Are the following identified and described in the CEP?
- The baseline data for each outcome.  
 Yes  No  Not Applicable
- The data used by the campus to assess each outcome.  
 Yes  No  Not Applicable
- How the data was collected.  
 Yes  No  Not Applicable
- 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 (previously referred to as AIR) 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.
- To meet placement goals, the campus has undertaken several activities. Among them are the following three key ones:
1. Extensive networking with employers in the local community.
  2. Looking for employment opportunities in fields related to the area of student study.
  3. Intensive preparation of students in resume writing and interviewing skills.
- To meet retention goals, the campus has undertaken several activities. Among them are the following key ones:
1. Having program chairs contact absent students immediately.
  2. Providing extensive tutoring in math and English.
  3. Bringing community resources into class to show students the value of their programs.
- 1.16 Does the campus have documentation to show the following?
- (a) That the IEP 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. Loretta Davis, campus director, is responsible for implementing and monitoring the CEP. Ms. Davis has been the director of the campus since it opened in 2007 as a learning site of the Henderson, Nevada campus. Prior to this position, she has worked for ITT in various roles for the past 11 years. She earned an associate's degree in Legal Assisting from San Antonio College (TX), and a bachelor's degree in Communications and a master's degree in English from Our Lady of the Lake University, also in San Antonio Texas. The CEP team on campus consists of all directors and program chairs.

- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?  
 Yes  No

## 2. ORGANIZATION

2.01 (a) Response submitted by Academic Administrative Center

2.01 (b) Response submitted by Academic Administrative Center

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(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 Response submitted by Academic Administrative Center

### 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. Loretta Davis, campus director, is the on-site administrator. Ms. Davis has been the director of the campus since it opened in 2007 as a learning site of the Henderson, Nevada campus. Prior to this position, she has worked for ITT in various roles for the past 11 years. She earned an associate's degree in Legal Assisting from San Antonio College, TX, and a bachelor's degree in Communications and a master's degree in English from Our Lady of the Lake University, also in San Antonio, TX. The CEP team on campus consists of all directors and program chairs.

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) Response submitted by Academic Administrative Center

(b) Admissions.

Yes  No

(c) Response submitted by Academic Administrative Center

(d) Response submitted by Academic Administrative Center

(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 Response submitted by Academic Administrative Center

- 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?  
 Fifty-five student files were reviewed during the evaluation which consisted of 28 active student files, 12 satisfactory academic progress files, three dropped and re-entered student files, and 12 graduate files.
- 4.02 How does the institution ensure that its student relations reflect high ethical standards?  
 Admissions representatives are thoroughly trained prior to meeting with prospective students. This training involves computer modules, shadowing, mock interviewing, and critiques by the director of recruitment (DOR). Once they have completed the required training, the representatives are considered certified and may begin contacting prospective students.  
 Once a representative begins meeting with prospective students, he or she continues to be monitored by the DOR and has regularly scheduled meetings with the entire admissions team weekly and daily "stand-up" meetings. Additionally, each meets individually with the DOR regularly to discuss progress on the established metric for admissions representatives, which are set by the corporate office.  
 ITT headquarters also conducts mystery shopping periodically, with the DOR being notified of the results.
- 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 Reviewed at AAC
- 4.07 Is the admissions policy publicly stated?  
 Yes  No
- 4.08 Is the admissions policy administered as written?

Yes  No

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

Mr. Robert Hawkins is the director of recruitment and overseas recruitment for the campus. Mr. Davis has earned an academic associate's degree in Human Resource Management from the Community College of the Air Force, and a bachelor's of science degree in Human Resource Management from Columbia Southern University. Mr. Hawkins was a recruiter in the United States Air Force for 25 years and was a senior trainer for recruiting during his last eight years of service. Mr Hawkins has been director of recruitment at ITT Las Vegas for over one year and regularly completes corporate online courses and workshops including Managing the Recruitment Process, Recruitment Management 101, and Becoming a Manager: Leading and Communicating.

4.10 Describe the process for the recruitment of new students.

Leads are generated from ITT headquarters and are considered corporate developed leads. Once a representative has received the lead, he/she contacts the prospective student to determine their level of interest in the campus. The representative will schedule a visit to the campus, at which time a tour of the facilities is conducted when prospective students are shown the attributes of the different programs in order to determine which program may be right for them.

The prospective student will then watch a 90 minute media presentation. After the presentation the student will meet with a financial aid representative to discuss funding options. If the student chooses to apply, he/she must take the Wonderlic entrance exam and attain a score of 13 or better. The prospective student must also provide proof of high school graduation and complete all required admissions documentation.

The representative will maintain contact with the student up through the first day of attendance and maintain this contact through graduation.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?

Yes  No

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

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

4.12 Does the institution 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

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

Yes  No

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

Yes  No

4.14 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

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

Yes  No

4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes  No

4.17 reviewed at AAC

4.18 Is there evidence that the campus properly awards transfer of credit?

Yes  No  Not Applicable

4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?

Yes  No

4.20 reviewed at AAC

4.21 Is the standards of satisfactory academic progress policy published in the catalog?

Yes  No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress are published on pages 68--70 of the 2012 – 2013 Catalog, Volume 8.

4.22 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 (institution does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (institution does not offer)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (institution does not offer)

The effect when a student changes programs.

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

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

Yes  No  Not Applicable (institution only offers one credential)

The implications of transfer credit.

Yes  No

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

Yes  No

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

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

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

Yes  No

4.26 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

Yes  No  Not Applicable (all programs are one year or less)

4.27 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)

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

Yes  No

4.29 Are students allowed to remain on financial aid during the probationary period?

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

If Yes, is the student informed of this policy?

Yes  No

4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?

Yes  No

4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?

Yes  No  Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)

4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

Yes  No  Not Applicable (institution does not have extended enrollment)

- 4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes  No  Not Applicable (there is no such student)
- 4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes  No
- 4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?  
 The dean of academics, Mr. Daniel Bethke, is responsible for the administration of satisfactory academic progress. Mr. Bethke holds a master's of science degree in Technology Education from the State University of New York, College of Buffalo; a bachelor's of science degree in Mechanical Engineering Technology from the State University of New York, College at Buffalo, and an associate's of science degree in Mechanical Engineering from Niagara County Community College. Mr. Bethke began as an instructor at ITT Technical College in 1999 teaching computer aided drafting, mechanical drawing, and electrical design. In 2003, he became a program chair in which capacity he served as a resource person for students and instructional staff regarding academic curriculum. In 2010 he became the dean of academics and among other responsibilities is responsible for staffing departments and complying with regulatory affairs. Over the last several years, Mr. Bethke has regularly attended workshops and courses pertaining to classroom management techniques, communication strategies and techniques, and managing the academic affairs department.
- 4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes  No
- 4.37 reviewed at the institution level
- 4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?  
 Yes  No  Not Applicable (institution offers loans only)
- 4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?  
 Yes  No
- 4.40 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

4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?

Yes  No

If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?

Yes  No  Not Applicable

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

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

4.43 Is the institution's refund policy published in the campus catalog?

Yes  No

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

Yes  No

4.45 Is the campus following its stated refund policy?

Yes  No

4.46 Does the campus offer financial aid?

Yes  No (Skip to Question 4.53.)

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

Ms. Gail Garrett is the director of finance and is responsible for administering student financial aid. Ms. Garrett holds a master's of arts degree in Computer Resources and Information Management Systems from Webster University in St. Louis, Missouri; a bachelor's of arts degree in Business Administration from Wayland Baptist University in Plainview Texas, and an associate's of applied science degree in Paralegal Studies from the Community College of the Air Force. Ms. Garrett has held several positions as a paralegal while enlisted in the United States Air Force, began as a financial aid administrator with ITT Technical Institute in 2006, and became the director of financial aid in 2010. She is a member of the Nevada Association of Financial Aid Administrators (NAFAA). She regularly attends courses and workshops covering topics such as financial aid verification, financial aid conduct, pre-requisites and packaging and attends semi-annual southwest district meetings.

4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?

Yes  No

4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?

Yes  No

4.50 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

4.51 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. Garrett is a member of the Nevada Association of Financial Aid Administrators (NAFAA). She regularly attends workshops covering topics such as financial aid verification, financial aid conduct, pre-requisites and packaging and attends semi-annual southwest district meetings. The financial aid administrators regularly attend online courses in financial aid literacy and the annual code of business conduct and ethics.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes  No

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

Yes  No (Skip to Question 4.54.)

- 4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Staff and faculty work together to provide student services to the students. Tutoring and academic counseling is provided by the deans, program chairs, and faculty. Academic advising is conducted as part of the satisfactory academic progress process with continual follow-up with the students conducted by the program chairs and dean.

The campus holds student orientation sessions for each group of starting students. The first session is normally held during the day and subsequent sessions are held individually as needed. The dean, associate dean, school chairs, faculty, and functional managers then meet and greet new students and utilize the orientation to reinforce program expectations.

- 4.55 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

- 4.56 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Melinda Gonzalez is the director of career services and is responsible for the oversight of counseling students on employment opportunities. Ms. Gonzalez holds an associate's of science degree in Hospitality from New Mexico State University. Ms. Gonzales was an account representative, career representative and externship coordinator and was responsible for professional coaching, resume building, employer contacts, and externship site development. In her current role as director of career services, Ms. Gonzalez is extremely active in establishing career fairs, social and networking events with current and prospective employers, resume building, and mock job interview techniques and portfolio classes. Each week the career services department provides "survival jobs" which not only provide students the opportunity to earn income, but primarily provide the student the experience that may be required, in addition to their completed credential, to show employers the students are able to apply their education within the work environment

- 4.57 Does the institution offer employment assistance to all students?

Yes  No  Not Applicable (institution enrolls only international students on a student visa)

- 4.58 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes  No

- 4.59 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?

Yes  No

- 4.60 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

- 4.61 Are students who receive financial aid counseled concerning their student loan repayment obligations?

Yes  No

- 4.62 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

Students must complete an entrance counseling form and review a guide during the admissions process. All new applicants undergo a one-on-one appointment with a financial aid coordinator prior to completing the enrollment agreement. At this time student loan repayment responsibilities are covered, as well as an online entrance counseling session. Each time a student is re-packaged (every three quarters); the student must review the repayment obligations and sign off that they understand them. When a student stops attending, the ITT corporate office mails them an exit interview. When a student graduates, they will go through a one-on-one exit interview with the student finance administrators at the campus.

- 4.63 Describe the extracurricular activities of the institution (if applicable).

The school has a diverse number of extracurricular activities. Several times a year the school holds student appreciation days which include food and other activities. Currently, the school is initiating entrance into the Toastmaster's International Club, and is part of the North Las Vegas IT user's Club which has meetings on campus every Wednesday. Memberships in professional organizations in which students participate include the American Design Drafting Association, the Electronics Technician's Association, and Lambda Alpha Epsilon, a fraternity of the American Criminal Justice Association.

The campus sponsors IT/Electronics extracurricular educational activities at the Cimarron Memorial High School and the team noted evidence of these activities on wall displays. Documentation and a copy of a recent check issued by ITT Educational Services dated April 17th, 2012 to Cimarron Memorial High School as a contribution to the Robotics Team was provided to the team.

## 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. Daniel Bethke, dean of academics, oversees the educational activities of all programs at the campus. Mr. Bethke holds a master's of science degree in Technology Education from the State University of New York, College of Buffalo; a bachelor's of science degree in Mechanical Engineering Technology from the State University of New York, College at Buffalo, and an associate's of science degree in Mechanical Engineering from Niagara County Community College. Mr. Bethke began as an instructor at ITT Technical College in 1999 teaching computer aided drafting, mechanical drawing, and electrical design. In 2003, he became a program chair in which capacity he served as a resource person for students and instructional staff regarding academic curriculum. In 2010 he became the dean of academics and among other responsibilities is responsible for staffing departments and complying with regulatory affairs. Over the last several years, Mr. Bethke has regularly attended workshops and courses pertaining to classroom management techniques, communication strategies and techniques, and managing the academic affairs department.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes  No

5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The campus provides an organizational structure that allows for duties and responsibilities to be spread over a variety of personnel. The campus employs an associate dean and program chairs who function cooperatively as well as independently on the development and administration of the academic programs.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes  No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes  No

The policy was found on page 7 of the faculty handbook.

5.07 Reviewed at AAC

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 carry specialized or programmatic accreditation?

Yes  No (Skip to question 5.10)

5.10 Are the educational programs consistent with the campus mission and the needs of its students?

Yes  No

- 5.11 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

- 5.12 What provisions are made for individual differences among students?

The campus provides tutoring via traditional methods which include individualized support from faculty and staff. In addition, they utilize the resources from the learning center and have peer tutoring.

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

The ITT structure provides for a very structured process for curriculum revision, evaluation, and administration. Faculty members from all disciplines at the campus are encouraged to participate in this process. They can offer suggestions to the appropriate personnel within the organizational structure as well as participate in ITT curriculum committees. The ITT system has a detailed and published policy on the process for curriculum changes. This policy provides consistency by having prescribed syllabi and outcomes and provides enough academic freedom to allow faculty to enhance the curriculum.

- 5.14 Does the faculty participate in this process?

Yes  No

This was verified through the team meeting with faculty.

- 5.15 Reviewed at AAC

- 5.16 If the institution 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  NA (institution does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

Yes  No

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

Yes  No

- 5.18 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)

Facilities

Yes  No

Instructional equipment

Yes  No

Resources

Yes  No

Personnel

Yes  No

- 5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes  No

- 5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

Yes  No

5.21 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

5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes  No

5.23 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)

5.24 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 employs a rich and robust schedule of in-service activities. There is a strong and robust in-service program for all faculties at the campus. This was verified through the various professional development plans which provided evidence that faculty participate in the program. Other evidence of faculty participation included a review of minutes from academic meetings and interviews and faculty verified their participation by providing the team specific topics.

5.25 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 should be applauded for the organization of the faculty development plans. They were organized and detailed. The plans clearly highlighted faculty participation in professional growth activities as well as attendance at in-service training.

5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes  No

5.27 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

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

Yes  No

5.29 Reviewed at AAC

5.30 Reviewed at AAC

5.31 Reviewed at AAC

5.32 Reviewed at AAC

5.33 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

5.34 Reviewed at AAC

5.35 Reviewed at AAC

- 5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes  No

## 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 leased, 18,800 square foot building in a modern office park, in North Las Vegas. The building contains seven theory classrooms, six labs, faculty, staff, and administrative offices, a learning resource center, and student and staff break areas. There is ample parking for the student body and there is a local bus line that stops at the corner. The campus is considering expanding to an adjacent building that can be attached to the present campus 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-site locations) 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-site locations)?

(a) Equipment.

Yes  No

(b) Instructional tools.

Yes  No

(c) Machinery.

Yes  No

- 6.06 Is there evidence on file to show that all institutional 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 ITT Technical Institute 2012-2013 catalog, volume 8, was utilized during the visit.

7.02 Does the self-study accurately portray the campus?

Yes  No

7.03 Does the campus publish a catalog that is appropriately printed and bound and provided 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 institution 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 institution 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 institution 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.

Yes  No

(b) Any additional or different admissions requirements for students taking distance education courses.

Yes  No  Not Applicable (there are no additional or different admissions requirements)

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

Yes  No  Not Applicable (no additional tests are given)

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

Yes  No

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

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

7.07 Does the catalog contain an addendum/supplement?

Yes  No (Skip to Question 7.08.)

If Yes, is it appropriate?

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, including the campus' 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.)?

The campus advertises in its catalog, web site, brochures, fact sheets, and infomercials.

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.)

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 (institution does not participate in financial aid)

## 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 Reviewed at AAC
- 8.06 Reviewed at AAC
- 8.07 Reviewed at AAC
- 8.08 Reviewed at AAC
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 The 2012 budget is \$1,200 The portion of the current year's library budget that has been spent is 103%. At the time of the visit, \$350 has been spent on books, \$540 has been spent on publications, and \$350 on 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
- 8.12 Reviewed at AAC
- 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 Reviewed at AAC
- 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 Reviewed at AAC
- 8.17 Reviewed at AAC
- 8.18 Reviewed at AAC
- 8.19 Reviewed at AAC
- 8.21 Reviewed at AAC
- 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.ACADEMIC ASSOCIATE 'S DEGREE IN BUSINESS MANAGEMENT

### BACHELOR'S DEGREE IN PROJECT MANAGEMENT

### BACHELOR'S DEGREE IN PROJECT MANAGEMENT AND ADMINISTRATION-PROJECT AND MANAGEMENT AND ADMINISTRATION OPTION

- 9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

Mr. Michael Escoto is the person responsible for the academic programs in this section of the report. He possesses a master's of Business Administration degree from Regis University, a bachelor's of science degree in Electronics Management from Southern Illinois University at Carbondale, an associate's of applied science degree in Information Systems Technology from the Community College of the Air Force, and an associate's of science degree in Criminal Justice from Ventura College. He has extensive experience in a variety of positions as noted in 9.03.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Mr. Escoto has impressive vitae which includes positions as a business owner, community technology services manager, director of information technology, network administrator technician, and research analysis technician.

- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis, and activities to meet or exceed the relevant standard:

Yes  No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

The Project Management program had a retention rate of 57.10% per the 2011 CAR. The other programs on this report were over the threshold.

9.07 List the community resources and how they are utilized to enrich the program(s).

The program incorporates guest speakers and business professionals from local businesses to support the functional areas of business and has also included visits from local entrepreneurs. A bonus for the program in business that is some of newly hired faculty have long standing relationships with key personnel in government, corporations and nearby nonprofit organizations. Because of these contacts, the program is supplemented with valuable insight and information that a typical program in business might not normally have access to. These business professionals, guest speakers along with direction from the members of program advisory committee, provide sufficient community resources.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

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  NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  NA

9.14 Reviewed at AAC

9.15 Are course prerequisites 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

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 (formerly AIR) submitted to the Council?

Yes  No  NA, (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 have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?  
 Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

In the "credit hour" section on page 6 of the campus' 2012-2013 catalog, volume 8, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

**(Section 2-2-503(a)):** There is evidence that out-of-class work or the equivalency is being evaluated in some courses. However, the team did not find that per the Council standards, the requirement for a minimum of two hours of out-of-class work per credit hour was being assigned to the students relative to their final grades.

- 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 Reviewed at AAC

- 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  NA, hiring responsibility is at AAC

- 9.30 Are teaching loads reasonable?

Yes  No

- 9.38 Reviewed at AAC

- 9.39 Reviewed at AAC

- 9.40 Reviewed at AAC

- 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 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

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  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

## **9. BACHELOR'S DEGREE IN PROJECT MANAGEMENT - CONSTRUCTION OPTION**

### **ACADEMIC ASSOCIATE'S DEGREE IN COMPUTER DRAFTING AND DESIGN**

### **ACADEMIC ASSOCIATE'S DEGREE IN DRAFTING AND DESIGN TECHNOLOGY**

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

Mr. James Markham has been the chair of the School of Drafting and Design, which includes the Computer Drafting and Design, Drafting and Design Technology and Project Management - Construction Option programs since January 2011. He holds a master's degree in Communications from the University of Portland in Portland, Oregon. He holds a bachelor's degree in Religious Studies from Lewis and Clark College in Portland, Oregon. He holds an associate's of arts degree in Liberal Arts from Clatsop Community College in Astoria, Oregon. He was employed as an associate dean from September 2009 through January 2011 at ITT Technical Institute. He was an adjunct instructor from June 2006 through November 2009 at ITT Technical Institute.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

**(Section 3-1-511):** The program administrator, Mr. James Markham's degrees in Communications, Religious Studies, and Liberal Arts as listed above and his previous work experiential background is not related to the Computer Drafting and Design, Drafting and Design Technology, and Project Management - Construction Option programs. From previous transcripts there is no evidence of related, subjects. The campus officials informed the team that, Mr. James Markham, is currently on sick leave for an indefinite period of time. The campus informed the team that the dean is currently administering the Computer Drafting and Design, Drafting and Design Technology, and Project Management - Construction Option programs but there is no written documentation of this assignment.

- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

Yes  No

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

**(Section 3-1-511):** While on-site, the dean provided a memorandum dated October 18, 2012, appointing Mr. Michael Andreas-Koch, current adjunct faculty member, to assist the dean as the subject matter expert for the Computer Drafting and Design Technology programs. In this role, Mr. Andreas-Koch will provide open tutoring sessions every Monday and Thursday for two hours. Campus officials informed the team that this arrangement would be in effect until further notice.

- 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

The current data is related to the Computer Drafting and Design program. There are no graduates in the Design and Drafting Technology program at this time. There are no graduates in the Program Management - Construction Option program at this time.

- 9.07 List the community resources and how they are utilized to enrich the program(s).

The campus held a field trip on May 2, 2011. The students visited Tivoli Village at Queensridge, Nevada. The students were allowed to draw architecture from a real location. The campus held a field trip on August 2, 2011. The students visited Fremont Street in Las Vegas, Nevada. The students were allowed to draw two drawings, one architecture drawing, and one detail drawing.

The campus had as a guest speaker Mr. Rhett Nielson of DVA Media of Las Vegas, Nevada on July 30, 2011 who gave a presentation on practical information on 20 years of media experiences.

The campus held a Program Advisory Committee Meeting on December 14, 2011.

- 9.08 Are these resources sufficient?

Yes  No

- 9.09 Reviewed at AAC

- 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  NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  NA

9.14 Reviewed at AAC

9.15 Are course prerequisites 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required, and homework assignments were not included as any percent of the final grades.

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 (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls were made to employers for the following programs:

Academic associate's degree in Computer Drafting and Design - 4

Academic associate's degree in Drafting and Design Technology program - 0

Bachelor's degree in Construction Management - Construction Option - 0

How many calls to employers or graduates were successful?

The following number of calls, by program, were successful:

Academic associate's degree in Computer Drafting and Design - 4

Academic associate's degree in Drafting and Design Technology - 0

Bachelor's degree in Project Management - Construction Option - 0

How many of the calls where contact was made with employers or graduates 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 employers of the graduates as reported on the 2011 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 have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

In the "credit hour" section on page 60 of the campus' 2012-2013 catalog, volume 8, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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 No, insert the section number in parentheses and explain:

**(Section 2-2-503(a)):** There is evidence that out-of-class work or the equivalency is being evaluated in some courses. However, the team did not find that per the Council standards, the requirement for a minimum of two hours of out-of-class work per credit hour was being assigned to the students.

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 Reviewed at AAC

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  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

Yes  No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

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)

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

The academic associates program for Computer Drafting and Design is schedule for teach out on March 2014. The current students in this program will have course available to complete the program.

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

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  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

**GENERAL COMMENTS:**

The staff of the Project Management - Construction Option, Computer Drafting and Design and Drafting and Design Technology programs was very professional and helpful. The students responded in a positive manner regarding this campus.

**9. ACADEMIC ASSOCIATE'S DEGREE IN CRIMINAL JUSTICE**  
**ACADEMIC ASSOCIATE'S DEGREE IN CRIMINOLOGY AND FORENSIC TECHNOLOGY**  
**BACHELOR'S DEGREE IN CRIMINAL JUSTICE**

9.01 See response from AAC

- (a) See response from AAC
- (b) See response from AAC
- (c) See response from AAC
- (d) See response from AAC

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

Ms. Gwendolyn Brown is the program chair for the School of Criminal Justice. Ms. Brown earned her bachelor's degree in Criminal Justice from the University of Detroit. She holds a master's degree in Criminal Justice from the University of Detroit- Mercy. She served in various capacities, including police officer, detective, sergeant, and lieutenant, in the Detroit Police Department from 1975-2005. She has been with this campus full time since March, 2010.

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 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The team found documentation of the following guest speakers: North Las Vegas Police sergeant – Mr. Tim Bedwell, Nevada Department of Public Safety sergeant – Mr. Deon McDaniel, victim advocate – Ms. Carolyn Muscari and Clark County Department of Family Services specialist – Mr. Darin Taylor. The team found documentation of the following field trips: Mob Museum, tour of the crime scene investigating building of the Las Vegas Metropolitan Police Department and Westcare of Nevada. Also, the team found documentation of regularly scheduled program advisory board meetings.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

- 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  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

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

**Section 3-1-513(a) and Glossary:** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grades.

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 (formerly AIR) submitted to the Council?

Yes  No  NA, (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 Criminal Justice - 3

Academic associate's degree in Criminology and Forensic Technology - 0

Bachelor's degree in Criminal Justice - 1

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Criminal Justice - 3

Academic associate's degree in Criminology and Forensic Technology - 0

Bachelor's degree in Criminal Justice - 1

How many of the calls where contact was made with employers or graduates 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 2011 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 have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

In the "credit hour" section on page 60 of the campus' 2012-2013 catalog, volume 8, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

**(Section 2-2-503(a):** There is evidence that out-of-class work or the equivalency is being evaluated in some courses. However, the team did not find that per the Council standards, the requirement for a minimum of two hours of out-of-class work per credit hour was being assigned to the students.

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 Reviewed at AAC

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  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

Yes  No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

- 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 Reviewed at AAC
- 9.43 Reviewed at AAC
- 9.44 Reviewed at AAC
- 9.45 Reviewed at AAC
- 9.46 Reviewed at AAC
- 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  N A, (no students in the third and fourth years)
- 9.48 Reviewed at AAC

## 9. PROGRAM EVALUATION

### ACADEMIC ASSOCIATE'S DEGREE IN COMPUTER & ELECTRONICS ENGINEERING TECHNOLOGY

### ACADEMIC ASSOCIATE'S DEGREE IN ELECTRICAL ENGINEERING TECHNOLOGY

### BACHELOR'S DEGREE IN ELECTRICAL ENGINEERING AND COMMUNICATIONS TECHNOLOGY

### BACHELOR'S DEGREE IN ELECTRONICS AND COMMUNICATIONS ENGINEERING TECHNOLOGY

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

Mr. Carl Nice, school chair, is assigned to administer the School of Electronics Technology. He holds an associate's degree in Avionics Systems Technology from Community College of the Air Force, Maxwell Air Force Base (AFB), Alabama; a bachelor's degree in Business and Management from University of Maryland University College, Adelphi, Maryland; and a master's degree in Business Administration from Golden Gate University, San Francisco, California. Mr. Nice has twenty years of United States Air Force (USAF) experience, as an avionics electronics technician. Mr. Nice was an instructor with ITT from November 1999 till September 2010 when he was promoted to chair, School of Electronics Technology. Mr. Nice is well qualified to chair the School of Electronics Technology.

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 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The School of Electronics Technology has strong community support as witnessed by its Program Advisory Committee (PAC) which is held twice a year. The School conducted a PAC meeting on May 16, 2012 with three members in attendance. The next PAC is schedule for November 15, 2012. The School provided documentation of the meeting schedule to the team. Guest speakers and field trips are utilized by the School, with a field trip to Interop Convention, May 2012, and guest speakers Phil Kostka of Casino Tech, May 2012, and David Bonal of National Instruments, August 2012. The School also has an active Electronics Technicians Association (ETA) which includes twenty-three student members. Mr. Carl Nice is the local ETA customer service specialist and exam test administrator. The campus sponsors IT/Electronics extracurricular educational activities at the Cimarron Memorial High School and the team noted evidence of these activities on wall displays. Documentation and a copy of a recent check issued by ITT Educational Services dated April 17, 2012 to Cimarron Memorial High School as a contribution to the Robotics Team was provided to the team.

- 9.08 Are these resources sufficient?  
 Yes  No
- 9.09 Reviewed at AAC
- 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  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

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 (formerly AIR) submitted to the Council?

Yes  No  NA, (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 program:

Academic associate's degree in Computer & Electronics Engineering Technology - 4

Academic associate's degree in Electrical Engineering Technology - 0

Bachelor's degree in Electrical Engineering and Communications Technology - 0

Bachelor's degree in Electronics and Communications Engineering Technology - 0

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Computer & Electronics Engineering Technology - 4

Academic associate's degree in Electrical Engineering Technology - 0

Bachelor's degree in Electrical Engineering and Communications Technology - 0

Bachelor's degree in Electronics and Communications Engineering Technology - 0

How many of the calls where contact was made with employers or graduates 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 2011 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 have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

In the "credit hour" section on page 60 of the campus' 2012-2013 catalog, volume 8, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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 *No*, insert the section number in parentheses and explain.

**(Section 2-2-503(a)):** There is evidence that out-of-class work or the equivalency is being evaluated in some courses. However, the team did not find that per the Council standards, the requirement for a minimum of two hours of out-of-class work per credit hour was being assigned to the students.

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 Reviewed at AAC

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  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

Yes  No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

- 9.40 Reviewed at AAC
- 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 Reviewed at AAC
- 9.43 Reviewed at AAC
- 9.44 Reviewed at AAC
- 9.45 Reviewed at AAC
- 9.46 Reviewed at AAC
- 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  N A, (no students in the third and fourth years)
- 9.48 Reviewed at AAC

## 9. ACADEMIC ASSOCIATE'S DEGREE IN SOFTWARE DEVELOPMENT TECHNOLOGY

9.01 See response from AAC

- (a) See response from AAC
- (b) See response from AAC
- (c) See response from AAC
- (d) See response from AAC

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

Mr. George Cormier is chair for the School of Information Technology (IT) assigned to administer the academic IT programs. Mr. Cormier holds a bachelor's of science degree in Workforce Training from Southern Illinois University at Carbondale in Travis AFB, California, and an academic associate's degree in Construction Supervision from Community College of the Air Force in Maxwell AFB, Alabama. Mr. Cormier is a current Comptia A Plus certified and holds a CNA Cisco certification. George Cormier joined ITT in 2000 as IT instructor and was promoted to the IT chair position a year later in 2001. From 2008 to 2010 he served as an associate dean at the ITT Henderson campus before moving to the Las Vegas campus to serve as the school of IT chair. Mr. Cormier is a current member of InfraGard and an active participant in the Las Vegas Linux user group (LVLUG). He has successfully completed 24 courses from the professional development and growth courses offered by the ITT home office on teaching and learning and classroom management. Prior to joining ITT Technical Institute, Mr. Cormier served in the US Air Force.

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 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

There are several community resources used to enrich the Software Development Technology program, including guest speakers, field trips, local professional organizations, and a program advisory committee. The School chair and all of his full time instructors are current members of the local InfraGard chapter, an information sharing and analysis organization linked with the local FBI field office and Cybersecurity taskforce. Mr. Cormier, is working on establishing a membership InfraGard chapter at his campus to benefit all students and faculty members. Mr. Cormier uses his connection and affiliation with the local city InfraGard chapter to invite Information Technology and Network Security experts and consultants to be guest speakers. The team also verified documentations on the IT program advisory committee, with the last meeting being on May 16, 2012. In addition, the campus has an affiliation with the Las Vegas Linux User Group LVLAUG. The LVLUG group holds its monthly meeting at this campus and faculty and students are allowed to attend these meeting where Linux best practices and other IT issues and solutions are discussed.

9.08 Are these resources sufficient?

Yes  No

- 9.09 Reviewed at AAC
- 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  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites 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 campuses participating in Title IV 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  
 (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments.  
 Yes       No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grades.

- 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 (formerly AIR) submitted to the Council?  
 Yes    No    NA, (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 have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?  
 Yes    No    Not Applicable (Clock hour programs only)
- If *Yes*, briefly describe the procedures.  
 In the "credit hour" section on page 60 of the campus' 2012-2013 catalog, volume 8, the campus policy regarding homework is contained in the "Residence Courses" paragraph.
- 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 *No*, insert the section number in parentheses and explain:

**(Section 2-2-503(a)):** There is evidence that out-of-class work or the equivalency is being evaluated in some courses. However, the team did not find that per the Council standards, the requirement for a minimum of two hours of out-of-class work per credit hour was being assigned to the students.

- 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 Reviewed at AAC
- 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  NA, hiring responsibility is at AAC
- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.38 Reviewed at AAC
- 9.39 Reviewed at AAC
- 9.40 Reviewed at AAC
- 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 Reviewed at AAC
- 9.43 Reviewed at AAC
- 9.44 Reviewed at AAC
- 9.45 Reviewed at AAC
- 9.46 Reviewed at AAC
- 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  N A, (no students in the third and fourth years)
- 9.48 Reviewed at AAC

## 9. ACADEMIC ASSOCIATE'S DEGREE IN VISUAL COMMUNICATIONS BACHELOR'S DEGREE IN DIGITAL ENTERTAINMENT AND GAME DESIGN

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

Mr. James Markham is chair for the School of Drafting and Design. Mr. Markham has been the chair since January 2011. He holds a master's degree in Communications from the University of Portland in Portland, Oregon. He holds a bachelor's degree in Religious Studies from Lewis and Clark College in Portland, Oregon. He holds an associate's of arts degree in Liberal Arts from Clatsop Community College in Astoria, Oregon. He was employed as an associate dean from September 2009 through January 2011 at ITT Technical Institute. He was an adjunct instructor from June 2006 through November 2009 at ITT Technical Institute.

Ms. Theresa Bower is the subject matter expert (SME) for both the Visual Communications program and Digital Entertainment and Game Design. Ms. Bower is an adjunct instructor who has worked for ITT since December 2009 and was assigned to be SME in October 2012. Ms. Bower holds a bachelor's degree in Business Administration from Regis University in Henderson NV. Prior to coming to ITT, Ms. Bower was an instructor at International Academy of Design and Technology and Art Institute. Ms. Bower has also held numerous positions in industry in management, marketing and graphic design.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

**(Section 3-1-511):** For the Digital Entertainment and Game Design program, neither Mr. Markham, program chair, nor Ms. Bower, subject matter expert, hold any academic qualifications in the field. Review of Mr. Markham's and Ms. Bower's personnel files indicated no experiential qualifications in the field. In addition, the team interviewed Ms. Bower and was not provided any additional information on experience. The campus did provide the team with additional experience documentation regarding storyboarding for television commercials, but this did not show experience in the game industry.

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

Yes  No  N/A

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

At the time of the visit the chair was on sick leave for an indefinite period of time. The campus informed the team that the dean is currently administering the Drafting and Design program. However, no evidence of this change in responsibilities was provided. Therefore there is no administration for the program at the time of the visit.

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

Yes  No  N/A

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

See above, 9.04.

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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The Visual Communication program utilizes numerous community resources to enrich their program:

- A field trip to "Hot Glass Exhibit" to examine various artwork.
- A field trip to Centennial Hills Art Exhibit to examine various artwork.
- A field trip to Creel Printing to examine printing techniques.
- Mr. Rhett Nelson from DVA Media to speak on media design and development.

In the initial review of documentation for the Digital Entertainment and Game Design program community resources, there was no material available indicating the use of community resources. In addition, the team found no use of the local game industry in the Program Advisory Committee (PAC) minutes. During the visit, Mr. Daniel Bethke, dean of academics, provided a memo dated October 18, 2012 to the team listing a speaker that came to the campus on April 3, 2012 along with future plans of using community resources. However, no additional documentation was provided to evidence this community resource usage such as sign in sheets, flyers, or other independent documentation.

9.08 Are these resources sufficient?

Yes  No

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

**(Section 3-1-512(c)):** While the community resources for the Visual Communications program are adequate, the team concludes that the campus does not utilize sufficient community resources for the Digital Entertainment and Game Design program. In the initial review of documentation for the Digital Entertainment and Game Design program community resources; there was no material available indicating the use of community resources. In addition, the team found no use of the local game industry in the Program Advisory Committee (PAC) minutes. During the visit, Mr. Daniel Bethke, dean of academics, provided a memo dated October 18, 2012 to the team listing a speaker who came to the campus on April 3, 2012 along with future plans of using community resources. However, no additional documentation was provided to evidence this community resource usage.

9.09 Reviewed at AAC

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  NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  NA

9.14 Reviewed at AAC

9.15 Are course prerequisites 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 campuses participating in Title IV 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
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No

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

**(Section 3-1-513(a) and Glossary:** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grades.

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 (formerly AIR) submitted to the Council?

- Yes  No  NA, (there have been no graduates)

Academic associate's degree in Visual Communications - Yes (Note, only one graduate and not available for placement)

Bachelor's degree in Digital Entertainment and Game Design - No graduates

How many calls to employers or graduates were attempted?

NA

How many calls to employers or graduates were successful?

NA

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

NA

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No  Not Applicable

Academic associate's degree in Visual Communications - Yes

Bachelor's degree in Digital Entertainment and Game Design - NA

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

In the "credit hour" section on page 60 of the campus' 2012-2013 catalog, volume 8, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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 No, insert the section number in parentheses and explain:

**(Section 2-2-503(a)):** There is evidence that out-of-class work or the equivalency is being evaluated in some courses. However, the team did not find that per the Council standards, the requirement for a minimum of two hours of out-of-class work per credit hour was being assigned to the students.

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 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

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

**(Section 3-5-302):** Ms. Theresa Bower is instructor for GD340 Creative Writing and Storyboarding for Games. It is the conclusion of this team that Ms. Bower is not qualified academically or experientially to teach the course. Ms. Bower holds a bachelor's degree in Business Administration and has not had any experiential work in the game or digital entertainment industry. It should be noted the campus documented that Ms. Bower has experience in storyboard creation with commercials. However, storyboarding for commercials is considered to be different from writing and storyboarding for games. The fields utilize different techniques, methods, and basic structure and are driven by such critical differences as commercials are linear non-interactive scripts purposed to sell product or services, and games are very non-linear interactive stories purposed to provide unique storytelling over hundreds of hours.

- 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  NA, hiring responsibility is at AAC
- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.38 Reviewed at AAC
- 9.39 Reviewed at AAC
- 9.40 Reviewed at AAC
- 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 Reviewed at AAC
- 9.43 Reviewed at AAC
- 9.44 Reviewed at AAC
- 9.45 Reviewed at AAC
- 9.46 Reviewed at AAC
- 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  N A, (no students in the third and fourth years)
- 9.48 Reviewed at AAC

**9. ACADEMIC ASSOCIATE'S DEGREE IN COMPUTER NETWORK SYSTEMS**

**ACADEMIC ASSOCIATE'S DEGREE IN NETWORK SYSTEMS ADMINISTRATION**

**BACHELOR'S DEGREE IN INFORMATION SYSTEMS AND CYBERSECURITY**

**BACHELOR'S DEGREE IN INFORMATION SYSTEMS SECURITY**

**BACHELOR 'S DEGREE IN PROJECT MANAGEMENT AND ADMINISTRATION – INFORMATION TECHNOLOGY OPTION**

9.01 See response from AAC

- (a) See response from AAC
- (b) See response from AAC
- (c) See response from AAC
- (d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?

Yes  No

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

Mr. George Cormier is chair for the school of Information Technology (IT) assigned to administer the academic IT programs. Mr. Cormier holds a bachelor's of science in Workforce Training from Southern Illinois University at Carbondale in Travis AFB, California, and an academic associate's degree in Construction Supervision from Community College of the Air Force in Maxwell AFB, Alabama. Mr. Cormier is a current Comptia A Plus certified and holds a CNA Cisco certification. George Cormier joined ITT in 2000 as IT instructor and was promoted to the IT chair position a year later in 2001. From 2008 to 2010 he served as an associate dean at the ITT Henderson campus before moving to the Las Vegas campus to serve as the school of IT chair. Mr. Cormier is a current member of InfraGard and an active participant in the Las Vegas Linux user group (LVLUG). He has successfully completed twenty four courses from the professional development and growth courses offered by the ITT home office on teaching and learning and classroom management. Prior to joining ITT Technical Institute, Mr. Cormier served in the US Air Force.

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 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 (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only) The bachelor's degree program in Information Systems Security had a placement rate below the threshold in 2010.

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis, and activities to meet or exceed the relevant standard:

Yes  No

9.07 List the community resources and how they are utilized to enrich the program(s).

There are several community resources used to enrich the IT programs at the ITT Las Vegas, including guest speakers, field trips, local professional organizations, and a program advisory committee. The school chair and all his full time instructors are current members of the local InfraGard chapter an information sharing and analysis organization linked with the local FBI field office and Cybersecurity taskforce. According to Mr. Cormier, the school chair he is working on establishing a membership InfraGard chapter at his campus to benefit all students and faculty members. Mr. Cormier uses his connection and affiliation with the local city InfraGard chapter to invite Information and Network Security experts and IT consultant to be guest speakers. IT students verified during class visit interviews having a guest speaker earlier this year who spoke to them about cyber crimes. Evidence of field trips to the Sand casino and to SWITCH a data center and service provider in Las Vegas were verified. The team also verified documentations on the IT program advisory committee. The campus has an affiliation with the Las Vegas Linux User Group LVLUG. The LVLUG group holds its monthly meeting at this campus and faculty and students are allowed to attend these meeting where Linux best practices and other IT issues and solutions are discussed. Additionally, the campus sponsors IT/Electronics extracurricular educational activities at the Cimarron Memorial High School and the team noted evidence of these activities on wall displays. Documentation and a copy of a recent check issued by ITT Educational Services dated April 17th, 2012 to Cimarron Memorial High School as a contribution to the Robotics Team was provided to the team.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

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  NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  NA

9.14 Reviewed at AAC

9.15 Are course prerequisites 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

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 (formerly AIR) submitted to the Council?

Yes  No  NA, (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 Computer Network Systems - 3 calls

Academic associate's degree in Network Systems Administration – no graduates

Bachelor's degree in Information Systems and Cybersecurity - no graduates

Bachelor's degree in Information Systems Security - no graduates

Bachelor's degree in Project management and Administration – Information Technology Option - no graduates

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Computer Network Systems - 2 calls

How many of the calls where contact was made with employers or graduates 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 2011 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 have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

A written documentation for developing the application of the U.S. Department of Education is found in the "credit hour" section on page 60 of the campus' 2012-2013 catalog, Volume 8, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

**(Section 2-2-503(a)):** There is evidence that out-of-class work or the equivalency is being evaluated in some courses. However, the team did not find that per the Council standards, the requirement for a minimum of two hours of out-of-class work per credit hour was being assigned to the students.

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 Reviewed at AAC

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  NA, hiring responsibility is at AAC
- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.33 Reviewed at AAC
- 9.38 Reviewed at AAC
- 9.39 Reviewed at AAC
- 9.40 Reviewed at AAC
- 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 Reviewed at AAC
- 9.43 Reviewed at AAC
- 9.44 Reviewed at AAC
- 9.45 Reviewed at AAC
- 9.46 Reviewed at AAC
- 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  N A, (no students in the third and fourth years)
- 9.48 Reviewed at AAC

## SUMMARY

(Section 3-1-511)	One program administrator does not possess the appropriate qualifications to perform his duties. (page 29)
(Section 3-1-511)	The program chair and program expert do not possess the appropriate qualifications to perform their duties. (page 46)
(Section 3-1-513 (a) and Glossary)	Course syllabi for 21 programs did not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. (pages 26, 30, 34, 39, 43, 48, and 53)
(Section 2-2-503 (a))	There is no evidence in 21 that out of class work or the equivalency is being evaluated in some courses. (pages 27, 31, 35, 40, 44, 49, and 54)
(Section 3-5-302)	One faculty member in the Digital Game program does not meet Council standards. (page 50)
(Section 3-1-512 (c))	Community resources for one program are insufficient. (page 47)

## 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*):

### Relations with Students:

1. That current enrollment agreements for each program be reviewed for accurate totals. In several instances in separate programs of study, though the tuition and fees stated on the enrollment agreements are identical, the total of the tuition varies by \$100. When future enrollment agreements are supplied by the campus to an outside vendor, a careful review should be performed on all amounts and totals in the tuition and fees areas.
2. That a simple statement be added to the SAP section of the catalog which directly addresses the effect of SAP on earning an additional credential. Through the campus provided several documents related to this topic, the information seems to imply the effect of SAP on earning a second credential, but does not address the topic directly.

### Educational Facilities:

1. That consistency in temperature conditions from room to room is examined. Some rooms in the building are very warm and others are very cool.
2. That printer access is more readily available to all populations at the campus. A printer in the learning resource center that is available to students would be helpful.



## REEVALUATION VISIT REPORT

**Lincoln College of Technology**  
**2359 Windy Hill Road**  
**Marietta, Georgia**  
**ACICS ID Code: 00019351**

Mr. Brian Capozzi ((b)(6))@lincolntech.com)  
 ((b)(6))@lincolntech.com

June 17-18, 2014

**MAIN CAMPUS**  
**Lincoln Technical Institute**  
**Edison, New Jersey**  
**ACICS ID Code: 00010950**

Scot Ober	Chair	Words etc. Inc.	Tucson, Arizona
Barry Fayne	Student-Relations Specialist	Brown Mackie College	Birmingham, Alabama
Pat Talbert	Educational Activities Specialist	Ustawi Research Institute	Apple Valley, Minnesota
Eli Hoehn	Computer Specialist	Brown College	Saint Peter, Minnesota
Michael Covington	HVACR Specialist	Sullivan College of Technology and Design	Louisville, Kentucky
Tim Peterson	Electronic Systems Specialist	Anthem College	Minneapolis, Minnesota
Lisa Bynoe	Medical Specialist	Argosy University	Charlotte, North Carolina
Karly Zeigler	ACICS Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY**  
**Lincoln College of Technology**  
**Marietta, GA**  
**00019351**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Enroll: Full- time/ Part- time	CAR Retention & Placement			
				2013		2012	
				Ret.	Pla.	Ret.	Pla.
Certificate Program	Certificate	Air Conditioning, Refrigeration & Heating Technology	31	85.0%	76.0%	75.8%	66.7%
Associate of Applied Science Degree Program	Academic Associates	Air Conditioning, Refrigeration & Heating Service Management	30	80.0%	63.0%	87.8%	<b>50.0%</b>
Certificate Program	Certificate	Computer & Network Support Technician	9	86.0%	<b>0.00%</b>	100.0%	<b>0.0%</b>
Associate of Applied Science Degree Program	Academic Associates	Computer & Network Support Technician	22	69.0%	100.0%	71.4%	<b>0.0%</b>
Certificate Program	Certificate	Medical Coding and Billing	3	62.0%	<b>50.0%</b>	80.0%	<b>38.5%</b>
Associate of Applied Science Degree Program	Academic Associates	Advanced Medical Coding and Billing	20	92.0%	75.0%	88.3%	60.9%
Certificate Program	Certificate	Medical Assistant	7	67.0%	73.0%	69.3%	<b>52.2%</b>
Associate of Applied Science Degree Program	Academic Associates	Medical Assisting Technology	25	81.0%	<b>55.0%</b>	83.7%	71.1%
Certificate Program	Certificate	Electronic Systems Technician	7	70.0%	<b>57.0%</b>	73.4%	<b>40.0%</b>
Associate of Applied Science Degree Program	Academic Associates	Electronic Systems Technician	28	88.0%	81.0%	80.8%	64.9%
Certificate Program	Certificate	*Network Communications & Information Systems	0	N/A	N/A	100.0%	100.0%
Associate of Applied Science Degree Program	Academic Associates	*Computer Networking & Security	0	86.0%	67.0%	69.6%	68.8%
<b>TOTAL ENROLLMENT</b>			<b>175</b>				

Notes: Typed in bold are any retention rates below 62.0% and any placement rate below 58.0%.

\*\* Programs with no enrollment:

- Network Communications & Information Systems: The last student graduated from the program 8/2011.
- Computer Networking & Security: The last student graduated from the program 1/2014.

## INTRODUCTION

In 2001, Lincoln Educational Services purchased the Computer-Ed Institute in Marietta and changed its name to Lincoln College of Technology in 2006.

The campus's current population of 175 students compares to a high of 469 students in 2010. Almost all of this decrease is attributable to the campus's having stopped Ability-to-Benefit (ATB) enrollments. There are no ATB students enrolled currently. Most students are day students, most are seeking an academic associate degree, with HVACR having the largest enrollments. Two-thirds of the students are male and three-fourths are African-American.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission is on page 4 of the campus's 2013-2015 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
- 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 goals to improve the level of graduate and employer satisfaction and student learning outcomes do not identify the 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

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

**(Section 3-1-111):** While the CEP discusses the type of data it will use to evaluate graduate and employer satisfaction and student learning outcomes, none of the actual data are included in the CEP.

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

The campus plans to use certification rates as its primary measure of student learning outcomes. However, no data regarding certification rates attained was included in the CEP.

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

(c)  Yes  No  Not Applicable

(d) How the data was collected.

Yes  No  Not Applicable

(e) 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):** No data for graduate and employer satisfaction or for student learning outcomes was provided, analyzed, or summarized. In addition, no baseline data was provided for these programs.

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 instituted a new required Student Success Strategies course for many of its programs and is now involving all departments in the effort to increase retention and placement.
- 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. Brian Capozzi, campus president, is responsible for implementing and monitoring the CEP. He holds a bachelor's degree in business administration (with a marketing major) from Hesser College in Portsmouth, New Hampshire, and an MBA degree from Southern New Hampshire University. He has about nine years of experience in various marketing positions and six years of experience in the career college sector. He has been the president of this campus since 2010.
- 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

When the team arrived on campus, several administrative staff had not been formally evaluated within the past 12 months, but this was corrected while the team was on-site.

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. Brian Capozzi, campus president, is responsible for the financial oversight of the campus. As mentioned earlier, he holds a bachelor's degree in business administration (with a marketing major) from Hesser College in Portsmouth, New Hampshire, and an MBA degree from Southern New Hampshire University. He has about nine years of experience in various marketing positions and six years of experience in the career college sector. He has been the president of this campus since 2010.

### 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. Brian Capozzi, campus president, is the on-site administrator. As mentioned earlier, he holds a bachelor's degree in business administration (with a marketing major) from Hesser College in Portsmouth, New Hampshire, and an MBA degree from Southern New Hampshire University. He has about nine years of experience in various marketing positions and six years of experience in the career college sector. He has been the president of this campus since 2010.

- 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

**COMMENDATIONS:**

The team was impressed with the energy, competence, and dedication of the campus president.

**4. RELATIONS WITH STUDENTS**

- 4.01 How many student files were reviewed during the evaluation?  
Forty-five student files were reviewed for compliance with the *Criteria* and admissions policy.
- 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. Truitt Taylor is the director of admissions. He has been at the campus since April 2014. Mr. Taylor has an associate's degree in biology from Gordon College in Barnesville, Georgia, and a bachelor's degree in biology from the University of West Georgia in Carrollton, Georgia. He had 6 years of experience as the director of admissions at The Art Institute of Atlanta and one year as director of admissions at Anthem College prior to coming to Lincoln College of Technology (LCT) in Marietta.

- 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?

An interview with Mr. Truitt Taylor, director of admissions, showed a high degree of dedication to ensuring that the recruitment practices at LCT are ethical and meet the desired educational objectives. He ensures the standards are met through consistent observations of his staff during phone calls and prospective student interviews. Additionally, he provides training to the staff along with training from the corporate office in admission practices and expected ethical conduct. Admissions representatives are also given a standard frequently-asked-questions (FAQ) handout that guides them in appropriately answering prospective student questions. This process ensures that company standards and ethical recruiting practices are consistently practiced.

- 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

If *Yes*, is the name of the campus clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?

Yes  No

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

Yes  No

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

Yes  No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

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

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

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes  No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes  No

4.19 Is there evidence that the campus properly awards transfer of credit?

Yes  No  Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

Yes  No

4.21 Has the campus established articulation agreements with other institutions?

Yes  No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes  No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy are published on pages 35-37 of the 2013-2015 Lincoln College of Technology 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)

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?  
 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

When the team arrived, the college's SAP policy did not indicate that a SAP-suspended student whose appeal was approved based on mitigating circumstances would have financial aid reinstated and considered to be making satisfactory progress. The policy did place the student on probation status. The president indicated that he knew of no student who had ever met that category. However, the team felt that a statement should be added to the policy to meet *Criteria* requirements of Appendix D. The school added the provision in an new addendum to the school catalog.

- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes     No  
 Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 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. Brian Capozzi, president, is the acting director of education and is responsible for the administration of SAP. He has been at LCT Marietta since 2009 and served one year as the director of education before becoming the president. His experience also includes six years at Hesser College, where he was an

instructor and served one year as the campus dean. Mr. Capozzi has a bachelor of science degree in business administration from Hesser College in Salem, New Hampshire, and a Master of Business Administration degree from Southern New Hampshire University in Manchester, New Hampshire.

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. Donna Smith is the director of financial services and is responsible for administering student financial aid for the LCT Marietta campus. Previously, she was responsible for the financial aid departments at the Georgia and Florida campuses. She has over 22 years of experience in financial aid, 12 of those with the Lincoln Educational Services group. Her prior experience includes finance director at the National Institute of Technology, Cuff and Dean, and Whitman Education Group. Ms. Smith has a bachelor of science degree in management from National Louis University in Atlanta, Georgia, and a Master of Business Administration degree from Strayer University in Chamblee, Georgia.
- 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. Donna Smith, director of financial services, keeps the financial aid office current through training from the corporate office and financial aid organizations, through the weekly e-mails sent by these organizations, and through training from the Department of Education and the Veteran's Administration. Additionally, she attends local meetings or listens to recorded sessions of the national organization conference. She is a member of the National Association of Student Financial Aid Administrators, the Georgia Association of Student Financial Aid Administrators, the Southern Association of Student

Financial Aid Administrators, and the Georgia Association of Veteran Certifying Officials. Documentation for these organizations was found in Ms. Smith's personnel records.

- 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.  
 Student services provided by LCT Marietta include an orientation for all new students, tutoring for students experiencing academic problems, placement services both long term and while in school, scheduled field trips and guest speakers, transportation assistance, and assistance with emergency job and housing needs. Students needing personal counseling are referred to the director of academics for assistance.
- 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. Mindy Eisenhart is the director of career services at LCT Marietta. She has been in her current position since June 2011. Previously, she was a career services representative and assistant director of career services for Boulder College for over 7 years. She has an associate's degree in fashion merchandising from Boulder College in Atlanta and a bachelor of science degree in fashion marketing from American InterContinental University in Atlanta.
- 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 198.  
 The ending enrollment reported on the previous year's CAR is 198.
- 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 has a continual process for ensuring students are fully aware of their loan repayment obligations. The process starts with one-on-one meetings when students first enroll to counsel students on what their expected balances will be and the possible payments. Throughout the student's tenure, the department has periodic "touch" points to continue and improve financial aid literacy. There is also online training students may utilize to further remind them of payment obligations. Close to graduation, the financial aid office again conducts one-on-one meetings to remind students of their balance and amount of payments. After graduation, the office will call students and remind them that payments are close to starting and see if there are any problems. The corporate office default management department will also help with students who are experiencing problems with repayment.

4.67 Describe the extracurricular activities of the campus (if applicable).

LCT Marietta's goal is to offer extracurricular activities for students that will enhance both their education and career opportunities. Past activities for students have included holiday parties, fundraising events, themed parties such as Baseball week, and student-appreciation days. Serving the community through outreach programs further enhances student involvement. Students have been involved in Red Cross blood drives, health fairs, walk-a-thons, and Habitat for Humanity projects. In addition, career services provides workshops and career fairs where future employers can speak on topics such as the work environment and may also interview prospective employees. Career services also offers the Career Edge, a 10-step program through an outside contractor that prepares students for the job market. Clubs offered by LCT Marietta include a Medical Assisting Job Club and the National Technology Honors Society.

## 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. Brian Capozzi, campus president and acting director of education, is assigned to oversee the educational activities of all programs at the campus. Mr. Capozzi holds a bachelor's degree in business administration from Hesser College and a master's degree in business administration from Southern New Hampshire University. He has been employed with the campus since September 2009, holding several positions such as campus dean, director of education, and executive director. He has been in the business field for 15 years. Previously, Mr. Capozzi was an instructor at Hesser College for five years and product marketing manager at PC Connection.

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.

Provisions are made for the administrators to have sufficient authority and responsibility in developing and administering the program by being made aware at the time of employment of the process in which they can have input in curriculum changes and acquire needed equipment for labs and textbook changes. Faculty are encouraged to have this input through attendance at faculty meetings and written requests, so that this information can be submitted to the advisory board.

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?

Faculty offered several instances related to providing for individual differences among students. Instructors provide tutoring and extra assistance, and several instructors stated they utilize collaborative peer-tutoring strategies regularly. Further, faculty interviewed stated that they utilize diverse teaching strategies (e.g., special projects and student presentations) to assist students in demonstrating knowledge of material. Finally, instructors verified they have the academic freedom to utilize varying instructional methodologies, coaching, and assessment exercises for those students with pronounced learning differences.

- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 Lincoln College implements a standardized curriculum, designed, and developed through faculty recommendations. The program directors obtain input from their instructors and submit recommendations to the director of education. After collecting the information, the director approves the changes; and these changes are then reviewed by the corporate office and implemented. Once these changes have been approved, the information is developed, rolled-out, and disseminated to faculty via e-mail, and the information is updated in the next 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?

Each faculty member participates in faculty in-service training at the campus. The last in-service training was regarding student enrichment strategies, "Transforming the Challenging Student into a Master Student." Faculty members are scheduled to attend, sign-in, and provide documentation of attendance for their records.

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

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

## 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 one-story building in a shopping center. Its 30,000 square feet comprises appropriate labs, classrooms, staff offices, and lounge areas. The building is handicapped-accessible and has adequate parking.

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 catalog reviewed onsite was the Lincoln College of Technology catalog for the Marietta, Georgia, campus, 2013-2015.
- 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?

(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.*)

7.07 Does the catalog contain an addendum/supplement?

Yes  No (*Skip to Question 7.08.*)

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

Yes  No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes  No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes  No

7.08 Is the catalog available online?

Yes  No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (*Skip to Question 7.10.*)

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

Yes  No

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

Yes  No

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

The campus advertises via direct mailings and e-mails, flyers, billboards, radio and television spots, and through their Web site.

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 institution publishes their on-time completion and placement rates by program.

Where is this information published and how frequently is this information being updated?

The information is published on their Web site 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?  
The campus develops continuous assessment strategies for resources and information with input from faculty, program chairs, and students. Faculty receive e-mails and attend faculty meetings to obtain feedback regarding any recommendations that can be used to better serve students.
- 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 \$4,000.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
As of the time of the visit on June 17-18, \$1,400 of the allocated funds have been spent for the fiscal year for books and other library resources.
- 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?  
The faculty educate students on the first day of class and throughout the term regarding using the library, and they also develop assignments for students that will demand the use of library materials. The librarian hosts training regarding how to use database systems, so that faculty are knowledgeable and able to instruct students. Faculty inform students that the librarian is available to work with the students and encourages them to use the library.
- 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 include a virtual library, materials that can be accessed through the student portal. The students are able to access Library and Infotrac System that links to Proquest and multiple e-Library databases. Students have access to many virtual database systems, such as Lexis-Nexis, Medical and Health database systems, and EBSCOhost. In addition, to the database systems, there are many health, medical, and technological journals available for student use.
- 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. Pamela Anderson is the corporate librarian, who is on-site. She holds a bachelor's degree in communication from Hanover College and a master's degree in library science from Indiana University. She has been employed with the campus since September 2011. Her hours are Monday through Thursday, from 8:00 a.m. to 5:00 p.m. and Friday, from 10 a.m. until 12 noon. Currently, the campus is in the process of hiring a full-time campus librarian.

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

## 9. PROGRAM EVALUATION

### Diploma in Computer & Network Support Technician

### Academic Associate's Degree in Computer & Network Support Technician

- 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. William Hauk is assigned to administer these academic programs. He holds a bachelor's degree in education from Auburn University, Auburn, Alabama, and a master's degree in systems management from the University of Southern California, Tyndall Air Force Base, Florida. Additionally, Mr. Hauk holds the following professional certifications: CompTIA A+, Network+, RFID+, A+ ce, Network+ ce, Microsoft Certified Technology Specialist, Microsoft Certified Desktop Support Technician, Microsoft Certified Systems Engineer, Microsoft Certified Systems Administrator, and Microsoft Certified Professional certifications. His experiential qualifications include employment as a technical support specialist for Cobb County Schools and a computer technician at X Systems and Cerceron.
- 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).  
 These programs utilize a Program Advisory Committee (PAC) composed of local industry professionals that provides recommendations and feedback on the needs of local industry. Documentation shows the most recent PAC meeting was held on December 12, 2013, where attendees discussed the need for developing more externship sites for both the certificate and associate programs. Also, documentation provided the team shows multiple guest speakers visiting the school to speak to students on topics related to the computer and information technology field. Field trips are also part of the community resources utilized by these programs. Documentation shows students visiting the Federal Reserve Museum and a local data center.
- 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

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

**(Section 3-1-513(b)):** The prerequisite system does not assure proper qualifications of students in any given class and does not provide an increasing level of difficulty as the student progresses.

The courses, SSS150 Student Success Strategies, and IT105 Computer & Information Literacy, are introductory courses meant to facilitate student success at Lincoln College for students in both the diploma and associate's programs. Since they are courses intended to facilitate student success in these programs, they should be taken prior to, or concurrently with, other courses to facilitate student success. The course SSS150, however, is not a prerequisite of any course in either program, and the course IT105 is listed as a prerequisite in the catalog addendum only for the course titled IT206 Microsoft Windows Server. The syllabus for the course SSS150 Student Success Strategies states, "the overall goal of this course is to facilitate a smooth transition to school by engaging the students in curriculum focusing on academic and life skills . . . Students learn about time management, financial management, goal setting, learning strategies, career awareness, and critical thinking strategies that will provide them with skills to be successful in school." The syllabus for the course IT105 Computer & Information Literacy states, "students will learn . . . concepts and skills necessary to succeed in careers and in life . . . No prior computer experience is assumed . . . Students will become familiar with essential concepts, including an introduction to computers and the Internet, and computer hardware and software." IT105 is not a prerequisite for IT120 Networking Tools and Techniques, IT130 Desktop Operating Systems, IT150 PC Repair and Support, IT 160 Advanced PC Repair and Support, IT190 Advanced Networking with TCP/IP and Cisco, IT195 Supporting Remote Users, and IT206 Security+. Since all of these core courses deal with more advanced treatments of computers, Internet, and computer hardware and software, it follows that IT105 should logically precede them in the curriculum as a prerequisite.

In the associate's degree program, the course IT210 Security+ requires no prerequisite courses. Learning objectives for this course defined in the course syllabus include hardening of operating systems, protecting e-mail systems, securing Web communications, instant messaging, digital cellular telephony, and remote access, among others. If students take IT210 prior to IT120 Networking Tools and Techniques, they will be required to protect e-mail before learning how e-mail works, to secure Web communications, instant messaging, digital cellular telephony, and remote access prior to being introduced to them as concepts. If students take IT210 prior to IT130 Desktop Operating Systems, they will be expected to harden an operating

system before being introduced conceptually to what an operating system is, and before learning about the tools used to harden the operating system. Consequently, both IT120 Networking Tools and Techniques and IT130 Desktop Operating Systems ought to be prerequisites of IT210 Security+.

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)

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

**(Section 3-1-516 & Glossary):** A description of the minimum amount of time a student is expected to spend on completion of the work assignments is not included in the syllabus.

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

Yes  No

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

Yes  No

- 9.18 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?

For the diploma program in Computer & Network Support Technician Degree, one call was attempted.

How many calls to employers or graduates were successful?

The one attempted call 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 one call confirmed the employment of the graduate 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 (*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 viewed instructor grade books that documented graded out-of-class work. In interviews with the team, students and instructors affirmed that regular, graded homework assignments are given to students.

- 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)?  
 Yes     No
- 9.31 What is the current student/teacher ratio?  
The current student/teacher ratio for the diploma in computer and Nnetwork support technician is 5:1.
- 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

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

**(Section 3-4-204):** Second-year work is not based upon appropriate first-year prerequisites in the academic associate's degree in computer and network support technician. In the associate's degree program, the course IT210 Security+ requires no prerequisite courses. Learning objectives for this course defined in the course syllabus include hardening of operating systems, protecting e-mail systems, securing Web communications, instant messaging, digital cellular telephony, and remote access, among others. If students take IT210 prior to IT120 Networking Tools and Techniques, they will be required to protect e-mail before learning how e-mail works, to secure Web communications, instant messaging, digital cellular telephony, and remote access prior to being introduced to them as concepts. If students take IT210 prior to IT130 Desktop Operating Systems, they will be expected to harden an operating system before being introduced conceptually, to what an operating system is and before learning about the tools used to harden the operating system. Consequently, both IT120 Networking Tools and Techniques and IT130 Desktop Operating Systems should be prerequisites to IT210 Security+.

#### GENERAL COMMENTS:

Students interviewed by the team were generally pleased with their education at Lincoln College, and many indicated they would recommend the programs to family or friends. Both the diploma and academic associate's degree programs require successful completion of an externship experience, providing real-world experiences to students before graduation. Although this is a valuable learning experience for students, the school will ultimately be challenged with finding adequate externship experiences as the program grows. At the time of this visit, there were two active externships. Currently there are 31 active students, all but two of whom will require externships. This may be a significant challenge to the program going forward.

## 9. PROGRAM EVALUATION

### Diploma in Electronic Systems Technician

### Academic Associate Degree in Electronic Systems Technician

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes     No (*Skip to question 9.02*)
- .02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr Chancer Smith Jr. is assigned as the program chair for the certificate and associate degree programs for electronic systems technician. He holds a bachelor of science degree in technical management from DeVry

University in Decatur, Alabama; an associate of applied science degree in electronics communications from Georgia Military College in Milledgeville, Georgia; and a diploma in electronics technology from Augusta Area Technical School in Augusta, Georgia. Mr. Smith is also a certified master trainer for National Center for Construction Education and Research (NCCER), which also provides the curriculum for both programs. Mr. Smith is a certified fiber optics instructor. He has over 20 years of experience working in the field of electronics as an electronics technician and technical specialist.

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

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

**(Section 3-1-511)** The program administrator does not have sufficient time and resources to administer the diploma and academic associate programs in the electronic systems technician program. A review of Mr. Smith's signed data sheet and the class schedule provided to the team at the time of the visit indicates that Mr. Smith is currently teaching 2 classes each day Monday through Thursday, totaling 44 hours of instruction per week. Mr. Smith's signed job description was for lead instructor when the team arrived on site; however, the job description has been amended and re-signed to include other administrative duties. As a result of his teaching load, the programs do not have the needed instructional resources or the focus on faculty development that would help ensure its success.

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 found in interviewing the students and the faculty that the programs are using community resources to enrich the program. Students shared that they had the opportunity to visit various sites on field trips and that these were valuable to their learning experience. The students also shared with the team that they have guest speakers and former graduates come back and speak to the classes about their experiences and the expectations in the work force. The program also utilizes an advisory board that provides information and

suggestions regarding current trends in the industry and suggestions to improve the curriculum. Documentation of field trips, guest speakers, and advisory board meetings were provided to the team at the time of the visit.

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)

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

**(Section 3-1-516 & Glossary):** A description of the minimum amount of time a student is expected to spend on completion of the work assignments is not included in the syllabus.

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

Yes  No

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

Yes  No

9.18 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 call were attempted:

Diploma program in electronic system technician (EST): 8

Academic associate's degree program in EST : 14

How many calls to employers or graduates were successful?

The following number of calls were successful:

Diploma program in EST: 5

Academic associate's degree program in EST: 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.

All of the successful contacts confirmed the employment of the graduate 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 (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 viewed instructor grade books that documented graded out-of-class work. In interviews with the team, students and instructors affirmed that regular, graded homework assignments are given to students.

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

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

**(Section 3-4-303):** The teaching loads are not reasonable for the faculty in the electronic systems technician program. Each of the faculty assigned to teach in the electronic systems technician program has a teaching load of 44 hours per week, which does not allow adequate time for preparation, grading assignments, or other responsibilities.

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

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

**(Section 3-2-101):** Teaching assignments and schedules exceed 32 clock hours per week. Each of the faculty in the electronic systems technician programs is scheduled for 44 hours per week, which does not provide the faculty with sufficient time for preparation or other responsibilities the faculty are responsible for.

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 is 5:1.

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

### Diploma in Medical Assistant

### Academic Associate's Degree in Medical Assisting Technology

### Diploma in Medical Coding and Billing

### Academic Associate's Degree in Advanced Medical Coding and Billing

- 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 Carter is the allied health program chair for the Lincoln College of Technology, Marietta, Georgia, location. She is assigned to administer the academic programs of diploma and associate's degrees in medical assisting and medical assisting technology, along with the diploma in medical coding and billing and the associate's degree in advanced medical coding and billing, respectively. Ms. Carter has held the position of medical coding and billing program chair since May 2004 and was named allied health chair in October 2012. Academically, Ms. Carter earned a diploma in medical assisting from Concorde Career College of Jacksonville, Florida, and an associate's degree in medical assisting from Lincoln College of Technology in Marietta, Georgia. Experientially, Ms. Carter is a Certified Billing and Coding Specialist (CBCS) with National Healthcareer Association (NHA) and remains a member in good standing with the organization. Furthermore, prior to her career in education, Ms. Carter had over eight years of combined related work history, including, administrative, billing and coding, and clinical and managerial experience working with various local healthcare entities.
- 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

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

**(Section 3-1-511):** There is evidence that the allied health program administrator, Ms. Sandra Carter, lacks sufficient time and resources for the development and administration of the educational programs, for which she is charged. At the time of the team's visit Ms. Carter taught Monday-Thursday 8:00 a.m. until 2:00 p.m.

(HIM112- Introduction to Coding and Reimbursement with lab) and 6:30 p.m. until 10:30 p.m. (BIO101 - Anatomy and Physiology 1), for a total of 40 hours per week. Under the current schedule and the extensive amount of time spent in the classroom, the team has determined there is insufficient time for Ms. Carter to complete some required program chair duties, such as student counseling, classroom observations, and curriculum evaluation and revision.

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

The diploma in medical coding and billing and the academic associate's degree in medical assisting technology both fell under threshold for placement. However, there was an improvement plan in the Campus Effectiveness Plan.

9.07 List the community resources and describe how they are utilized to enrich the program(s).

Through interviews with faculty, students, and materials available for review, the team has been able to confirm the allied health programs of the Marietta, Georgia, campus of the Lincoln College of Technology appropriately utilizes community resources to enrich its programs. The programs hold bi-annual program advisory committee meetings to solicit program-related feedback from practicing industry professionals. Additionally, industry professionals and graduates are invited as guest speakers to address the students. Of note, Marketa Wade-Parrish of Piedmont Physicians Group spoke to the students about professionalism in May 2014. In January 2014, the students met with Chinwe Gaines of the American Association of Professional Coders (AAPC), who addressed the students about career and networking opportunities. In addition to a myriad of guest speakers, allied health program students have taken several field trips. They have visited chapter meetings of the local AAPC, as well as several departments of the North Fulton Medical Center. On these visits students have been exposed to the operation centers of many areas in the hospital, both clinical and administrative, including the health information management department, registration, and occupational medicine. Embedded in the curriculum of the medical assisting programs are externship components consisting of 180 hours. Through these externships, students are afforded the opportunity to gain exposure and practical learning opportunities with local healthcare entities.

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)

Note: The medical coding billing and the advanced medical coding and billing programs do not include an externship as part of its curriculum.

- 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)

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

**(Section 3-1-516 & Glossary):** A description of the minimum amount of outside-class time a student is expected to spend on completion of the work assignments is not included in the syllabus.

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

Yes     No

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

Yes     No

9.18 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 to contact five employers and/or students of the diploma program in medical assistant.

The team attempted to contact six employers and/or students of the academic associate's degree program in medical assisting technology.

The team attempted to contact one employer of the diploma program in medical coding and billing.

The team attempted to contact three employers and/or students of the associate's degree program in advanced medical coding and billing.

How many calls to employers or graduates were successful?

The team was successful in contacting three employers and/or students of the diploma program in medical assistant.

The team was successful in contacting four employers and/or students of the academic associate's degree program in medical assisting technology.

The team successful in contacting one employer of the diploma program in medical coding and billing.

The team was successful in contacting three employers and/or students of the associate's degree program in advanced medical coding and billing.

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 made to the employers and/or students of the diploma program and associate's allied health programs were able to confirm employment of graduates as reported on the 2013-2014 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 interviewed students, faculty, and reviewed course syllabi to verify out-of-class work by students. Provided by both faculty and students for team review was homework assignments submitted that evidenced graded homework that included finished, graded assignments, grading rubrics for projects and group 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

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

**(Section 3-4-303):** Teaching loads for one instructor, Ms. Sandra Carter, program chair of the allied health program and full-time instructor in the medical assisting and medical coding and billing programs are not considered reasonable nor in line with Council standards. At the time of the team's visit, Ms. Carter taught Monday-Thursday from 8:00 a.m. until 2:00 p.m. (HIM112- Introduction to Coding and Reimbursement with lab) and 6:30 p.m. until 10:30 p.m. (BIO101 - Anatomy and Physiology 1), for a total of 40 hours per week. Under the current schedule and considering the extensive amount of time spent in the classroom while on campus, the team has determined there is inadequate time for Ms. Carter to adequately complete some required instructor duties, such as course preparation, grading, and student counseling.

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

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

**(Section 3-2-101):** There is one instructor, Ms. Sandra Carter who is teaching more than the 32 hours per week. As noted, Ms. Carter, program chair of the allied health program and full-time instructor in the medical assisting and medical coding and billing programs, is teaching a total of 40 hours per week, 8 hours in excess of Council standards. Furthermore, Ms. Carter is a salaried employee; therefore, there was no evidence of additional compensation, nor was there a corrective plan of action presented for team review to indicate a reduction of teaching hours in future semesters for Ms. Carter.

9.31 What is the current student/teacher ratio?

The student/teacher ratio for the diploma program in medical assisting classes is 7:1.

The student/teacher ratio for the diploma program medical coding and billing classes is 4:1.

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

#### GENERAL COMMENTS:

The team's visit revealed a collective effort by the campus to provide the students with a strong educational experience. Staff, faculty, and administration were found to be enthusiastic and passionate in addressing student needs. Students remarked the familial and supportive atmosphere that exists at the campus makes them confident regarding reaching educational, personal, and employment goals. Most impressive were the students who stated they would return to Lincoln College of Technology for additional training or would recommend the school to family and friends.

#### COMMENDATIONS:

The team would like to commend the Lincoln College of Technology, Marietta, Georgia, campus on its proactive stance regarding student certification. The campus hosts free workshops on Fridays and Wednesdays to prepare students for taking certification exams. Additionally, national certification exam fees are paid for by the campus for students enrolled in medical programs. Students saw this gesture as an investment in their future.

## 9. PROGRAM EVALUATION

### Diploma in Air Conditioning, Refrigeration & Heating Technology

### Academic Associate's Degree in Air Conditioning, Refrigeration & Heating Service Management

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 programs utilize lectures, labs, written exams, and practical exams to provide students with the necessary skills to obtain licensure, certification, or other registration necessary to practice in the specific occupational area.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes     No

If *Yes*, what is the minimum pass rate set by the federal or state licensing requirements?

70 percent.

(b) What are this program's pass rates for the past three years?

Year: 2014      Pass Rate: 100%

Year: 2013      Pass Rate: 100%

Year: 2012      Pass Rate: 100%

(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. Tyree Reynolds is assigned as department chair of the programs. He has over twenty years of industry experience and is certified by the Environmental Protection Agency (EPA) and HVAC Excellence as a Certified Master HVACR Educator (CMHE).

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).

Community resources utilized to enrich the programs include advisory boards, guest speakers, and field trips.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes       No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes     No

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)

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

**(Section 3-1-516 & Glossary):** A description of the minimum amount of time a student is expected to spend on completion of the work assignments is not included in the syllabus.

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

Yes  No

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

Yes  No

9.18 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 29 calls attempted to employers or graduates in the diploma program in HVAC/R.

There were 5 calls attempted to employers or graduates in the academic associate's degree program in HVAC/R.

How many calls to employers or graduates were successful?

There were 11 successful calls for the diploma program in HVAC/R. There were 2 successful calls for the academic associate's degree program in HVAC/R.

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 13 of the successful contacts 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 (*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.

Evidence that out-of-class work is evaluated was provided through a computerized grade book and by student verification that work is assigned, graded, and returned for review and study.

- 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)?  
 Yes     No
- 9.31 What is the current student/teacher ratio?  
The current student/teacher ratio is 8:1.
- 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

## SUMMARY

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

<b>Number</b>	<b>Citation(s)</b>	<b>Summary Statement</b>
1.	<b>Section 3-1-111</b>	No data for graduate and employer satisfaction or for student learning outcomes was provided, analyzed, or summarized (page 5).
2.	<b>Section 3-1-511</b>	Some of the program administrators do not have adequate time to oversee the programs (pp. 34, 39).
3.	<b>Sections 3-1-513(b) &amp; 3-4-204</b>	The prerequisite system does not assure proper qualifications of students in any given class or provide an increasing level of difficulty as the student progresses (pp. 29, 33).
4.	<b>Sections 3-1-516 &amp; Glossary</b>	The syllabus for each course does not include appropriate out-of-class work assignments and include the minimum time of time spent (pp. 31, 36, 42, 48).
5.	<b>Sections 3-2-101 &amp; 3-4-303</b>	The teaching loads are not reasonable for some faculty in the programs (pp. 38, 44).

## 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*):

- The externship agreement with externship sites more clearly define learning objectives, course requirements, and evaluation criteria in their written agreements with externship sites.
- The campus explore including externships for the medical coding and billing programs. Engaging in externships provides the students with residual benefits, including honing of practical skills in a real-world environment, bolstering student marketability, and exposure to employers. Additionally, students enrolled in these programs expressed an ardent desire to have externships as part of their curriculum.
- The addition of an externship to enhance the HVACR programs.



**QUALITY ASSURANCE MONITORING: READINESS REPORT**  
**BACHELOR'S DEGREE IN ELECTRICAL ENGINEERING AND COMMUNICATIONS TECHNOLOGY**

**ITT TECHNICAL INSTITUTE**  
**13500 Powers Court, Suite 100**  
**Fort Meyers, FL 33912**  
**ACICS ID Code: 00024705**

Mr. Brian Jewel, Campus Director (b)(6) [@itt-tech.edu](mailto:(b)(6)@itt-tech.edu)  
(b)(6) [@itt-tech.edu](mailto:(b)(6)@itt-tech.edu)

**MAIN**  
**ITT Technical Institute**  
**Indianapolis, IN**  
**ACICS ID Code: 00016040**

May 27, 2015

**Projected Enrollment in the New Program During Its First Year of Operation: 5**

Dr. Pochang Hsu    Specialist                      Northwestern Polytechnic University    Fremont, CA

Ms. Chinita D. Obi    ACICS Coordinator    ACICS    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**

ED00024349

## REPORT QUESTIONS

### MISSION

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

Yes  No

### RELATIONS WITH STUDENTS

R.02 Does the campus have appropriate admissions criteria for this program?

Yes  No

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

Yes  No

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

Mr. Todd Stowe, dean of academics, is assigned to administer all programs. Mr. Stowe holds a bachelor's degree in marketing and management from Kekua College and an MBA from the University of Phoenix. Mr. Stowe has been dean since July of 2013. Prior to holding this position, Mr. Stowe was program manager for business studies at Southwest Florida College, adjunct instructor with the University of Phoenix, lead business instructor and program coordinator for business at Rassmussen College, and spent six years in staffing and sales.

R.07 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Mr. Todd Stowe, dean of academics, is assigned to administer the new program. As previously mentioned, Mr. Stowe holds a bachelor's degree in marketing and management and an MB. Mr. Stowe has many years as an instructor and coordinator for business program and spent six years in staffing and sales. Per interviews with the director and dean of academics, Mr. Williams Jones, adjunct instructor is an internally designated subject matter expert. Mr. Jones has a bachelor's degree in electronics engineering technology from ECPI University.

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

Yes  No

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

**(Section 3-1-512):** The campus did not provide, at the time of the visit, documentation to demonstrate that Mr. Jones was occupying any role of subject matter expert, which was explained to encompass internship coordination and community resource facilitation. In that case, Mr. Stowe is the program administrator and

is not qualified to do so. The campus provided the team with two memos. One was addressed to Mr. Jones, confirming his duties as a lead instructor, but this memo was not signed at the time of the visit, to confirm acknowledgement of these duties by neither Mr. Jones nor his direct supervisor. The second memo was notification to the students, regarding the new assignment, but this memo had not been sent at the time of the visit.

- 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:

**(Section 3-1-511):** See above. The lead instructor duties for the program have not been formalized.

- 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:

**(Section 3-1-511):** See above. The lead instructor duties for the program have not been formalized.

- 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

- R.13 Are appropriate provisions made in the new program for individual differences among students?  
 Yes  No

- R.14 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to the academic credential?  
 Yes  No

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

- R.16 Are course prerequisites appropriate?  
 Yes  No

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

- R.18 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 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)

- 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)
- R.20 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes       No
- R.21 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes       No
- R.22 Are official transcripts for all credentials held on file for all instructors in the program?  
 Yes       No
- 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)
- R.24 What is the campus' plan to continue to provide qualified faculty to teach in the new program?  
 The campus works to keeps a pool of active faculty available to teach as needed. At this time, there are three faculty that are in active status, this includes the two faculty that are currently teaching. The campus requires that all of the faculty have master's degrees to teach at the bachelor's degree level and approach industry organizations and other schools to recruit faculty into the pool. They keep a constant ad running to facilitate the maintenance of the pool of faculty from which to call.
- R.25 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes       No
- 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
- R.27 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?  
 Yes       No

#### **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

- 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
- R.42 Are all general education courses appropriate for the program and do they meet Council standards?  
 Yes  No
- R.43 Are the courses that satisfy the concentration, general education, and upper division requirements identified in the catalog?  
 Yes  No
- 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)
- R.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- R.46 Is there evidence that curricular offerings require the appropriate use of library resources?  
 Yes  No

### **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
- R.63 What is the amount of the current year's library budget?  
 The current library budget is \$1260. This information is not broken down by program. The Virtual library subscription encompasses the majority of library resources, including electronic textbooks, and is not included in the campus library budget.
- R.64 What portion of the current year's library budget has been spent and how has the money been allocated?  
 Of that amount, \$817. has been spent to date on new publications, not specified by programs.

#### **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

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

Yes  No

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

Yes  No

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

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

The librarian speaks to the students and faculty on suggestions for new materials, particularly in print. Such areas include C+, telecommunications, optics, and other relevant topics in the ever evolving field. The librarian also identifies rescourses based on learning styles of students. There is an LRC committee meeting each quarter to disucss new materials. The librarian is currently in the process of auditing all physical collections to purge and update materials.

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

Through the virtual library, students may avail themselves of full text resources such as Gale, e-brary, 24/7 library, proquest, Ebsohost Academic, access science, etc.

#### **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

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

Yes  No

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

Ms. Heather Phillips is the librarian for the campus. Ms. Phillips has been the librarian since May 2010 and brings six years of experience to the job. Ms. Phillips holds a master's degree in library and information science from the University of South FLorida, a bachelor's degree in elementary education from Florida Gulf Coast Unviersity, and an associate's degree in general studies from Edison State College.

Ms. Phillips is assited by Mr. Jared Mosely. Mr. Mosley has a bachelor's degree in creative writing from Florida State University and has been trained in library resources by ITT corporate and Ms. Phillips.

The library hours are Monday-Friday 7:30 am to 9:00 om and Saturday 8:30 am to 5:30 pm. Ms. Phillips covers the library from Monday 12 pm to 9 pm and Tuesday through Friday 7:30 am to 4:30 pm. Mr.

Mosely covers the library Tuesday through Friday 12:00 pm to 9:00 pm and all day Saturday. The library is covered on Monday from 7:30 to noon, by Ms. Cathy Bartoszek, nursing chair.

- 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
- R.75 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?
- Yes       No

## SUMMARY

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

<b>Number</b>	<b>Section</b>	<b>Summary Statement</b>
<b>1</b>	<b>3-1-511 and 5-1-512</b>	The program does not have a qualified individual with formalized authority assigned to administer the program.

## RECOMMENDATION(S)

*Any recommendation(s) provided in this report are not included in the report seen by the Council:*

- Due to low enrollment, limited qualified instructors and few local employers in the similar fields, it may be challenging to sustain and further grow the new program. It may be worth considering embedding "electrical and communication technology" as a concentration area of an existing bachelor's degree program or combining it with another existing program such as Information Systems and Cybersecurity.
- The campus should consider adding additional external outside development activities for all faculty and the librarian. While the activities were complete within a year for the librarian and faculty who have been with the school for more than a year, they are minimal and additional activities should be implemented and well documented in the faculty and staff files for the current development year. While concurrent business experience is acceptable according to the standards, it is, again, minimal and additional external, program related activities are highly encouraged to be completed and well documented in the next year.



## NEW GRANT

### **WESTWOOD COLLEGE-ONLINE**

**10249 Church Ranch Way  
Broomfield, CO 80021  
ACICS ID Code: 00023709**

Mr. Louis Pagano, Chief Operating Officer (b)(6)@westwood.edu  
(b)(6)@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	Pittsburg, PA
Ms. Kristal Bushong	Medical Specialist	American National University	Salem, VA
Ms. Torri Hayslett	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
WESTWOOD COLLEGE ONLINE  
BROOMFIELD, COLORADO**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/Part-time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Occupational Associate	Information Technology	1265	91.5	48	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Business Administration	910	90	166	64%	100%	50%	N/A
Associate of Applied Science	Academic Associate	Computer Aided Design – Architectural Drafting	1180	90	152	54%	100%	73.4%	N/A
Associate of Applied Science	Academic Associate	Criminal Justice	905	90	122	56%	67%	56.8%	N/A
Associate of Applied Science	Academic Associate	Graphic Design	1180	90	122	57%	61%	57.8%	82.1%
Associate of Applied Science	Academic Associate	Information Technology	1225	90	84	56%	66%	62.5%	60%
Associate of Applied Science	Academic Associate	Medical Office Management	945	90	58	73%	100%	N/A	N/A
Associate of Applied Science	Academic Associate	Medical Insurance Coding and Billing	1080	90	135	71%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Paralegal	925	90	78	53%	65%	54.4%	51.9%
Bachelor of Science	Bachelor	Business Administration: Major in Management	1820	180	93	58%	89%	52.2%	66.7%
Bachelor of Science	Bachelor	Business Administration: Major in Human Resource Management	1820	180	35	59%	N/A	81.1%	N/A
Bachelor of Science	Bachelor	Business Administration: Major in Marketing Management	1820	180	38	69%	92%	70%	100%
Bachelor of Science	Bachelor	Business Administration: Major in Project Management	1820	180	7	45%	N/A	66.7%	N/A
Bachelor of Science	Bachelor	Business Administration: Major in Accounting and Financial Management	1820	180	8	91%	76%	70.3%	87.5%
Bachelor of Science	Bachelor	Business Administration: Major in Healthcare Management	1820	180	6	87%	53%	59.2%	75%
Bachelor of Science	Bachelor	Criminal Justice: Major in Administration	1820	180	58	73%	66%	53.7%	70%
Bachelor of Science	Bachelor	Criminal Justice: Major in Corrections	1805	180	8	31%	N/A	84.2%	N/A
Bachelor of Science	Bachelor	Criminal Justice: Major in Investigations	1820	180	22	41%	N/A	71.7%	N/A
Bachelor of Science	Bachelor	Graphic Design: Major in Animation	2330	180	3	72%	33%	70.1%	51.6%
Bachelor of Science	Bachelor	Graphic Design: Major in Game Art	2325	180	20	88%	25%	71.7%	31.5%

Bachelor of Science	Bachelor	Graphic Design: Major in Visual Communications	2305	180	42	74%	<b>62%</b>	68.8%	80.8%
Bachelor of Science	Bachelor	Interior Design	2330	180	6	83%	<b>42%</b>	60.7%	<b>56.3%</b>
Bachelor of Science	Bachelor	Graphic Design: Major in Web Design	2305	180	39	72%	<b>62%</b>	67.9%	81.3%
Bachelor of Science	Bachelor	Business Administration: Major in Fashion Merchandising	1995	195	11	81%	88%	73.3%	93.3%
Bachelor of Science	Bachelor	Information Technology: Major in Network Management	2350	180	37	77%	85%	<b>60.3%</b>	<b>66.7%</b>
Bachelor of Science	Bachelor	Information Technology: Major in Systems Security	2350	180	26	83%	81%	65.7%	89.3%
Bachelor of Science	Bachelor	Information & Network Technology: Major in Computer Forensics	2305	180	17	<b>59%</b>	100%	90%	N/A
Bachelor of Science	Bachelor	Software Development: Major in Game Software Development	2145	180	152	<b>52%</b>	<b>43%</b>	<b>56.8%</b>	<b>51.5%</b>
Master of Business Administration	Master	Master of Business Administration	540	54	69	80%	88%	79.7%	70.2%
Bachelor of Arts +++	Bachelor of Arts	Management	1995	195	1				
Bachelor of Science+++	Bachelor of Science	Computer Network Management	2360	187	1				
Bachelor of Science+++	Bachelor of Science	Criminal Justice	1995	197.5	2				
Bachelor of Science+++	Bachelor of Science	Game Art	2605	199.5	2				
Bachelor of Science+++	Bachelor of Science	Information Systems Security	2380	187	1				
Bachelor of Science+++	Bachelor of Science	Game Software	2385	196	1				
Bachelor of Science+++	Bachelor of Science	Visual Communications	2640	200.5	1				
Non-degree++++	Non-degree				3				

**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 Wesgray 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 Islands, 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), 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.

- 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?

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. 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 onsite 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 campus 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 any of the 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. Therefore, the team cannot verify that the students placed as result of an attestation were done so appropriately. 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 caps and on hand numbers." As another example, Mr. Christopher Halle, graduate of the Information Technology program, works at Thomasville Furniture Brands International, as a Shipping/Receiving Clerk. On his signed employment information form, Mr. Halle 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."

The following is a list of all students that were placed as a result of an attestation:

Program	Last Name	First Name	Soc Code	Prof Dev or Degree Rqmt.	Title	Company	Date of Hire
AN - Other	(b)(6)			*	(b)(6)		02/01/2011
AN - Other				*			02/01/2011
AN - Other				*			06/13/2013
BAACTFM - Other				*			02/13/2008
BAACTFM - Other				*			09/01/2013
BAFM - Other				*			05/10/2010
BAMGMT - Other				*			09/01/2011

BAMGMT - Other	(b)(6)	*	(b)(6)	07/07/2003
BAMGMT - Other	(b)(6)	*	(b)(6)	01/01/2005
BAMGMT - Other	(b)(6)	*	(b)(6)	08/26/2013
BAMM - Other	(b)(6)	*	(b)(6)	06/28/2012
GA - Other	(b)(6)	*	(b)(6)	06/18/2012
GA - Other	(b)(6)	*	(b)(6)	12/02/2012
GA - Other	(b)(6)	*	(b)(6)	02/01/2013
GA - Other	(b)(6)	*	(b)(6)	11/01/2009
GA - Other	(b)(6)	*	(b)(6)	01/31/2011
GA - Other	(b)(6)	*	(b)(6)	05/15/2013
GA - Other	(b)(6)	*	(b)(6)	01/28/2013
GA - Other	(b)(6)	*	(b)(6)	02/14/2003
GA - Other	(b)(6)	*	(b)(6)	02/01/2013
GDMM - Other	(b)(6)	*	(b)(6)	11/01/2010
GDMM - Other	(b)(6)	*	(b)(6)	01/26/2008
GDMM - Other	(b)(6)	*	(b)(6)	01/01/1991
GDMM - Other	(b)(6)	*	(b)(6)	10/01/2011
GDMM - Other	(b)(6)	*	(b)(6)	07/25/2011
GDMM - Other	(b)(6)	*	(b)(6)	08/01/2010
GSD - Other	(b)(6)	*	(b)(6)	07/22/2013
GSD - Other	(b)(6)	*	(b)(6)	08/01/2013
GSD - Other	(b)(6)	*	(b)(6)	04/01/2013
MBA - Other	(b)(6)	*	(b)(6)	04/19/2013
MBA - Other	(b)(6)	*	(b)(6)	02/04/2013
MBA - Other	(b)(6)	*	(b)(6)	06/01/2013
MBA - Other	(b)(6)	*	(b)(6)	01/28/2008
MBA - Other	(b)(6)	*	(b)(6)	10/08/2013
MBA - Other	(b)(6)	*	(b)(6)	07/01/2011
VC - Other	(b)(6)	*	(b)(6)	11/30/2011
VC - Other	(b)(6)	*	(b)(6)	04/01/2011
VC - Other	(b)(6)	*	(b)(6)	10/27/2011
VC - Other	(b)(6)	*	(b)(6)	10/01/2012
WD - Other	(b)(6)	*	(b)(6)	07/23/2007
WD - Other	(b)(6)	*	(b)(6)	10/11/1993
WD - Other	(b)(6)	*	(b)(6)	01/03/2013

WD - Other	(b)(6)	*	(b)(6)	09/24/2011
CADARCDF - Other		*		10/01/2007
CADARCDF - Other		*		01/01/2001
CADARCDF - Other		*		03/01/2012
ID - Other		*		06/22/2013
ID - Other		*		07/01/2007
ID - Other		*		04/25/1999
CJ - Other		*		03/06/2006
CJ - Other		*		01/04/2011
CJ - Other		*		09/22/2010
CJ - Other		*		02/01/2013
CJ - Other		*		01/01/2013
CJ - Other		*		06/30/2012
CJ - Other		*		09/01/2011
CJA - Other		*		10/24/2012
CJA - Other		*		08/01/2010
CJA - Other		*		06/19/2012
CJA - Other		*		03/22/2013
PL - Other		*		11/26/2012
PL - Other		*		11/02/2011
PL - Other		*		06/19/2013
PL - Other		*		06/17/2011
IT - Other		*		05/01/2011
IT - Other		*		09/11/2013
IT - Other		*		07/10/2000
IT - Other		*		04/29/2011
IT - Other		*		09/26/2006
IT - Other		*		10/21/2011
IT - Other		*		10/20/2012
IT - Other		*		09/09/2013
IT - Other		*		02/01/2011
IT - Other		*		08/01/2009

IT - Other	(b)(6)	*	(b)(6)	01/01/1999
ITCN - Other		*		03/06/2012
ITCN - Other		*		03/15/2012
ITCN - Other		*		11/21/1999
ITCN - Other		*		12/17/2010
ITCN - Other		*		03/12/2010
ITCN - Other		*		06/23/2009
ITSS - Other		*		05/13/1996
ITSS - Other		*		01/02/2001
ITSS - Other		*		01/23/2012
ITSS - Other		*		12/05/1994
ITSS - Other		*		07/10/2012
ITSS - Other		*		09/01/2009

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?  
 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. 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.

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?  
 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.

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. 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?  
 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?

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 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.

Yes       No

(b) Any additional or different admissions requirements for students taking distance education courses.

Yes       No       Not Applicable (there are no additional or different admissions requirements)

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

Yes       No       Not Applicable (no additional tests are given)

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

Yes       No

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

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

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](http://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.

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 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

(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 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 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: 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 three placements could not be verified, based on phone conversations with the following students:

(b)(6)

Additionally 14 students in the various Business Administration programs, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following three files:

(b)(6)

- 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:

(b)(6)

- 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?  
 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

- 9.59 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)

(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

**(Section 3-1-303(a)):** Additionally, 6 students in the CADD/Interior Design programs, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following three files:

(b)(6)

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. Goethal 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) 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 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

**(Section 3-1-303(a)):** Additionally, four students in the Visual Communications program, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following file:

(b)(6)

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  No9.27 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 Health Care 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