

## INTRODUCTION

The ITT Technical Institute in Little Rock, Arkansas began operations in September 1993 offering Electronics Engineering Technology. It has since expanded its offerings to include associate's degrees and bachelor's degrees in a variety of technical, business, and professional areas. The campus enrolls students mainly from central Arkansas. The majority of the student body is Caucasian, male, and preparing for the associate's degree program in Network Systems Administration. At the time of the team's visit, Mr. Herbert Brubaker, the campus director, was out on medical leave and Mr. Richard Poyner was serving as interim director assisted by Mr. Ray Barry, director of the ITT Technical Institute, Arnold, Missouri campus. Ms. Crystal Jones, dean, was away on extended family leave. The associate dean, Ms. Deborah Biddle, temporarily assumed her responsibilities until her return.

## 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. Each program emphasizes career-oriented and technology-oriented study leading to either an academic associate's degree or a bachelor's degree. All programs blend traditional academic instruction with practical applications of theory and their applications in a laboratory setting. All programs integrate critical thinking, communication and teamwork skills, lifelong learning skills, professional development as well as applied principles of technology. The institution uses the following methods to assess the ability of students to meet program objectives upon completion of the program:
- Capstone Courses: Many of the institutions programs utilize a capstone course to solidify the student's overall learning processes and to determine the level of a student's understanding of the program objectives.
  - Capstone Assessment Data: For some programs, specific learning outcomes assessment is carried out through the application of assessment rubrics. As capstone outcomes assessment data becomes available, faculty reviews proficiency levels achieved by graduates with respect to specific outcomes and takes improvement action as needed.
  - Student Engagement: Student engagement is measure 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 students attempting a course. A student attempt is counted each time a student sits for a particular class.
  - Final Grades: Midterm and final exams are also used in determining the student's final grade. Though they do not constitute the only assessment of a student's final grade in a course, the results do provide valuable information to be assessed with relation to the student's master of course content.
- Additionally, several goals and initiatives have been introduced to support the student's successful earning outcomes. Some of these include:
- Improve student success results by a minimum of 5%
  - Improve student engagement results by a minimum of 5%
  - Improve the number of returned employer surveys
  - Improve the number of and quality of survey responses with details.

- 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 support retention efforts, the campus has undertaken the following activities:

- A student boot camp to assist those that are not familiar with computers. This is in addition to technical basic courses already provided
- Students who receive grades of "D or "F" are contacted weekly and encouraged to seek the assistance of tutors
- Instructors are held accountable for contacting students who are absent from class.

To assist with placement goals, the campus administration has undertaken the following initiatives:

- Salary negotiation training for career services staff and students
- Pre-graduate quarterly calendar to drive engagement and action timeliness
- Create individual career game plans for each pre-graduate to ensure maximum success
- Conduct reputation building events
- Sponsor alumni reunion events utilizing the social media
- Encourage college visits by influential constituents – a quarterly VIP visit plan
- Expand employer database beyond current geographical areas.

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 CEP team is responsible for implementing and monitoring the CEP. The team is comprised of the director, the dean, the associate dean, the director of finance, the director of recruitment, the director of career services, the registrar, and faculty representatives from each school of study. The functional directors work with their departmental teams to perform the actions included in the CEP and report findings to the CEP team. The campus director is ultimately responsible to ensure the implementation of the CEP.

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

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

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. Herbert Brubaker, campus director, is the on-site administrator. Mr. Brubaker earned a bachelor's degree in Education from the University of Mary Hardin Baylor and a master's degree in Public Administration from Southwest Texas State University. He served for 13 years in industry as a vice president and regional sales manager as well as national sales manager and senior vice president prior to coming to the ITT Technical Institute, Little Rock campus in July 2011. He attended the ACICS workshop in November 2011 in Savannah, Georgia. Mr. Brubaker was on medical leave during the team's visit. The interim campus director during Mr. Brubaker's absence is Mr. Richard Poyner. Mr. Poyner earned a bachelor's degree in Mathematics from the University of Texas and a master's degree in Liberal Arts from Southern Methodist University. Prior to coming to ITT in 1992, Mr. Poyner served as executive director at the National Education Centers. While at ITT, he has served as school director, district manager and interim director. In addition, Mr. Raymond Barry, director of the ITT campus in Arnold, Missouri has been assisting with the administration of the Little Rock campus. Mr. Barry holds an associate's degree in Information Systems from Hudson Valley Community College, a bachelor's degree in Computer Science and a master's degree in Computer Resource and Information Management both from Webster University. He is a doctoral candidate at Cappella University with concentration in Business and Organizational Management. All are well qualified to serve as director of the campus.

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

Yes  No

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

Yes  No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) 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  NA

The campus does not have student employees.

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?

The number of student files reviewed for this evaluation was 70.

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

The campus strives to ensure that its relations with students always reflect the highest ethical standards and conform to all applicable laws and regulations by continuous training, workshops, observation, as well as the development and implementation of policies and procedures designed to keep the campus compliant.

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. Greg Jones is responsible for the student recruitment at the campus. Mr. Jones' qualifications include over ten years of sales experience at the executive level and over five years' experience as an avocation sales trainer. In addition, he has worked over 20 years in management positions developing strong managerial skills. He had extensive admissions training from the ITT corporate office and works on continuous improvement and development through method training courses and workshops including: Recruitment Management 101, How to Coach Representatives, and Annual Compliance - Recruitment.

4.10 Describe the process for the recruitment of new students.

The process for the recruitment of new students begins with an interest expressed by a potential applicant in response to marketing or some other stimuli. The potential applicant is assigned to an education recruiter as a lead who attempts to contact the interested party. When the lead is contacted the recruiter attempts to schedule an appointment for a one on one interview and a tour of the campus. If the "lead" expresses an interest in enrolling during the interview process or tour of the campus an entrance exam, The Wonderlic, is administered by the registrar, which is taken and scored electronically. The applicant must also have a high school diploma or passed the GED exam. At the end of the admissions process the student is considered in "prerequisite" status and is directed to financial aid for an introductory meeting. A full financial aid meeting is scheduled for a future date. When all prerequisite requirements are met the applicant is accepted and considered an enrollment.

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 satisfactory academic progress policy is published in the catalog on pages 64 - 67.

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?  
 Ms. Crystal Jones is responsible for the administration of satisfactory academic progress (SAP). Ms. Jones is the academic dean. She has held this position since December 2011 and is qualified for the position. She holds a bachelor's degree from Southwest Baptist College in Fine Arts/Education and a master's degree from Webster University in Human Resource Management. She has significant previous administrative experience at several public and career schools from 2001 through 2010. Ms. Jones is currently on a short-term medical leave and Ms. Deborah Biddle, associate dean, and the program chairs are currently administering SAP.)
- 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. Janice Nottenkamper is the on-site administrator for student financial aid. Ms. Nottenkamper's qualifications are over 20 years of experience beginning as a financial aid representative progressing to financial aid administrator and finally to director of financial aid with ITT Technical Institute, a position she has held since 2006.

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 administrator, Ms. Nottenkamper, stays current with regulatory and policy changes in financial aid by membership in the Arkansas Association of Student Financial Aid Administrators (AASFSA) and the Southwest Association of Student Financial Aid Administrators (SWASFSA). She and her department also attend workshops sponsored by the organizations as well as webinars and conferences provided by the ITT corporate financial aid department, thus ensuring the financial aid department stays current with regulation and policy changes.

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 student services provided at the campus include structured tutoring, personal advising, pre-graduation employment assistance, and placement assistance after graduation. Students may also be referred to community resources if needed and the campus will try to assist with finding housing if a student relocates.

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

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

(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios.

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. Dana Kelly is responsible for the oversight of counseling students on employment opportunities. Ms. Kelly is qualified for the position due to a background of over eight years as a recruiter and director of sales and marketing for a staffing agency. In addition, she also has over 11 years of managerial experience. Ms. Jones has been in this position since December 2011.

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

If Yes, explain:

The campus uses a form for each program that outlines the placement and salaries that have been achieved by their graduate students. The form also has a disclaimer stating that the statistics are garnered from the campus' tracking of its graduates. The new programs utilize the same form but the information contained is all marked with zeros.

If Yes, does the campus maintain the required data on its graduates and nongraduates?

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.

The students complete their financial aid documents online in a system called Smart Forms. During the process the students are required to go to a link that outlines their financial obligations and electronically acknowledge they understand the contents of the financial counseling. They are further counseled during any repackaging period of financial aid and upon their exit from the campus either by graduation or withdrawal.

- 4.64 Describe the extracurricular activities of the institution (if applicable).

The school has a variety of extracurricular activities that range from clubs for each program, which are sponsored by the faculty, to blood drives, and ice cream socials. Two new clubs have been recently formed that are not programmatic, chess and gaming. Although the clubs are sponsored by the faculty, there is a dedicated community resources specialist who works with a committee formed of staff and faculty who plan a variety of activities throughout the year for the students.

## 5. EDUCATIONAL ACTIVITIES

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes  No

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

As previously stated, Ms. Crystal Jones is the academic dean and has held this position since December 2011. As previously stated, she holds a bachelor's degree from Southwest Baptist College in Fine Arts/Education and a master's degree from Webster University in Human Resource Management. She has significant previous administrative experience at several public and career schools from 2001 through 2010. (Ms. Jones is currently on a short-term medical leave and the associate academic dean, Ms. Deborah Biddle has assumed her responsibilities.)

- 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 are given ample authority and responsibility to achieve their job requirements. Job descriptions for administrators are current and outline the duties and responsibilities of their positions. Further, program administrators have an active role in the implementation and evaluation of program specific activities, which is coordinated through their involvement in staff, faculty, and academic department meetings.

- 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 (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?

Several strategies are used to address individual differences among students. In the classroom, instructors provide individual guidance to students as needed and are willing to work with them one-on-one. Also, instructors are available and helpful in meeting with students either before or after class, and for full-time faculty during their assigned office hours. Outside of class, the campus has implemented a plan for providing faculty tutors to help students during their non-class times.

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

Because of the standardized structure used by ITT Technical Institute in the development and implementation of curriculum and course objectives, faculty members have some, but limited, opportunities to evaluate, revise, and propose changes to the curriculum. The options available to faculty consist of their ability to give input to their program chairs, be a member of standing committees which address curriculum issues, and by share their recommendations at program faculty meetings or individually through the faculty curriculum portal, which connects them to the curriculum administrators at the corporate level.

- 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)

- 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 provided the team with sign in sheets and minutes from in-service trainings held at the campus. The campus has a systematic program that offers at least four in-service trainings for faculty members each year.

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

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

**(Section 5-1-543):** There is no documentation of professional growth activities for the following faculty members: Mr. Roger Hawk, Ms. Crystal Mack, Ms. Margaret Reed, Mr. Jeffrey Shaw, Mr. Frank Thurmond, Mr. Kenyon Lowe, Mr. Kenneth Schmidt, Mr. Paul House, Mr. Larry Klotz, Mr. Welsey Martin, Mr. Michael Moyer, Mr. Joe Byron Taylor.

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

**OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATES'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

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

**BACHELOR'S DEGREES ONLY**

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 ITT Technical Institute, Little Rock campus consists of 31,796 square feet. The facility currently offers a functional and well designed lobby and contains 9 laboratories, 12 theory rooms, a large student lounge area, learning resource center (LRC), faculty work area, employee break area, and administrative offices. The facility is wheel chair accessible. There is ample parking for students, faculty and visitors in a lighted parking lot. The campus is conducive for student learning.

- 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

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

A catalog volume 41 dated 2012-2013 with a publication date of September 24, 2012 was used during the evaluation 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

The campus catalog is given to students in an electronic version. A hard copy is printed for students upon request.

- 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.)

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 uses direct mail, print documents, 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 (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

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

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 calendar-year budget for physical library holdings for this campus is \$6,800. The campus provided the library budget expenditures through June 2012, where a total of \$4,300 had been allocated on periodicals and library holdings. In addition, the virtual library allocation for this campus from ITT corporate is \$6,129.

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

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

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

**ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY**

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**

Bachelor's degree in Project Management

Academic Associate's degree in Business Management

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?

Ms. Crystal Jones is the academic dean and is also the program chair for the School of Business that includes the Business Management program. During the team's visit Ms. Jones was away from the campus on family medical leave. Ms. Jones was appointed to the program chair position in December 2011. As previously stated, Ms. Jones holds a masters degree in Human Resource Management and Development from Webster University, St. Louis, Missouri and a bachelor's degree in Fine Arts and Music Education from Southwest Baptist College, Bolivar, Missouri. Ms. Jones holds teaching certificated for the states of Missouri and Arkansas. Ms. Jones has over ten years of experience in management.

Mr. Christopher Mikesell is the chair of the bachelor's degree program for Project Management and has held this position since June 2012. He is also the acting chair of the associate's degree program in Business Management until Ms. Crystal Jones returns to the campus. Mr. Mikesell holds a master's degree in Education with a concentration in Human Resource Training and Development from Idaho State University, Pocatello, Idaho and a bachelor of technology degree in Industrial Technology from the University of Idaho, Moscow, Idaho. Mr. Mikesell has also completed an additional 30 hours of information technology course work at the University of Arkansas. Mr. Mikesell has over four years of professional experience in the information technology 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 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 in Project Management is a new program and has not had any graduates.

The associate's degree in Business Management is new and students are just enrolled during this term.

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

The team observed documentation for 2012 community resources being utilized to enrich the programs. At the time of the team visit the bachelor's degree in Project Management was moved from the school of information technology to the school of business. Therefore, the team reviewed documentation for the school of information technology that consisted of program advisory committee meeting (PAC) agendas, attendance sheets, and minutes. The team also observed guest speaker and field trip forms that included attendance sheets. Guest speakers discussed various aspects of employment and recent industry trends in the field of information technology and networks. Field trips were made to local organizations where students' observed real world information technology operations and activities specifically observing hardware and software solutions being used for adult education and computer literacy.

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 identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

**(Section 2-2-503)** The team observed that in the "credit hour" section on page 56 of the campus' 2012-2013 catalog, volume 41, the campus policy regarding homework is contained in the "Residence Courses" paragraph; however, there is no explanation regarding the credit and quarter hour conversions.

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

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

**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

**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  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

 Yes  No**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

**BACHELOR'S DEGREES ONLY**

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:**

During the classroom visits students expressed sincere appreciation for all of their instructors and their willingness to help students understand and complete the learning outcomes. However, several students did mention that the online learning lab modules used in class, that are provided by textbook publishers, were cumbersome and time consuming and at times mark correct responses as incorrect. Several students also express a concern about having to come to class and do online labs that take away from their interaction with the instructors.

**9. PROGRAM EVALUATION**

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. Jon Hite is the chair for the school of Drafting and Design. He holds a master's degree in Management from Colorado Technical University in Colorado Springs, Colorado, a bachelor's degree in Manufacturing Engineering Technology and an associate's degree in Mechanical Engineering Technology both from the University of Arkansas in Little Rock, Arkansas. Mr. Hite's academic and experiential background is in Manufacturing Engineering and Production Control including CAD drafting and Project Management and Mechanical Design Application. Mr. Hite obtained his Instructor Certificate of Qualifications from Arkansas State Board of Private Career Education in November 2005 to teach courses in drafting and design.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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 academic associate's degree in Drafting and Design Technology is a new program. There are no graduates in the 2011 reporting period.

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

According to the documents presented to the team, one field trip was arranged for students to develop an understanding of animation and 3D modeling. Another fieldtrip was organized to Little Rock Dot Net User Group to attend a lecture on software development business practices. There was a document to support a program advisory committee (PAC) meeting on April 24, 2012 to discuss current software requirements. The PAC recommended that the campus install a new version of Autodesk software including AutoCAD and Revit by June 2012. The team verified that these changes have been implemented.

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

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

**(Section 3-1-513(a) and Glossary):** Directed independent study courses are offered on a regular basis due to small enrollment. Mr. Chad Owen and Ms. Rebekah Church are currently taking CD331, Design and Drafting Capstone as an independent study course. Based on the documents presented to the team, the independent study contracts did not include specific learning objectives, text and course requirements, examination dates, course evaluation and grading criteria. However, it is clearly indicated on the contract that the students must agree and understand a modified course syllabus that makes up the criteria for directed independent study. A modified syllabus was not attached to above mentioned contracts. In one example, a directed independent study course, CM440, Construction Project Scheduling was offered to Mr. Rell Lunnie Jr. who had previously failed the course. He has failed the course again and his current status is administrative drop. Based on ITT Technical Institute's policy on pages 56-57 of the campus catalog and on the directed independent study request form, a student may not seek permission to take an independent study course if he/she previously attempted and failed the same course.

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 identify out-of-class work assignments that support the learning objectives for the course or a minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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?

Six calls were placed to confirm employment for the graduates in the Computer Drafting and Design program.

How many calls to employers or graduates were successful?

Four calls were successful.

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.

Four employers confirmed the employment of the graduates. Two employers were not available. Voice messages were placed.

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:

Two placement waivers were presented to the team. They were both verified by sufficient documentation to support military leave and continuing education.

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 No, insert the section number in parentheses and explain:

**(Section 2-2-503)** The team observed that in the "credit hour" section on page 56 of the campus' 2012-2013 catalog, volume 41, the campus policy regarding homework is contained in the "Residence Courses" paragraph; however, there is no explanation regarding the credit and quarter hour conversions.

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

- 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

**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

**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  NA, hiring responsibility is at AAC

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

- 9.30 Are teaching loads reasonable?  
 Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

- 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

**BACHELOR'S DEGREES ONLY**

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 Criminology and Forensic Technology

Academic Associate's degree in Criminal Justice

Academic Associate's degree in Paralegal Studies

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. Reginald McCullough, chair of the School of Criminal Justice since June of 2012, has earned a bachelor's degree in Political Science from University of Central Arkansas and a juris doctorate degree from the University of Arkansas at Little Rock. He has practiced law for more than 20 years, during which time he worked more than 3 years as a prosecutor. Over the past 25 years he has taught in a variety of settings, including summits and continuing legal education seminars. He has held a variety of administrative and supervisory positions over the course of 40 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%

 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).

Students have taken field trips to a Federal Bureau of Investigation (FBI) secure lockdown facility, a Transportation Security Administration (TSA) training facility, the Arkansas state capitol building, a law school law library, and a juvenile detention center. Guest speakers have included a juvenile justice specialist within the community outreach program of the attorney general's office, a police chief, a deputy director of intelligence with the Drug Enforcement Administration (DEA), a forensics examiner, a deputy United States (US) marshal, and a state court law clerk. 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 have the option of participating in an externship, during which students may work in law offices or law enforcement settings in the community.

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 identify out-of-class work assignments that support the learning objectives for the course or a minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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 Paralegal Studies program or the Criminology and Forensic Technology program because the programs are too new for students to have graduated from the programs.

There were three calls made to employers of graduates in the associate's degree in Criminal Justice program.

There were three calls made to employers of graduates in the bachelor's degree in 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 Criminal Justice program.

There were three successful calls to employers of graduates in the bachelor's degree 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 Criminal Justice program.

There were three calls that confirmed the employment of graduates of the bachelor's degree Criminal Justice program.

The team notes that in the placement file of one of the graduates of the associate's degree program, the graduate was reportedly placed with the Arkansas Department of Corrections. It was ultimately determined, however, that she had been placed with a local law firm.

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

**(Section 2-2-503)** The team observed that in the "credit hour" section on page 56 of the campus' 2012-2013 catalog, volume 41, the campus policy regarding homework is contained in the "Residence Courses" paragraph; however, there is no explanation regarding the credit and quarter hour conversions.

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 3-1-513(a) and Glossary):** Course syllabi do not include 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 out-of-class assignments were required and out-of-class assignments were not included as any percent of the final grade. There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Although the syllabi reflect assignments and projects that students are required to complete, the assignments and projects are not specifically delineated as out-of-class 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 - reviewed at AAC

**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

**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  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

**BACHELOR'S DEGREES ONLY**

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 20 students who were interviewed expressed a high level of satisfaction with the instructors in the programs. However, at least five of the students who were interviewed expressed a high level of dissatisfaction with some of the online courses (all students in the programs are now required to take all of their general education courses online). Many students indicated that they had had difficulty logging on throughout the term. Criminal Justice students also noted that they do not have a crimes lab.

**9. PROGRAM EVALUATION**

Bachelor's in Electronics and Communications Engineering Technology  
Academic Associate's in Computer and Electronics Engineering Technology  
Academic Associate's in Electrical 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?

Dr. Roger Hawk is the chair for the school of Electronics Technology at the Little Rock, Arkansas campus and is assigned to oversee the electronics programs at the campus. He has held this position for six years. Dr. Hawk holds a doctoral and a master's degree in Physical Chemistry from the University of Michigan and a bachelor's degree in Chemistry from the University of Illinois. Prior to joining the institution, Dr. Hawk had 18 years of experience in numerous career positions related to the academic area including chair and professor in the department of Applied Science in the college of Information Sciences and Systems Engineering at the University of Arkansas at Little Rock and as a published author in numerous peer-reviewed academic publications.

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

The retention rate for the Computer and Electronics Engineering Technology associate's degree program is 61.8%. Several retention efforts were listed in the CEP, including additional tutoring, emphasizing informal student contact and student attendance.

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

Numerous guest speakers are invited to speak to students, including Ms. Alison Fletcher, director of technology at a local television station, KTHV and Mr. Remington Hicks, electrical maintenance technician at a local Lenox franchise and former student/graduate of the campus. A Program Advisory Board (PAC) meets periodically with school officials. The campus sponsors local blood donation drives. Sufficient documentation was provided for all of these activities.

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 identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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 - 8

Academic associate's degree in Electrical Engineering Technology - n/a

Bachelor's degree in Electronics and Communications Engineering Technology - 2

How many calls to employers or graduates were successful?

The following number of calls was successful for the following programs:

Academic associate's degree in Computer and Electronics Engineering Technology - 5

Academic associate's degree in Electrical Engineering Technology - n/a

Bachelor's degree in Electronics and Communications Engineering Technology - 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 No, insert the section number in parentheses and explain:

**(Section 2-2-503):** The team observed that in the "credit hour" section on page 56 of the campus' 2012-2013 catalog, volume 41, the campus policy regarding homework is contained in the "Residence Courses" paragraph; however, there is no explanation regarding the credit and quarter hour conversions.

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

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

**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

**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  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

9.33 Reviewed at AAC

**9ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

**BACHELOR'S DEGREES ONLY**

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 team greatly appreciated the cooperation and hospitality received. The campus environment was well maintained, inviting and conducive to educating students. Each classroom had an overhead projector integrated with the instructor's teaching station/PC. Instructors are very friendly and student focused.

**9. PROGRAM EVALUATION**

Bachelor's degree in Information Systems and Cybersecurity

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

Academic Associate's degree in Network Systems Administration

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. Christopher Mikesell is assigned to administer the academic programs. As previously stated, Mr. Mikesell holds a master's degree in Human Resource Training and Development from Idaho State University of Pocatello, Idaho, and a bachelor's degree of Industrial Technology from the University of Idaho at Idaho Falls, Idaho. Additionally, his qualifications for teaching courses in the information technology field are certified by the Arkansas State Board of Private Career Education. Mr. Mikesell's experiential qualifications include: work as a research assistant at Idaho State University where his duties are described as course development, technology review and support; employment as a manager at InteliStaf Healthcare where his duties included web application development and database management; employment at Protech Solutions where his duties included software development and business process analysis; and employment with Mistpros Consulting where he works as an Information Technology (IT) software consultant.

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

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

The student retention rate for the academic associate's degree in Computer Network Systems degree is listed as 59.7% in the 2011 CAR.

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

These programs utilize a program advisory committee (PAC) that provides recommendations and feedback from local industry experts regarding program curriculum. PAC meetings are held twice per year. The team found that the last PAC meeting occurred on April 24, 2012. In addition, students and faculty interviewed described numerous examples of the use of community resources including a guest speaker, Mr. Jeff Shackelford, from the State of Arkansas Attorney General's office to discuss cyber crime, and a field trip in the course NT1330, Client-Server Networking II providing students the experience of supporting hardware and software for an adult education computer lab at the Healing Waters Outreach Center.

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

During the visit the team was presented an independent study contract that lacked an outline of course objectives and procedures. These were provided upon request through a modified course syllabi for the directed independent study.

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 identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments. In team interviews with campus faculty it was clear there was not an awareness of an appropriate homework policy.

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 six attempted calls to employers and graduates in the Computer Network Systems program.

How many calls to employers or graduates were successful?

Of the six attempted calls to employers and graduates, five were successful.

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 successful calls made to employers and graduates 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:

The campus director of career services, Ms. Dana Kelly, was unable to provide documentation to verify a graduate classified on the 2011 CAR as "not available for placement" for health or related reasons. Because there are extenuating circumstances the team has chosen not to cite the school for this lack of documentation. According to Ms. Kelly, these records were lost in a flood occurring in the summer of 2010. The team was shown water damaged records that were recovered from the flood, and there is no compelling reason to believe the absence of this documentation indicates a lack of attention to record keeping.

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.

**(Section 2-2-503):** The team observed that in the "credit hour" section on page 56 of the campus' 2012-2013 catalog, volume 41, the campus policy regarding homework is contained in the "Residence Courses" paragraph; however, there is no explanation regarding the credit and quarter hour conversions.

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

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

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

**(Section 3-1-531(a)):** Instructors are not provided with adequate resources in multiple situations:

- In the programs there are several courses requiring the use of multiple virtual machines. These courses include NT1230, Client Server Networking I, NT1330, Client-Server Networking II, IS4560, Hacking & Countermeasures and others. Faculty stated that students in some of these courses have to reboot servers occasionally, sometimes three to five times over a class period. Depending on the computers and the size of class the process can take as long as 10-20 minutes. Under these conditions in a worst case scenario a student could spend 100 minutes of class time rebooting computers. Another faculty member stated that

in some cases when students give a command to a virtual server, they have to wait as long as four minutes before the system is able to respond. As a consequence students become frustrated with the process and learning is limited. The fact that student computers are limited to four gigabytes of random access memory (RAM) is the most significant limiting factor since the computer's operating system needs two gigabytes of RAM leaving each virtual server one gigabyte of RAM a piece. If the computers used for multiple virtual machines had at least six gigabytes of RAM, this would significantly improve the utility of these lab exercises.

- Computer labs used by students in these programs have been upgraded to Microsoft Windows 7 operating system, while faculty computers have not been upgraded and are currently utilizing Microsoft Windows XP operating system. As a consequence instructors are not able to adequately prepare for classes. One instructor described an example of receiving a DVD disk containing zipped files needed for classroom instruction. The instructor was unable to access the zipped images on the disk on the instructional computer and consequently made classroom sets of the disks. As these images were 3.6 gigabytes a piece the process took a number of hours. Later it was discovered that the zipped files used 7-zip, a program available on the classroom computers but not on the faculty computers.
- Labs provided to instructors for classroom instruction frequently do not work. All faculty members interviewed described examples of non-functioning labs. One instructor estimated that as much as 60% of some labs do not function, requiring faculty to figure out time consuming ways to work around this issue. This results in student frustration and significant amounts of time spent trying to make curriculum work

9.25 - reviewed at AAC

**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

**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  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

**BACHELOR'S DEGREES ONLY**

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 academic associate's degree program in Computer Network Systems (AASITCNS) was in teach-out at the time of this visit, being replaced by the program Network Systems Administration (AASNSA). Students interviewed stated they were pleased with the faculty teaching in these programs.

**9. PROGRAM EVALUATION**

Academic associate's degree in Graphic Communications and Design

Academic associate's degree in Visual Communications

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. Jon Hite is the program chair of the School of Drafting and Design (SDD) and oversees the Graphic Communications and Design (GCD) and Visual Communications (VC) programs. As previously noted, Mr. Hite holds an associate's degree in Mechanical Engineering Technology and a bachelor's degree in Manufacturing Engineering Technology both from the University of Arkansas in Little Rock, Arkansas in addition to a master's degree in Management (MSM) from Colorado Technical University in Colorado Springs, Colorado. Mr. Hite has over 25 years of experience in private industry serving as an AutoCAD trainer, a software and drawing interpreter, and 2d and 3d contractor. Mr. Hite spends 26.5 hours a week on administrative duties and teaches in the classroom 14 hours a week.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

Mr. Hite is minimally qualified to teach graphics classes in the VC program and relies on his instructors as subject matter experts for classes in the VC program. He is not currently teaching graphics classes in this program.

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).

ITT Technical Institute, Little Rock campus uses field trips and guest speakers to enhance the student educational experience. Documents on file show students attended recent field trips to the “Rave Movie” theatre to show how animation and 3d modeling add elements to live action movies and The Promise Land to assess educational lab computers. Students meet at the campus for attendance prior to the field trip and return to campus afterwards. Students also attended the Little Rock Dot Net User Group to attend lecture on software development business practices.

The campus has a program advisory committee (PAC) consisting of eight members of the local business community for the school of Drafting and Design. Meetings are held two times a year with one at beginning of the year, documented as April 24, 2012 and one towards the end of the year scheduled for October 23, 2012. The PAC members represent a good cross section of businesses that might hire ITT graduates.

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 identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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?

Four calls were attempted in the Visual Communications program.

How many calls to employers or graduates were successful?

Three calls were successful.

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.

Three calls confirmed the employment 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 *No*, insert the section number in parentheses and explain:

**(Section 2-2-503)** The team observed that in the "credit hour" section on page 56 of the campus' 2012-2013 catalog, volume 41, the campus policy regarding homework is contained in the "Residence Courses" paragraph; however, there is no explanation regarding the credit and quarter hour conversions.

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

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

**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

**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  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

**GENERAL COMMENTS:**

Students in the Visual Communication program are positive and all of the students interviewed have recommended the school to friends or family. Students had very positive things to say about instructors, they especially mentioned Mr. Michael Moyer as an outstanding instructor.

## SUMMARY

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

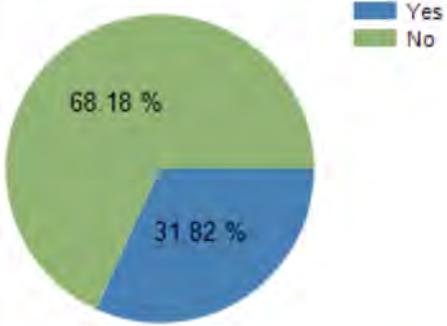
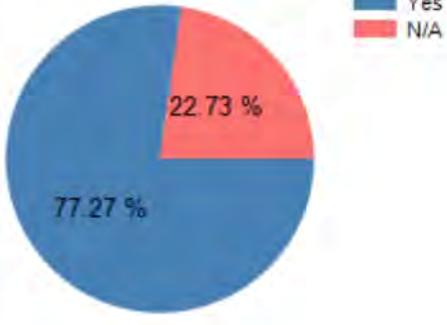
<b><u>Number</u></b>	<b><u>Citation</u></b>	<b><u>Summary Statement</u></b>
1.	<b>2-2-503</b>	The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios.
2.	<b>3-1-513(a) and Glossary</b>	Course syllabi do not include appropriate out-of-class learning activities and assignments.
3.	<b>3-1-513(a) and Glossary</b>	Independent study courses are not used appropriately in all programs.
4.	<b>3-1-531(a)</b>	The campus does not have appropriate instructional resources in all programs.
5.	<b>3-1-543</b>	Not all faculty development plans have documented evidence of their implementation.

## 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)*:

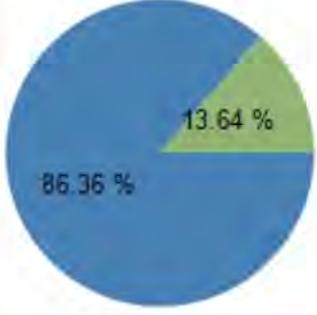
- The team reviewed credentials, talked with students and faculty in the CDD program, and highly recommends Mr. Michael Moyer be elevated to the position of lead instructor for the VC program.
- Since the associate's degree in Business Management just began, there was no documentation that reflected that any program advisory committee meeting (PAC) had been held and there was no documentation for field trips or guest speakers. The team recommends that a PAC be established to enrich the programs being offered.

## Student Survey Response Summary Graph

Personify Id	Survey Question	Category	Count	
00016044				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	7	
		No	15	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	17	
		No	0	
		N/A	5	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	22	

	<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>21</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	21	No	1	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>21</td> <td>95.45 %</td> </tr> <tr> <td>No</td> <td>1</td> <td>4.55 %</td> </tr> </table>	Response	Count	Percentage	Yes	21	95.45 %	No	1	4.55 %
Yes	21															
No	1															
Response	Count	Percentage														
Yes	21	95.45 %														
No	1	4.55 %														
	<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>20</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	20	No	1	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>20</td> <td>95.24 %</td> </tr> <tr> <td>No</td> <td>1</td> <td>4.76 %</td> </tr> </table>	Response	Count	Percentage	Yes	20	95.24 %	No	1	4.76 %
Yes	20															
No	1															
Response	Count	Percentage														
Yes	20	95.24 %														
No	1	4.76 %														
	<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>20</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	20	No	2	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>20</td> <td>90.91 %</td> </tr> <tr> <td>No</td> <td>2</td> <td>9.09 %</td> </tr> </table>	Response	Count	Percentage	Yes	20	90.91 %	No	2	9.09 %
Yes	20															
No	2															
Response	Count	Percentage														
Yes	20	90.91 %														
No	2	9.09 %														
	<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>20</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	20	No	2	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>20</td> <td>90.91 %</td> </tr> <tr> <td>No</td> <td>2</td> <td>9.09 %</td> </tr> </table>	Response	Count	Percentage	Yes	20	90.91 %	No	2	9.09 %
Yes	20															
No	2															
Response	Count	Percentage														
Yes	20	90.91 %														
No	2	9.09 %														

	<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>21</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	21	No	1	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>21</td> <td>95.45 %</td> </tr> <tr> <td>No</td> <td>1</td> <td>4.55 %</td> </tr> </table>	Response	Count	Percentage	Yes	21	95.45 %	No	1	4.55 %					
Yes	21																				
No	1																				
Response	Count	Percentage																			
Yes	21	95.45 %																			
No	1	4.55 %																			
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>17</td> </tr> <tr> <td>No</td> <td>2</td> </tr> <tr> <td>N/A</td> <td>3</td> </tr> </table>	Yes	17	No	2	N/A	3	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>17</td> <td>77.27 %</td> </tr> <tr> <td>No</td> <td>2</td> <td>9.09 %</td> </tr> <tr> <td>N/A</td> <td>3</td> <td>13.64 %</td> </tr> </table>	Response	Count	Percentage	Yes	17	77.27 %	No	2	9.09 %	N/A	3	13.64 %
Yes	17																				
No	2																				
N/A	3																				
Response	Count	Percentage																			
Yes	17	77.27 %																			
No	2	9.09 %																			
N/A	3	13.64 %																			
	<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>17</td> </tr> <tr> <td>No</td> <td>2</td> </tr> <tr> <td>N/A</td> <td>3</td> </tr> </table>	Yes	17	No	2	N/A	3	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>17</td> <td>77.27 %</td> </tr> <tr> <td>No</td> <td>2</td> <td>9.09 %</td> </tr> <tr> <td>N/A</td> <td>3</td> <td>13.64 %</td> </tr> </table>	Response	Count	Percentage	Yes	17	77.27 %	No	2	9.09 %	N/A	3	13.64 %
Yes	17																				
No	2																				
N/A	3																				
Response	Count	Percentage																			
Yes	17	77.27 %																			
No	2	9.09 %																			
N/A	3	13.64 %																			
	<p><b>3.3. Are you aware of your loan repayment obligations?</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>3</td> </tr> </table>	Yes	19	No	0	N/A	3	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>19</td> <td>86.36 %</td> </tr> <tr> <td>N/A</td> <td>3</td> <td>13.64 %</td> </tr> </table>	Response	Count	Percentage	Yes	19	86.36 %	N/A	3	13.64 %			
Yes	19																				
No	0																				
N/A	3																				
Response	Count	Percentage																			
Yes	19	86.36 %																			
N/A	3	13.64 %																			

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>19</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	19	No	3	 <table border="1"> <tr> <td>Yes</td> <td>86.36 %</td> </tr> <tr> <td>No</td> <td>13.64 %</td> </tr> </table>	Yes	86.36 %	No	13.64 %
Yes	19										
No	3										
Yes	86.36 %										
No	13.64 %										
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	22	No	0	 <table border="1"> <tr> <td>Yes</td> <td>100.00 %</td> </tr> </table>	Yes	100.00 %		
Yes	22										
No	0										
Yes	100.00 %										
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	22	No	0	N/A	0	 <table border="1"> <tr> <td>Yes</td> <td>100.00 %</td> </tr> </table>	Yes	100.00 %
Yes	22										
No	0										
N/A	0										
Yes	100.00 %										
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	22	No	0	 <table border="1"> <tr> <td>Yes</td> <td>100.00 %</td> </tr> </table>	Yes	100.00 %		
Yes	22										
No	0										
Yes	100.00 %										

	<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>22</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	22	No	0	 <p>A pie chart representing the data for question 4.5. The chart is entirely blue, indicating that 100.00% of respondents answered 'Yes'. A legend in the top right corner shows a blue square next to the word 'Yes'.</p>
Yes	22						
No	0						
	<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>22</td> </tr> </table>	Disagree	0	Agree	22	 <p>A pie chart representing the data for question 5.1. The chart is entirely blue, indicating that 100.00% of respondents answered 'Agree'. A legend in the top right corner shows a blue square next to the word 'Agree'.</p>
Disagree	0						
Agree	22						
	<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>21</td> </tr> </table>	Disagree	1	Agree	21	 <p>A pie chart representing the data for question 5.2. The chart is mostly blue (95.45%) and has a small green slice (4.55%). A legend in the top right corner shows a green square next to 'Disagree' and a blue square next to 'Agree'.</p>
Disagree	1						
Agree	21						

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 5/27/2014 12:23:01 PM -0400  
**To:** Andrea Olson (b)(6)@globeuniversity.edu  
**Subject:** RE: 2nd Edits (Completes the First 5 Reports)  
**Attachments:** 00012784, Lincoln Tech NG Full Team Report.doc; 10647.SIU-Largo NG.DOC

Andrea,

Sorry, let me try that again. One of the ones I sent you is the one you just sent back on Friday. Here are the two reports you'll be second editing.

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

---

**From:** Ian Harazduk  
**Sent:** Tuesday, May 27, 2014 12:18 PM  
**To:** Andrea Olson (b)(6)@globeuniversity.edu  
**Subject:** 2nd Edits (Completes the First 5 Reports)

Andrea,

By my count, this will complete the first 5 reports. There are two attached. The second one is a bit of a handful and it's mine, so if you have any questions, let me know.

If you can get these to me, but Thursday COB (or sooner) that would be appreciated.

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



## REEVALUATION VISIT REPORT

### LINCOLN TECHNICAL INSTITUTE

622 George Washington Highway  
Lincoln, RI 02865  
ACICS ID Code: 00012784

Ms. Stephanie Miller, Campus President (smiller@lincolntech.com)  
acicslincoln@lincolntech.com

#### Main Campus

Lincoln Technical Institute  
Edison, NJ  
ACICS ID Code: 00010950

May 7-8, 2014

Lonnie Echnernacht	Chair	University of Missouri- Columbia	Columbia, MO
Andrea Martin-Montella	Student-Relations Specialist	Kaplan College	Hammond, IN
George Fakhoury	Educational Activities/Library/Pharmacy Technician Specialist	Heald College (Retired)	Concord, CA
Betty Herard	Computer Networking and Security Specialist	Global Learning Strategies	Birmingham, AL
Susan Collins	Cosmetology Specialist	Precision Cutz Salon and Spa	St. Paul, AR
Rosalind Collazo	Medical Assistant Specialist	ASA Institute (Retired)	Glen Burnie, MD
Tania Smith	Therapeutic Massage and Bodywork Technician Specialist	Holistic Massage Training Institute	Baltimore, MD
Alicia Ryan	Practical Nursing Specialist	Allied Health Educator (Retired)	Cincinnati, OH
Jan A. Shelton	Publications/Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LINCOLN TECHNICAL INSTITUTE  
LINCOLN, RHODE ISLAND**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Sem. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Assistant	900	40.0	164/0	86%	71%	82.3%	70.4%
Diploma	Diploma	Pharmacy Technician	720	34.5	45/0	82%	74%	82.9%	<b>60.9%</b>
Diploma	Diploma	Therapeutic Massage and Bodywork Technician	750	39.5	18/0	93%	79%	90.4%	77.1%
Diploma	Diploma	Cosmetology	1500	63.0	39/0	82%	95%	78.3%	94.8%
Diploma	Diploma	Cosmetology Instructor Training*	300	--	0/0	--	--	100%	100%
Diploma	Diploma	Practical Nursing	1650	73.0	51/0	77%	n/a	100%	n/a
Diploma	Diploma	Dental Assisting**	1200	51.0	98/0	90%	73%	89.8%	79.6%
Diploma	Diploma	Computer Networking & Security	1080	54.0	27/0	84%	<b>46%</b>	86.5%	<b>54.1%</b>
<b>TOTAL ENROLLMENT</b>					442				

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

\* The program had no enrollment during the team visit, but the campus plans to offer the program when students enroll in the program. Since the program had no enrollment, it was not evaluated by the team.

\*\* The dental assisting diploma program is programmatically accredited by the Commission on Dental Accreditation (CODA) with no additional written reports required effective 2008 through December 31, 2014.

## INTRODUCTION

In the spring of 2001, Lincoln Technical Institute, Inc. purchased the Computer-Ed Institute. Computer-Ed Institute had campuses nationwide including a Lincoln, Rhode Island location. In the summer of 2002, the institution decided to expand its program offerings to include allied health programs. In July of 2003, the Computer-Ed Institute schools started the application process to change their name to Career Education Institute to more accurately reflect the diversity of program offerings, and received final approval to change their name in February 2004. In August of 2006, the institution received approval to change their name once again to more accurately reflect the corporate name; Lincoln Technical Institute, Inc..

The campus is located in the Lincoln Mall at 622 George Washington Highway in Lincoln, Rhode Island and serves the Lincoln and surrounding areas. The facility consists of approximately 58,500 square feet. The one-story facility contains the following: classrooms; laboratories; administrative offices; a student lounge; a staff lounge; a nursing suite with related classrooms and a laboratory; a Euphoria Institute of Beauty Arts & Sciences with classrooms and public clinic areas for both the cosmetology and massage therapy programs; and a learning resource center (library), containing computers as well as reference and reading materials related to the career programs. The campus has ample parking for students, faculty, and staff in a well-lit, security patrolled parking lot.

The student population at the Lincoln, Rhode Island campus is predominantly female, single, mid-twenties, and head of households. The student gender breakdown is 84 percent female and 16 percent male. Approximately 62 percent of the current students are traditional college aged (18-24) and 37 percent are non-traditional adult learners (25 and over). More specifically, the age breakdown of the current student body is as follows: 20 percent are 19 or less in age, 58 percent are 20-29 years of age, 15 percent are 30-39 years of age, 5 percent are 40-49 years of age, and 2 percent are 50 years of age and over. The ethnicity of the current student body is: 48 percent are white, non-Hispanic; 17 percent are African-American; 8 percent are two or more races; and 6 percent are other or unknown.

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

### 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 three of both the Lincoln Technical Institute and Euphoria Institute of Beauty Arts & Sciences, a division of Lincoln Technical Institute, campus catalogs.
- 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

(c) Level of graduate satisfaction.

Yes  No

(d) Level of employer satisfaction.

Yes  No

(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 analyzed by the campus include:

- licensure/certification exam pass rates,
- graduation rates,
- level of student satisfaction,
- placement rates,
- graduates' job titles, and
- cumulative grade point averages.

In addition, specific workplace soft skills outcomes have been identified; are being developed in students; and are being measured and analyzed.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes  No

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

Yes  No

(c) How the data was collected.

Yes  No

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

Yes  No

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes  No

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

Yes     No

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

The campus has established proactive strategies to achieve its student retention goal that include the following:

- expand the gatekeeper program so students do not lose focus and continue on their path to graduation;
- continue to implement and expand the early student engagement program;
- monitor attendance and continue to contact students who are absent;
- encourage students to access tutoring and/or assistance when needed;
- conduct instructor development, focusing on learning/teaching styles as well as varied instructional strategies; and
- monitor student and graduate satisfaction surveys for indicators that are positively or negatively affecting major areas of the campus.

To improve placement, the following action plans have been established:

- brand the campus as a free placement service for all students and graduates;
- help students develop effective communication, interview, resume, and cover letter writing skills;
- increase advisory board membership participation and retain members;
- actively participate in the Northern Rhode Island Chamber of Commerce;
- make time to meet with employers to assess employment trends and opportunities in the fields for which students are being prepared; and
- continue to focus on the development of appropriate soft skills for today's workplace.

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 Plan (CEP) and pertinent data are compiled by the campus president with the help of various members of the leadership team. The campus president is ultimately responsible for the CEP and oversees the implementation and monitoring of the plan. The CEP is systematically reviewed at least at mid-year, or more often if needed, and is 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 this additional location.

## 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

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

Ms. Stephanie Miller, campus president, is responsible for the financial oversight of the campus. She has a bachelor's degree in management and human resources from Ball State University in Muncie, Indiana. Ms. Miller also has a total of 14 years of management experience in the private, career-education industry. This includes 3 years

as campus administrator and 11 years as vice president of administrative services at Lincoln College of Technology in Indianapolis, Indiana.

#### GENERAL COMMENTS:

The departmental organization of the administrative functions with checks and balances promotes a spirit of cooperation and open communication.

### 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 campus president, Ms. Stephanie Miller, is the campus' on-site administrator. As previously noted, Ms. Miller has a bachelor's degree in management and human resources. She also has 14 years of management experience in the career-education industry, including 3 years as a campus 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) Financial aid activities.

Yes  No

(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:

The administrative functions at the Lincoln Technical Institute campus are coordinated to achieve the educational mission.

#### 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team selected and evaluated 23 student files, which included:

- 1 transfer credit evaluation,
- 4 students in a satisfactory academic progress (SAP) status,
- 4 drops,
- 7 graduates,
- 2 re-enters, and
- an additional 5 current students.

Ledger cards for each of the students 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. Amy Watson is the campus' senior director of admissions and oversees student recruitment. Ms. Watson has been in her current position for nine years. Her prior work experience includes serving for five years as the director of admissions for Gibbs College in Cranston, Rhode Island.
- 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?  
To verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus, the team met with Ms. Watson, and discussed current practices of the admissions representatives. The team also reviewed the advertising and published literature used by the campus and determined that it was in line with the educational objectives of 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
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes     No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes     No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes     No
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes     No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes     No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes     No

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 SAP policy is contained on pages 32-34 of the campus catalog. It is also published on pages 21 and 22 of the Euphoria Institute of Beauty Arts & Sciences division 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

A probationary period.

Yes     No

An appeal process.

Yes     No

An extended-enrollment status.

Yes     No

The effect when a student changes programs.

Yes     No

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
- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?  
 Yes  No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?  
 Yes  No  Not Applicable (all programs are one year or less)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
 Yes  No  Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes  No
- 4.32 Are students allowed to remain on financial aid while under warning status?  
 Yes  No
- 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
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No
- 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. Sonia Skeldon, director of administration, ensures SAP is ran for all students at the end of each payment period; and she meets with students who have not met the minimum requirements. Ms. Skeldon holds an associate's degree in computer information systems from Phillips Junior College in California. She has 23 years experience in financial aid and has been at Lincoln Technical Institute for the past 13 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.
- 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
- 4.44 Do the financial records of students clearly show the following?  
 (a) Charges.  
 Yes       No  
 (b) Dates for the posting of tuition.  
 Yes       No  
 (c) Fees.  
 Yes       No  
 (d) Other charges.  
 Yes       No  
 (e) Payments.  
 Yes       No

(f) Dates of payment.

Yes  No

(g) The balance after each transaction.

Yes  No

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

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

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

Yes  No

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

Yes  No

4.48 Is the campus following its stated refund policy?

Yes  No

4.49 Does the campus participate in Title IV financial aid?

Yes  No

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

Ms. Sonia Skeldon, director of administration, is responsible for administering student financial aid. As previously noted, Ms. Skeldon holds an associate's degree and has been with the institution for 13 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. Skeldon is a member of both state and national financial aid associations including the Rhode Island Association of Student Financial Aid Administrators (RIASF AA) and the National Association of Student Financial Aid Administrators (NASFAA). Additionally, the institution provides online training that is to all employees; and includes policy and procedure updates.

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

Yes  No

- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes  No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes  No
- 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
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
 The campus offers student services through a program called the Lincoln Edge. Lincoln Edge incorporates monthly workshops into student programs which are run by campus administration. It covers topics such as: conflict resolution, time management, critical thinking, resume building, and job search techniques. Tutoring is also available to all students and is provided by full-time faculty members.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes  No
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 The director of career services, Ms. Dorothea Cerio, is responsible for the oversight of student employment counseling. Ms. Cerio has been in her current position for four years. She previously served as an admissions representative and a career services representative for the campus. Ms. Cerio has a bachelor's degree in communication disorders from the University of Rhode Island.
- 4.61 Does the campus offer employment assistance to all students?  
 Yes  No
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes  No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 417.  
 The ending enrollment reported on the previous year's CAR is 417.
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes  No
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

Yes     No

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The campus provides students with financial literacy seminars and personal finance workshops as part of the Lincoln Edge program. Students are also required to complete entrance counseling before starting their programs.

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

The medical assistant students recently won an award for their support and participation in a local blood drive. The cosmetology students have held several charitable events where they have donated their time and services to the public.

## 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. James Wilbour is the academic dean and has held the position since 2013. He has a master's degree in administration of justice from Salve Regina University in Newport, Rhode Island, and a bachelor's degree in justice studies from Rhode Island College in Providence, Rhode Island. Mr. Wilbour has many years of experience as dean and director of education at the institution's Florida campus; as well as other career colleges. He was also a police officer for many 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.

Program administrators are encouraged to submit suggestions for program changes to the academic dean; who then forwards them to the corporate office for consideration. The corporate office will share the suggestion with other campuses and if approved, changes will be implemented institution-wide.

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

If *Yes*, does the campus:

(a) Carry the programmatic accreditation or is currently in the process of obtaining such accreditation in a timely manner for programs in which it is required by the state in order for students to attain entry-level employment?

Yes  No

(b) Notify students as to:

(1) Which programs hold specialized or programmatic accreditation?

Yes  No

(2) Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?

Yes  No

(3) Any other requirements that are generally required for employment?

Yes  No  Not Applicable (no other requirements)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

Yes  No

5.11 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 in length)?

Yes  No

(b) Student placement rate of 70 percent?

Yes  No

5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

Yes  No

How many calls to employers or graduates were attempted?

There were 13 calls attempted to employers or graduates of the diploma program in dental assisting.

How many calls to employers or graduates were successful?

There were six successful calls made.

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

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

- 5.13 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes     No
- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?  
 Yes     No
- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes     No
- 5.16 What provisions are made for individual differences among students?  
 Lesson plans are designed to accommodate individual differences in learning styles. An interview with the academic dean confirmed that the faculty was observing and implementing instructional strategies to accommodate such differences.
- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 As previously noted, program administrators as well as faculty members are encouraged to submit suggestions for programs changes to the academic dean who will forward the suggestions to the corporate office for consideration. Corporate will then share the suggestions with other campuses, and if approved, changes will be implemented at all campuses.
- 5.18 Does the faculty participate in this process?  
 Yes     No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes     No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes     No     Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes     No
- 5.22 Are the following appropriate to adequately support the number and nature of the general education courses?  
 (a) Facilities.  
 Yes     No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

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

Yes  No

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

Yes  No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes  No

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

Yes  No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

Yes  No  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?

Meeting schedules as well as meeting minutes document the in-service training at the campus and were reviewed by the team.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes  No

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

Yes  No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes  No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes  No

## 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 facility consists of approximately 58,500 square feet, is situated in the Lincoln Mall, and serves the Lincoln and surrounding areas. The one-story facility contains the following:

- classrooms;
- laboratories;
- administrative offices;
- a student lounge;
- a staff lounge;
- a nursing suite, with related classrooms and a laboratory;
- Euphoria Institute of Beauty Arts & Sciences which includes classrooms and public clinical areas for both the cosmetology and massage therapy programs; and
- a learning resource center, containing computers as well as program-related reference and reading materials.

The campus also has ample parking for students, faculty, and staff in a well-lit, security patrolled parking lot.

6.02 Does the campus utilize any additional space locations?

Yes  No

6.03 Does the campus utilize campus additions?

Yes  No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?

Yes  No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment

Yes  No

(b) Instructional tools

Yes  No

(c) Machinery

Yes  No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

Yes  No

### GENERAL COMMENTS:

The facilities provide an environment that supports the teaching, learning, and administrative activities. The facilities have a professional appearance with contemporary furnishings, are nicely maintained, and are designed to accommodate the instructional needs unique to the seven different programs currently offered. The numerous bulletin boards and posters utilized throughout the building display program and career information as well as student success stories.

## 7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The team evaluated the 2012-2014 Lincoln Technical Institute Official School Catalog, volume XXIII, as well as the 2012-2014 Euphoria Institute of Beauty Arts & Sciences Catalog, volume XXIII.

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

Yes  No

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

Yes  No

7.04 Does the catalog contain the following items?

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

Yes  No

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

Yes  No

(c) The names and titles of the administrators.

Yes  No

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

Yes  No

(e) A statement of accreditation

Yes  No

(f) A mission statement.

Yes  No

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

Yes  No

(h) An academic calendar.

Yes  No

(i) A full disclosure of the admission requirements.

Yes  No

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

Yes  No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

Yes  No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

Yes  No

(m) A definition of the unit of credit.

Yes  No

(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

(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

7.05 Does the campus offer degree programs?

Yes  No

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

Yes  No

7.07 Does the catalog contain an addendum/supplement?

Yes  No

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

Yes  No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes  No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes  No

7.08 Is the catalog available online?

Yes  No

If Yes, does it match the hard copy version?

Yes  No

- 7.09 Does the campus utilize a multiple-school catalog?  
 Yes  No
- 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 through internet, television, radio, and flyers.
- 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
- 7.14 Does the campus utilize services funded by third parties?  
 Yes  No
- 7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?  
 Yes  No
- 7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?  
 Yes  No
- 7.17 What institutional performance information does the campus routinely provide to the public?  
The campus provides gainful employment disclosures, which include program cost, financing options, program length, placement rates, and graduates job titles.
- Where is this information published and how frequently is this information being updated?  
The campus provides this information on its website, and it 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?  
 Subject Matter Experts (SME) as well as faculty members are encouraged to submit suggestions for improving their programs' resources and online services to the academic dean, Mr. James Wilbour. Mr. Wilbour then forwards the suggestions to the corporate office for consideration. If approved, corporate will purchase the materials.
- Are these methods appropriate?  
 Yes  No
- 8.06 Is the library staff adequately trained to support the library?  
 Yes  No
- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes  No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes  No
- 8.27 Is there a current inventory of instructional resources?  
 Yes  No
- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?  
 Yes  No

## 9. PROGRAM EVALUATION

### Diploma in Practical Nursing

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No

If *Yes*, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The State of Rhode Island practical nurses must pass the Rhode Island State Board of Nursing National Council Licensure Examination-Practical Nurses (NCLEX-PN) exam before practicing as a practical nurse. Once successfully passing the NCLEX-PN exam, the practical nurse will then be considered a licensed practical nurse. The campus

prepares students for this licensure examination through the practical nursing curriculum and utilization of the Assessment Technologies Institute (ATI) test preparation kits completed in the final terms.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes  No

If Yes, what is the minimum pass rate set by the federal or state licensing requirements?  
75 percent.

(b) What are this program's pass rates for the past three years?

Year: Pass Rate:

Not Available

Year: Pass Rate:

Not Available

Year: Pass Rate:

Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?

Yes  No  Not Applicable

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

Ms. Ann-Marie Simard is the dean of nursing, and she has a bachelor's degree in nursing from Rhode Island College and a master's degree in nursing from the University of Phoenix. Ms. Simard worked as a practicing registered nurse for over 30 years prior to her employment at the campus. Ms. Simard is currently registered as a nurse by the State of Rhode Island.

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 (No program graduates)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (No program graduates)

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

The community resources utilized by the nursing program are: an advisory board, a guest speaker, a disaster drill, and sites for clinical experiences. The advisory board has participants with various backgrounds and many years of active involvement in the nursing field. The guest speaker discussed career awareness and answered students' questions regarding today's workplace. Also, the students participated in a hospital disaster drill with an area hospital.

The students are involved in the community at various nursing care facilities for their clinical experiences. The above activities were utilized to help enrich the nursing program and exposed students to real life situations that prepare them for the field.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No
- 9.11 Does the program use independent studies?  
 Yes       No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes       No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes       No
  - (b) Course numbers  
 Yes       No
  - (c) Course prerequisites and/or corequisites  
 Yes       No
  - (d) Instructional contact hours/credits  
 Yes       No
  - (e) Learning objectives  
 Yes       No
  - (f) Instructional materials and references  
 Yes       No
  - (g) Topical outline of the course  
 Yes       No
  - (h) Instructional methods

Yes       No

(i) Assessment criteria

Yes       No

(j) Method of evaluating students

Yes       No

(k) Date the syllabus was last reviewed

Yes       No

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

(l) Out-of-class work assignments that support the learning objectives for the course

Yes       No

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

Yes       No

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

Yes       No

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

Yes       No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes       No       Not Applicable (there have been no graduates)

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes       No       Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes       No

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No

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

Yes       No

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

Through Engrade, a program used to manage student coursework, the team was able to view out-of-class work assigned for the PN167, Fundamentals of Nursing III course. The coursework was assigned, graded, and returned to students. The information provided was relevant and current for the course.

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

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

Yes       No

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

Yes       No

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

Yes       No

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

Yes       No

9.31 What is the current student/teacher ratio?

The current student/teacher ratio is 14:1.

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

Yes       No

## 9. PROGRAM EVALUATION

### Diploma in Computer Networking & Security

- 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. Jeffrey Condon is the appointed subject matter expert (SME) of the computer networking & security program. Mr. Condon holds a master's degree in information systems from Bellevue University and a bachelor's degree in computer information systems from Excelsior College. Mr. Condon also holds various industry certifications including: A+, Networking+, Security+, Server+, MCSE, MCNE, and CNT.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes  No  
 (b) Student placement rate of 70 percent?  
 Yes  No
- If *No*, does the campus provide one of the following:  
 A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?  
 Yes  No
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The program has adequate community support, as evidenced by documentation of the advisory committee's participation and recommendations to the program's academic initiatives. Guest speakers from the computer and information technology industry as well as field trips are utilized to enrich the curriculum.
- 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
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes     No

- 9.16 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes  No

How many calls to employers or graduates were attempted?

There were seven calls attempted to employers or graduates.

How many calls to employers or graduates were successful?

There were four 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.

Of the four successful contacts, three confirmed the employment of graduates as reported on the 2013 CAR. The team found one discrepancy between the four successful employer/graduate contacts made.

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 for the computer networking & security program as reported on the 2013 CAR. The Placement Status Report listed Mr. Roberto Contreras as placed in a related field. Mr. Contreras' employment title is listed as an Information Technology (IT) technician associate in the IT department at Staples. However, The Work Number verification lists him as a sales associate. A phone call to his manager verified that Mr. Contreras was hired and is currently employed as a sales associate with no IT responsibilities.

- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes  No

#### FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?  
 Yes  No
- 9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes  No
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes  No

#### FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes     No
- (b) Instructional equipment.  
 Yes     No
- (c) Resources.  
 Yes     No
- (d) Personnel.  
 Yes     No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes     No
- (b) Well-defined instructional objectives.  
 Yes     No
- (c) The selection and use of appropriate and current learning materials.  
 Yes     No
- (d) Appropriate modes of instructional delivery.  
 Yes     No
- (e) The use of appropriate assessment strategies.  
 Yes     No
- (f) The use of appropriate experiences.  
 Yes     No

**FOR NONDEGREE PROGRAMS ONLY**

- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes     No
- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes     No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?  
 Yes     No
- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes     No
- 9.31 What is the current student/teacher ratio?  
 The current student/teacher ratio is 15:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes     No

## 9. PROGRAM EVALUATION

### Diploma in Pharmacy Technician

#### FOR ALL PROGRAMS

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

Yes     No

- 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 PTH115, Pharmacy Technician Practical course is designed to ensure the students' readiness to begin their externship. The course also prepares students to take the national certification exam by giving them an opportunity to take a practice test first.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes     No

(b) What are this program's pass rates for the past three years?

Year: 2013	Pass Rate: 85%
Year: 2012	Pass Rate: 79.4%
Year: 2011	Pass Rate: 96.2%

(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

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

Mr. Chanseng Thounsavath has served as the pharmacy technician program's subject matter expert and an instructor since 2010. He has an associate's degree in general sciences from the Community College of Rhode Island and a bachelor's degree in microbiology from the University of Rhode Island in Kingston. He is a certified pharmacy technician in Rhode island and a certified pharmacy technician by the Pharmacy Technician Certification Board (PTCB). Mr. Thounsavath worked for numerous years as a pharmacy technician prior to assuming his current position. He is also the program's externship coordinator.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes     No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes     No

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

Yes     No

- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
- (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes       No
- (b) Student placement rate of 70 percent?  
 Yes       No
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
The program utilizes: guest speakers to address classes, an advisory board that meets twice a year, and local area health facilities as externship sites. The last advisory board meeting was held November 13, 2013 with documented attendance and topics discussed. The next advisory board meeting is scheduled for the week of May 21, 2014.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No
- 9.11 Does the program use independent studies?  
 Yes       No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes       No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes       No
- (b) Course numbers  
 Yes       No
- (c) Course prerequisites and/or corequisites  
 Yes       No
- (d) Instructional contact hours/credits  
 Yes       No
- (e) Learning objectives  
 Yes       No
- (f) Instructional materials and references

Yes       No

(g) Topical outline of the course

Yes       No

(h) Instructional methods

Yes       No

(i) Assessment criteria

Yes       No

(j) Method of evaluating students

Yes       No

(k) Date the syllabus was last reviewed

Yes       No

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

(l) Out-of-class work assignments that support the learning objectives for the course

Yes       No

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

Yes       No

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

Yes       No

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

Yes       No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes       No

How many calls to employers or graduates were attempted?

There were seven calls made to employers or graduates.

How many calls to employers or graduates were successful?

There were five 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 five contacts confirmed the employment of 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

#### **FOR NEW GRANTS AND INITIAL GRANTS ONLY**

9.20 Does the campus participate in Title IV financial aid?

Yes       No

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No

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

Yes  No

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

Students and faculty confirmed that homework is assigned, collected, and graded. The homework grade is computed and included in the final course grade, as explained in the course syllabi reviewed.

#### FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

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

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

#### FOR NONDEGREE PROGRAMS ONLY

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

Yes  No

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

Yes     No

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

Yes     No

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

Yes     No

9.31 What is the current student/teacher ratio?

The current student/teacher ratio is 13:1.

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

Yes     No

## 9. PROGRAM EVALUATION

### Diploma in Medical Assistant

#### 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. Melissa DiChiaro, registered medical assistant, is assigned to administer the medical assistant program at the campus. She has a medical assistant certificate from the Sawyer School in Warwick, Rhode Island. Ms. DiChiaro joined the campus in March 2007 as a medical assistant instructor and in 2014 was promoted to subject matter expert (SME) for the program. Previous related work experience includes nine years as lead medical assistant at Dr. Angelo Pharmakids' office in North Providence, Rhode Island.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes     No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes     No

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

Yes     No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes     No

(b) Student placement rate of 70 percent?

Yes     No

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
The medical assistant program experiences strong community involvement, as evidenced by guest speaker/activity logs, field trip permission requests, advisory board minutes, and externship site affiliations. Guest speakers have included Ms. Daniella Lomba of the Rhode Island Blood Center and Ms. Leslie Nvey of the Breast Health Center. Students have taken field trips to the Rhode Island Blood Bank and have visited and participated in blood pressure clinics at both Emerald Square Mall and Lincoln Mall. Students have also gone to Stop and Shop, a grocery store, where they reviewed foods that are bio-genetically altered. In addition, advisory board minutes revealed an active and involved membership of medical assistant career professionals.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No
- 9.11 Does the program use independent studies?  
 Yes  No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes  No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
  - (b) Course numbers  
 Yes  No
  - (c) Course prerequisites and/or corequisites  
 Yes  No
  - (d) Instructional contact hours/credits  
 Yes  No
  - (e) Learning objectives  
 Yes  No
  - (f) Instructional materials and references  
 Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No

How many calls to employers or graduates were attempted?

There were 10 calls made to employers or graduates.

How many calls to employers or graduates were successful?

There were eight successful calls.

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

All successful contacts confirmed the employment of 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

#### **FOR NEW GRANTS AND INITIAL GRANTS ONLY**

9.20 Does the campus participate in Title IV financial aid?

Yes  No

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No

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

Yes  No

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

The team interviewed students and faculty, and reviewed course syllabi to verify the use of out-of-class work by students. Faculty also provided electronic proof of the evaluation of students' graded homework assignments, with the results being used to calculate final course grades.

#### FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

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

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

#### FOR NONDEGREE PROGRAMS ONLY

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

Yes  No

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

Yes     No

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

Yes     No

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

Yes     No

9.31 What is the current student/teacher ratio?

The current student/teacher ratio is 20:1 in theory classes and 15:1 in clinical classes.

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

Yes     No

#### GENERAL COMMENTS:

The team's visit evidenced a sound and well-run medical assistant program. The SME is knowledgeable, caring, and committed to student success. Students interviewed were positive about the program and had confidence in their abilities to secure post-graduation employment. The team visited Family Internal Medicine, an externship site located in Cumberland, Rhode Island. Dr. Bassam Khabbaz, the practice's proprietor, was highly complementary of the medical assistant students and expressed his intent to continue the externship affiliation with the campus.

## 9. PROGRAM EVALUATION

### Diploma in Cosmetology

#### FOR ALL PROGRAMS

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

Yes     No

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.

Students enrolled in the cosmetology program at Euphoria Institute of Beauty Arts & Sciences, a division of Lincoln Technical Institute, provides each student with Pivot Point International's Salon Fundamentals Cosmetology textbook bundle. The bundle includes the 2010 volume one, second edition, fifth printing of textbooks, workbooks, and exam study guides. In addition, students utilize practical equipment kits, containing all of the necessary professional-grade implements and tools required to successfully enter into the cosmetology profession.

The State of Rhode Island and Providence Plantations Department of Health disseminates rules and regulations governing the licensure of cosmetologists. Fifteen hundred (1,500) clock hours of continuous study and clinical practice in an approved program is required to sit for the licensure examination.

(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: 2011      Pass Rate:

Not Available

Year: 2012      Pass Rate: 94.8%

Year: 2013      Pass Rate: 95.0%

(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

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

Ms. Danielle Godfrin is designated as the subject matter expert (SME) accountable for the implementation of the cosmetology program at Euphoria Institute of Beauty Arts & Sciences, a division of Lincoln Technical Institute. She is dually licensed in the states of Massachusetts and Rhode Island. Ms. Godfrin attended Arthur Angelo School of Cosmetology in Providence, Rhode Island, and has been licensed for over 10 years. She has been with the campus since 2009. Ms. Godfrin has extensive background in cosmetology and cosmetology education. She participates in professional development activities regularly to maintain current fashion and industry trends. In addition to formal cosmetology education, she has worked in the salon atmosphere for many years. Ms. Godfrin currently serves as a state board exam proctor for the practical portion of the Rhode Island licensing examination.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes       No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes       No

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

Yes       No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes       No

(b) Student placement rate of 70 percent?

Yes       No

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

The cosmetology program's educational integrity and legitimacy is supported and enhanced with a variety of civic activities. A highly-qualified advisory board has been assembled to:

- review the curriculum and facilities,
- provide professional advice, and

- make suggestions to improve the cosmetology program.

Field trips to area salons and spas and to professional supply distributors are used to help students visualize and experience the inner workings of the beauty industry. Guest speakers are invited into the classrooms for frank dialogue and to share experiences as well as "tricks of the trade". Students also participate in charitable or service activities. They have included travel to assisted-living communities to perform nail services for the elderly, and the campus hosting a makeover evening for homeless mothers in partnership with the McAuley Women's Leadership Circle.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes     No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes     No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes     No     Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?  
 Yes     No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes     No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes     No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes     No
- (b) Course numbers  
 Yes     No
- (c) Course prerequisites and/or corequisites  
 Yes     No
- (d) Instructional contact hours/credits  
 Yes     No
- (e) Learning objectives  
 Yes     No
- (f) Instructional materials and references  
 Yes     No
- (g) Topical outline of the course  
 Yes     No
- (h) Instructional methods

Yes     No

(i) Assessment criteria

Yes     No

(j) Method of evaluating students

Yes     No

(k) Date the syllabus was last reviewed

Yes     No

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

(l) Out-of-class work assignments that support the learning objectives for the course

Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes     No

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

Yes     No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes     No

How many calls to employers or graduates were attempted?

There were six calls made to graduates or employers.

How many calls to employers or graduates were successful?

There were six successful calls.

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

All six successful contacts confirmed the employment of 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

#### **FOR NEW GRANTS AND INITIAL GRANTS ONLY**

9.20 Does the campus participate in Title IV financial aid?

Yes     No

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes     No     Not Applicable (Clock hour programs only)

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

### FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes     No
- (b) Instructional equipment.  
 Yes     No
- (c) Resources.  
 Yes     No
- (d) Personnel.  
 Yes     No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes     No
- (b) Well-defined instructional objectives.  
 Yes     No
- (c) The selection and use of appropriate and current learning materials.  
 Yes     No
- (d) Appropriate modes of instructional delivery.  
 Yes     No
- (e) The use of appropriate assessment strategies.  
 Yes     No
- (f) The use of appropriate experiences.  
 Yes     No

### FOR NONDEGREE PROGRAMS ONLY

- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes     No
- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes     No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?  
 Yes     No
- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes     No

9.31 What is the current student/teacher ratio?

The current student/teacher ratio is 10:1.

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

Yes  No

## 9. PROGRAM EVALUATION

### Diploma in Therapeutic Massage and Bodywork Technician

#### FOR ALL PROGRAMS

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

Yes  No

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 diploma program in therapeutic massage and bodywork technician prepares students to practice in the massage therapy profession. The program provides a mixture of scientific grounding, business-building skills, and massage methodologies.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes  No

(b) What are this program's pass rates for the past three years?

Year: 2013 Pass Rate: 55.6%

Year: 2012 Pass Rate: 61.9%

Year: 2011 Pass Rate: 44.0%

(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

If *No*, does the campus provide one of the following:

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. William Downing was appointed subject matter expert (SME) for the therapeutic massage and bodywork technician diploma program on October 1, 2013. Mr. Downing holds a certificate in massage therapy from Bancroft School of Massage, a board certification from the National Certification Board of Therapeutic Massage & Bodywork (NCBTMB), and a license from the Rhode Island Department of Health and Massage Therapy.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes       No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes       No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes       No  
(b) Student placement rate of 70 percent?  
 Yes       No
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
The program hosts a variety of activities focused on building relationships between the campus, students, and local career-relevant businesses. Examples of these activities include an aromatherapy demonstration in April 2014 and a Career Awareness Week in May 2014. Frequent field trips and guest speakers provide opportunities for students to learn new modalities and to expand their understanding of therapeutic applications. In addition, an active advisory board provides:
- technical input to the program curriculum;
  - reviews textbooks, instructional materials, and facilities; and
  - makes recommendations to improve the program outcomes.
- The result of the use of these community resources is program enrichments that both supports and adds depth to the didactic experience within the classroom environment.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes     No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes     No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes     No     Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?  
 Yes     No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes     No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes     No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes     No
  - (b) Course numbers  
 Yes     No
  - (c) Course prerequisites and/or corequisites  
 Yes     No
  - (d) Instructional contact hours/credits  
 Yes     No
  - (e) Learning objectives  
 Yes     No
  - (f) Instructional materials and references  
 Yes     No
  - (g) Topical outline of the course  
 Yes     No
  - (h) Instructional methods  
 Yes     No
  - (i) Assessment criteria  
 Yes     No
  - (j) Method of evaluating students  
 Yes     No
  - (k) Date the syllabus was last reviewed  
 Yes     No

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

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No

How many calls to employers or graduates were attempted?

There were 13 calls made to employers.

How many calls to employers or graduates were successful?

There were six successful calls.

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

All six contacts confirmed employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No  Not Applicable

**FOR NEW GRANTS AND INITIAL GRANTS ONLY**

9.20 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

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

Yes  No  Not Applicable (Clock hour programs only)

**FOR ALL VISITS**

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes     No
  - (b) Instructional equipment.  
 Yes     No
  - (c) Resources.  
 Yes     No
  - (d) Personnel.  
 Yes     No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes     No
  - (b) Well-defined instructional objectives.  
 Yes     No
  - (c) The selection and use of appropriate and current learning materials.  
 Yes     No
  - (d) Appropriate modes of instructional delivery.  
 Yes     No
  - (e) The use of appropriate assessment strategies.  
 Yes     No
  - (f) The use of appropriate experiences.  
 Yes     No

**FOR NONDEGREE PROGRAMS ONLY**

- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes     No
- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes     No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?  
 Yes     No
- 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 6:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes       No

**GENERAL COMMENTS:**

Special thanks is expressed by the team to the Lincoln, RI campus' faculty and staff for a gracious and hospitable visit.

**COMMENDATIONS:**

Students of the therapeutic massage and bodywork technician diploma program universally displayed respect and admiration for the program instructors, and expressed appreciation for the supportive and helpful environment maintained by staff and faculty.

## SUMMARY

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

<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
<b>1.</b>	<b>3-1-303(a)</b>	The team was not able to verify the backup documentation to support the placement rate for one program as reported on the last CAR submitted to Council (page 33).

## **RECOMMENDATIONS FOR LINCOLN TECHNICAL INSTITUTE LINCOLN, RHODE ISLAND**

The evaluation team offers the following recommendations for the campus' consideration  
*(These recommendations are not included in the report seen by the Council):*

### **Therapeutic Massage and Bodywork Technician Program:**

- Include both the Massage Board Licensing Examination, sponsored by the Federation of State Massage Therapy Boards; and the National Certification Exam, administered by the National Certification Board for Therapeutic Massage & Bodywork, as testing options until institutional or state regulations require otherwise.
- Initiate incentivized options to:
  - encourage program graduates to pursue national-based testing soon after graduation,
  - encourage former graduates to test, and
  - reward student self-reporting of examination attempts.
- Review the fees charged at the student clinic and consider increasing them.
- As enrollment increases in the program, examine the need for an additional adjunct instructor. This will aid the program in maintaining an appropriate student/teacher ratio, increasing programmatic activities, and expanding the massage program.

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**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>

**Sent:** 9/30/2012 1:57:09 PM -0400

**To:** (b)(6) @comcast.net; Judy Kotts (b)(6) @westwood.edu;  
 (b)(6) @hotmail.com; (b)(6) @hcm-ny.com; (b)(6) @comcast.net;  
 (b)(6) @hotmail.com; (b)(6) @gmail.com;  
 (b)(6) @umcsn.com

**Subject:** RE: ACICS Team Memo: ITT Tech-Baton Rouge, LA

**Attachments:** ITT-CCI 8 Library rev.Aug2012.doc; ITT-CCI 9- Program rev.Sept2012.doc; ITT-CCI 1-3 Mission, Organization, Administration rev.Aug2012.doc; ITT-CCI 4 StudentRelations rev.Sept2012-.doc; ITT-CCI 5 EducationalActivities rev.Aug2012.doc; ITT-CCI 6 EducationalFacilities rev.Aug2012.doc; ITT-CCI 7 Publications rev.Aug2012.doc

Team,

I hope you all are having safe and comfortable travels today. I will see you all tomorrow morning in the lobby. I did want to get you a copy of the ITT Templates. There have been a few changes in the past couple of weeks in the section 4 and section 9, so I wanted to make sure we were all on the same page.

If you have any questions, let me know. Thanks all and see you very soon in Baton Rouge.

Ian Harazduk

Manager, Compliance

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, D.C. 20002

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**From:** Ian Harazduk  
**Sent:** Sunday, September 16, 2012 2:29 AM  
**To:** (b)(6) @comcast.net; 'Judy Kotts'; (b)(6) @hotmail.com; (b)(6) hcm-ny.com;  
 (b)(6) @comcast.net'; (b)(6) @hotmail.com; (b)(6) @gmail.com';  
 (b)(6) @umcsn.com  
**Subject:** ACICS Team Memo: ITT Tech-Baton Rouge, LA

Team,

I have attached the Team Memo. Please review the information accordingly. I have also attached the writing guidelines for your perusal prior to our visit. Also, be sure to let me know your travel itineraries. In case you need to contact me while traveling, my cell is (b)(6)

I would like to do my coordinator duty and note up front that I will be flying in at around 9pm on Sunday evening and thus not be able to participate in any festivities that night. As the memo states, we will conduct the pre-visit meeting on Monday morning at 8:00am. Therefore, I leave dinner plans for Sunday night in your hands. There are a few restaurants within a few miles or closer from the hotel. I do apologize for my late arrival, but I have responsibilities that Sunday which I need to see are attended to. However, I'll be sure to make it up on Monday night with a delightful dinner—I hope.

If you have any other questions about travel logistics, the visit, pre-visit responsibilities, post-visit responsibilities or anything else—please let me know. If not, I will see you all in a few weeks in Baton Rouge.

Thank you all again for your assistance on this visit.

Ian Harazduk

Manager, Compliance

Accrediting Council for Independent Colleges and Schools

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## TYPE OF REPORT - REEVALUATION

### Academic Administrative Center or Campus

Address

City, State, Zip

ACICS ID Code: Code

Name of On-Site Administrator, Title (e-mail address)

Institutional e-mail address

### MAIN

Main Campus (if different from above)

City, State

ACICS ID Code: Main campus code

Date(s) of Visit (Month Date, Year)

Name	Chair	Team member's institution	City, State
Name	Student-Relations Specialist	Team member's institution	City, State
Name	Discipline of Specialist	Team member's institution	City, State (Press tab to insert new row.)

**PROGRAMS OFFERED BY  
INSTITUTION  
CITY, STATE**

CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./Q tr.Hrs.	Enroll: Full- time/Part- time	AIR Retention & Placement			
					2009		2008	
					Ret.	Pla.	Ret.	Pla.
Name of diploma or degree	Name of major				0.00%	0.00%	0.00%	0.00%
	TOTAL ENROLLMENT		000					

*Notes:* Type in bold any retention rate below 60.0% and any placement rate below 65.0%. Delete either *Sem.* or *Qtr.* in the column 3 heading. Add or delete rows as needed.

\* Program reviewed for the first time.

\*\* For any program with no enrollment, either identify below the expected date of enrollment or explain the institution's plans regarding the program. Do not evaluate programs with no enrollment.

\*\*\* For any program (s) not reviewed because of specialized accreditation, please indicate which program(s), the specialized agency, and the grant expiration date (s).

Please use this page to give an overall narrative of the institution and to explain any extenuating circumstances.

## REPORT QUESTIONS

### CAMPUS

#### 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

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

1.06 Is the campus committed to successful implementation of its mission?

Yes  No

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

#### INSTITUTIONAL EFFECTIVENESS

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

Yes  No

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

1.08 Does the campus have its own CEP, separate from the institution's IEP?

Yes  No

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

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

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

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

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

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

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

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

- 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

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

- 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.

- 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

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

- 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.

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

Yes  No

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

**GENERAL COMMENTS:**

**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

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

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

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

2.03 Is the administration of the campus efficient and effective?

Yes  No

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

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

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

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:

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes  No

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

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes  No

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

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)

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

2.09 Response submitted by Academic Administrative Center

**GENERAL COMMENTS:**

**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

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

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

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

If the degrees are not on file, insert the section number in parentheses, list staff member names, degrees, and awarding institution, and explain:

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

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

3.06 Response submitted by Academic Administrative Center

3.07 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students?

(a) Validated test scores.

Yes  No

(b) Initial and periodic academic advising.

Yes  No

(c) Initial and periodic career advising.

Yes  No

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

3.08 Is there evidence of documentation that supports the relationship between test cut-off scores and successful academic or

employment outcomes for ability-to-benefit students?

Yes  No

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

3.09 Does the campus maintain longitudinal data that compares the test cut-off scores utilized for acceptance with the eventual success of ability-to-benefit students?

Yes  No  Not Applicable (campus has not admitted ATB students long enough to have developed such data)

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

3.10 Describe the data used for ability-to-benefit student determination and how it is analyzed.

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

Yes  No

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

3.12 Are appropriate transcripts maintained for all students?

Yes  No

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

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

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

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

Yes  No

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

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes  No

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

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

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

**GENERAL COMMENTS:**

**ACICS CRITERIA**

QUESTION	CRITERIA	ANNOTATION
1.01 1.02 1.03 1.04	<p><b>3-1-100-MISSION: PURPOSE AND OBJECTIVES</b></p> <p>Every institution must have a mission which is its specific purpose for existing. This mission, together with a set of objectives to accomplish it, must be summarized in a mission statement. The objectives should be devoted substantially to career related education and should be reasonable for the program of instruction, mode of delivery, and facilities of the institution.</p> <p>Institutions may exhibit a variety of missions, ranging from those which have a singleness of purpose to those which are multi-purpose.</p>	
1.05	<p><b>3-1-101. Disclosure.</b> The mission statement of the institution, its purpose, and its supporting objectives must be stated in the catalog and in other publications readily available to the public. The mission statement must be expressed in terms readily understandable by a prospective student, parents, the public, and other educational institutions.</p>	
1.06	<p><b>3-1-102. Implementation.</b> The institution is measured both in terms of its stated purpose and in terms of its conscientious endeavor to fulfill this purpose. The faculty, financial resources, physical plant, administration, management, and educational activities shall be appropriate and committed to successful implementation of the stated mission of the institution.</p>	
1.07	<p><b>3-1-110-INSTITUTIONAL EFFECTIVENESS</b></p> <p>An important indication of the overall effectiveness of an ACICS-accredited institution is the degree to which it meets its own predetermined educational outcomes. Each ACICS-accredited institution, consistent with its mission, shall develop and implement an Institutional Effectiveness Plan that identifies how it plans to assess and continuously improve its educational programs and processes, and that addresses its ability to meet the educational and occupational objectives of its programs. In this document, each institution should attempt to incorporate short-term objectives to be accomplished in order to achieve the mission of the institution and its future goals.</p>	
1.08 1.09 1.10 1.11 1.12	<p><b>3-1-111. Institutional Effectiveness Plan.</b> Each institution, e.g., each main and each branch, shall have on file an Institutional Effectiveness Plan (IEP). A main and its branches may share aspects of an IEP, such as the mission, but each main and branch is expected to have its own plan for effectiveness that describes the characteristics of the programs offered and of the student population, describes what types of data will be used for assessment, identifies outcomes, and states how continuous improvement will be made to improve or enhance outcomes. At a minimum, the following five elements</p>	

	<p>will be evaluated for institutional effectiveness:</p> <ul style="list-style-type: none"> <li>(a) student retention rates;</li> <li>(b) student placement rates;</li> <li>(c) level of graduate satisfaction;</li> <li>(d) level of employer satisfaction; and</li> <li>(e) student learning outcomes.</li> </ul> <p>In compiling the data needed to assess the five elements, each institution shall identify and describe how the data were collected, the rationale for using each type of data, a summary and analysis of the data collected, and an explanation of how the data have been used to improve educational processes. Baseline data must be identified for each of the five elements.</p> <p>For example, the data needed to demonstrate student learning outcomes includes baseline data and data to support that student learning has occurred. Examples of data may include, but are not limited to, course grades, GPA, CGPA, pre- and post-tests, entrance assessments, portfolios, standardized tests, professional licensure examinations, and other measures of skill and competency attainment. Placement data should not be used exclusively to validate student learning outcomes.</p>	
<p>1.13 1.14 1.15</p>	<p>Each institution shall publish annual placement and retention goals. In formulating these goals, each institution shall take into account the retention and placement rates from the previous three Annual Institutional Reports and the specific activities that will be undertaken to meet those goals. The activities must demonstrate the institution’s ability to maintain or improve retention and placement outcomes each year.</p> <p>Institutions are encouraged to include additional information in their plans which is relevant to improving their overall effectiveness.</p>	
<p>1.16 1.17</p>	<p><b>3-1-112. Implementation and Monitoring of the Institutional Effectiveness Plan.</b> Institutions shall document that the specific activities listed in the plan are carried out and that periodic progress reports are completed to ensure that the plan’s activities are implemented. Appropriate individuals should be assigned responsibility for implementing and monitoring the Institutional Effectiveness Plan.</p>	
<p>1.18</p>	<p><b>3-1-113. Evaluation of the Institutional Effectiveness Plan.</b> Institutions shall evaluate the plan, its goals, and activities at least annually. Evaluation requires the determination of initial baseline rates and a measurement of results after planned activities have occurred. Institutions shall maintain documentation of historical outcomes and show evidence of how this documentation is used to achieve expected goals. Institutions should adjust their goals accordingly as a result of an evaluation of the Institutional Effectiveness Plan.</p>	
<p>2.01</p>	<p><b>3-1-200–ORGANIZATION</b></p> <p>Each institution should have an organizational structure designed to promote among all staff and faculty a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly carry out the stated educational objectives of the institution.</p> <p><b>3-1-201. Disclosure.</b> The governance, control, and corporate organization of the institution shall be stated in appropriate publications, including the catalog, together with the names of the trustees, directors, administrators, and officers.</p>	
<p>2.02 2.03 2.04 2.05</p>	<p><b>3-1-202. Integrity.</b> The integrity of an institution is manifested by the professional competence, experience, personal responsibility, and ethical practices demonstrated by all individuals comprising the ownership, control, or management.</p> <p>An institution must assume full responsibility for the actions, statements, and conduct of its representatives and must, therefore, select each of them with the utmost care, provide them with adequate training, and arrange for constant and proper supervision and evaluation of their work. The Council considers the following to be important:</p> <ul style="list-style-type: none"> <li>(a) Emphasis shall be placed upon the efficiency and effectiveness of the overall administration of the institution. Attention shall be given to educational activities, admissions, student financial aid, financial</li> </ul>	

	<p>operations, plant and equipment, student services, and compliance with applicable local, state, and federal laws. The degree of institutional compliance with the criteria in these areas is a measure of the administrative capability of the chief on-site executive officer.</p> <p>(b) The institution must maintain written evidence that faculty and staff members clearly understand their duties and responsibilities, know the person to whom they report, and understand the standards by which the success of their work is measured. A copy of the document describing these terms and conditions shall be given to the faculty and staff member and a copy maintained by the institution.</p>	
2.06 2.07 2.08	<p>(c) In the administrative organization of the institution, the professional integrity of the faculty and staff shall be respected. Administrative decisions shall not inhibit the academic freedom of the faculty. The institution shall adopt a policy assuring academic freedom and communicate the policy to all faculty.</p> <p>(d) An institution shall establish, publish, and implement appropriate grievance policies and procedures for considering complaints received from students, employees, and other interested parties. The grievance procedure for students shall be published in the institutional catalog or student handbook and shall include the name and address of ACICS.</p>	
2.09	<p><b>3-1-203. Financial Stability.</b> The financial well-being of an institution requires constant oversight by competent managers.</p> <p>The institution shall have adequate revenues and assets to meet its responsibilities, to ensure continuity of service, and to accomplish its mission. Budgetary practices should reflect a balanced application of resources to operations; the amount of expenses and debt must not burden the educational objectives of the institution; the proportion of the budget allocated to instructional programs must be adequate; and the financial profile of the institution must support the intent of its objectives.</p>	
3.01	<p><b>2-1-100–ACCREDITATION WORKSHOP REQUIREMENTS</b></p> <p>The Council schedules accreditation workshops each year. Applicants for initial or new grants of accreditation are required to attend a workshop. During these workshops, Council representatives will consult with institutional representatives to help them understand and complete the process. Institutional representatives are required to attend an accreditation workshop within 18 months prior to the final submission of the self-study. For initial applicants, the chief on-site administrators of the main campus and all branch campuses are required to attend. For currently accredited institutions, the chief on-site administrators or the self-study coordinators of the main campus and all branch campuses are required to attend.</p>	
3.02 3.03	<p><b>3-1-300–ADMINISTRATION</b></p> <p>Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed recordkeeping enhances the management of the institution.</p> <p><b>3-1-301. Management.</b> Each institution shall have a chief executive officer. Moreover, each institution also shall have a qualified on-site administrator at the main campus and at all branches. This person must be made known to ACICS and shall be responsible for the implementation of the stated mission as determined by the institution's governing body. The staff continuously shall evaluate the programs of study, student activity program, guidance services, financial aid services, instructional procedures and resources, and other aspects of the educational program of the institution. The chief executive officer shall seek to improve the educational program as a result of such evaluation. A current copy of the Accreditation Criteria shall be maintained by each main and branch location and shall be available to faculty and staff.</p>	
3.04	<p><b>3-1-302. Evidence of Degrees.</b> Institutions listing degrees of staff members in the catalog shall have on file appropriate evidence of the degrees. Copies of either transcripts or diplomas are acceptable.</p>	
3.05	<p><b>3-1-303. Records.</b> Careful recordkeeping is crucial to the smooth day-to-day operation of an institution. The data from these records are important to the institution for future planning, to students for informational purposes, and to evaluation teams during school</p>	

	<p>visits. All such records should be maintained at each institutional site or shall be available at each site during evaluation visits. The Council expects at least the following:</p> <p>(a) Adequate records shall be kept by each institution relative to administrative operations. These include financial aid activities, admissions, curriculum, accreditation and licensure, guidance, instructional resources, supplies and equipment, school plant, faculty and staff, student activities, and student personnel.</p>	
3.06 3.07 3.08 3.09 3.10	<p>(b) For all students admitted under an ability-to-benefit determination, the institution shall maintain records of the validated test scores, initial and periodic academic and career advising, and any other factors used by the institution to support its admissions determination.</p> <p>(c) For institutions admitting students under an ability-to-benefit determination, documentation shall be maintained to evidence the relationship between test cut-off scores on whatever test the institution uses and successful academic or employment outcomes.</p> <p>Such records could include such data as admissions rate (acceptances versus rejections), completion rate of those enrolled, general placement rate, or specific career placement rate.</p> <p>For students tested and enrolled based on a test's validity to predict aptitude, the test score should predict successful completion of the program. Institutions must develop longitudinal data comparing the test cut-off score(s) utilized for acceptance with the eventual success of students.</p> <p>An institution admitting a high percentage of applicants based on testing and losing a comparably high percentage of those students before completion (even allowing for factors other than ability) may not be using the appropriate test to measure aptitude, or the cut-off score for admission is too low, or both. The use of the minimum cut-off scores determined by the U.S. Department of Education will not, in and of itself, satisfy the requirements of this section.</p>	
3.11	<p>(d) For high school graduates or those with high school equivalency, the institution shall have on file evidence that the student has received a high school diploma or its equivalent. A signed statement by the student is acceptable documentation. The student's record also may include personal background information, evidence of other educational experiences (including certificates, diplomas, or degrees earned), or information about the ability of the student to benefit from the education offered, including any aptitude testing information or recommendations from other sources.</p>	
3.12 3.13	<p>(e) A permanent academic record (transcript) of the student's progress shall be maintained. Compatible with the institution's mission, the transcript shall indicate student accomplishment in terms of clock hours, units of credit, or some other recognized system. The grading system used shall be fully explained on the transcript and must be consistent with that appearing in the institutional catalog.</p>	
3.14	<p>(f) All basic records and reports pertaining to students shall be safely protected. Acceptable methods of protecting records from theft, fire, water damage, or other possible loss include appropriately fire-rated file cabinets (that can be and are locked when not being used); a central location such as a vault, the entirety of which is protected; and microfilmed records, computer disk, backup tape, printout records, or other hard copies of records protectively stored off the premises.</p>	
3.15 3.16	<p>(g) Certain basic records shall be maintained by the institution for a specified period of time. Transcripts should be kept indefinitely, and admissions data and other records should be kept for at least five years from the last day of attendance. Financial aid records shall be maintained according to the guidelines established by the funding source.</p>	



# REPORT QUESTIONS

## CAMPUS

### 4. RELATIONS WITH STUDENTS

#### ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

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

4.03 Does the campus have appropriate admissions criteria?

Yes  No

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

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

Yes  No

If Yes, are these parties supervised by and familiar with the campus?

Yes  No

If the parties are not supervised by and familiar with the campus, insert the section number in parentheses and explain:

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

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

4.06 reviewed at AAC

4.07 Is the admissions policy publicly stated?

Yes  No

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

4.08 Is the admissions policy administered as written?

Yes  No

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

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

4.10 Describe the process for the recruitment of new students.

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

Yes  No

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

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

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

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

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

If No, there is no name of the institution or there is no evidence, insert the section number in parentheses, list student names, and explain:

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

If No, (evidence of licensure or registration is not on file), insert the section number in parentheses, list student names, and explain:

4.14 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

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

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

Yes  No

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

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

Yes  No

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

4.17 reviewed at AAC

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

Yes  No  Not Applicable

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

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

Yes  No

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

**FOR MASTER'S DEGREE PROGRAMS ONLY**

4.20 reviewed at AAC

**FOR ALL PROGRAMS**

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?

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

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

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

4.23 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:

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

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

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

4.25 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

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

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)

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

- 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)  
If No, insert the section number in parentheses, list student names, and explain:
- 4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes  No  
If No, insert the section number in parentheses, list student names, and explain:
- 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  
If No (the student is not informed), insert the section number in parentheses, list student names, and explain:
- 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  
If No, insert the section number in parentheses, list student names, and explain:
- 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)  
If No, insert the section number in parentheses, list student names, and explain:
- 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)  
If No, insert the section number in parentheses, list student names, and explain:
- 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)

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

4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

Yes  No

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

4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

Yes  No

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

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)

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

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

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

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

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

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

Yes  No

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

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

Yes  No  Not Applicable

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

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)

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

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

Yes  No

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

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

Yes  No

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

4.45 Is the campus following its stated refund policy?

Yes  No

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

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?

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

Yes  No

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

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

Yes  No

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

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

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

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).

4.52 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:

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

Yes  No (Skip to Question 4.54.)

If Yes, is there evidence that the campus provides a copy of the written policy to all student applicants prior to enrollment?

Yes  No

If No (there is no such evidence), insert the section number in parentheses and explain:

If Yes, is the size of the discount based on the financial benefit that the institution receives from the payment of cash earlier than would be required under the normal tuition payment schedule?

Yes  No  Not Applicable

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

4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

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

If Not Applicable, explain:

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

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

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

██████

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?

4.58 Does the institution offer employment assistance to all students?

Yes  No  Not Applicable (institution enrolls only international students on a student visa)

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

4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes  No

If Yes, explain:

If Yes, does the campus maintain the required data on its graduates and nongraduates?

Yes  No

If No (the campus does not maintain the required data), insert the section number in parentheses and explain:

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

If No, insert "Section 3-1-303(a)" in parentheses and explain:

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

If No, insert "Section 3-1-303(a)" in parentheses and explain:

4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?

Yes  No

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

4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

4.64 Describe the extracurricular activities of the institution (if applicable).

**MASTER'S DEGREE PROGRAMS ONLY**

4.65 Do all students enrolled in master's degree programs possess a bachelor's degree?

Yes  No

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

**GENERAL COMMENTS:**

QUESTION	CRITERIA	ANNOTATION
4.01 4.02	<p><b>3-1-400–RELATIONS WITH STUDENTS</b></p> <p>Each institution should strive to ensure that its relations with students always reflect the highest ethical standards and conform to all applicable laws and regulations. Each institution also is required to develop a program of student services that is consistent with its stated mission, including services provided for students attending branch campuses and learning sites. Such services should support the educational program and reflect the institution's concern for the welfare of the student.</p>	
4.03 4.04 4.05	<p><b>3-1-410–ADMISSIONS AND RECRUITMENT</b></p> <p>It is up to an institution to establish its own admissions criteria. It is the responsibility of ACICS to ensure that all who are enrolled are accorded equal educational opportunity.</p> <p>The ultimate responsibility for the activities of an institution's employees, vendors, contractors, or agents in the referral, recruiting, evaluation, and admissions processes always remains with the institution. An institution may not delegate without supervision these activities to anyone whose economic incentives are to recruit prospects through means that are unethical or subject to public criticism or to admit ill-prepared applicants. The institution may not contract, directly or indirectly, with third parties who are generally unfamiliar with the institution. "Non-employees" are independent contractors who are not considered "employees" under the Internal Revenue Code.</p> <p>Institutions participating in Title IV programs must be aware of regulations imposed by the U.S. Department of Education as they apply to recruiting practices.</p> <p><b>3-6-600–ADMISSIONS</b></p> <p><b>3-6-601. Enrollment Prerequisites.</b> The threshold admission requirement to a master's degree program is a baccalaureate degree.</p> <p><b>3-6-602. Evaluation of Applicants.</b> Institutions should use appropriate techniques to evaluate applicants and to determine whether they have the academic qualifications to benefit from graduate study.</p>	
4.06 4.07 4.08	<p><b>3-1-411. Admissions.</b> The admissions policy shall conform to the institution's mission, shall be publicly stated, and shall be administered as written. The following minimums apply:</p> <p>(a) The requirements for students admitted to programs leading to a certificate, diploma, or degree shall include graduation from high school or its equivalent, or demonstration of the ability to benefit from the training offered. Such ability-to-benefit determination shall include, at a minimum, the administration of a test approved by the U.S. Department of Education and academic and career advising.</p> <p>(b) It is the responsibility of the institution to maintain student records which reflect the requirements for admission of all students.</p> <p>(c) Institutions are not precluded from admitting, under different requirements, students who are beyond the age of compulsory school attendance or who may be otherwise specially circumstanced, such as:</p> <p>(i) having financial sponsorship through contractual arrangements with public or private organizations;</p> <p>(ii) having identifiable needs requiring remedial instruction as a</p>	

	<p>supplement to the regular curriculums;</p> <p>(iii) participating in innovative postsecondary programs specially described to ACICS; or</p> <p>(iv) being enrolled in individual courses not leading to an academic credential.</p> <p><b>3-6-604. Conformance to Institutional Objectives.</b> Admissions procedures, transfer policies, and requirements for graduation shall be consistent with the overall philosophy and objectives of the institution.</p>	
<p>4.09</p> <p>4.10</p> <p>4.11</p> <p>4.12</p>	<p><b>3-1-412. Recruitment.</b> Recruiting shall be ethical and compatible with the educational objectives of the institution. The allocation of an institution's financial resources for purposes of recruitment shall be consistent with the stated mission of the institution. The following minimums apply:</p> <p>(a) An institution shall ensure that any person or entity engaged in admissions or recruitment activities on its behalf is communicating current and accurate information regarding courses and programs, services, tuition, terms, and operating policies.</p> <p>(b) No prospective student names obtained as a result of a survey, canvass, promise of future employment or income while a student, or other marketing activity by an institution may be used for recruitment purposes unless the name of that institution is clearly identified and purposes of such activity are communicated to the respondent. This does not preclude the use of surveys or other studies to determine the employment needs and the educational desires of the local community.</p>	
<p>4.13</p> <p>4.14</p> <p>4.15</p> <p>4.16</p>	<p>(c) An institution shall conform to the laws and regulations of each of the states in which it operates and shall ensure that each of its representatives is properly licensed or registered as required by the laws of that state.</p> <p>(d) Representatives of an institution shall use only those titles which accurately reflect their actual duties and responsibilities. Recruitment and enrollment personnel may not be designated as counselors or advisors and may not make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement.</p> <p>(e) Referrals are permitted, and the referrer may be paid a fee so long as the referrer provides full disclosure and does not misrepresent the purposes of soliciting a prospective referral and such payments do not violate state or federal laws.</p> <p>(f) All recruiters must be supervised by the institution's administration to ensure that their activities are in compliance with all applicable standards.</p>	
<p>4.17</p> <p>4.18</p> <p>4.19</p>	<p><b>3-1-413. Transfer of Credit.</b> An institution shall evaluate and consider awarding proper academic credit for credits earned at institutions accredited by agencies recognized by the United States Department of Education. The institution shall establish and adhere to a systematic method for evaluating and awarding academic credit for those courses that satisfy current program course requirements. Written policies and procedures must clearly outline the process by which transfer of academic credit is awarded. The institution shall make public its policies on transfer of credit, including a statement of the criteria established by the institution by which a determination is made with regard to accepting credits from another institution.</p>	
<p>4.20</p>	<p><b>3-6-603. Transfer of Credit.</b> Transfer of credit for appropriate master's-level course work from another institution may be granted according to the policy established by the institution. No more than one-half of the credits required for the master's degree may be transferred from another institution.</p>	
<p>4.21-4.36</p>	<p><b>3-1-420—STANDARDS OF SATISFACTORY PROGRESS</b></p>	

<p>Each institution shall establish and administer measures of satisfactory academic progress for all students as referenced in Appendix D.</p> <p><b>3-1-421. Compliance.</b> The institution complies with the requirements of Appendix D.</p> <p><b>3-1-422. Documenting Compliance.</b> The institution documents compliance with its Satisfactory Academic Progress policy.</p> <p><b>3-1-423. Oversight.</b> The institution encourages and assists students who are experiencing difficulty in progressing satisfactorily in their programs.</p> <p><b>APPENDIX D—Standards of Satisfactory Progress</b></p> <p>An essential element in providing appropriate instruction and support services to students is monitoring their satisfactory academic progress (SAP). The Council requires all institutions to develop a policy of satisfactory academic progress that measures whether students are maintaining satisfactory academic progress in their educational program. The policy must contain all of the elements required by the Council and federal regulations. The Council expects institutions to publish those standards for students enrolled in the institution's educational program(s). The Council also expects institutions to monitor whether a student meets the minimum qualitative and quantitative components of the standards.</p> <p>The Council has determined that the institutional policy must include the following requirements, which are consistent with the regulations specified by the U.S. Department of Education for student eligibility for receiving Federal Title IV financial assistance.</p> <p>Each of these requirements must be strictly observed:</p> <ol style="list-style-type: none"> <li>1. The institution has written standards and a schedule of satisfactory academic progress for all students, which are published in the catalog and in appropriate institutional literature, and are consistently applied to all students.</li> <li>2. The institution strictly adheres to its published standards of satisfactory academic progress and notifies students when satisfactory academic progress is not being made.</li> <li>3. The standards of satisfactory academic progress provide for minimum qualitative standards, such as a grade point average or completion of work projects, which can be measured against a norm.</li> <li>4. The policy defines a maximum time frame, not to exceed 150% of the normal program length, as defined by the institution, for all programs, in which the educational objective must be successfully completed (e.g., number of academic years, credit hours attempted, clock hours completed, months/weeks, terms or modules, etc. as appropriate), as opposed to simply setting a time limit on eligibility for Title IV financial aid.</li> <li>5. The institution has provisions for an evaluation point at least by the end of each academic year (or at 50% of the normal program length if the program is one academic year or less) that determine whether the student has met the qualitative and quantitative components of the standards.</li> <li>6. The institution has provisions for utilizing and publishing a schedule designating the minimum percentage or amount of work that a student must successfully complete at the end of each increment to complete the educational program within the maximum time frame.</li> <li>7. The institution has provisions for determining at the end of each increment whether the student has met the qualitative and quantitative components of the standards. The qualitative and quantitative standards must be cumulative and must include all periods of the student's enrollment regardless of whether or not the student receives federal financial aid.</li> <li>8. The institution's policies define the effect on satisfactory academic</li> </ol>	
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	<p>progress of course withdrawals, incomplete grades, repeated courses, and non-punitive grades. The institution's policies define the effect of non-credit or remedial courses on satisfactory academic progress.</p> <p>9. The institution may allow a student to have a probation period for a specified period of time. The institution should state whether the student will remain eligible for federal financial aid during the probation period.</p> <p>10. The institution has provisions for an evaluation at the end of the second academic year and at the end of each subsequent academic year(s) where the student must have a minimum cumulative grade point average (CGPA) of 2.0 on a scale of 4.0, C, or its equivalent, or has academic standing consistent with the institution's requirements for graduation. A student receiving federal financial aid who does not meet the CGPA standards at the end of the second year will no longer be eligible for financial aid, may not be placed on probation, and must be dismissed, unless the student wishes to continue without being eligible for federal financial aid. However, a student not meeting the CGPA standards at the end of the second year may remain as an enrolled student who is eligible for federal financial aid if there are documented mitigating circumstances (i.e., death in the family, sickness of the student, etc.).</p> <p>11. The institution must have an appeal process for students who do not meet the requirements of the institution's satisfactory academic progress policy. When an institution grants a student's appeal for mitigating circumstances, the student will be placed on a specified period of probation and will be considered making satisfactory academic progress during that period.</p> <p>If a student is not making satisfactory academic progress, the institution may place the student in an extended enrollment status. A student placed in an extended enrollment status is not eligible for federal financial aid. However, all credits attempted count toward the 150% of the normal program length even if the student is on extended enrollment. Grades may be replaced if that is the institution's written policy. At the discretion of the institution, a student with an approved appeal who exceeds one and one-half times the standard time frame as defined by the institution either as a regular student or in an extended enrollment status may receive the original academic credential for which he or she enrolled, provided that there are no additional financial obligations to the student.</p> <p>12. The institution must have clearly defined procedures for re-establishing satisfactory academic progress.</p> <p>13. The institution has rules for students who change programs, as well as for students who seek to earn additional credentials. For instance, an institution may have a policy that for a student who changes programs it will include in the determination of a student's satisfactory academic progress standing the credits attempted and grades earned that count toward the student's new program of study. Such a policy must be part of the institution's written policy.</p> <p>14. The institution must have a policy that addresses the implications of transfer of credit on satisfactory academic progress.</p> <p>15. The institution has provisions that the student must have a minimum CGPA of 2.0, C, or its equivalent upon graduation from all programs.</p>	
4.37	<p><b>3-1-430 – TUITION AND FEES</b></p> <p><b>3-1-431. <i>Institutionally Financed Grants, Scholarships and Loans.</i></b> The Council recognizes that most accredited institutions offer or administer grants, scholarships and loans for students. Institutions must meet appropriate guidelines for such programs in order to ensure their legitimacy. Participation in ethical institutional grant (See Appendix E, "Guidelines for Institutionally Funded Student Aid"), institutional loan, and scholarship programs requires adherence to the following:</p>	

	<p>(a) In addition to administering federal or state student aid programs, institutions may offer the following types of student financial aid:</p> <p>(i) grants funded by the institution and awarded to all students within a qualifying category or to all students who demonstrate a need in accordance with published standards;</p> <p>(ii) scholarships funded by the institution or a third-party and administered by the institution to provide aid to students who demonstrate academic achievement in accordance with published standards;</p> <p>(iii) loans funded by the institution and available equally to all students.</p>	
4.38	<p>(b) Institutionally financed or administered grants, scholarships and loans must be described in the current catalog with a description of the criteria for the award, the application procedures and deadlines, and amounts that may be awarded. All information must avoid false, misleading or exaggerated statements.</p> <p>(c) Institutionally financed loans may vary in amount depending on the student's need. The terms and conditions for loans, including forbearance and repayment, must be described in the current catalog. All institutionally financed loans must be collected in accordance with sound and aggressive business practices for the collection of student loans. Institutions must counsel students concerning their loan repayment obligations.</p>	
4.39	<p><b>3-1-432. Tuition and Charges.</b> Institutions may charge varying amounts of tuition and fees for different programs. All charges should be consistent for students enrolling at the same time and in the same programs, however, and detailed financial records should indicate at all times the financial obligation of the student to the institution. The following are minimum expectations:</p> <p>(a) The tuition and other charges, including the period for which the student is financially obligated, shall be clearly stated in the catalog of the institution. The existence of any separate or comparable publication containing tuition rates must be referenced specifically in the catalog. The schedule of charges must be uniformly administered to all categories of students.</p>	
4.40	<p>(b) The financial records of the students shall clearly show the charges and dates for the posting of tuition, fees, and other charges; the payments and dates of payment; and the balance after each transaction.</p>	
4.41	<p>(c) The enrollment agreement or catalog used by an institution must clearly outline the financial obligations of both the institution and the student. When an enrollment agreement is used, the student must receive a copy.</p>	
4.42	<p>(d) Announcements of changes in tuition or fees must state the effective date of the change and be uniformly administered.</p> <p>(e) Terms of payment may be varied by the institution so long as the tuition charges are uniformly administered.</p>	
4.43 4.44 4.45	<p><b>3-1-433. Refund Policy.</b> The institution must have a fair and equitable refund policy that is applicable to all students and that is published in the institution's catalog. Specific federal or state policies may apply.</p>	
4.46 4.47 4.48	<p><b>3-1-434. Administration of Student Financial Aid.</b> Participation in state or federal student financial aid programs requires serious administrative responsibility. The Council expects all institutions participating in such programs to be knowledgeable of and in compliance with applicable laws</p>	

	<p>and regulations. The following requirements govern how such activities are evaluated by ACICS</p> <p>(a) An institution participating in student financial aid programs shall designate at least one competent person at the site to administer student financial aid. The extent of this activity and the personnel needed shall be governed by the size and classification of the institution. The person who determines the amount of student awards cannot be responsible for disbursing those awards.</p>	
4.49	<p>(b) The person or persons assigned to administer student financial aid programs must in all cases be a part of the administration. Administrative personnel involved in student recruitment as their major activity shall not have the final decision-making authority in the approval or awarding of student financial aid.</p>	
4.50 4.51 4.52	<p>(c) There shall be professional awareness on the part of the financial aid administrator as shown by membership and participation in state, regional, or national financial aid associations and by other educational activities designed to keep the administrator up to date on procedures and changes in the field.</p>	
4.53	<p><b>3-1-435. Cash Discounts.</b> Any institution providing discounts for cash received in advance of the normal payment schedule must have a written policy. That policy must be provided in writing to all student applicants prior to enrollment.</p> <p>The institution must demonstrate that the policy:</p> <p>(a) is available to all students at the institution; and</p> <p>(b) bases the size of the discount on the financial benefit the institution receives from the payment of cash earlier than otherwise would be required under the institution's normal tuition payment schedule or applicable retail installment contract.</p>	
4.53 – 4.63	<p><b>3-1-400—STUDENT SERVICES</b></p> <p><b>3-1-441. Counseling and Guidance.</b> Each institution shall designate at least one person on staff experienced in counseling students on personal or academic problems and employment opportunities. The extent of such activity, and the personnel assigned to it, shall be determined by the size, classification, and admissions standards of the institution, the characteristics and location of students, and the means of communication with them. Orientation activities shall assist new students in adapting to the institution. The following are minimum expectations:</p> <p>(a) A system of educational, occupational, and personal advising shall be available to students and shall be provided on a periodic basis to ability-to-benefit students enrolled pursuant to Section 3-1-303(b).</p> <p>(b) Institutions shall emphasize retention and program completion for all students through activities that take into account their academic and socioeconomic characteristics.</p> <p>(c) Institutions shall provide employment assistance and document activity. An institution shall not guarantee employment or the starting salary of its graduates. Follow-up studies on graduates and employer satisfaction shall be conducted by all institutions at specific measuring points following placement of the graduate. All institutions that use placement percentages or salary projections as part of their recruiting activities shall maintain data on all graduates, including the percentage receiving jobs and the percentage receiving jobs in the career field for which they were trained. Institutions also should keep data on students who do not graduate but who become employed on their own or with the institution's assistance.</p> <p>An institution is encouraged to provide placement assistance, when requested, to graduates of other ACICS-accredited institutions who</p>	

	<p>are relocating to a new community.</p> <p>(d) Institutions shall document that students are counseled concerning their student loan repayment obligations.</p>	
4.56	<p><b>2-2-500 – PROGRAMS OF STUDY</b></p> <p><b>2-2-503. Evaluation of Programs for Purposes of Federal Financial Aid.</b> As part of its evaluation of an institution for initial accreditation or renewal of accreditation, ACICS will review the institution’s policies and procedures for determining credit hour assignments for purposes of awarding federal financial aid. ACICS will evaluate the reliability and accuracy of the institution’s assignment of credit hours, as defined in 34 CFR 600.2 and in 34 CFR 668.8(k) and (l), to courses and programs and will determine whether this assignment conforms to commonly accepted practice in higher education.</p> <p>(a) <b>Credit Hours for Credit Hour Programs.</b> The evaluation of credit hour programs, as defined in 34 CFR 600.2, for purposes of financial aid is based on the following federal definition of a credit hour:</p> <p>Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than–</p> <p>(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.</p> <p>(b) <b>Credit Hours for Programs that are neither Credit Hour nor Clock Hour Programs.</b> Clock hour programs as defined in 34 CFR 688.8(k)(2) may not assign credit hours for the purpose of awarding federal financial aid. However, undergraduate degree programs of less than two years in length and non-degree programs that are not fully transferrable to degree programs of at least two years in length (with at least two graduates) at the same institution are eligible to convert clock hours to credit hours for purposes of awarding federal financial aid. In doing so, these programs may seek to combine a minimum number of hours in a range of hours of student work outside of class with a required minimum number of hours of instruction alone to meet or exceed a total number of clock hours of instruction. The evaluation of these clock-to-credit hour programs is based upon the following federal conversion formulas:</p> <p>The institution’s student work outside of class combined with the clock hours of instruction meet or exceed the following numeric requirements:</p> <p>(i) A semester hour must include at least 37.5 clock hours of instruction;</p> <p>(ii) A trimester hour must include at least 37.5 clock hours of instruction; and</p> <p>(iii) A quarter hour must include at least 25 clock hours of instruction; and</p>	

	<p>The clock hours of instruction alone meet or exceed the following numeric requirements:</p> <p>(A) A semester hour must include at least 30 clock hours of instruction;</p> <p>(B) A trimester hour must include at least 30 clock hours of instruction; and</p> <p>(C) A quarter hour must include a least 20 hours of instruction(8/2012).</p>	
4.64	<p><b>3-1-442. Extracurricular Activities.</b> Institutions which sponsor or conduct programs of extracurricular activities shall base such programs on well-defined purposes. These programs shall be designed primarily to serve the educational needs of the students, and the institution shall provide guidance and supervision for them.</p>	
4.65	<p><b>3-6-600-ADMISSIONS</b></p> <p><b>3-6-601. Enrollment Prerequisites.</b> The threshold admission requirement to a master's degree program is a baccalaureate degree.</p> <p><b>3-6-602. Evaluation of Applicants.</b> Institutions should use appropriate techniques to evaluate applicants and to determine whether they have the academic qualifications to benefit from graduate study.</p>	

# REPORT QUESTIONS

## CAMPUS

### 5. EDUCATIONAL ACTIVITIES

#### FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes  No

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

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

5.03 Does this person have appropriate academic or experiential qualifications?

Yes  No

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

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.

If there are no provisions made, insert the section number in parentheses and explain:

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes  No

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

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes  No

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

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

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

5.09 Does the campus have any programs that carry specialized or programmatic accreditation?

Yes  No (Skip to question 5.10)

If Yes, does the campus:

Obtain such accreditation in a timely manner for programs in which it is required by the state in order for students to attain entry-level employment?

Yes  No  Not Applicable (there is no such requirement by the state)

Notify students as to:

Which programs hold specialized or programmatic accreditation?

Yes  No

Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?

Yes  No

Any other requirements that are generally required for employment?

Yes  No

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

5.10 Are the educational programs consistent with the campus mission and the needs of its students?

Yes  No

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

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

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

5.12 What provisions are made for individual differences among students?

If None, insert the section number in parentheses and explain:

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

5.14 Does the faculty participate in this process?

Yes  No

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

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 No, insert the section number in parentheses and explain:

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

Yes  No

If No (there is not appropriate documentation of the assessments), insert the section number in parentheses and explain:

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

Yes  No

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

5.18 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

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

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

 Yes  No

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

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

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

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

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

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

 Yes  No

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

5.23 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)

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

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?

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

- 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

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

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

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

Yes  No

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

- 5.27 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

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

**OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATES'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:

**OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

5.29 - reviewed at AAC

5.30 - reviewed at AAC

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

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

**BACHELOR'S DEGREES ONLY**

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

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

**GENERAL COMMENTS:**

QUESTION	CRITERIA	ANNOTATION
5.01	<p><b>3-1-520—CREDENTIALS CONFERRED</b></p> <p><b>3-1-521. Conferring of Credentials.</b> The conferring of certificates, diplomas, or degrees by an institution shall be consistent with its mission and objectives and in compliance with applicable state laws.</p> <p><b>3-3-100—STATE AUTHORITY</b></p> <p>The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the associate's degree.</p> <p><b>3-4-100—STATE AUTHORITY</b></p> <p>The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the associate's degree.</p> <p><b>3-5-100—STATE AUTHORITY</b></p>	

	<p>The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the bachelor's degree.</p> <p><b>3-6-200–STATE AUTHORITY</b></p> <p>The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the master's degree.</p>	
<p>5.02 – 5.09</p>	<p><b>3-1-500. Educational Activities.</b></p> <p>The faculty shall have a clear responsibility, distinct from that of developing institutional policy, to participate in administering and implementing policy, especially as it pertains to academic affairs. The institution shall adopt and publish a policy on the responsibility and authority of faculty in matters of academic governance. At a minimum, the policy should address the role of faculty in development of the educational program of the institution; selection of course materials, instructional equipment and other educational resources; systematic evaluation and revision of the curriculum; assessment of student learning outcomes; and planning for institutional effectiveness.</p> <p>Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.</p> <p>The institution must provide and document notification to students as to</p> <ul style="list-style-type: none"> <li>(a) which programs hold specialized or programmatic accreditation;</li> <li>(b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located. For on-line programs, this information must be provided for all states from which the institution enrolls students; and</li> <li>(c) any other requirements that are generally required for employment.</li> </ul> <p>The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.</p> <p><b>3-1-511. Program Administration.</b> The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.</p> <p>Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.</p>	
<p>5.10 5.11 5.12</p>	<p><b>3-1-500–EDUCATIONAL ACTIVITIES</b></p> <p><b>3-1-512. Program Planning.</b> Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.</p> <p>The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:</p> <ul style="list-style-type: none"> <li>(a) The formation of policies and design of educational programs</li> </ul>	

	<p>should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.</p> <p>(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.</p>	
5.13 5.14	<p><b>3-1-514. Program Evaluation.</b> The faculty shall participate in a systematic process of continuous curriculum evaluation and revision. Institutions are encouraged to consider curriculum changes designed to serve students' needs that may be determined by community surveys or other fact-finding procedures relating to educational or employer needs.</p>	
5.15	<p><b>3-1-516. Course and Program Measurement.</b> The Council recognizes that institutions must provide for their students a learning environment in which achievement is encouraged. It further recognizes the legitimacy of both traditional (e.g., lecture/laboratory/practicum) and nontraditional (e.g., distance education or independent study) educational delivery methods. A framework for transfer of credit and consistent application of academic credit awards should apply to all of these varied forms of educational delivery.</p> <p>Institutions, therefore, must demonstrate a knowledge of appropriate academic course and program measurement and correct application of the measurement.</p> <p>(a) Credit in traditionally delivered programs measured in credit hours must be calculated based on one of the following attribution formulas:</p> <p>(i) One quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of practicum. The formula for calculating the number of quarter credit hours for each course is: <math>(\text{hours of lecture}/10) + (\text{hours of lab}/20) + (\text{hours of practicum}/30)</math>; or</p> <p>(ii) One semester credit hour equals, at a minimum, 15 classroom hours of lecture, 30 hours of laboratory, and 45 hours of practicum. The formula for calculating the number of semester credit hours for each course is: <math>(\text{hours of lecture}/15) + (\text{hours of lab}/30) + (\text{hours of practicum}/45)</math>.</p> <p>Many courses are a combination of lecture, lab, and practicum. Therefore, the institution should be very careful in allocating the number of hours of each in a particular course.</p> <p>The definition of a "clock (contact) hour" states that the minimum instructional time is 50 minutes of supervised or directed instruction and appropriate break(s). Therefore, when calculating conversions from clock to credit hours or allocating credit for courses, institutions must take great care to ensure that scheduled breaks are educationally appropriate. Long periods of instruction with unusually short or no breaks are not acceptable. The institution has the burden of convincing the Council that the breaks are sufficiently long and frequent for the program being taught. Thus, it is rare for an institution to be able to divide by 50 in calculating the credit-hour equivalent of contact hours; usually, the denominator should be 60 or something between 50 and 60.</p>	
5.16	<p>Credit award rationales for nontraditional delivery of courses or programs (e.g., distance education or independent study) generally do not use the above lecture/laboratory/practicum formulas for credit calculation. The rationale used must be submitted to the Council for pre-approval of the credit calculation. As a part of the approval application, an institution must</p>	

	<p>demonstrate that the clock or credit hours awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale. The institution may accomplish this by demonstrating that students completing these programs or courses have acquired equivalent levels of knowledge, skills, or competencies to those acquired in traditional formats.</p> <p>Courses offered in nontraditional formats must be structured to ensure that students have sufficient opportunity for preparation, reflection, and analysis concerning learned subject matter. Institutions should be aware that federal law requires a minimum number of weeks per academic year for Title IV eligibility purposes. The U.S. Department of Education uses eligibility criteria and definitions for Title IV disbursements that may be different from these in the <i>Accreditation Criteria</i>.</p> <p>Institutions may award academic credit to students who demonstrate competency in a subject area based on their academic, occupational, or personal experiences. The following expectations apply:</p> <p>(i) Institutions shall establish and adhere to a systematic method for evaluating and awarding academic credit for those experiences (e.g., experiential learning, advanced academic standing, credit by examination) that satisfy current program course requirements.</p> <p>(ii) Institutions must maintain documentation to support that credit hours awarded are appropriate based on the assessment of the knowledge, skills, or competencies acquired.</p>	
5.17	<p><b>3-1-517. Course Scheduling.</b> Courses must be scheduled in such a way as to be educationally appropriate for the academic background of the students served, the type of the coursework involved, and the method of educational delivery. The Council will review the number of minutes of instruction provided, the appropriateness of the length of the breaks between classes, the number of classroom hours per week, the expectation of outside preparation, and the educational needs of the students.</p>	
5.18 – 5.21	<p><b>3-1-530–INSTRUCTION</b></p> <p><b>3-1-531. Instructional Tools.</b> Institutions shall:</p> <p>(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;</p> <p>(b) ensure academic freedom and other conditions favorable for effective classroom instruction;</p> <p>(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and</p> <p>(d) comply with applicable copyright laws in the use of instructional materials</p>	
5.22 5.23	<p><b>3-1-540–FACULTY</b></p> <p><b>3-1-541–FACULTY PREPARATION</b></p> <p>Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach. Faculty members shall be competent to teach the subject matter offered and shall have reasonable latitude in their choice of teaching methods. The institution must provide evidence that all faculty members are graduates of institutions accredited by agencies recognized by the United States Department of Education.</p> <p>Faculty who are graduates from institutions outside the United States must be graduates of institutions recognized by their government and their transcript must be translated into English and be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by</p>	

	<p>institutions in the United States.</p> <p><b>3-1-542. Verification of Credentials.</b> Institutions must maintain official transcripts for credentials that qualify faculty members to teach their assigned courses and for those credentials that are listed in the catalog. All these credentials shall be on file in the administrative offices at the campus location nearest to where the faculty member is primarily employed. An official transcript is one sent from the registrar's office at the institution where study was completed directly to an employing institution. A transcript bearing the notation "issued to student" is not an official transcript for employment purposes.</p>	
5.24 5.25	<p><b>3-1-543. Faculty Development.</b> Institutions are required to establish faculty development plans including in-service and/or professional growth activities to enhance faculty expertise. There shall be documented evidence on an annual basis of these development plans and their implementation. For those faculty who are trained in teaching methodology on the postsecondary level and who possess limited related outside employment, the plan should concentrate on content update, e.g., new software, equipment, techniques, etc. For those faculty who are practitioners trained in content rather than teaching methodology, the plan should concentrate on curriculum concepts, new theories and techniques of instruction, and new educational media. Institutions are responsible for demonstrating that these plans are appropriate given each faculty members' training, education, and related work experience and that they provide the proper mix of in-service training and/or professional growth based on the academic and experiential background of the faculty. (See Glossary for definitions of "in-service training", "professional growth", and "faculty development").</p>	
5.26	<p><b>3-1-544. Faculty Meetings.</b> Regularly scheduled faculty meetings or department meetings, with participation by full-time and part-time faculty, shall be held. Discussions and attendance shall be recorded.</p>	
5.27	<p><b>3-2-105. Stability.</b> There shall be an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.</p>	
5.28	<p><b>3-3-302. Assignments.</b> During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., medical assisting, business administration, information technology). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, and Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and/or related experience. The size of the faculty shall be appropriate to the total student enrollment.</p> <p>The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:</p> <p>(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses. Instructors at a minimum shall have earned 15 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment.</p> <p><b>3-4-302 &amp; 3-5-302. Assignments.</b> During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.</p> <p>Instructors teaching general education shall hold a master's degree at a</p>	

	<p>minimum and shall be assigned based on their major and minor academic preparation. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework in the area of their teaching discipline.</p>	
5.29 5.30	<p><b>3-3-201. Objectives.</b> Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.</p> <p><b>3-3-202. Education Requirements.</b> There shall be a minimum of 10 semester hours, 15 quarter hours, or their equivalent in general education or applied general education courses. The catalog must identify the courses that satisfy the general education requirements, and it must provide an explanation of the course numbering system.</p> <p>The Council's expectations for general education and applied general education are outlined in the Glossary section.</p>	
5.34 5.35	<p><b>3-4-202. Education Requirements.</b> There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements, and it must provide an explanation of the course numbering system.</p> <p>General education and academic subject offerings, as distinguished from the professional or vocational offerings of a collegiate institution, shall place emphasis on principles and theory and not on practical applications associated with a particular occupation or profession. General education courses give balance to the total program and must be appropriate for the program and the needs of the students. The Council's expectations for general education, humanities, mathematics and the sciences, and social sciences are outlined in the Glossary section.</p>	
5.36	<p><b>3-5-302. Assignments.</b> In addition to the bachelor's degree requirements outlined above, at least one-half of all lower-division courses and all upper-division courses, including those core courses common to nonacademic degree or nondegree programs, shall be taught by faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or bachelor's degrees plus professional certification. This calculation does not apply, however, to courses in fields in which graduate degrees, professional degrees, or professional certifications are not generally available</p>	

## REPORT QUESTIONS

### CAMPUS

#### 6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

█

- 6.02 Does the campus utilize any additional space locations?

Yes  No

If *Yes*, list the name and address of each location.

█

- 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.

█

- 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

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

█

- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?

(a) Equipment.

Yes  No

(b) Instructional tools.

Yes  No

(c) Machinery.

Yes  No

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

█

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

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

■

If *Not Applicable*, explain:

■

**GENERAL COMMENTS:**

■

QUESTION	CRITERIA	ANNOTATION
6.01 – 6.05	<p><b>3-1-600–EDUCATIONAL FACILITIES</b></p> <p>Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curricula, faculty, and students.</p> <p><b>3-1-601. Plant and Equipment.</b> The buildings, classrooms, equipment, furniture, grounds, instructional tools, support systems, instructional facilities, machinery, and other physical requirements of the educational program shall be appropriate and shall contribute to the achievement of the institution's objectives. Equipment, instructional tools, and machinery must be properly installed and maintained.</p>	
6.06	<p><b>3-1-602. Code Requirements.</b> The plant shall meet the general tests of safety, usefulness, cleanliness, maintenance, health, lighting, and compliance with any local or state laws governing physical facilities, particularly with respect to fire, safety, and sanitation</p>	

## REPORT QUESTIONS

### CAMPUS

#### 7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

7.02 Does the self-study accurately portray the campus?

Yes  No

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

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

Yes  No

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

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)

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

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

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

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)

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

7.07 Does the catalog contain an addendum/supplement?

Yes  No (Skip to Question 7.08.)

If Yes, is it appropriate?

Yes  No

If No (the addendum is not appropriate), insert the section number in parentheses and explain:

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

If No (the online version of the catalog does not match the hard copy version), insert the section number in parentheses and explain:

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 institutions 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 institution to which they belong?

Yes  No

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

7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?

Yes  No

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

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

Yes  No

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

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

Are the advertisements under acceptable headings?

Yes  No

If No (advertisements are not listed under acceptable headings), insert the section number in parentheses and explain:

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

If No (there is no such evidence), insert the section number in parentheses, list student names, and explain:

7.14 Does the campus utilize services funded by third parties?

Yes  No (Skip to Question 7.15.)

If Yes, is proper disclosure made for these services?

Yes  No

If No (proper disclosure is not made), insert the section number in parentheses and explain:

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?

Yes  No

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

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)

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

**MASTER'S DEGREES ONLY**

7.17 Does the catalog have a separate section describing the master's program?

Yes  No

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

**GENERAL COMMENTS:**



QUESTION	CRITERIA	ANNOTATION
7.01 thru 7.02	<b>3-1-602. Code Requirements</b>	
	The plant shall meet the general tests of safety, usefulness, cleanliness, maintenance, health, lighting, and compliance with any local or state laws governing physical facilities, particularly with respect to fire, safety, and sanitation.	
	<b>3-1-700-PUBLICATIONS</b>	
	It is important for institutions to recognize the value of "truth in advertising" when promoting their operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft.	
7.03 thru 7.08	<b>3-1-701. Catalog</b>	
	Each institution shall publish and provide to each enrolled student a catalog which complies with Appendix C, "Guidelines for Institutional Publications."	
	<b>Excerpted from Appendix C</b>	
	At a minimum, the catalog must contain the following items. Items <b>7, 8, and 16</b> (listing of faculty, academic calendar, and statement of tuition and fees) may be listed on a catalog supplement, provided that such supplement is printed, dated, and identified as part of the current catalog, and the catalog makes reference to the supplement. Thereafter, this supplement must be enclosed in each copy of the catalog.	
	1. A table of contents and/or an index.	
	2. An indication, on the front cover or on the title page, of the year or years for which the catalog is effective.	
	3. The names and titles of the administrators of the institution.	
	4. A statement of legal control which includes the names of trustees, directors, and officers of the corporation.	
	5. If the institution is now accredited, a statement denoting this fact (see "Statement of Accreditation" in these Guidelines).	
	6. A statement of the mission of the institution.	
	7. A listing of the full-time faculty members, showing:	
	(a) academic credentials held;	
	(b) institutions awarding the credentials; and	
	(c) the area of teaching specialization.	
8. An academic calendar (calendar of events) showing beginning and ending dates of terms, quarters, or semesters; holidays; registration dates, etc.		
9. The full disclosure of the institution's admission requirements, policies, and procedures, including the basis for admissions, test requirements, advanced standing requirements, and experiential learning assessment requirements.		
10. A statement of the curriculums (programs) offered, including for each:		
(a) a statement of the objective or purpose of the curriculum;		
(b) an accurate and complete listing of the courses included in each curriculum, each with a unique identifying number and title;		

QUESTION	CRITERIA	ANNOTATION
	(c) the credit or clock hours awarded for each subject;	
	(d) the total credits or clock hours required for satisfactory completion of the curriculum;	
	(e) requirements for certification, licensing, or registration in the program career field, as appropriate; and	
	(f) any additional or special requirements for completion (e.g., typing, shorthand)	
11.	A description of each course (subject) offered, including:	
	(a) identifying number;	
	(b) title;	
	(c) credit or clock hours awarded;	
	(d) a complete but concise description of the contents of the course; and	
	(e) prerequisites, if any.	
12.	An explanation of the grading or marking system (consistent with that appearing on the student transcript).	
13.	A definition of the unit of credit. If credit hour, identify whether quarter or semester. (See Section 3-1-515 for additional information.)	
14.	An explanation of standards of satisfactory progress. (See Section 3-1-420 for additional information).	
15.	A description of the certificates, diplomas, and/or degrees awarded, together with a statement of the requirements to be met in each instance.	
16.	A statement of the tuition, fees, and all other regular and special charges.	
17.	A complete and accurate listing of all scholarships offered (see Section 3-1-431 of the Accreditation Criteria).	
18.	A statement of the institution's refund policy and formula relative to method of financial obligation. This policy must be clearly outlined and must comply with Sections 3-1-433 and 3-1-434, of the Accreditation Criteria.	
19.	A statement pertaining to the nature and extent of student services offered (e.g., counseling and placement).	
20.	A grievance procedure that includes the name and address of ACICS, unless the grievance procedure is published in a student handbook.	
21.	If the institution offers degrees, the catalog must include the following information:	
	(a) for occupational associate's degree programs, identification of courses that satisfy the general education requirement and an explanation of the course numbering system;	
	(b) for academic associate's degree programs, identification of courses that satisfy the general education and concentration requirements and an explanation of the course numbering system;	
	(c) for bachelor's degree programs, identification of upper-division courses and courses that satisfy the general education and concentration requirements and an explanation of the course numbering system; and	
	(d) for master's degree programs, an explanation of the course numbering system.	
22.	If the institution offers courses via distance education, the catalog must include the following information:	
	(a) a description of each mode of distance education delivery method used;	

QUESTION	CRITERIA	ANNOTATION
	(b) the admission requirements for the courses or program(s) of study offered through distance education if different from the admission requirements for the residential programs;	
	(c) a description of tests used in determining access to distance education courses and programs, if applicable;	
	(d) a description of the resources and equipment the students must have to avail themselves of the instruction (including, computer requirements such as hardware and software, internet access, access to library/college for monitoring of examinations, etc.); and	
	(e) the special costs and fees associated specifically with distance education (e.g., platform access fees, on-line library access fees, purchase of books on-line).	
<b>7.09</b>	<p><b>3-1-702. Multiple-School Catalog</b></p> <p>All institutions utilizing a common catalog must be of common ownership. Photographs of the physical facilities of any of the institutions must be captioned to identify the particular institution or campus depicted. The faculty and staff of each institution and the members of the general administration exercising supervisory responsibility for the group of institutions must be clearly identified with respect to each institution and the overall administration. Any information contained in the catalog that is not common to all institutions in the group should be presented in such a manner that no confusion, misunderstanding, or misrepresentation is possible. For further information, see Appendix C.</p>	
<b>7.10 thru 7.16</b>	<p><b>3-1-703. Advertising</b></p> <p>Literature used by an institution must be presented in such a manner as to be factual with respect to services offered or benefits promised. For further information, see Appendix C.</p> <p>If an institution publicly discloses incorrect or misleading information about its accredited status, the contents of an evaluation team report, or accreditation actions with respect to the institution, the institution must make a public disclosure of correction through the same media or means.</p> <p><b>Excerpted from Appendix C</b></p> <p><b>ADVERTISING</b></p> <p>Any advertisement or promotional literature written or used by an institution shall be completely truthful and dignified. The material shall be presented in a manner which avoids leaving any false, misleading, or exaggerated impressions with respect to the institution, its personnel, its courses and services, or the occupational opportunities for its graduates. An English translation for advertising that is in a language other than English must also be available.</p> <p>All advertising and promotional literature used by an institution must clearly indicate that training or education, and not employment, is being offered.</p> <p>All advertising and promotional literature must include the correct name of the institution. So-called "blind" advertisements are considered misleading in character.</p> <p>Institutions placing advertisements in classified columns of newspapers or other publications to attract students must use only classifications such as "Education," "Schools," or "Instruction." Headings such as "Help Wanted," "Employment," or "Business Opportunities" may be used only to procure employees for the institution.</p> <p>Letters of endorsement, commendation, or recommendation may be used in catalogs, sales literature, or advertising, provided prior consent is obtained and no remuneration is made for either the consent or use of the endorsement. Such letters shall be kept on file and be subject to review. Testimonial letters may be used only when they are strictly factual and portray currently correct conditions or facts.</p> <p>An institution shall not use the words "free" and "guarantee" for advertising or sales promotion purposes in a manner that is misleading to potential or current students. A disclosure must be made for services which are funded by third parties that are offered at no cost to students.</p>	

QUESTION	CRITERIA	ANNOTATION
7.17	An institution shall not offer monetary incentives to the general public to visit, enroll in, attend, or complete a program. Further, monetary incentives for failure to be placed in a job shall not be offered as an inducement to enroll.	
	References to financial aid availability shall include the phrase "for those who qualify."	
	<b>3-6-800. Publications</b>	
	There shall be a separate section in the institution's catalog describing the master's degree objectives, program requirements, admissions procedures, transfer policies, graduation requirements, regulations, and course descriptions	

# REPORT QUESTIONS

## CAMPUS

### 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

#### FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?

Yes  No

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

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

Yes  No

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

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

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

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes  No

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

8.05 Reviewed at AAC

8.06 Reviewed at AAC

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

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?

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes  No

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

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes  No

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

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

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

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

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)

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

8.16 Reviewed at AAC

8.17 Reviewed at AAC

8.18 Reviewed at AAC

**ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY**

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

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

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:

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

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

#### NONDEGREE PROGRAMS ONLY

8.25 Are appropriate reference materials and periodicals available for all programs offered?

Yes  No

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

8.26 Are the instructional resources organized for easy access, usage, and preservation?

Yes  No

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

8.27 Is there a current inventory of instructional resources?

Yes  No

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

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

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

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

8.29 Has the institution designated an individual with the ability to maintain the resources and to assist students and faculty?

Yes  No

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

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

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

8.31 Is there a current inventory of instructional resources, including online resources?

Yes  No

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

8.32 Are the resources organized for easy access and usage?

Yes  No

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

8.33 Is it evident that faculty encourages the use of the library?

Yes  No

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

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?

Yes  No

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

**MASTER'S DEGREES ONLY**

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

Yes  No

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

8.36 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?

Yes  No

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

- 8.37 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

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

- 8.38 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?

Yes  No

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

- 8.39 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?

Yes  No

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

- 8.40 Are the library holdings, including full-text online collections, up to date and adequate for the size of the institution and the breadth of and enrollment in its educational programs?

Yes  No

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

- 8.41 What library resources does the institution provide to support a better understanding of scholarly research at the graduate level?

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

**GENERAL COMMENTS:**

QUESTION	CRITERIA	ANNOTATION
8.01 thru 8.06	3-1-800-LIBRARY RESOURCES AND SERVICES	

QUESTION	CRITERIA	ANNOTATION
	<p>The adequate provision of library resources and information services, appropriate to the academic level and scope of an institution's programs, is essential to teaching and learning. It is incumbent upon all member institutions to assess the level of library resources needed in relation to their programs and to provide a range of support to meet these needs. The size of collections and the budget allowed for library resources and services do not ensure adequacy. The quality, relevance, accessibility, availability, and provision of support services ultimately will determine the adequacy of an institution's efforts. In assessing library resources and services, ACICS requires that an institution, at a minimum, shall:</p> <p>(a) develop an adequate base of library resources;</p> <p>(b) ensure means to access these resources;</p> <p>(c) develop a continuous assessment strategy for library resources and information services;</p> <p>(d) provide adequate staff to support library development, collection organization, and accessibility;</p> <p>(e) ensure that library services are provided to all learners, including those at nonmain campuses; and</p> <p>(f) provide training and encouragement for students and faculty to utilize library resources as an integral part of the learning process</p>	
<b>8.07 thru 8.09</b>	<p><b>3-3-402, 3-4-402, 3-5-402, &amp; 3-6-702. Budget</b></p> <p>An annual library budget, appropriate to the size and scope of the institution and the programs offered, shall be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.</p> <p><b>3-3-406. Acquisitions</b></p> <p>Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount of input emanating from the faculty. Moreover, it is the faculty's responsibility to inspire, motivate, and direct student usage of the library resources.</p> <p><b>3-4-406, 3-5-406, &amp; 3-6-706. Acquisitions</b></p> <p>Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount of input emanating from the faculty</p>	
<b>8.12 thru 8.16</b>	<p><b>3-4-404 &amp; 3-5-404. Use and Accessibility</b></p> <p>The faculty should inspire, motivate, and direct student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or online resources including full-text resources support all the courses offered by the institution.</p> <p>For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or online circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the physical and/or online resources including full-text holdings.</p> <p>Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the nature of the participating library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or online resources including full-text reference materials appropriate for the offerings of the institution.</p> <p><b>3-6-704. Use and Accessibility</b></p>	

QUESTION	CRITERIA	ANNOTATION
	It is the faculty's responsibility to inspire, motivate, and direct student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or online, full-text resources support all the courses offered by the institution.	
	For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or online circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the physical and/or online, full-text holdings.	
	Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or on-line, full-text reference materials appropriate for the offerings of the institution.	
<b>8.17 thru 8.18</b>	<b>3-4-405. Holdings</b>	
	A collegiate library shall contain up-to-date physical and/or online resources including full-text titles appropriate for the size of the institution and the breadth of and enrollment in its educational programs. The library collection shall include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics; magazines and essential professional journals and periodicals; and, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems that support the offerings of the institution.	
	<b>3-5-405. Holdings</b>	
	A collegiate library shall contain up-to-date physical and/or online resources including full-text titles appropriate for the size of the institution and the breadth of and enrollment in its educational programs. The library collection shall include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics; magazines and professional journals and periodicals; and, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems that support the offerings of the institution.	
<b>8.19 thru 8.23</b>	<b>3-4-401 &amp; 3-5-401. Staff</b>	
	A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one who holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable. The professionally trained individual must participate in documented professional growth activities.	
	During scheduled library hours, there shall be a trained individual on duty to supervise the library and to assist students with library functions. This individual shall be competent both to use and to aid in the use of the library technologies and resources.	
<b>8.24</b>	<b>3-4-403 &amp; 3-5-403. Function</b>	
	The library function is shaped by the educational programs of the college. Appropriate reference, research, and information resources must be made available to provide basic support for curricular and educational offerings and to enhance student learning	
<b>8.25</b>	<b>3-2-200—INSTRUCTIONAL RESOURCES, MATERIALS</b>	
	The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational programs. The resources shall include current titles, periodicals, professional journals, or full-text online resources appropriate for the institution's educational programs. There shall be evidence that appropriate instructional resources, equipment, technology, and materials are utilized to support the educational objectives.	
	<b>3-2-201. References</b>	

QUESTION	CRITERIA	ANNOTATION
	The institution shall have available and easily accessible to faculty and students standard reference works appropriate to the curriculum. Major consideration will be given to the variety of volumes, periodicals, online resources and information technology readily available to students and faculty, recency of publications, appropriateness, and relevance to the programs.	
8.26	<b>3-2-202. Distribution of Resources and Materials</b>	
	The instructional resources and references may be consolidated or may be distributed throughout the educational facility, or they may be provided by the institution under contract with an external organization on behalf of its student body which ensures access to library resources and references pertinent to the programs offered by the institution; including resources that are available exclusively online. Easy access to and use of reference materials, periodicals, and information technology are of prime importance in determining if the institution is meeting the educational needs of its students and faculty. Availability and utilization of audiovisual equipment also are important.	
8.27	<b>3-2-203. Inventory</b>	
	A current inventory of instructional materials and equipment shall be maintained by the institution.	
8.28	<b>3-2-204. Budget.</b>	
	Budget allocations and expenditures for instructional resources, equipment, and materials shall be sufficient to meet the needs and fulfill objectives of the institution's programs.	
8.29	<b>3-3-401. Staff</b>	
	An individual with the ability to maintain the resources and to assist students and faculty shall be designated to oversee the resources of the institution	
8.30	<b>3-3-403. Function</b>	
	The library function is shaped by the educational programs of the institution. Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective. The ultimate test of the library's adequacy is determined by the extent to which its resources support all the courses offered by the institutions.	
8.31 thru 8.33	<b>3-3-404. Use and Accessibility</b>	
	In evaluating the use of library resources by students, consideration shall be given to accessibility and to methods used by the faculty to encourage the use of these resources by students. Records of physical and/or online circulation and inventory shall be current and accurate.	
	Physical and/or online library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. Easy access to and use of reference materials, periodicals, and information technology are of prime importance in determining if the institution is meeting the educational needs of its students and faculty. If online resources are utilized, an appropriate number of terminals shall be provided for student use. Interlibrary agreements are not substitutes for an institution's library, but rather a means to supplement the institution's holdings in limited areas. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students.	
8.34	<b>3-3-405. Holdings</b>	
	The institution shall have available and easily accessible standard reference works, professional journals, and current periodicals appropriate to the curriculum. Consideration also shall be given to supplementary library resources contracted by the institution and online resources available to its student body.	
8.35 thru 8.37	<b>3-6-701. Staff</b>	

QUESTION	CRITERIA	ANNOTATION
	A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one who holds a M.L.S. degree or the equivalent, with special qualifications to aid students in research. The professionally trained individual must participate in documented professional growth activities.	
	There shall be a professionally trained individual on duty for sufficient hours, as published by the institution, to support the programs and to assist students with library functions and research. This individual shall be competent both to use and to aid in the use of the library technologies and resources.	
<b>8.38 thru 8.39</b>	<b>3-6-703. Function</b>	
	The library function is shaped by the educational programs of the institution. Institutions offering master's degree programs shall provide access to substantially different library resources in terms of their depth and breadth from those required for baccalaureate degree programs.	
	These resources shall include bibliographic and monographic references, major professional journals and reference services, research and methodology materials, and, as appropriate, information technologies. The depth and breadth of the accessible library holdings shall be such as to 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.	
	Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings and to enhance student learning. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective.	
<b>8.40 thru 8.41</b>	<b>3-6-705. Holdings</b>	
	The library shall support the academic programs and the intellectual and cultural development of students, faculty, and staff; shall provide current and appropriate physical and/or online, full-text resources for the size of the institution and the breadth of and enrollment in its educational programs; shall provide, when appropriate, on-line data networks and retrieval systems, CD-ROMs, and interactive research systems; and shall be capable of supporting an understanding of scholarly research and/or scholarly research at the graduate level.	

# REPORT QUESTIONS

## CAMPUS

### 9. PROGRAM EVALUATION

[Name of Credential] in [Program Title]

#### ALL PROGRAMS

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

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.

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

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

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:

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:

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:

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

9.08 Are these resources sufficient?

Yes  No

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

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

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

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)

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

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

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

9.14 Reviewed at AAC

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:

█

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

Yes  No

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

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

Yes  No

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

- 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?

How many calls to employers or graduates were successful?

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.

If No, insert "Section 3-1-303(a)" in parentheses and explain:

- 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:

- 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.

██████████

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

██████████

- 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.

██████████

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

██████████

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

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

9.25 - reviewed at AAC

**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

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

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

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

Yes  No

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

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

Yes  No

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

**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  NA, hiring responsibility is at AAC

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

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

9.30 Are teaching loads reasonable?

Yes  No

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

**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

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

9.32 What is the current student/teacher ratio?

(Calculate the student/teacher ratio by using the following formula: Add the Number of students enrolled in the program-specific courses (courses with program prefix) Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

9.33 Reviewed at AAC

**OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.34 Reviewed at AAC

9.35 Reviewed at AAC

9.36 Reviewed at AAC

9.37 Reviewed at AAC

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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:

9.42 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

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)

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

9.48 Reviewed at AAC

**MASTER'S DEGREES ONLY**

9.49 Reviewed at AAC

9.50 Reviewed at AAC

9.51 Reviewed at AAC

9.52 Reviewed at AAC

9.53 Reviewed at AAC

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

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

9.55 Reviewed at AAC

9.56 Reviewed at AAC

9.57 Reviewed at AAC

9.58 Are the course prerequisites being followed?

Yes  No

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

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  NA, faculty hiring responsibilities are at AAC

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

9.60 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?

Yes  No  NA, faculty hiring responsibilities are at AAC

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

9.61 Does the institution encourage graduate faculty members to engage in scholarly research and to publish in professional journals?

Yes  No  NA, faculty hiring responsibilities are at AAC

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

**GENERAL COMMENTS:**

QUESTION	CRITERIA	ANNOTATION
9.01	<b>3-1-500–EDUCATIONAL ACTIVITIES</b>	
	For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.	
	Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.	
	The institution must provide and document notification to students as to (a) which programs hold specialized or programmatic accreditation;  (b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located. For on-line programs, this information must be provided for all states from which the institution enrolls students; and	
	(c) any other requirements that are generally required for employment.  The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.	
	<b>2-1-809. STUDENT ACHIEVEMENT REVIEW</b>	
	The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.	
	<b>3-1-512. PROGRAM PLANNING</b>	
	Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.	
9.02 thru 9.05	<b>3-1-511. Program Administration.</b>	
	The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.	
	Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.	

QUESTION	CRITERIA	ANNOTATION
9.06 thru 9.08	<b>2-1-809. Student Achievement Review.</b>	
	<p>The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.</p>	
	<b>3-1-512. Program Planning.</b>	
	Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.	
	The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:	
	(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.	
	(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.	
	(c) Resources of the community shall be utilized to enrich the program.	
9.09 thru 9.20	<b>3-1-513. Program Development</b>	
	The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:	

QUESTION	CRITERIA	ANNOTATION
	<p>(a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract that outlines the course objectives and procedures unique to this form of instruction. For practica, externships, and internships, institutions are required to develop a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria. The Council's expectations for detailed syllabi, independent study, practica, externships, and internships are outlined in the Glossary.</p>	
	<p>(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.</p> <p>Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Guidelines for English as a Second Language.)</p>	
	<p><b>Glossary Definitions</b></p>	
	<p><b>Practicum.</b> A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty or staff member, a written agreement shall be developed that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria.</p>	
	<p><b>Independent Study.</b> Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student's grasp of the subject matter. Under the supervision of a faculty member, a learning contract shall be developed which outlines specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. Because independent study classes are the exception and not the rule, the number of courses that a student will be allowed to take independently should be limited.</p>	
	<p><b>Syllabus.</b> A description of how the course will be taught with a planned arrangement of materials and activities. The minimum requirements for a course syllabus consist of the title and course description, course number, course prerequisites and/or corequisites, instructional contact hours/credits, learning objectives, instructional materials and references, topical outline of the course, instructional methods, assessment criteria, method of evaluating students, and the date the syllabus was last reviewed. A course syllabus should be reviewed to ensure that it reflects the most recent trends, developments, and instructional materials for the specific subject areas. A current syllabus prepared and utilized by instructors in guiding and directing the learning experience of the students is necessary to ensure the quality of instruction.</p>	

QUESTION	CRITERIA	ANNOTATION
9.21-9.23	<p data-bbox="240 310 604 342"><b>2-2-500 – PROGRAMS OF STUDY</b></p> <p data-bbox="240 369 784 695"><b>2-2-503. Evaluation of Programs for Purposes of Federal Financial Aid.</b> As part of its evaluation of an institution for initial accreditation or renewal of accreditation, ACICS will review the institution’s policies and procedures for determining credit hour assignments for purposes of awarding federal financial aid. ACICS will evaluate the reliability and accuracy of the institution’s assignment of credit hours, as defined in 34 CFR 600.2 and in 34 CFR 668.8(k) and (l), to courses and programs and will determine whether this assignment conforms to commonly accepted practice in higher education.</p> <p data-bbox="240 722 784 1318">(a) <b>Credit Hours for Credit Hour Programs.</b> The evaluation of credit hour programs, as defined in 34 CFR 600.2, for purposes of financial aid is based on the following federal definition of a credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than– (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.</p> <p data-bbox="240 1346 784 1860">(b) <b>Credit Hours for Programs that are neither Credit Hour nor Clock Hour Programs.</b> Clock hour programs as defined in 34 CFR 668.8(k)(2) may not assign credit hours for the purpose of awarding federal financial aid. However, undergraduate degree programs of less than two years in length and non-degree programs that are not fully transferrable to degree programs of at least two years in length (with at least two graduates) at the same institution are eligible to convert clock hours to credit hours for purposes of awarding federal financial aid. In doing so, these programs may seek to combine a minimum number of hours in a range of hours of student work outside of class with a required minimum number of hours of instruction alone to meet or exceed a total number of clock hours of instruction. The evaluation of these clock-to-credit hour programs is based upon the following federal conversion formulas:</p> <p data-bbox="285 1887 784 1969">The institution’s student work outside of class combined with the clock hours of instruction meet or exceed the following numeric requirements:</p> <p data-bbox="285 1969 784 2022">(i) A semester hour must include at least 37.5 clock hours of instruction; ED00027884</p> <p data-bbox="285 2022 784 2074">(ii) A trimester hour must include at least 37.5 clock hours of instruction; and</p> <p data-bbox="285 2074 784 2100">(iii) A quarter hour must include at least 25 clock</p>	

QUESTION	CRITERIA	ANNOTATION
9.24	<b>3-1-530–INSTRUCTION</b>	
	<b>3-1-531. Instructional Tools.</b>	
	Institutions shall	
	(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;	
	(b) ensure academic freedom and other conditions favorable for effective classroom instruction;	
	(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and	
	(d) comply with applicable copyright laws in the use of instructional materials.	
9.25	<b>3-1-532. Instructional Components</b>	
	Required instructional components shall include:	
	(a) systematic planning;	
	(b) well-defined instructional objectives;	
	(c) the selection and use of appropriate learning materials;	
	(d) appropriate modes of instructional delivery;	
	(e) the use of appropriate assessment strategies; and	
	(f) the use of appropriate experiences.	
9.26 thru 9.28	<b>3-1-541. Faculty Preparation.</b>	
	Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.	
	<b>3-2-102. Field Preparation</b>	
	Assignments requiring more than three preparations in different fields (e.g., secretarial studies, business administration, data processing) shall not be given to an instructor during one academic term.	
	<b>3-2-103. Subject Preparation</b>	
	Not more than five preparations in different subjects within the same field (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term.	
	<b>3-2-104. Assignments</b>	
	The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:	
	(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.	
(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.		

QUESTION	CRITERIA	ANNOTATION
	<p>(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.</p>	
	<p><b>3-3-302. Assignments</b></p>	
	<p>During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., secretarial studies, business administration, data processing). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, and Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and related experience. The size of the faculty shall be appropriate to the total student enrollment.</p> <p>The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:</p>	
	<p>(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.</p>	
	<p>(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.</p>	
	<p>(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.</p>	
	<p><b>3-4-302. Assignments</b></p>	
	<p>During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.</p>	
	<p>Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.</p>	

QUESTION	CRITERIA	ANNOTATION
	<p><b>3-5-302. Assignments</b></p> <p>During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction and preferably in not more than two fields. The size of the faculty shall be appropriate for the total student enrollment.</p> <p>Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.</p>	
9.29	<p><b>3-3-304, 3-4-304, 3-5-304, &amp; 3-6-504. Stability</b></p> <p>There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.</p>	
9.30	<p><b>3-4-303, 3-5-303, &amp; 3-6-503</b></p> <p>Teaching Load. Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.</p> <p><b>INTRODUCTION</b></p> <p>In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.</p>	
9.31	<p><b>3-2-100–FACULTY</b></p> <p>Teaching hours, assignments, and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, including student-teacher ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.</p> <p><b>3-2-101 &amp; 3-3-303. Teaching Load</b></p>	

QUESTION	CRITERIA	ANNOTATION
	An instructor's teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.	
9.32 thru 9.33	<p><b>3-2-106 &amp; 3-3-305. Student-Teacher Ratio</b></p> <p>(a) The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:</p> <p>(b) the amount of lecture given by instructors in skills-building and practice classes;</p> <p>(c) the level of existing skills of the students;</p> <p>(d) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and</p> <p>(e) the use of technology in providing alternative instruction or evaluation.</p>	
9.34	<p><b>3-3-200—EDUCATIONAL ACTIVITIES</b></p> <p><b>3-3-201. Objectives</b></p> <p>The objectives of an occupational associate's degree program are an extension of the institution's awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate's degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.</p> <p>Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.</p> <p><b>3-3-202. Education Requirements</b></p> <p>The minimum number of credits required for the occupational associate's degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.</p>	
9.35 thru 9.37	<p><b>3-3-203. Curriculum</b></p> <p>The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate's degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate's degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.</p> <p><b>3-3-204. Enrollment</b></p> <p>Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites</p>	
9.38 thru 9.39	<b>3-4-201. Objectives</b>	

QUESTION	CRITERIA	ANNOTATION
	The objectives of an associate's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of an academic associate's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.	
	Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.	
	<b>3-4-202. Education Requirements</b>	
	The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.	
	There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements, and it must provide an explanation of the course numbering system.	
9.40 thru 9.42	<b>3-4-203. Curriculum</b>	
	The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.	
	<b>3-4-204. Enrollment</b>	
	Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.	
9.43 thru 9.45	<b>3-5-201. Objectives</b>	
	The objectives of a bachelor's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a bachelor's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.	
	Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.	
	<b>3-5-202. Education Requirements</b>	
	The minimum number of credits required for the bachelor's degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.	
	There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses.	

QUESTION	CRITERIA	ANNOTATION
	<p>Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor's degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor's degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor's degree upon graduation.</p>	
9.46 thru 9.48	<b>3-5-203. Curriculum</b>	
	<p>The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.</p>	
	<b>3-5-204. Enrollment</b>	
	<p>Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.</p>	
9.49	<b>3-6-100—NATURE OF GRADUATE EDUCATION</b>	
	<p>The awarding of a master's degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component designed to teach research skills should be included.</p>	
	<b>3-6-300—ORGANIZATION AND ADMINISTRATION</b>	
	<b>3-6-301. Committee Oversight</b>	
	<p>The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.</p>	
9.50 thru 9.52	<b>3-6-302. Program Administration</b>	
	<p>The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.</p>	
9.53	<b>3-6-4-400—EDUCATIONAL ACTIVITIES</b>	
	<b>3-6-401. Objectives</b>	
	<p>The objectives of a master's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a master's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master's degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student's ability to integrate and apply the subject matter.</p>	

QUESTION	CRITERIA	ANNOTATION
9.54	<p><b>3-6-402. Program Development</b></p> <p>Graduate faculty must be directly involved in the development and modification of master's degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs.</p>	
9.55	<p><b>3-6-403. Education Requirements</b></p> <p>The minimum number of credits required for the master's degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master's degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.</p>	
9.56	<p><b>3-6-404. Curriculum</b></p> <p>The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.</p>	
9.57 thru 9.58	<p><b>3-6-405. Enrollment</b></p> <p>Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.</p>	
9.59 thru 9.61	<p><b>3-6-501. Preparation</b></p> <p>The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor.</p> <p><b>3-6-502. Assignments</b></p> <p>Instructors shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the graduate enrollment. All master's program faculty should have appropriate graduate degrees, and the number with terminal degrees should be appropriate for the graduate enrollment. At least one-half of the graduate-level courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage graduate faculty members to engage in scholarly research and to publish in professional journals.</p>	

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**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 10/21/2013 12:15:17 PM -0400  
**To:** Maurice Wadlington <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a485f246b6e74618a42ffbf0566d503-mwadlington>  
**Subject:** RE: Help  
**Attachments:** 16040 ITT Springfield.doc; 00010513 NP RN to BSN Harrison College, IN.DOC; ITT Concord CI PM-BA-Harpal.doc; ITT Concord CI EECT-BS-Harpal.doc; ITT Concord CI ISC-BS- Harpal.doc

Momo,

Per your request, do you mind doing a second edit on these reports. It's 1 ALI, 1 NP, and 3 CIs. If you can get them to visit reports by Friday COB (or sooner) that would be great. Let me know if that works with your schedule.

Otherwise, let me know if you have any questions.

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

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**From:** Maurice Wadlington  
**Sent:** Friday, October 18, 2013 10:58 AM  
**To:** Ian Harazduk  
**Subject:** Help

Hey Ian,

Did you need some help with reports? I will be done with my visits next week and will be back in the office on Thursday. I am not quite Lindsey (she isn't as sexy as

me ☺) but wouldn't mind helping out if needed.

Best regards,

Maurice Wadlington, M.Ed

**Accreditation Coordinator**

**Accrediting Council for Independent Colleges and Schools**

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## ADDITIONAL LOCATION

### **ITT TECHNICAL INSTITUTE-SPRINGFIELD**

2501 Wabash Avenue  
Springfield, IL 62704  
ACICS ID Code: 00114885

Mr. Jason Thoron, Campus Director (jthoron@itt-tech.edu)  
(Regulatory156@itt-tech.edu)

### **MAIN CAMPUS**

ITT Technical Institute  
Indianapolis, IN  
ACICS ID Code: 00016040

October 7-8, 2013

Ms. Judy Anderson-Kotts	Chair	Alta Colleges, Inc.	Cedar, MN
Ms. Jeannine S. Coursen	Student-Relations Specialist	Director, Retired	Fort Lauderdale, FL
Mr. Charles McNeil	Educational Activities/Paralegal Studies	Westwood College	Denver, CO
Dr. Harpal Singh Dhillon	Information Technology and Computer Network Systems/Computer and Electronics Engineering Technology Specialist	Intelligent Education Solutions, Inc.	Annandale, VA
Mr. Emanuel James Geymont, III MS	Computer Drafting and Design Specialist	Tucson College	Tempe, AZ
Ms. Chinita D. Obi	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT Technical Institute  
Springfield, IL**

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.
AAS	Associate's	Computer and Electronics Engineering Technology	96	12	28/6	75%	0%	N/A	N/A
AAS	Associate's	Computer Drafting and Design	96	12	34/4	100%	0%	N/A	N/A
BAS	Bachelor's	Criminal Justice	180	12	0/0	0%	0%	N/A	N/A
AAS	Associate's	Information Technology - Computer Network Systems	96	12	76/6	95.65%	0%	N/A	N/A
AAS	Associate's	Paralegal Studies	96	12	39/6	100%	0%	N/A	N/A

199

**TOTAL  
ENROLLMENT**

*Notes:* Type in bold any retention rate below 62% and any placement rate below 58%. Delete either *Sem.* or *Qtr.* in the column 3 heading. Add or delete rows as needed.

\* Program reviewed for the first time.

\*\* For any program with no enrollment, either identify below the expected date of enrollment or explain the campus's plans regarding the program. Do not evaluate programs with no enrollment.

\*\*\* For any program(s) not reviewed because of specialized accreditation, please indicate which program(s), the specialized agency, and the grant expiration date (s).

## INTRODUCTION

The ITT Technical Institute in Springfield Illinois opened in the White Oaks shopping Mall in 2012. The facility is very clean, up-to-date, and feels like an educational institution. The campus is approved to operate by the Illinois Board of Higher Education (IBHE) and the Illinois State Board of Education (ISBE).

The campus currently is offering primarily evening classes serving a population of 69.4% males and 30.6% females. Caucasian or white, non-Hispanic population is made up of 63.1% and 28.7% of the population is African-American or Black, non-Hispanic.

The average program enrollment is made up of from the age of 25 and over as is identified in the campus CEP.

Although classes are primarily held in the evening, the campus is fully operational during the day time and offers open tutoring labs to the students. During the team visit, the campus opened its facility to the local secondary school district to use some classrooms to hold training meetings for their teachers.

As of the date of the team visit the campus has not had a graduation and therefore lacked statistics that indicate graduate and employer satisfaction. However the campus does survey their enrolled students at the end of every quarter and have shown an increase in response rate from 75.41% in 2012 to 84.62% in 2013. In the overall responses to questions based on 1 being the lowest to 5 being the highest, the questions with the lowest response rate of 4.39 dealt with satisfaction with course materials. The student's survey's indicated general satisfaction with faculty, staff, and administration.

## REPORT QUESTIONS

### 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement is found on the inside cover of the ITT Springfield 2013-2014 catalog, volume 10. The catalog is available online at [www.ITT-TECH.EDU](http://www.ITT-TECH.EDU).
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes  No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes  No
- 1.04 Are the objectives reasonable for the following?  
(a) The programs of instruction  
 Yes  No  
(b) The modes of delivery.  
 Yes  No  
(c) The facilities of the campus.  
 Yes  No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes  No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes  No
- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes  No
- 1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?  
 Yes  No  Not Applicable
- 1.09 Does the CEP describe the following?  
(a) The characteristics of the programs offered.  
 Yes  No  
(b) The characteristics of the student population.  
 Yes  No  
(c) The types of data that will be used for assessment.  
 Yes  No  
(d) Specific goals to improve the educational processes.  
 Yes  No  
(e) Expected outcomes of the plans.  
 Yes  No

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

(a) Student retention.

Yes  No

(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 defines assessment of student learning outcomes by using the following methods:

- Capstone courses-solidify the students overall learning process and determine the level of the students understanding of the program objectives.
- Student Engagement – Student Engagement is measured by student attendance and the ability to complete the program courses.
- Student Success – Student success is measured by dividing the number of passing students by the number of student attempts (A student attempt is counted when a student sits for a section.)

The campus goal is to improve student learning outcomes by a minimum of 5% and to also improve student engagement by a minimum of 5%.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes  No  Not Applicable

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

Yes  No  Not Applicable

(c) How the data was collected.

Yes  No  Not Applicable

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

Yes  No  Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes  No  Not Applicable (new additional location or initial applicant only)

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

Yes  No  Not Applicable (new additional location only)

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

The dean will maintain a watch list of students with excessive tardiness and/or absences. The dean will follow-up with these students and students needing additional one-on-one attention will have increased tutoring opportunities via expanded office hours and tutors.

Instructors will increase the use of guest speakers and field trips to maintain a high level of motivation amongst the students.

The dean will provide additional orientation to new instructors on teaching techniques, grade and attendance reporting, and student advisement.

Student feedback will be continually assessed and new initiatives developed as needed.

Instructors will be observed as outlined by ITT/ESI policy and development goals established to enhance their effectiveness in the classroom.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes       No

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

Yes       No

(c) That periodic progress reports have been completed.

Yes       No

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

The CEP committee is made up of the following individuals who meet at regularly scheduled meetings.

The campus director, dean, director of finance, director of recruitment, director of career services, registrar, and faculty representatives.

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

Yes       No       Not Applicable (new additional location or initial applicant only)

## 2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(a) Governance, control, and corporate organization.

Yes       No

(b) Names of the trustees, directors, and/or officers.

Yes       No

(c) Names of the administrators.

Yes       No

2.02 Does the campus:

(a) Adequately train its employees?

Yes       No

(b) Provide them with constant and proper supervision?

Yes       No

(c) Evaluate their work?

Yes       No

2.03 Is the administration of the campus efficient and effective?

Yes       No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes       No

(b) Know the person to whom they report?

Yes       No

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

Yes       No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes       No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes       No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes       No

- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?  
 Yes       No       Not Applicable (initial applicants only)
- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?  
 The director of finance is Ms. Alayna Tuetken. Ms. Tuetken has been with ITT Institute campuses since 2005 and has held numerous roles in financial aid as well as her current position as director of finance. Ms. Tuetken has earned a bachelor's degree in Psychology from Southern Illinois University and a master's degree in Professional Counseling from Lindenwood University in St. Charles, Missouri.

### 3. ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?  
 Yes       No
- 3.02 Are all staff well trained to carry out administrative functions?  
 Yes       No
- 3.03 Who is the on-site administrator, and what are this person's qualifications?  
 The chief on-site administrator is Mr. Jason Thoron who has held this position since February of 2012. Mr. Thoron earned an associate of applied science in Business Management from Lincoln Land Community College in Springfield, Illinois and a bachelor of science degree in Organizational Leadership from Greenville College. Prior to coming to ITT, Mr. Thoron served as a part-time instructor at Lincoln Land Community College and as the director of revenue and marketing at Crowne Plaza, Springfield.
- 3.04 Does the campus list degrees of staff members in the catalog?  
 Yes       No
- If Yes, is appropriate evidence of the degrees on file?  
 Yes       No
- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
- (a) Financial aid activities.  
 Yes       No       Not Applicable (campus does not participate in financial aid)
  - (b) Admissions.  
 Yes       No
  - (c) Curriculum.  
 Yes       No
  - (d) Accreditation and licensure.  
 Yes       No
  - (e) Guidance.  
 Yes       No
  - (f) Instructional resources.  
 Yes       No
  - (g) Supplies and equipment.  
 Yes       No
  - (h) The school plant.  
 Yes       No
  - (i) Faculty and staff.  
 Yes       No
  - (j) Student activities.  
 Yes       No

(k) Student personnel.

Yes  No

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

Yes  No (*Skip to Question 3.11.*)

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

Yes  No

3.12 Are appropriate transcripts maintained for all students?

Yes  No

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

Yes  No

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

Yes  No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes  No

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

Yes  No

## 4. RELATIONS WITH STUDENTS

### FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

Twenty-seven student files were reviewed during the evaluation.

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

Yes  No

4.03 Does the campus have appropriate admissions criteria?

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

4.07 Is the admissions policy publicly stated?

Yes  No

4.08 Is the admissions policy administered as written?

Yes  No

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

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

Yes  No

(b) Outlines all program related tuition and fees?

Yes  No

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

Yes  No

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

Yes  No

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

Ms. Breann Titus, director of recruitment, is responsible for the oversight of student recruitment. She holds an associate's degree in Liberal Arts from Lincoln College and a bachelor's degree in Communication Studies from Illinois State University. Ms. Titus previously worked as the director of admissions at Heritage College for three years before joining ITT Springfield in February 2012.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

The team found the campus recruiting process for new students is ethical and compatible with the educational objectives. Based on an interview with the director of recruitment, the found the process was found to provide the new students with quality support services, a technical educational delivery system, and a "student centered" focus designed to prepare them for a successful career in a global community.

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

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

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

Yes  No

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

Yes  No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

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 (SAP) is found on pages 26-29 in the 2013-2014 ITT Technical Institute, Springfield, Illinois catalog, volume 9, effective September 26, 2013 through September 26, 2014. The catalog was updated while on site. The current catalog is volume 10 and is effective October 8, 2013 to October 8, 2014.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes       No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes       No

(c) Procedures for re-establishing satisfactory academic progress.

Yes       No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes       No

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. L. Wayne Tripp, dean of academic affairs, is responsible for the administration of satisfactory academic progress. He holds a bachelor's degree in Computer Science from Saint Louis University, and master's degree in Instructional Technology and Internet Security from American Intercontinental University. Mr. Tripp served as an instructor at the ITT Arnold, Missouri campus for nine years before being appointed as the dean of academic affairs in February 2012.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes  No
- 4.40 Does the campus finance any of the following? (Mark all that apply.)  
 (a)  Scholarships.  
 (b)  Grants.  
 (c)  Loans.  
 (d)  The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)
- If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?  
 Yes  No
- 4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?  
 Yes  No
- 4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?  
 Yes  No
- 4.43 Are tuition and fees clearly stated in the catalog?  
 Yes  No

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

Yes       No       Not Applicable

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

(a) Charges.

Yes       No

(b) Dates for the posting of tuition.

Yes       No

(c) Fees.

Yes       No

(d) Other charges.

Yes       No

(e) Payments.

Yes       No

(f) Dates of payment.

Yes       No

(g) The balance after each transaction.

Yes       No

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

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

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

Yes       No

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

Yes       No

4.48 Is the campus following its stated refund policy?

Yes       No

4.49 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 4.57*)

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

Ms. Alayna Tuetken, director of finance, is responsible on-site for administering student financial aid. She holds a bachelor's degree in Psychology from Southern Illinois University and a master's degree in Professional Counseling from Lindenwood University. Ms. Tuetken has worked in financial aid at ITT Technical Institute since 2005. She is a member of the Illinois Association of Student Financial Aid Administrators (IASFAA) and is certified by the Association of Veteran Education Certifying Officials (AVECO).

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

Yes       No

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

Yes       No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes  No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
 The financial aid office stays current with regulation and policy changes in financial aid by holding memberships in IASFAA and the National Association of Student Financial Aid Administrators (NASFAA). The financial aid office joins weekly conference calls from the ITT corporate office regarding regulation updates. Emails are regularly received from NASFAA, IASFAA, and the United States Department of Education (USDE) concerning policy changes that affect student financial aid. Ms. Tuetken recently attended a conference sponsored by the Association of Veteran Education Certifying Officials (AVECO).

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes  No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes  No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes  No (Skip to question 4.58.)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
 The student services offered by the campus include: new student orientation, academic and financial aid counseling, free tutoring, and employment counseling.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes  No  Not Applicable

If *Not Applicable*, explain:

Follow-up studies on graduate and employer satisfaction were not available to the team because the first campus graduation will not occur until March 2014.

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Ms. Debra Darlene Sim, director of career services, is responsible for the oversight of counseling students on employment opportunities. She holds a bachelor's degree in Business Administration from Indiana Tech and master's degrees in both Public Administration and Human Resource Management from Keller Graduate School of Management. Ms. Sim worked in the field of marketing for fifteen years prior to her employment at ITT on January 2012.

4.61 Does the campus offer employment assistance to all students?  
 Yes  No  Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes  No

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

Yes       No       Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

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

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The students are counseled concerning student loan repayment obligations by the following: discussion of repayment during the admission process; entrance counseling is conducted during the first financial aid appointment; repayment obligations are reviewed during new student orientation; a video reviewing loan repayment is presented during the first quarter; and exit counseling is planned to occur before graduation. Students are encouraged to contact the campus financial aid office with questions and concerns.

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

Students are encouraged to participate in the following extracurricular campus activities. The ITT Connectors is an active student group promoting and providing community services such as local blood drives and cancer walks. The National Technical Honor Society (NTHS) will be holding their first induction on the campus later this month.

## 5. EDUCATIONAL ACTIVITIES

### FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes       No

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

Mr. L. Wayne Tripp is the dean of academic affairs and is assigned to oversee the educational activities of all programs at the campus. As previously mentioned, Mr. Tripp holds a bachelor's degree in Computer Science from Saint Louis University in addition, he holds two master's degrees from American Intercontinental University, in Education and Information Technology. Mr. Tripp was an instructor with the ITT campus in Arnold, Missouri for nine years. Prior to his tenure at ITT, Mr. Trip was a consultant with Comsys and a project manager for BJC Healthcare for five years.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes       No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The job descriptions for faculty and academic administrators clearly indicate the responsibility and authority of each to provide input in the development and administration of their programs. In addition, the faculty and academic dean participate on the curriculum committee which promotes the development and administration of all the programs on the campus. The team interviewed the faculty and they confirmed their participation.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes       No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes       No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

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

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

Yes       No       Not Applicable

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

Yes       No

5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes       No

5.15 What provisions are made for individual differences among students?

The campus provides academic advising for students that are not making satisfactory academic progress. While on the site visit, the team observed a posted schedule outside of the learning resource center (LRC) which lists tutoring for students in general education courses and core courses in their respective academic programs. During the interview with the academic dean, it was revealed that the campus encourages students that are excelling academically to assist their classmates in the lab who may need additional help.

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

The campus utilizes the following system to evaluate, revise and make changes to the curriculum. First, the faculty are encouraged to use the forum on the faculty portal to evaluate the curriculum at the end of each term. In addition, the academic dean and program chairs are members of the curriculum committee, in which they meet monthly to share information with other academic deans and program chairs at other campus' to evaluate, revise and make changes to the curriculum. Third, the corporate curriculum committee reviews the quarterly student surveys and takes the comments and recommendations from the students in consideration with respect to changes to the curriculum. Last, the recommendations from the program advisory committees are also taken into consideration with respect to making changes to the curriculum.

5.17 Does the faculty participate in this process?

Yes       No

5.18 Is credit appropriately converted in relation to total student contact hours in each class?

Yes       No

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

Yes       No       Not Applicable (campus does not award such credit)

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

Yes       No

If *No* (there is not appropriate documentation of the assessments), insert the section number in parentheses and explain:

█

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

Yes       No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

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

Yes       No

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

Yes       No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes       No

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

Yes       No

5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

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 campus maintains a binder titled "minutes" which contains the agenda, minutes and a sign-in sheet of the attendees.

5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes       No

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

Yes       No

5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes       No

5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes       No

If Yes, do the contracts and/or agreements comply with all requirements of the applicable criterion?

Yes       No

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

Yes       No

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

Yes       No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes       No

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

Yes       No

## 6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus consists of 17,800 square feet of theory classrooms, laboratories, administrative offices, library, and the campus bookstore. The current facility has the capacity to hold 395 students and staff. Ample parking is available for students, staff, and visitors. The facility is in compliance with federal, state, local and ADA ordinances and regulations.

6.02 Does the campus utilize any additional space locations?

Yes  No

6.03 Does the campus utilize campus additions?

Yes  No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?

Yes  No

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

██████

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment

Yes  No

(b) Instructional tools

Yes  No

(c) Machinery

Yes  No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

Yes  No  Not Applicable

#### GENERAL COMMENTS:

During the team visit, the campus was able to demonstrate their relationship with the education community as one of the local school districts was using classrooms to hold workshops for secondary teacher training.

## 7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The catalog that was used during the evaluation is the 2013-2014 catalog, volume 9. The catalog is effective from its publish date of September 26, 2013 through September 26, 2014. The catalog was updated while the team was onsite and is effective October 8, 2013-October 8, 2014. This updated catalog is volume 10.

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

Yes  No

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

Yes  No

7.04 Does the catalog contain the following items?

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

Yes  No

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

Yes  No

(c) The names and titles of the administrators.

Yes  No

- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.  
 Yes  No
- (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.)*

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 through television ads, direct mail, the ITT website, and sponsored links on yellowpages directories online. ITT also features ads on third party websites, such as campusexplorer.com

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?

ITT Technical Institute publishes the following institutional performance information:

- on-time graduation rate by program,
- placement rates by program,
- retention rate, and
- completion rates, both cumulative and by demographic factors (racial and ethnic subgroups and financial aid recipient categories.)

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

ITT publishes on-time graduation and placement rates on the ITT website, with federal disclosure information. Retention and completion rates are published in the student handbook, which is also available on the ITT website. This information is updated once a year.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

### FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?

Yes  No

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

Yes  No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes  No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes  No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The librarian surveys the students and faculty to assess the quality and quantity of the resources and information services. At the end of each term, the campus conducts student surveys and several questions are designed to assess the effectiveness of the library. In addition, the librarian provides the faculty with a survey to assess the effectiveness of the library and to provide them with an opportunity to make recommendations for additions to the library.

Are these methods appropriate?

Yes  No

8.06 Is the library staff adequately trained to support the library?

Yes  No

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes  No

8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is: \$3517.79

- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
The campus has spent \$3517.79 of the current year's budget. The money has been allocated to include the cost for books, periodicals, library equipment and various reference materials.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 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 are encouraged to use the library to conduct research for assignments in their respective programs. In addition, all new students who are enrolled in TB133 strategies for the technical professional receive an orientation and tour of the library.
- Are these methods appropriate?  
 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 students have access to Books24x7, CRC Press Collections, Ebrary, Netlibrary and Gale Virtual Reference Library. The online collection provides students with access to over 17,000 full text magazines and professional journals. Students can access Proquest, EbscoHost, ACM Digital Library and LexisNexis. In addition, students can access various reference resources like, AccessScience, and Britannica Online.
- 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?  
 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. Rachel Bielby is the on-site librarian. Ms. Bielby holds a bachelor's degree in history from York University. Ms. Bielby works 40 hours per week and her schedule permits her to provide assistance for both day and evening students.
- Does this individual:
- (a) Supervise and manage the library and instructional resources?  
 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 Computer and Electronics Engineering Technology

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

Yes       No (*Skip to question 9.02*)

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

The associate degree program covered in this report is administered by Mr. L. Wayne Tripp, chair for the School of Computer and Electronics Engineering Technology (SCEET) at this campus of ITT Technical Institute. Mr. Tripp, who is also the dean of academic affairs, has been working in these two positions for one year. He has worked as an instructor at ITT since 2003. Prior to his employment at ITT, Mr. Tripp worked as an IT consultant and project manager at two large business organizations for six years. Mr. Tripp earned a bachelor's degree in Computer Science from Saint Louis University. Additionally, Mr. Tripp holds master's degrees in Instructional Technology and Internet Security from American Intercontinental University in Chicago, Illinois.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes       No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes       No

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

Yes       No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:

(a) Student retention rate of 62%?

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 58%?

Yes  No  Not Applicable (Additional Location Inclusion only)

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

The Springfield, Illinois campus of ITT Technical Institute utilizes several community resources for the Computer and Electronics Engineering program:

- Each year, several guest speakers come to the campus to address students the program. These presentations expose students to real-world situations which they may have to deal with as professionals. During the current academic year, the list of guest speakers includes representatives of a large IT consulting company, State Board of Elections, and a major credit union.
- The Student Professional Experience (SPE) program at ITT Technical Institutes provides students opportunities to interact with one another within the school and with other IT professionals in a setting which simulates the real-world work place. The 'Computer Bank' organization is facilitated by the SPE program and afford student the opportunity to utilize their professional skills for the benefit of underprivileged users of IT in the community.
- There is an active program advisory committee (PAC) with three members representing local businesses involved in manufacturing, distributing/marketing, and utilizing computer electronics. This board meets twice every year. The employment/internship arrangements for some graduates from the IT programs may be facilitated by members of the PAC.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes  No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

Yes  No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes  No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

Yes  No (Skip to question 9.14)

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

Yes  No

- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
  - (b) Course numbers  
 Yes  No
  - (c) Course prerequisites and/or corequisites  
 Yes  No
  - (d) Instructional contact hours/credits  
 Yes  No
  - (e) Learning objectives  
 Yes  No
  - (f) Instructional materials and references  
 Yes  No
  - (g) Topical outline of the course  
 Yes  No
  - (h) Instructional methods  
 Yes  No
  - (i) Assessment criteria  
 Yes  No
  - (j) Method of evaluating students  
 Yes  No
  - (k) Date the syllabus was last reviewed  
 Yes  No
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes  No  Not Applicable (there have been no graduates)
- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes  No  Not Applicable
- 9.24 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes  No
  - (b) Instructional equipment.  
 Yes  No
  - (c) Resources.  
 Yes  No

- (d) Personnel.  
 Yes       No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes       No
- (b) Well-defined instructional objectives.  
 Yes       No
- (c) The selection and use of appropriate and current learning materials.  
 Yes       No
- (d) Appropriate modes of instructional delivery.  
 Yes       No
- (e) The use of appropriate assessment strategies.  
 Yes       No
- (f) The use of appropriate experiences.  
 Yes       No
- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes       No
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes       No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes       No
- 9.30 Are teaching loads reasonable?  
 Yes       No
- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes       No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes       No       Not Applicable (no students in the second year)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes       No       Not applicable

**GENERAL COMMENTS:**

1. The facilities available for the academic programs in the IT domain are very good.

2. Students in the CEET program interviewed during the site visit indicated that the quality of instruction is good, and praised the instructors and administrators for being very accessible and responsive. They appreciated the hands-on experience of most of their instructors, and the employment market focus of the IT academic program.
3. The overall environment at this campus of ITT is positive and the top level administration has done a creditable job in this regard.
4. The documents for the activities in this school, in particular the Community Resources and Assigned Work folders, are well-organized and reader-friendly.

**COMMENDATIONS:**

1. The chair for SCEET has displayed a high level of commitment to student welfare during his tenure. The laboratory equipment and library resources available for students in this school are impressive. The credentials and work experience of most of the faculty members are nicely matched with the instructional needs of the students in this school. The school chair is commended for this well-focused plan and strategy.

## 9. PROGRAM EVALUATION

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

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes       No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 The program is administered by Mr. Satheesh Kumar, chair for the School of Information Technology. Mr. Kumar has worked as a full time instructor with ITT since September 2004. He was promoted to chair for the School of Information Technology at the Arnold, Missouri campus in November 2010, and assumed the same position at ITT Springfield two years later. Mr. Kumar worked in three different positions, including that of an instructor, at Vatterott College in Saint Ann, Missouri from 1987 to 2004. Mr. Kumar received a bachelor of science degree in Electronics and Communications from SJ College of Engineering in Mysore, India. He earned a master of science degree in Electrical Engineering from Southern Illinois University in Edwardsville, Illinois. Mr. Kumar is a Certified Network Engineer.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes       No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes       No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:  
 (a) Student retention rate of 62%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 58%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The Springfield, Illinois campus of ITT Technical Institute utilizes several community resources for the Information Technology program, a number of which are offered to this program and the previously reported Computer and Electronics Engineering program:
- Every year, several guest speakers come to the campus to address students in the SIT academic programs. These presentations expose students to real-world situations which they may have to deal with as professionals. During the current academic year, the list of guest speakers includes representatives of a large IT consulting company, State Board of Elections, and a major credit union.
  - The Student Professional Experience (SPE) program at ITT Technical Institutes provides students at this institution opportunities to interact with one another within the school and with other IT professionals in a setting which simulates the real-world work place. The participation of a high percentage of students in SIT, in the activities of the 'Computer Bank' organization has been facilitated by the SPE program. This involvement enables students to utilize their professional skills for the benefit of underprivileged users of IT in the community.

- SIT has an active program advisory committee (PAC) with five members. This committee meets twice every year. The employment/internship arrangements for some graduates from the IT programs may be facilitated by members of the PAC. Members of the PAC represent large local organizations recognized as major IT consulting entities and/or users

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and 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
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes       No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes       No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes       No       Not Applicable (there have been no graduates)
- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes       No       Not Applicable
- 9.24 Are the following appropriate to adequately support the number and nature of the program?  
 (a) Facilities.  
 Yes       No  
 (b) Instructional equipment.  
 Yes       No  
 (c) Resources.  
 Yes       No  
 (d) Personnel.  
 Yes       No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?  
 (a) Systematic planning.  
 Yes       No  
 (b) Well-defined instructional objectives.  
 Yes       No  
 (c) The selection and use of appropriate and current learning materials.  
 Yes       No  
 (d) Appropriate modes of instructional delivery.  
 Yes       No  
 (e) The use of appropriate assessment strategies.  
 Yes       No  
 (f) The use of appropriate experiences.  
 Yes       No
- 9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes       No
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes       No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes       No

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

**GENERAL COMMENTS:**

1. The facilities available for the academic programs in the IT domain are very good.
2. Students in the IT program interviewed during the site visit indicated that the quality of instruction is good, and praised the instructors and administrators for being very accessible and responsive. They appreciated the hands-on experience of most of their instructors, and the employment market focus of the IT academic program.
3. The overall environment at this campus of ITT is positive and the top level administration has done a creditable job in this regard.
4. The documents for the activities in this school, in particular the Community Resources and Assigned Work folders, are well-organized and reader-friendly.

**COMMENDATIONS:**

The chair for SIT is an experienced professional who has successfully exposed the students in the IT program to real-world technical issues and work situations. The laboratory equipment and library resources available for students in this school are impressive. The credentials and work experience of most of the faculty members are nicely matched with the instructional needs of the students in this school. The school chair is commended for this well-focused plan and strategy.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Paralegal Studies

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Jennifer Broughton is the subject matter expert for the paralegal program and she is responsible for the administration of the program. Ms. Broughton holds a master's degree in Legal Studies from the University of Illinois, Springfield and a bachelor's degree in political science from Southern Illinois University at Carbondale. In addition to her academic training, Ms. Broughton has over seven years experience in labor relations in which she worked as a labor relations analyst with the Illinois Department of Transportation. Ms. Broughton was officially documented to hold this designation while the team was on-site. An addendum was added and signed by both Ms. Broughton and Mr. L. Wayne Tripp, dean, to verify acknowledgement of her duties and time spend on administrative duties. Ms. Broughton provides content expertise to assist Mr. Tripp in the administration of the program.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:  
 (a) Student retention rate of 62%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 58%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?  
 Yes  No  Not Applicable (Additional location only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The Springfield, Illinois campus of ITT Technical Institute utilizes several community resources for the Computer and Electronics Engineering program:  
 October 3, 2013 Ms. Susan Bacher was invited to guest speak to the PL104 Wills, Trusts & Estates class on the importance of living wills and power of attorney as it pertains to healthcare.  
 The campus holds program advisory committee (PAC) meetings twice annually, in which industry professionals are invited to review the curriculum, discuss trends in the industry, and recommend employment opportunities.  
 The program has a program advisory committee, which last met April 26, 2013.  
 An activity was held in January of 2013, called "Employer Engagement Event". The career service department worked to provide students the opportunity to meet with employment agencies. The Illinois National Guard was among many of the prospective agencies in attendance.
- 9.08 Is the utilization of community resources sufficient to enrich the program?

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

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Computer Drafting and Design

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Larry Emmert, program chair, is assigned to administer the associate's degree in Computer Drafting and Design (CDD). Mr. Emmert holds a bachelor's degree in Technology Education from Eastern Illinois University, has worked for ITT Technical Institute since June of 2012 as an adjunct instructor and program chair, has 14 years' teaching experience, and 10 years' computer drafting and design experience.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 58%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?  
 Yes  No  Not Applicable (Additional location only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 Community resources are an integral part of the Computer Drafting and Design (CDD) program offered at the campus. These resources serve as a conduit for expert advice to flow from business and industry to the campus and, in turn, for program awareness to flow from the campus to the community. The Springfield, Illinois campus of ITT Technical Institute utilizes several community resources for the program:
- The campus is a member of the local Chamber of Commerce and the campus facility is available for monthly chamber sessions and/or other community events.
  - In 2013, the campus hosted Mr. Mark Selvaggio from Selvaggio Steel, and Ms. Fiori Belmonte from Prarie Insulation as industry-professional guest speakers.
  - In March of 2013 the students attended a field trip to an LA Fitness construction site to learn about construction and design practices.
  - The Campus hosted their first advisory committee meeting for 2013 in April where members reviewed the results of the advisory committee survey given in 2012, and were encouraged to participate in a new survey for 2013 that assists the campus in developing curriculum, and identifies strengths and weaknesses in their respective program offerings.

- The campus hosted career fairs in January and August of this year along with a hospital fundraiser in August, and blood drive in March.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?  
 Yes  No
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- Title and course descriptions  
 Yes  No
  - Course numbers  
 Yes  No
  - Course prerequisites and/or corequisites  
 Yes  No
  - Instructional contact hours/credits  
 Yes  No
  - Learning objectives  
 Yes  No
  - Instructional materials and references  
 Yes  No
  - Topical outline of the course  
 Yes  No
  - Instructional methods  
 Yes  No
  - Assessment criteria

Yes       No

(j) Method of evaluating students

Yes       No

(k) Date the syllabus was last reviewed

Yes       No

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

Yes       No

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

Yes       No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes       No       Not Applicable (there have been no graduates)

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

Yes       No       Not Applicable

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

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

Yes       No

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

Yes       No

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

**SUMMARY:**

There were not areas of non-compliance.

**RECOMMENDATIONS:****Associate of Applied Science in Computer and Electronics Engineering Technology**

1. The contents of the out-of-class work time estimate appendix for each course syllabus should be blended into the syllabus as soon as feasible.

**Associate of Applied Science in Information Technology-Computer Network Systems**

1. The contents of the out-of-class work time estimate appendix for each course syllabus should be blended into the syllabus as soon as feasible.



**CREDENTIAL-INCLUSION REPORT  
BACHELOR'S DEGREE IN ELECTRICAL ENGINEERING AND  
COMMUNICATIONS TECHNOLOGY**

**ITT TECHNICAL INSTITUTE-CONCORD**

**1140 Galaxy Way, Suite 400  
Concord, CA 94520  
ACICS ID Code: 00024233**

Mr. Keith Woodman, Director (kwoodman@itt.edu)  
(Regulatory124@itt-tech.edu\*Preferred)

**MAIN  
ITT TECHNICAL INSTITUTE  
Indianapolis, IN  
ACICS ID Code: 00016040**

**October 10, 2013**

**Date Program Began: March 2012  
Current Total Enrollment: 23  
Current CAR Program Retention: 100%**

Dr. Harpal Singh Dhillon Specialist Intelligent Education Solutions, Inc. Annandale, Virginia  
Ms. Chinita D. Obi Staff Representative 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**

## REPORT QUESTIONS

### MISSION

- C.01 Is the mission statement appropriate for the type of new credential offered?  
 Yes  No

### GENERAL COMMENTS

The offering of the bachelor's degree in Electrical Engineering and Communications Technology is consistent with the mission statement of ITT Technical Institutes. This degree is currently being offered at numerous other campuses of ITT.

### RELATIONS WITH STUDENTS

- C.02 Does the campus have appropriate admissions criteria for the program(s)?  
 Yes  No
- C.03 Does the admissions policy conform to the campus's mission?  
 Yes  No
- C.04 Is the admissions policy administered as written?  
 Yes  No
- C.05 Are there any admissions requirements unique to the program?  
 Yes  No
- C.06 Are the campus's recruitment methods appropriate and in compliance with Council standards?  
 Yes  No
- C.07 Does the institution offer employment assistance to all students?  
 Yes  No  
 Not Applicable (campus enrolls only international students on a student visa)
- C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?  
 Yes  No  
 Not Applicable (there have been no graduates)
- C.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes  No  
 Not Applicable

### EDUCATIONAL ACTIVITIES

#### FOR ALL PROGRAMS

- C.13 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to Question C.15.*)
- C.15 Who is assigned to administer all academic programs, and what are this person's qualifications?

The academic programs at the Concord campus of ITT are administered by Mr. Nisar Razmi, the dean of academics. He was appointed as dean in March 2011. Prior to joining ITT, Mr. Razmi was employed as a teacher and management specialist at one educational institution and one business organization between over a period of 14 years. Mr. Razmi has an associate's degree in Computers/ Electronics from Heald College in the Concord, California. He has also earned a bachelor's degree in Information Technology, and master's degree in Information Systems from University of Phoenix.

C.16 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?

The bachelor's degree in Electronics Engineering and Communications Technology is administered by Mr. Francis Reyes, the chair of the School of Electronics Technology. He was appointed as the school chair at ITT in August 2009. Prior to joining ITT, Mr. Reyes was employed as a teacher and/or training specialist at one educational institution and two business organizations between 2000 and 2009. Mr. Reyes earned a bachelor of science degree in Electrical Engineering and Communications from Don Bosco Technical College in the Philippines. He earned master of science degree in Electronic Business from National University in La Jolla, CA. Mr. Reyes possesses the COMPTIA A+ and COMPTIA NET+ professional certificates.

C.18 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?

Yes  No

C.20 Are the time and resources devoted to the administration of the new credential sufficient?

Yes  No

C.21 Is the program consistent with the campus' mission and the needs of its students?

Yes  No

C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?

Yes  No

C.23 List the community resources and describe how they are utilized to enrich the program.

Each year, several guest speakers come to the Concord campus of ITT to address students in the Electronics Technology (ET) academic programs. These presentations expose students to real-world situations which they may have to deal with as professionals. For the last two years, the list of guest speakers includes representatives of large IT companies, ET equipment manufacturers, and IT/ET service providers.

During the last two years, students in the ET degree and programs participated in two professional conferences and made field trips to the facilities of three large IT/ET companies.

The Electronics Technology program has an active Program Advisory Committee (PAC) with eight members representing local businesses and community. This committee meets twice every year. The employment/internship arrangements for some graduates from the ET associate degree program were facilitated by members of the PAC.

C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

Yes  No

C.25 Does the catalog accurately describe the program and its objectives?

Yes  No

- C.26 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  
 Not Applicable (these elements are not part of the program or no student is at the point of needing them)
- C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?  
 Yes  No  
 Not Applicable (no courses are offered via independent study)
- C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?  
 Yes  No
- C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- C.31 Is an appropriately detailed syllabus on file for each course that includes:  
 (a) Title and course descriptions  
 Yes  No  
 (b) Course numbers  
 Yes  No  
 (c) Course prerequisites and/or corequisites  
 Yes  No  
 (d) Instructional contact hours/credits  
 Yes  No  
 (e) Learning objectives  
 Yes  No  
 (f) Instructional materials and references  
 Yes  No  
 (g) Topical outline of the course  
 Yes  No  
 (h) Instructional methods  
 Yes  No  
 (i) Assessment criteria  
 Yes  No  
 (j) Method of evaluating students  
 Yes  No  
 (k) Date the syllabus was last reviewed  
 Yes  No
- C.32 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- C.33 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes  No
- C.34 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes  No

- C.35 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes  No
- C.36 Are the following appropriate to adequately support the new program?  
 (a) Facilities.  Yes  No  
 (b) Instructional equipment.  Yes  No  
 (c) Resources.  Yes  No  
 (d) Support for modes of instructional delivery.  Yes  No  
 (e) Personnel.  Yes  No
- C.37 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes  No
- C.38 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  
 Yes  No
- C.39 Are the following elements appropriately incorporated into the instructional components of the program?  
 (a) Systematic planning.  
 Yes  No  
 (b) Well-defined instructional objectives.  
 Yes  No  
 (c) The selection and use of appropriate and current learning materials.  
 Yes  No  
 (d) Appropriate modes of instructional delivery.  
 Yes  No  
 (e) The use of appropriate assessment strategies.  
 Yes  No  
 (f) The use of appropriate experiences.  
 Yes  No
- C.40 Are official transcripts for all credentials on file for all instructors in the program?  
 Yes  No
- C.41 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credential to credentials awarded by institutions in the United States?  
 Yes  No  
 Not Applicable (no faculty members hold foreign credentials)
- C.42 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes  No
- C.43 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?  
 Yes  No

If No for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:  
**(Section 3-1-543)** Professional growth activities for Mr. Luis Barros, instructor in the electrical engineering and communications technology program, cannot be verified. Four activities are listed on the professional growth section of the faculty development plan. They are listed as completed or ongoing and documented. However, there is no corresponding documentation to verify their completion. These activities are: Concurrent related experience, membership in Company FMC, professional reading of Manufacturing Engineering, attendance at a Company Company conference, workshop or seminar, and Company FMC professional certification.

Professional growth for Mr. Vincent Van Veen, general education instructor, is not sufficient. There is one professional growth activity listed on the faculty development plan of this instructor and it is listed as "concurrent related experience". There is no evidence of what this concurrent related experience consists of or additional activities.

- C.44 Is there evidence that full-time and part-time instructors in the program(s) participate in regularly scheduled faculty meetings?  
 Yes  No

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

- C.45 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- C.46 Are all faculty in the program assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes  No
- C.47 Is the size of the faculty appropriate?  
 Yes  No
- C.48 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No

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

- C.49 Are teaching loads reasonable?  
 Yes  No

**FOR BACHELOR'S DEGREES ONLY**

- C.68 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
- C.69 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
- C.70 Are all general education courses appropriate for the program and do they meet Council standards?  
 Yes  No
- C.71 Are the courses that satisfy the concentration, general education, and upper division requirements identified in the catalog?  
 Yes  No
- C.72 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)
- C.73 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No

- C.74 Is there evidence that curricular offerings require the appropriate use of library resources?  
 Yes  No
- C.75 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)
- C.76 Are at least one-half of all lower-division subjects and all upper-division subjects that are part of this (or these) program(s) taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes  No

## PUBLICATIONS

- C.105 Do the catalog and other publications accurately describe the new program?  
 Yes  No
- C.106 Is the course-numbering system adequately explained in the catalog?  
 Yes  No

## LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

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

- C.108 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes  No
- C.109 What is the amount of the current year's library budget?  
 \$The amount of the current year's library budget is \$8004.
- C.110 What portion of the current year's library budget has been spent and how has the money been allocated?  
 The portion of the current year's library budget that has been spent is \$7,193.01. The expenditures have been allocated in the following ways:
  - \$425 Library World Renewal (a virtual library automation system),
  - \$274.06 on books related to IT and ET,
  - \$89.95 on magazine subscriptions, and
  - \$6404 on the Virtual Library subscription.
- C.111 Does the new program require appropriate use of library resources?  
 Yes  No
- C.112 Is there evidence that the faculty have involvement in the selection of library resources?  
 Yes  No

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

- C.113 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- C.114 Are records of physical and/or online resources and circulation accurate and up to date?  
 Yes  No

- C.115 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?  
 Yes  No
- C.116 Describe any full-text online collections available to students:  
 The full-text online collection available to students in the new degree program include but are not limited to:
  - E-library (Selected periodicals, reference books, maps, pictures and newspapers from around the world),
  - PubMed (More than 21 million citations for biomedical literature from MEDLINE, life science journals, and online books),
  - EBSCOhost (Free abstracts for a variety of articles/documents covering a broad array of subjects and topics),
  - Online Resources for IT Professional, and
  - Microsoft Resources.
- C.117 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?  
 Yes  No
- C.118 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No
- C.119 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?  
 Yes  No

#### FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- C.120 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus' curricular and educational offerings, and assist students in their use?  
 Yes  No
- C.121 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?  
 Mr. Pio Buenaventura is the onsite library assistant for the learning resource center. Mr. Buenaventura holds a bachelor's degree in Mathematics from the University of California-Davis and associate's of arts and science degrees in Liberal Arts and CIS-Network Administration respectively from Solano Community College. He holds a library support staff membership with the American Library Association and has successfully completed ITT LRC Service Provider Training. He is supported by the ITT national librarian, Ms. Kathryn Closter. He works from 9 am to 6 pm on Mon-Thurs and Saturdays. The remaining library hours are covered by part time library assistants.
- C.122 Is documentation on file to evidence the librarian participates in professional growth activities?  
 Yes  No
- C.123 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?  
 Yes  No

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## SUMMARY

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

Number	Citation #	Summary Statement (followed by report page number)
1	Section 3-1-543	There is insufficient evidence of completion of professional growth activities for two faculty members. (page 11)



**CREDENTIAL-INCLUSION REPORT**  
**BACHELOR’S DEGREE IN INFORMATION SYSTEMS AND CYBERSECURITY**

**ITT TECHNICAL INSTITUTE-CONCORD**

**1140 Galaxy Way, Suite 400**  
**Concord, CA 94520**  
**ACICS ID Code: 00024233**

Mr. Keith Woodman, Director (kwoodman@itt.edu)  
(Regulatory124@itt-tech.edu \*Preferred)

**MAIN**

**ITT TECHNICAL INSTITUTE**  
**Indianapolis, IN**  
**ACICS ID Code: 00016040**

**October 10, 2013**

**Date Program Began: March 2012**  
**Current Total Enrollment: 59**  
**Current CAR Program Retention: 92.86**

Dr. Harpal Singh Dhillon    Specialist                      Intelligent Education Solutions, Inc.    Annandale, Virginia  
Ms. Chinita D. Obi            Staff Representative    ACICS    Washington, DC

## REPORT QUESTIONS

### MISSION

- C.01 Is the mission statement appropriate for the type of new credential offered?  
 Yes  No

### GENERAL COMMENTS

The offering of the bachelor's degree in Information Systems and Cyber Security is consistent with the mission statement of ITT Technical Institutes. This degree is currently being offered at numerous other campuses of ITT.

### RELATIONS WITH STUDENTS

- C.02 Does the campus have appropriate admissions criteria for the program(s)?  
 Yes  No
- C.03 Does the admissions policy conform to the campus's mission?  
 Yes  No
- C.04 Is the admissions policy administered as written?  
 Yes  No
- C.05 Are there any admissions requirements unique to the program?  
 Yes  No
- C.06 Are the campus's recruitment methods appropriate and in compliance with Council standards?  
 Yes  No
- C.07 Does the institution offer employment assistance to all students?  
 Yes  No  
 Not Applicable (campus enrolls only international students on a student visa)
- C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?  
 Yes  No  
 Not Applicable (there have been no graduates)

### EDUCATIONAL ACTIVITIES

#### FOR ALL PROGRAMS

- C.13 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to Question C.15.*)
- C.15 Who is assigned to administer all academic programs, and what are this person's qualifications?  
 The academic programs at the Concord campus of ITT are administered by Mr. Nisar Razmi, the dean of academics. He was appointed as dean in March 2011. Prior to joining ITT, Mr. Razmi was employed as a teacher and management specialist at one educational institution and one business organization between over a period of 14 years. Mr. Razmi has an associate's degree in Computers/ Electronics from Heald College in the Concord, California. He has also earned a bachelor's degree in Information Technology, and master's degree in Information Systems from University of Phoenix.
- C.16 Does this individual possess appropriate academic or experiential qualifications?

Yes                       No

C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?

The program is administered by Mr. Ali Asghary Karahroudy, the chair of the school of Information Technology. He was appointed as the school chair at in March 2012. Prior to joining ITT Technical Institute, Mr. Karahroudy was employed as a project manager, circuit designer, and researcher at three organizations between 2000 and 2011. Mr. Karahroudy earned a bachelor of science degree in Electrical Engineering from Islamic Azad University in Tehran, Iran. He earned a master of science degree in Software Engineering from East Carolina University in Greenville, North Carolina.

C.18 Does this individual possess appropriate academic or experiential qualifications?

Yes                       No

C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?

Yes                       No

C.20 Are the time and resources devoted to the administration of the new credential sufficient?

Yes                       No

C.21 Is the program consistent with the campus' mission and the needs of its students?

Yes                       No

C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?

Yes                       No

C.23 List the community resources and describe how they are utilized to enrich the program.

Every year, several guest speakers come to the Concord campus to address students in the Information Technology (IT) academic programs. These presentations expose students to real-world situations which they may have to deal with as professionals. For the last two years, the list of guest speakers includes representatives of large IT companies, IT equipment manufacturers, and IT service providers.

During the last two years, students in the IT degree and programs participated in two professional conferences and made field trips to the facilities of three large IT companies.

The Information Technology program has an active program advisory committee (PAC) with five members representing local businesses and community. This committee meets twice every year. The employment/internship arrangements for some graduates from the IT associate degree program were facilitated by members of the PAC.

C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

Yes                       No

C.25 Does the catalog accurately describe the program and its objectives?

Yes                       No

C.26 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes                       No

Not Applicable (these elements are not part of the program or no student is at the point of needing them)

C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?

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

- C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes                       No
- C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?  
 Yes                       No
- C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes                       No
- C.31 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes                       No
  - (b) Course numbers  
 Yes                       No
  - (c) Course prerequisites and/or corequisites  
 Yes                       No
  - (d) Instructional contact hours/credits  
 Yes                       No
  - (e) Learning objectives  
 Yes                       No
  - (f) Instructional materials and references  
 Yes                       No
  - (g) Topical outline of the course  
 Yes                       No
  - (h) Instructional methods  
 Yes                       No
  - (i) Assessment criteria  
 Yes                       No
  - (j) Method of evaluating students  
 Yes                       No
  - (k) Date the syllabus was last reviewed  
 Yes                       No
- C.32 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes                       No
- C.33 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes                       No
- C.34 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes                       No
- C.35 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes                       No
- C.36 Are the following appropriate to adequately support the new program?
- (a) Facilities.                       Yes                       No
  - (b) Instructional equipment.                       Yes                       No
  - (c) Resources.                       Yes                       No
  - (d) Support for modes of instructional delivery.                       Yes                       No
  - (e) Personnel.                       Yes                       No

- C.37 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes  No
- C.38 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  
 Yes  No
- C.39 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes  No
  - (b) Well-defined instructional objectives.  
 Yes  No
  - (c) The selection and use of appropriate and current learning materials.  
 Yes  No
  - (d) Appropriate modes of instructional delivery.  
 Yes  No
  - (e) The use of appropriate assessment strategies.  
 Yes  No
  - (f) The use of appropriate experiences.  
 Yes  No
- C.40 Are official transcripts for all credentials on file for all instructors in the program?  
 Yes  No
- C.41 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credential to credentials awarded by institutions in the United States?  
 Yes  No  
 Not Applicable (no faculty members hold foreign credentials)
- C.42 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes  No
- C.43 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?  
 Yes  No
- If No for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:  
**(Section 3-1-543)** Professional growth for Mr. Vincent Van Veen, general education instructor, is not sufficient. There is one professional growth activity listed on the faculty development plan of this instructor and it is listed as "concurrent related experience". There is no evidence of what this concurrent related experience consists of or additional activities.
- C.44 Is there evidence that full-time and part-time instructors in the program(s) participate in regularly scheduled faculty meetings?  
 Yes  No

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

- C.45 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No

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

Several faculty members are over-qualified with regard to the courses assigned to them.

- C.46 Are all faculty in the program assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes  No
- C.47 Is the size of the faculty appropriate?  
 Yes  No
- C.48 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No

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

- C.49 Are teaching loads reasonable?  
 Yes  No

**FOR BACHELOR'S DEGREES ONLY**

- C.68 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
- C.69 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
- C.70 Are all general education courses appropriate for the program and do they meet Council standards?  
 Yes  No
- C.71 Are the courses that satisfy the concentration, general education, and upper division requirements identified in the catalog?  
 Yes  No
- C.72 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)
- C.73 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- C.74 Is there evidence that curricular offerings require the appropriate use of library resources?  
 Yes  No
- C.75 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)
- C.76 Are at least one-half of all lower-division subjects and all upper-division subjects that are part of this (or these) program(s) taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes  No

## PUBLICATIONS

C.105 Do the catalog and other publications accurately describe the new program?  
 Yes  No

C.106 Is the course-numbering system adequately explained in the catalog?  
 Yes  No

## LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

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

C.108 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes  No

C.109 What is the amount of the current year's library budget?  
 \$The amount of the current year's library budget is \$8004.

C.110 What portion of the current year's library budget has been spent and how has the money been allocated?  
 The portion of the current year's library budget that has been spent is \$7,193.01. The expenditures have been allocated in the following ways:

- \$425 Library World Renewal (a virtual library automation system),
- \$274.06 on books related to IT and ET,
- \$89.95 on magazine subscriptions, and
- \$6404 on the Virtual Library subscription.

C.111 Does the new program require appropriate use of library resources?  
 Yes  No

C.112 Is there evidence that the faculty have involvement in the selection of library resources?  
 Yes  No

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

C.113 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No

C.114 Are records of physical and/or online resources and circulation accurate and up to date?  
 Yes  No

C.115 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?  
 Yes  No

C.116 Describe any full-text online collections available to students:  
 The following full-text on-line collections are available for students in the new degree program:

1. Elibrary (Selected periodicals, reference books, maps, pictures and newspapers from around the world)
2. PubMed (More than 21 million citations for biomedical literature form MEDLINE, life science journals, and online books)
3. EBSCOhost (Free abstracts for a variety of articles/documents covering a broad array of subjects and topics)
4. Online Resources for IT Professional<<http://www.labmice.net>>

5. Microsoft Resources<<http://www.microsoft.com>>

- C.117 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?  
 Yes  No
- C.118 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No
- C.119 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?  
 Yes  No

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

- C.120 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus' curricular and educational offerings, and assist students in their use?  
 Yes  No
- C.121 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?  
 Mr. Pio Buenaventura is the onsite library assistant for the learning resource center. Mr. Buenaventura holds a bachelor's degree in Mathematics from the University of California-Davis and associate's of arts and science degrees in Liberal Arts and CIS-Network Administration respectively from Solano Community College. He holds a library support staff membership with the American Library Association and has successfully completed ITT LRC Service Provider Training. He is supported by the ITT national librarian, Ms. Kathryn Closter. He works from 9 am to 6 pm on Mon-Thurs and Saturdays. The remaining library hours are covered by part time library assistants.
- C.122 Is documentation on file to evidence the librarian participates in professional growth activities?  
 Yes  No
- C.123 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?  
 Yes  No

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**SUMMARY**

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

Number	Citation #	Summary Statement (followed by report page number)
1	Section 3-1-543	There is insufficient evidence of completion of professional growth activities for one faculty members. (page 11)



**CREDENTIAL-INCLUSION REPORT**  
**BACHELOR’S DEGREE IN PROJECT MANAGEMENT ADMINISTRATION**

**ITT TECHNICAL INSTITUTE-CONCORD**

**1140 Galaxy Way, Suite 400**  
**Concord, CA 94520**  
**ACICS ID Code: 00024233**

Mr. Keith Woodman, Director (kwoodman@itt.edu)  
(Regulatory124@itt-tech.edu \*Preferred)

**MAIN**

**ITT TECHNICAL INSTITUTE**  
**Indianapolis, IN**  
**ACICS ID Code: 00016040**

**October 10, 2013**

**Date Program Began: December 2011**  
**Current Total Enrollment: 4**  
**Current CAR Program Retention: 94.44**

Dr. Harpal Singh Dhillon    Specialist                      Intelligent Education Solutions, Inc.    Annandale, Virginia  
Ms. Chinita D. Obi            Staff Representative    ACICS    Washington, DC

## REPORT QUESTIONS

### MISSION

- C.01 Is the mission statement appropriate for the type of new credential offered?  
 Yes  No

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

The offering of the bachelor's degree Project Management is consistent with the mission statement of ITT Technical Institutes. This degree is currently being offered at numerous other campuses of ITT.

### RELATIONS WITH STUDENTS

- C.02 Does the campus have appropriate admissions criteria for the program(s)?  
 Yes  No
- C.03 Does the admissions policy conform to the campus's mission?  
 Yes  No
- C.04 Is the admissions policy administered as written?  
 Yes  No
- C.05 Are there any admissions requirements unique to the program?  
 Yes  No
- C.06 Are the campus's recruitment methods appropriate and in compliance with Council standards?  
 Yes  No
- C.07 Does the institution offer employment assistance to all students?  
 Yes  No  
 Not Applicable (campus enrolls only international students on a student visa)
- C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?  
 Yes  No  
 Not Applicable (there have been no graduates)
- C.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes  No  
 Not Applicable

### EDUCATIONAL ACTIVITIES

#### FOR ALL PROGRAMS

- C.13 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to Question C.15.*)
- C.15 Who is assigned to administer all academic programs, and what are this person's qualifications?

The academic programs at the Concord campus of ITT are administered by Mr. Nisar Razmi, the dean of academics. He was appointed as dean in March 2011. Prior to joining ITT, Mr. Razmi was employed as a teacher and management specialist at one educational institution and one business organization between over a period of 14 years. Mr. Razmi has an associate's degree in Computers/ Electronics from Heald College in the Concord, California. He has also earned a bachelor's degree in Information Technology, and master's degree in Information Systems from University of Phoenix.

C.16 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?

The program is administered by Mr. Nisar Razmi, dean. He was appointed as dean at ITT Technical Institute-Concord in March 2011. Prior to joining ITT, Mr. Razmi was employed as a teacher and management specialist at one educational institution and one business organization between over a period of 14 years. As previously mentioned, Mr. Razmi has an associate's degree in Computers/ Electronics, a bachelor's degree in Information Technology, and a master's degree in Information Systems.

Mr. Razmi is assisted in the administration of business programs by Ms. Marie Spark, lead instructor, and designated subject matter specialist. Ms. Spark, has been teaching at the Concord campus of ITT since March 2013. She worked as the director of professional services at Project Management Institute for one year and change management specialist at Bank of America for two years. Prior to these positions, Ms. Sparks worked as a project manager at IBM Global Services for five years. Ms. Sparks has a bachelor's degree in Rhetoric from the University of California in Berkeley. She earned a master's degree in Business Administration degree from University of Arizona.

C.18 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?

Yes  No

C.20 Are the time and resources devoted to the administration of the new credential sufficient?

Yes  No

C.21 Is the program consistent with the campus' mission and the needs of its students?

Yes  No

C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?

Yes  No

C.23 List the community resources and describe how they are utilized to enrich the program.

The first cohort of four students in this degree program has just started coursework. A program advisory committee (PAC) with five members has been created. The first meeting of the PAC is being scheduled in November 2013. The school chair has plans for inviting guest speakers and arranging field trips for students in this program.

C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

Yes  No

C.25 Does the catalog accurately describe the program and its objectives?

Yes  No

C.26 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

- Yes                       No  
 Not Applicable (these elements are not part of the program or no student is at the point of needing them)

C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?

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

C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

- Yes                       No

C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?

- Yes                       No

C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

- Yes                       No

C.31 Is an appropriately detailed syllabus on file for each course that includes:

- (a) Title and course descriptions  
 Yes                       No  
 (b) Course numbers  
 Yes                       No  
 (c) Course prerequisites and/or corequisites  
 Yes                       No  
 (d) Instructional contact hours/credits  
 Yes                       No  
 (e) Learning objectives  
 Yes                       No  
 (f) Instructional materials and references  
 Yes                       No  
 (g) Topical outline of the course  
 Yes                       No  
 (h) Instructional methods  
 Yes                       No  
 (i) Assessment criteria  
 Yes                       No  
 (j) Method of evaluating students  
 Yes                       No  
 (k) Date the syllabus was last reviewed  
 Yes                       No

C.32 Do students confirm that they receive a course syllabus and that it is followed?

- Yes                       No

C.33 Is credit appropriately converted in relation to total student contact hours in each class?

- Yes                       No

C.34 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

- Yes                       No

C.35 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

- Yes                       No

C.36 Are the following appropriate to adequately support the new program?

- (a) Facilities.  Yes  No  
 (b) Instructional equipment.  Yes  No  
 (c) Resources.  Yes  No  
 (d) Support for modes of instructional delivery.  Yes  No  
 (e) Personnel.  Yes  No

C.37 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes  No

C.38 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  
 Yes  No

C.39 Are the following elements appropriately incorporated into the instructional components of the program?

- (a) Systematic planning.  
 Yes  No  
 (b) Well-defined instructional objectives.  
 Yes  No  
 (c) The selection and use of appropriate and current learning materials.  
 Yes  No  
 (d) Appropriate modes of instructional delivery.  
 Yes  No  
 (e) The use of appropriate assessment strategies.  
 Yes  No  
 (f) The use of appropriate experiences.  
 Yes  No

C.40 Are official transcripts for all credentials on file for all instructors in the program?  
 Yes  No

C.41 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credential to credentials awarded by institutions in the United States?

- Yes  No  
 Not Applicable (no faculty members hold foreign credentials)

C.42 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes  No

C.43 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?  
 Yes  No

If No for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:  
**(Section 3-1-543)** Professional growth for Mr. Vincent Van Veen, general education instructor, is not sufficient. There is one professional growth activity listed on the faculty development plan of this instructor and it is listed as "concurrent related experience". There is no evidence of what this concurrent related experience consists of or additional activities.

C.44 Is there evidence that full-time and part-time instructors in the program(s) participate in regularly scheduled faculty meetings?  
 Yes  No

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

C.45 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes                       No

C.46 Are all faculty in the program assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes                       No

C.47 Is the size of the faculty appropriate?

Yes                       No

C.48 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes                       No

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

C.49 Are teaching loads reasonable?

Yes                       No

#### **FOR BACHELOR'S DEGREES ONLY**

C.68 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

C.69 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

C.70 Are all general education courses appropriate for the program and do they meet Council standards?

Yes                       No

C.71 Are the courses that satisfy the concentration, general education, and upper division requirements identified in the catalog?

Yes                       No

C.72 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)

C.73 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes                       No

C.74 Is there evidence that curricular offerings require the appropriate use of library resources?

Yes                       No

C.75 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)

C.76 Are at least one-half of all lower-division subjects and all upper-division subjects that are part of this (or these) program(s) taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes                       No

## PUBLICATIONS

- C.105 Do the catalog and other publications accurately describe the new program?  
 Yes  No
- C.106 Is the course-numbering system adequately explained in the catalog?  
 Yes  No

## LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

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

- C.108 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes  No
- C.109 What is the amount of the current year's library budget?  
 \$The amount of the current year's library budget is \$8004.
- C.110 What portion of the current year's library budget has been spent and how has the money been allocated?  
 The portion of the current year's library budget that has been spent is \$7,193.01. The expenditures have been allocated in the following ways:
- \$425 Library World Renewal (a virtual library automation system),
  - \$274.06 on books related to IT and ET,
  - \$89.95 on magazine subscriptions, and
  - \$6404 on the Virtual Library subscription.
- C.112 Is there evidence that the faculty have involvement in the selection of library resources?  
 Yes  No

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

- C.113 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- C.114 Are records of physical and/or online resources and circulation accurate and up to date?  
 Yes  No
- C.115 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?  
 Yes  No
- C.116 Describe any full-text online collections available to students:  
 The full-text online collection available to students in the new degree program include but are not limited to:
- E-library (Selected periodicals, reference books, maps, pictures and newspapers from around the world),
  - PubMed (More than 21 million citations for biomedical literature from MEDLINE, life science journals, and online books),
  - EBSCOhost (Free abstracts for a variety of articles/documents covering a broad array of subjects and topics),
  - Online Resources for IT Professional, and
  - Microsoft Resources.
- C.117 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

- Yes                       No  
 Not Applicable (program does not include general education courses)

C.118 Are the hours the library is open adequate to accommodate the needs of all students?

- Yes                       No

C.119 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

- Yes                       No

#### FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

C.120 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus' curricular and educational offerings, and assist students in their use?

- Yes                       No

C.121 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Mr. Pio Buenaventura is the onsite library assistant for the learning resource center. Mr. Buenaventura holds a bachelor's degree in Mathematics from the University of California-Davis and associate's of arts and science degrees in Liberal Arts and CIS-Network Administration respectively from Solano Community College. He holds a library support staff membership with the American Library Association and has successfully completed ITT LRC Service Provider Training. He is supported by the ITT national librarian, Ms. Kathryn Closter. He works from 9 am to 6 pm on Mon-Thurs and Saturdays. The remaining library hours are covered by part time library assistants.

C.122 Is documentation on file to evidence the librarian participates in professional growth activities?

- Yes                       No

C.123 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?

- Yes                       No

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## SUMMARY

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

Number	Citation #	Summary Statement (followed by report page number)
1	Section 3-1-543	There is insufficient evidence of completion of professional growth activities for one faculty members. (page 10)

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**From:** Bob Kimbrell (b) (6) @comcast.net>  
**Sent:** 10/4/2012 4:42:03 PM -0400  
**To:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653bda8a64144114820bfcfb53b7514e-IHarazduk>  
**Subject:** Re: ITT Technical Institute, Baton Rouge  
**Attachments:** ITT-CCI Total.doc; 11194.McCann-Pottsville NG.DOC  
Ian,

Attached is the ITT Tech, Baton Rouge report. I think it is in good shape. Do not hesitate to send back to me for any corrections. Thanks for making many of the edits as we read. That was awesome. I just cannot work that fast and listen to reports also.

## **NEW GRANT**

**ITT Technical Institute**  
**14111 Airline Highway Suite 101**  
**Baton Rouge, LA 70817**  
**ACICS ID Code: 00023482**  
William Wells, Director WWells@itt-tech.edu  
Regulatory108@itt-tech.edu

## **MAIN**

**ITT Technical Institute**  
**Indianapolis, IN**  
**ACICS ID Code: 0016040**

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	2127	180	4/0	0.00%	0.00%	NA	NA

	Technology							
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

The ITT Tech Baton Rouge campus was established in March 2007. The facility is centrally located in a strip mall adjacent to major highways 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

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

- 1.06 Is the campus committed to successful implementation of its mission?

Yes  No

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

### INSTITUTIONAL EFFECTIVENESS

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

Yes  No

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

- 1.08 Does the campus have its own CEP, separate from the institution's IEP?

Yes  No

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

- 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

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

- 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

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

- 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 student's 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

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

- 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

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

- 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 and 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

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

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, 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

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

**GENERAL COMMENTS:**

**2. ORGANIZATION**

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(c) Names of the administrators.

Yes  No

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

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

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

2.03 Is the administration of the campus efficient and effective?

Yes  No

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

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

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

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:

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes  No

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

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes  No

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

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)

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

2.09 Response submitted by Academic Administrative Center

**GENERAL COMMENTS:**

### 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

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

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

If the degrees are not on file, insert the section number in parentheses, list staff member names, degrees, and awarding institution, and explain:

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

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

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

Yes  No

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

3.12 Are appropriate transcripts maintained for all students?

Yes  No

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

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

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

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

Yes  No

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

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes  No

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

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

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

**GENERAL COMMENTS:**

#### **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 graduate, 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

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

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

Yes  No

If Yes, are these parties supervised by and familiar with the campus?

Yes  No

If the parties are not supervised by and familiar with the campus, insert the section number in parentheses and explain:

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

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

4.07 Is the admissions policy publicly stated?

Yes  No

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

4.08 Is the admissions policy administered as written?

Yes  No

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

4.09 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

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

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

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

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

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

If No, there is no name of the institution or there is no evidence, insert the section number in parentheses, list student names, and explain:

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

If No, (evidence of licensure or registration is not on file), insert the section number in parentheses, list student names, and explain:

4.14 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

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

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

Yes  No

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

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

Yes  No

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

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

Yes  No  Not Applicable

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

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

Yes  No

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

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.

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

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

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

4.23 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:

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

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

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

4.25 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

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

- 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)  
If No, insert the section number in parentheses, list student names, and explain:
- 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)  
If No, insert the section number in parentheses, list student names, and explain:
- 4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes  No  
If No, insert the section number in parentheses, list student names, and explain:
- 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  
If No (the student is not informed), insert the section number in parentheses, list student names, and explain:
- 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  
If No, insert the section number in parentheses, list student names, and explain:
- 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)  
If No, insert the section number in parentheses, list student names, and explain:
- 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)  
If No, insert the section number in parentheses, list student names, and explain:
- 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)  
If No, insert the section number in parentheses, list student names, and explain:
- 4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes  No  
If No, insert the section number in parentheses and explain:

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

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

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)

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

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

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

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

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

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

Yes  No

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

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

Yes  No  Not Applicable

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

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)

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

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

Yes  No

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

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

Yes  No

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

4.45 Is the campus following its stated refund policy?

Yes  No

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

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

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

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

Yes  No

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

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

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

- 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

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

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

Yes  No (Skip to Question 4.54.)

If Yes, is there evidence that the campus provides a copy of the written policy to all student applicants prior to enrollment?

Yes  No

If No (there is no such evidence), insert the section number in parentheses and explain:

If Yes, is the size of the discount based on the financial benefit that the institution receives from the payment of cash earlier than would be required under the normal tuition payment schedule?

Yes  No  Not Applicable

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

- 4.54 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

If Not Applicable, explain:

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

- 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

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

██████

- 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)

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

- 4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes  No

If Yes, explain:

If Yes, does the campus maintain the required data on its graduates and nongraduates?

Yes  No

If No (the campus does not maintain the required data), insert the section number in parentheses and explain:

- 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

If No, insert "Section 3-1-303(a)" in parentheses and explain:

- 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

If No, insert "Section 3-1-303(a)" in parentheses and explain:

- 4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?

Yes  No

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

- 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 the 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

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

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 for a total of four years. He has worked at ITT Technical Institute for four years. Also he worked as school chair and adjunct professor here at ITT before becoming the dean.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes  No

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

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.

If there are no provisions made, insert the section number in parentheses and explain:

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes  No

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

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes  No

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

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes  No

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

5.09 Does the campus have any programs that carry specialized or programmatic accreditation?

Yes  No (Skip to question 5.10)

If Yes, does the campus:

Obtain such accreditation in a timely manner for programs in which it is required by the state in order for students to attain entry-level employment?

Yes  No  Not Applicable (there is no such requirement by the state)

Notify students as to:

Which programs hold specialized or programmatic accreditation?

Yes  No

Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?

Yes  No

Any other requirements that are generally required for employment?

Yes  No

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

5.10 Are the educational programs consistent with the campus mission and the needs of its students?

Yes  No

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

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

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

- 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.

If None, insert the section number in parentheses and explain:

- 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 curriculums. 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

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

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

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

Yes  No

If No (there is not appropriate documentation of the assessments), insert the section number in parentheses and explain:

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

Yes  No

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

- 5.18 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

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

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

Yes  No

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

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

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

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

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

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

Yes  No

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

5.23 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)

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

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.

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

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

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

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

- 5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes  No  
 If No, insert the section number in parentheses and explain:
- 5.27 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  
 If No, insert the section number in parentheses and explain:
- 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:
- 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  
 If No, insert the section number in parentheses and explain:
- 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  
 If No, insert the section number in parentheses and explain:

**GENERAL COMMENTS:**

**6. EDUCATIONAL FACILITIES**

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  
 If Yes, list the name and address of each location.
- 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.

- 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

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

- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?

(a) Equipment.

Yes  No

(b) Instructional tools.

Yes  No

(c) Machinery.

Yes  No

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

- 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

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

If *Not Applicable*, explain:

### **GENERAL COMMENTS:**

## **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

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

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

Yes  No

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

- 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)

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

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

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

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)

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

7.07 Does the catalog contain an addendum/supplement?

Yes  No (Skip to Question 7.08.)

If Yes, is it appropriate?

Yes  No

If No (the addendum is not appropriate), insert the section number in parentheses and explain:

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

If No (the online version of the catalog does not match the hard copy version), insert the section number in parentheses and explain:

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 institutions 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 institution to which they belong?

Yes  No

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

7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?

Yes  No

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

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

Yes  No

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

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

If No (advertisements are not listed under acceptable headings), insert the section number in parentheses and explain:

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

If No (there is no such evidence), insert the section number in parentheses, list student names, and explain:

7.14 Does the campus utilize services funded by third parties?

Yes  No (Skip to Question 7.15.)

If Yes, is proper disclosure made for these services?

Yes  No

If No (proper disclosure is not made), insert the section number in parentheses and explain:

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?

Yes  No

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

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)

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

### **GENERAL COMMENTS:**

## **8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY**

8.01 Does the campus develop an adequate base of library resources?

Yes  No

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

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

Yes  No

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

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

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

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes  No

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

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

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

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes  No

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

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

Yes  No

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

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

Yes  No  Not Applicable (no interlibrary agreements)

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

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes  No

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

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:

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

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

**GENERAL COMMENTS:**

**9. PROGRAM EVALUATION**

Associate of science degree in Electrical Engineering Technology

Associate of science degree in Computer and Electronics Engineering Technology

Bachelor of science 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

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.

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 of science 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

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

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:

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:

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:

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

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

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

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

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)

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

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

Yes  No  NA

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

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 associate of science 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

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

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

Yes  No

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

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:

- Associate of science degree in Electrical Engineering Technology - 9
- Associate of science degree in Computer and Electronics Engineering Technology - no graduates
- Bachelor of science 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:

- Associate of science degree in Electrical Engineering Technology - 9
- Associate of science degree in Computer and Electronics Engineering Technology - no graduates
- Bachelor of science 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.

If No, insert “Section 3-1-303(a)” in parentheses and explain:

- 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:

- 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.

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

- 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.

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

- 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

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

- 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:
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No  
 If No, insert the section number in parentheses, list the faculty and course, and explain:
- 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  
 If No, insert the section number in parentheses and explain:
- 9.30 Are teaching loads reasonable?  
 Yes  No  
 If No, insert the section number in parentheses, list the faculty and courses, and explain:
- 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:
- 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)  
 If No, insert the section number in parentheses and explain:

**GENERAL COMMENTS:**

**9. PROGRAM EVALUATION**

Bachelor of Science in Information Systems and Cybersecurity

Bachelor of Science in Information Systems Security

Bachelor of Science in Project Management: Information Technology Option

Academic Associates in Network Systems Administration

Academic Associates in Mobile Communications Technology

Academic Associates 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  
 If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.
- 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

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

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:

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:

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:

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 10/16/2012, guest speaker, Mr. Ferris, Louisiana State Police High Tech Crimes Unit and ITT criminal justice instructor, to speak and demonstrate forensic software
- Week of 10/20/2012, 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

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

- 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

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

- 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)

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

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

Yes  No  NA

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

- 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.

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

Yes  No

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

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

Yes  No

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

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 associates 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 associates 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.

If No, insert "Section 3-1-303(a)" in parentheses and explain:

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:

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.

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

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.

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

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

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

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

Yes  No

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

- 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:

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

Yes  No

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

- 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

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

- 9.30 Are teaching loads reasonable?

Yes  No

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

- 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:

- 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)

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

**GENERAL COMMENTS:**

**9. PROGRAM EVALUATION**

Bachelor's in Project Management Administration

Academic Associate's in Business Management

- 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

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.

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 of science 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

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

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:

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:

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

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

- 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  
If No, insert the section number in parentheses and explain:
- 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)  
If No, insert the section number in parentheses and explain:
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA  
If No, insert the section number in parentheses and explain:
- 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.

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?

How many calls to employers or graduates were successful?

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.

If *No*, insert “Section 3-1-303(a)” in parentheses and explain:

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:

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

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

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

Yes  No

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

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

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

9.30 Are teaching loads reasonable?

Yes  No

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

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:

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)

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

**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 in Criminal Justice

Academic Associate's in Criminology and Forensic Technology

Academic Associate's in 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**

## Associate of Science 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

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.

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

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

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:

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:

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:

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

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

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

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

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)

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

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

Yes  No  NA

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

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.

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

Yes  No

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

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

Yes  No

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

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?

How many calls to employers or graduates were successful?

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.

If No, insert "Section 3-1-303(a)" in parentheses and explain:

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:

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.

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

■■■■

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.

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

■■■■

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

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

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:

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

Yes  No

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

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

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

9.30 Are teaching loads reasonable?

Yes  No

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

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:

**GENERAL COMMENTS:**

**9. PROGRAM EVALUATION**

Associate of Science Degree Computer Drafting And Design (teach out)

Associate of Science Degree Drafting And Design Technology

Associate of Science Degree Graphics Communications And Design

Associate of Science 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

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.

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

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

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:

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:

- 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:
- 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
- If No, insert the section number in parentheses and explain:
- 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
- If No, insert the section number in parentheses and explain:
- 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)
- If No, insert the section number in parentheses and explain:
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
- Yes  No  NA
- If No, insert the section number in parentheses and explain:
- 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.

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

Yes  No

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

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

Yes  No

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

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.

If No, insert "Section 3-1-303(a)" in parentheses and explain:

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:

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.

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

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.

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

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

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

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:

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

Yes  No

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

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

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

9.30 Are teaching loads reasonable?

Yes  No

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

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:

**GENERAL COMMENTS:**

## 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 technology program including chair, instructors and career service representatives.

---

**From:** (b)(6)@verizon.net  
**Sent:** 10/17/2012 10:46:55 AM -0400  
**To:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653bda8a64144114820bfcfb53b7514e-IHarazduk>  
**Subject:** Re: ITT Tech-Torrance  
**Attachments:** Final Report\_ITT Torrance.doc  
Ian:

Attached is the Final Report for ITT Torrance. The "special" ITT template is a nightmare and trying to format several items actually "froze up" my computer and I lost much of my previous editing. I never could remove the "space" on pages 28-29 and 33-34.

On another matter, I submitted my expense report for Torrance and it went to Jocelyn (who I am with in Fremont, CA). Has it been corrected with you being listed as coordinator?

It is always a pleasure working with you and I look forward to seeing you at IRC.

Barry

## 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 (rkwan@itt-tech.edu)  
 Regulatory038@itt-tech.edu

**MAIN**  
**ITT Technical Institute**  
**Indianapolis**  
**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 Degree in Mobile Communications Technology – The campus has no plans to enroll future students in this program.
- Academic Associate 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 Degree in Paralegal - The campus has no plans to enroll future students in this program.

## INTRODUCTION

The Torrance, CA campus of ITT Technical Institute 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 of 1986 in Carson, CA 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.
- 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, CA, and a juris doctorate from Chapman University - School of Law in Orange, CA. 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, CA, and a juris doctorate from Chapman University - School of Law in Orange, CA. Mr. Kwan 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

(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 of science 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 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 of 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 ITT.
- 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 leaves 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. 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 student. 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 through 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

Bachelor's Degree in Project Management and Administration - Construction 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 of 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, 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 project management bachelor degree 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 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, CA.

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 of 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 by course were produced 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 # (in bold)                      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 29, 34, 46).
<b>3-5-302</b>	One faculty member is not qualified to teach one course they have been assigned (page 19).

## 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.

## REEVALUATION REPORT

**ITT Technical Institute**  
**7260 Goodlett Farms Parkway**  
**Cordova, TN 38016**  
**ACICS ID Code: 00016050**

Mr. David Cunningham Campus Director ([DCunningham@itt-tech.edu](mailto:DCunningham@itt-tech.edu))  
[regulatory048@itt-tech.edu](mailto:regulatory048@itt-tech.edu)

### MAIN

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

October 10 & 11, 2012

Ms. Elizabeth M. Guinan	Chair	Retired, former President of The Art Institute of Charlotte	Charlotte, NC
Dr. Judith Bernstein	Student-Relations Specialist	Higher Education Advisor	Denver, CO
Mr. Dennis E. Wenger	Educational Activities Specialist and Business/Project Management Specialist	Business Program Director, Kaplan College	Hagerstown, MD
Dr. Gine Thomas - Cotter	Digital Entertainment/Game Design/Graphic Design Specialist	Retired, Vice President of Academic Affairs, Education Management	Phoenix, AZ
Mr. David T. Hoehn	Software Applications/Development & Data Communications Specialist	Former Instructor, Brown College	Saint Peter, MN
Ms. Betty Herard	Computer Network Systems/Information Security/Network System Specialist	Global Learning Strategies	Birmingham, AL
Mr. Charles E. Saunders	Engineering/Construction Management Specialist	Former Program Director, Virginia College	Owens Cross Roads, AL
Mr. Doug Guare	Drafting/Visual Communications	Assistant Director of Education, TESST College	Stevensville, MD
Dr. Victoria Wise	Criminal Justice/Paralegal	Retired, former instructor and department chair	Attica, Ohio
Ms. Torri Hayslett	ACICS Coordinator	ACICS Staff Representative	Washington, DC

**PROGRAMS OFFERED BY**  
**ITT TECHNICAL INSTITUTE**  
**CORDOVA, TN**

CREDENTIAL EARNED	APPROVED PROGRAM TITLE	CLOCK HRS.	QTR. HRS.	Enroll: Full-time/Part-time	AIR/CAR RETENTION & PLACEMENT			
					2011		2010	
					Retention	Placement	Retention	Placement
Academic Associate's	Computer Drafting and Design – <b>Teach out</b>		96	12/4	63.2 %	<b>60%</b>	70.4%	<b>42.3%</b>
Academic Associate's	Computer and Electronics Engineering Technology – <b>Teach Out</b>		96	40/6	64.3 %	83.3%	66.8%	75.8%
Academic Associate's	Criminal Justice – <b>Teach Out</b>		96	45/2	<b>59.9 %</b>	<b>54.5%</b>	64.9%	<b>47.6%</b>
Academic Associate's	Information Technology – Computer Network Systems – <b>Teach Out</b>		96	47/10	68.2 %	73%	72%	71.7%
Academic Associate's	Information Technology – Multimedia – <b>Discontinued</b>		96	<b>0/0</b>	<b>37.5 %</b>	100%	92.6%	<b>26.7%</b>
Academic Associate's	Information Technology – Software Applications and Programming – <b>Discontinued</b>		96	<b>0/0</b>	65%	90.9%	66.7%	100%
Academic Associate's	Paralegal Studies – <b>Teach Out</b>		96	8/1	60.6 %	<b>0%</b>	90.9%	<b>0%</b>
Academic Associate's	Software Development Technology – <b>Teach Out</b>		96	6/1	76.5 %	<b>0%</b>	100%	<b>0%</b>
Academic Associate's	Visual Communication – <b>Teach Out</b>		96	23/0	65.8 %	<b>28.6%</b>	74.2%	<b>0%</b>
Bachelor's	Business Administration – <b>Discontinued</b>		180	<b>0/0</b>	92.9 %	100%	90.5%	75%
Bachelor's	Business Accounting		180	<b>0/0</b>	100%	100%	100%	<b>0%</b>

	Technology – <b>Discontinued</b>							
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Bachelor's	Criminal Justice – <b>Teach Out</b>		180	7/0	66.7 %	<b>56.3%</b>	71.3%	<b>61.1%</b>
Bachelor's	Construction Management – <b>Teach Out</b>		180	10/0	100%	80%	71.4%	<b>0%</b>
Bachelor's	Data Communication Systems Technology – <b>Teach Out</b>		180	1/0	76.5 %	100%	77.3%	76.9%
Bachelor's	Digital Entertainment and Game Design – <b>Discontinued</b>		180	<b>0/0</b>	66.7 %	<b>33.3%</b>	94.4%	<b>30%</b>
Bachelor's	Electronics and Communications Engineering Technology – <b>Teach Out</b>		180	12/0	90.7 %	83.3%	100%	100%
Bachelor's	Information Systems Security – <b>Teach Out</b>		180	16/2	87.7 %	86.7%	87.7%	100%
Bachelor's	Project Management – <b>Discontinued</b>		180	<b>0/0</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Bachelor's	Software Applications Development – <b>Discontinued</b>		180	<b>0/0</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Academic Associate's	Network Systems Administration*		90	75/30	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Bachelor's	Information Systems and Cybersecurity*		180	15/0	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Bachelor's	Electrical Engineering and Communications Technology*		180	11/1	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Academic Associate's	Electrical Engineering Technology*		90	71/11	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Academic Associate's	Drafting and Design Technology*		90	11/0	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Academic Associate's	Graphic Communications and Design		90	22/9	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Bachelor's	Project		180	9/0	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

	Management and Administration*							
Bachelor's	Project Management and Administration – Construction Option**		180	0/0	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Bachelor's	Project Management and Administration – Information Technology Option**		180	0/0	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Bachelor's	Business Management**		180	0/0	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Academic Associate's	Business Management*		90	8/6	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Academic Associate's	Criminology and Forensic Technology*		90	15/4	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Academic Associate's	Paralegal*		90	18/12	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
	<b>TOTAL ENROLLMENT</b>			581				

*Notes:* Typed in bold are any retention rates below 60.0% and any placement rates below 65.0%.

\* Programs reviewed for the first time.

\*\* All programs have a possible start date of December 2012 and currently have no students enrolled.

## INTRODUCTION – ITT CORDOVA

ITT Technical Institute in Cordova, TN opened in February 1994 in Memphis and in April 2005 moved to its present location. The campus occupies a free-standing building with ample parking and is easily accessible to major highways. Cordova is a suburb northeast of Memphis. The Memphis metropolitan area with a population of approximately 1,500,000, is major transportation and shipping hub as well as a center for medical facilities and related businesses. The unemployment rate in the Memphis area is approximately 9%.

The student body is predominately male, non-traditional postsecondary age, with the majority attending evening school. All students are high school graduates or equivalent and many work full time while attending ITT. In addition, as indicated above, 19 of the 32 programs listed are discontinued or in teach-out.

Through interviews with faculty, staff and students, the team found some concerns related to the turn-over of the management staff. The current director joined ITT Cordova in March 2011, after a long history with another career college. He was hired after a succession of several directors over a few years. The current dean was hired in August 2012 so he is still learning and adapting to his new position. Other members of the management team have been with ITT for two or more years.

The team was welcomed by the campus 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 requested.

## REPORT QUESTIONS

### CAMPUS

#### 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 Cordova, TN uses the following to measure and assess student learning outcomes:

- *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. Beginning in 2009, the dean began tracking class average grades for capstone courses to develop a history of data that is used to analyze student learning outcomes. Faculty review proficiency levels achieved by graduates with respect to specific outcomes and makes changes as needed.
- *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).
- *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 to obtain their opinion and input in determining success.

In the current campus effectiveness plan (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?

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 Goal: 73% - Specific activities to achieve the retention goal include:

- Review student attendance, course evaluations, and annual campus student satisfaction surveys to identify possible retention issues. Resolve issues as found.
- Review instructor Engagement Rate Report and Success rates to assist chairs in assigning instructors to classes with best success match.
- Assure weekly contact of all students identified as at-risk with assigned school chairs.
- Promote a sense of community among the students through academically focused student activities.
- Emphasize effective teaching. Provide instructor training, a thorough orientation and increase observation by department chairs, and online instruction through the ITT/ESI e-college.
- Provide academic tutoring as needed and encourage attendance.

Placement Goal: 75% - Specific activities that are in place to achieve the placement goal includes the following:

- Create individual career game plans for each pre-graduate to ensure maximum success.
- Identify and develop relationships with employers to increase the number who employ the campus graduates.
- Increase community awareness through membership in regional business organizations, professional organizations and employer visits to the campus.
- Train students in effective job preparation skills including resume writing, interviewing and negotiating salaries.
- Encourage students to visit career services daily.

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 CEP is developed, reviewed, analyzed, maintained, and monitored by a campus committee including the director, functional managers registrar and school chairs. The committee uses the mission statement as the guiding vision of the CEP and the development and implementation of the CEP is a collective effort. Mr. David Cunningham, campus director, has ultimate responsibility for the CEP.

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

Yes  No

**GENERAL COMMENTS:**

In addition to the required CEP elements, retention, placement, graduate satisfaction, employer satisfaction, and student learning outcomes, ITT also includes curriculum and student enrollments in the data collection, analysis, and review for campus improvement. The CEP is well written with excellent analysis to make it a valuable document providing a guide for campus effectiveness improvement. Documentation of quarterly CEP review meetings was also provided.

**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. David Cunningham, campus director since March 2011, is well qualified with a bachelor's degree in Psychology, numerous workshops, and 11 years of career college experience as an instructor, program chair, and campus president prior to joining ITT Technical Institute. Mr. Cunningham began his career in 1974 in the US Army where he received a technical education in electronics from the Army Security Agency. He first taught at the Military Intelligence School and then following his army duty he taught computer engineering courses for Digital Equipment Corporation. He is well qualified for his position as campus director at ITT Tech.

- 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

### ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

84 student files were reviewed during the evaluation.

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

The admissions policy adheres to the institution's mission through the application and testing process that seeks to ensure accepted students possess the ability to prepare for career opportunities in their chosen field.

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. Lawrence Hawkins is the director of student recruitment. Mr. Hawkins has extensive experience in the student recruitment field, beginning in 2001 as the recruiter in charge, and in 2004 as the recruitment district trainer for the U.S. Navy. In 2005, Mr. Hawkins joined the ITT system as an enrollment representative and was promoted to the manager of recruitment. In 2006, he was promoted to the director of recruitment at his initial campus. Mr. Hawkins has attended recruitment training in 2010, 2011, and 2012 at ITT corporate headquarters in Indianapolis, IN.

4.10 Describe the process for the recruitment of new students.

Students interested in attending the campus, contact the admissions office and schedule an appointment with an admissions representative for a guided interview. Students are marketed through a number of methods, including internet, television and radio ads, direct mailing, and referrals. Students must be at least 16 years of age. The admission representative and the potential students discuss the programs offered at the campus and the student's interests. Once a student has shown an interest in attending the campus they must have a high school diploma or a GED, or recognized home school transcript. Students are then given the Wonderlic Entrance exam, or must have a score of 17 on the ACT, or a score of 400 on each portion of the SAT, that is not older than 5 years. All new students are scheduled for a budget and support meeting with the financial aid planning office.

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

Only outside representatives are required to have licensure. Currently, the only outside representative on campus is the community resources representative.

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

**FOR ALL PROGRAMS**

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 is published on pages 70-74 of the current ITT Cordova catalog.

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)

The corporate office forwards a SAP Logic Report to the dean at the end of every term. The report consists of all students whether or not they are in the 3<sup>rd</sup> or 6<sup>th</sup> terms, which generally are the points that SAP is evaluated. By notifying students at the end of each term, it enables the dean and the program chairs to have an opportunity to meet with students that can become potential SAP issues.

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?

Mr. Kevin Shaw is the academic dean. Mr. Shaw holds a bachelor's degree in Communications from University of Alabama and a master's degree in Theatre Directing from the University of Memphis. Prior to his position at the campus in 2012, Mr. Shaw was the director of education at Vatterott College, a professor at Christian Brothers University and the senior donor coordinator at the Mid-South Tissue Bank. Mr. Shaw has attended numerous ITT workshops.

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

**(Section 3-1-433):** The institution must have a fair and equitable refund policy that is applicable to all students and that is published in the campus' catalog. Specific federal or state policies may apply. In November 2010, the campus received a Direct Loan Stafford unsubsidized in the amount of \$1,162.00 for Raymone Hollis. A team review of the drop files disclosed that the \$1,162.00 was never returned to the Direct Loan Stafford Unsubsidized.

Another student, Thomas Kinyatta's last date of attendance was October 25, 2010, and the campus was still receiving Direct Loan Stafford Subsidized loans until March 2011. Although, the money was returned, the student cancellation was not processed in a timely manner.

At the time these incidents occurred, the campus employed a different financial aid director. The current director did not begin until January, 2012.

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. Cindy Tauer is the director of financial aid. Ms. Tauer has extensive experience in the financial aid field. Between 2001-2006, Ms. Tauer worked as a financial aid administrator for various schools and has been the director of financial aid since 2012 for this campus. Ms. Tauer has attended multiple training programs, through the Veteran's Administration, the Florida Association of Secondary Schools and is a member of the Tennessee Association of Student Financial Aid Administrators (TASFAA).

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 stays current primarily through corporate training that includes new guidelines and regulations which is held monthly. In addition, the director of financial aid is a members of TASFAA, and attends conferences held by the organization.

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 orientations for each group of starting students. Students and their families meet the dean, department and functional managers during orientation; sessions include a review of campus policies and expectations, attendance policy, the student handbook and general questions. Students are then divided into their programs of study to discuss the expectations of the program chairs.

In addition, students meet with the financial aid staff as needed, to ensure that financial aid paperwork and related requirements have been met, or are being completed.

Tutoring is offered and faculty are compensated for the additional time.

- 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. Carla Connington is the director of career services. Ms. Connington has experience in the business world working as an account manager, advertising sales manager, insurance agent, and debt counselor before joining the campus as the director of career services in October, 2010. Ms. Connington has attended numerous ITT e-campus training courses that have included: Introduction to Career Services, Student Employment Assistance, Employer Relations and Verification, and Business Conduct and Ethics for Business Managers.

- 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.

This process begins as the student initiates the enrollment process, where he/she is required to complete a loan entrance interview prior to completing the financial aid packaging process. This information is reinforced the third week of the student's first quarter of class, where they are required to view a video and complete a test to support completion of this process. Further, each student borrower is provided with a copy of his/her Cost Summary and Payment Addendum to the Enrollment Agreement (CSPA) which outlines the specific obligations for the academic year. During each subsequent year, a new CSPA is provided and a financial coordinator reviews any changes with the student.

The loan exit process commences once a student is no longer in attendance. The IRIS database system self-populates communications to inactive students based upon their last date of attendance. This process is managed at the corporate office who utilizes a third party servicer. When possible, campuses will meet in person with inactive students.

- 4.64 Describe the extracurricular activities of the institution (if applicable).

Students participate in blood drives, Red Cross CPR classes, student council, workshops, honor awards and student clubs.

## 5. EDUCATIONAL ACTIVITIES

### FOR ALL PROGRAMS

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes  No

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

Mr. Kevin Shaw is assigned to oversee the educational activities as the dean of the Cordova, TN campus of ITT Technology Institute. He began his employment at the campus in August 2012. Mr. Shaw holds a master's degree in Fine Arts from The University of Memphis and a bachelor's degree from The University of Alabama. Prior to joining ITT, Mr. Shaw has previous work experience as a director of education, a professor, and a senior donor coordinator.

- 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 dean and program directors have been given sufficient authority and responsibility for the development and administration of the programs. The dean and program directors have input into the curriculum and teaching materials through by recommending changes to the corporate curriculum committee.

- 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 (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?

When students indicate that they have disabilities, the campus makes reasonable accommodations to address the disabilities  
Tutoring by instructors is provided as needed.

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

Several factors are considered when the campus evaluates the curriculum. The campus uses a program advisory committee for recommendations about the curriculum. Student surveys and student grades in courses offered are also considered. When the campus decides that the curriculum needs to be revised, a recommendation is made to the corporate chief academic officer with justification for the change.

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?

In-service training is documented in the faculty files by attendance sheets and an agenda indicating the topics covered.

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

**OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATES'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

**OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

5.29 - reviewed at AAC

5.30 - reviewed at AAC

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

**BACHELOR'S DEGREES ONLY**

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 ITT Technical Institute in Cordova, Tennessee, is a single story brick and glass facility, accessible to Interstate 40. The building that houses the campus has approximately 30,757 square feet of space containing classrooms, labs, a student lounge, a learning resource center and administrative offices. Sufficient parking is located in front of the building. There are designated parking spaces, ramped entrances and restroom facilities for disabled 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-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 visit is the ITT Cordova, TN, 2012 - 2013 Catalog, Volume 57, with a published date of October 11, 2012, and an effective date of October 11, 2012 - October 11, 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.)

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 online at [http://www.itt-tech.edu/campus/school.cfm?lloc\\_num=48](http://www.itt-tech.edu/campus/school.cfm?lloc_num=48), through commercials, direct mailers, flyers, and by word of mouth.

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 Reviewed at AAC

8.06 Reviewed at AAC

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

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 library assistant stated that during her two years tenure with the campus, she has not had a budget. Any time she wants to make a purchase, she must go to the director to get permission. The last item for which she received permission to purchase was a set of magazine subscriptions that cost \$156.84 when she ordered them on July 15, 2011. The director later clarified to the team that the virtual library has a corporate-wide layered total budget for 2012 of \$981,050. The share for the Cordova campus is \$9,465. Additionally, the local library has an annual non-salary budget of \$13,435 of which \$608.66 has already been spent on books and periodicals as well as \$5000 on equipment leaving a balance of \$7876.32 for the remainder of the 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

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

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

**ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY**

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**

Bachelor's Degree in Construction Management

Academic Associate's Degree in Computer Drafting and Design

Academic Associate's Degree in Drafting and Design Technology

**ALL PROGRAMS**

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?

Ms. Charity Hill has been the chair since October 2009. She holds a master's degree in Mathematics from the University of North Alabama. She holds a bachelor's degree in Civil Engineering from Cagayan Capitol College from the country of The Philippines. She is certified as a Mechanical Drafter from American Design Drafting Association (ADDA). She was employed as an Adjunct Instructor from November 2006 through October 2009. She was employed at R. & N. Systems Design, LLC as a Production Engineer in Germantown, Tennessee from September 2006 through October 2009.

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)

There are no graduates in Design and Drafting Technology program at this time.

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

The department has utilized a number of community resources to enrich the program. The campus held a field trip on August 15, 2012. The students visited Shelby Farms of Woodland Discovery Park of Memphis, Tennessee. The students were allowed to utilize 3Ds Max to model a section of the park.

Mr. Mac Ghassemi, civil engineer for Ghassemi & Associates, on August 2, 2012 gave a presentation on sustainable site layout and site analysis.

The campus held an advisory board meeting on May 18, 2012.

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 were made to employers for the following program:  
 Bachelor's degree in Construction Management - 1  
 Academic Associate's degree in Computer Drafting and Design - 10  
 There were no graduates in the Drafting and Design Technology program  
 How many calls to employers or graduates were successful?

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

Bachelor's degree in Construction Management - 1

Academic Associates degree in Computer Drafting and Design - 10

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 all courses, other than those taken through directed independent study, a quarter credit hour represents at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation.

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.

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

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

**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

**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  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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 scheduled for teach out by June 2014. The current students in this program will be provided the courses to complete the program.

9.42 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

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)

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

The bachelor program for Construction Management is schedule for teach out on December 2013. All courses will continue to be provided to the current students for program completion.

9.48 Reviewed at AAC

**GENERAL COMMENTS:**

The staff of the Construction Management, 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. PROGRAM EVALUATION**

Academic Associate's Degree in Computer Network Systems

Academic Associate's Degree Associate's in Network Systems Administration

**ALL PROGRAMS**

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. Harold Hill has been assigned to administer the computer network systems and network systems administration programs. Mr. Hill holds a bachelor's degree in Graphic Design from Howard University in Washington, DC, a master's degree in Management Information Systems and a master's in Business Administration from the University of Maryland, Adelphi, MD. Mr. Hill's experiential qualifications include employment in information technology management at several companies including Service Master and RCN Corporation. Mr. Hill has been in the position of school chair for the school of Information Technology since January 2009.

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).

These programs utilize a program advisory committee (PAC) that provides recommendations and feedback from local industry experts regarding program curriculum. PAC meetings are held twice per year. The team found that the last PAC meeting was held on May 18, 2012, and was attended by representatives of several local companies. Additionally, documentation shows that field trips regularly occur. Documentation provided shows that students in these programs attended field trips to participate in Computer Networking Systems related meetings. Field trips were made to AutoZone Corporate on 7/12/2012; Memphis Botanical Gardens to discuss Cisco Jabber Technology for video streaming. In addition, students were taken on field trips to view server rooms, metro ethernet, firewalls, voice-over-internet-protocol (voip) and vmware infrastructure at the Conrad Pearson Clinic on 2/1/2012 and 2/6/2012.

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 nor the number of hours needed to complete each assignment.

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?

Academic Associates degree in Computer Network Systems – 17

There were no graduates in the Network System Administration program.

How many calls to employers or graduates were successful?

Academic Associates degree in Computer Network Systems – 11

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.

Academic Associates degree in Computer Network Systems – 11

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.

As taken from the catalog volume 56 page 61:

#### 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. 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

9.25 - reviewed at AAC

**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

**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  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

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

**(Section 3-4-303):** Teaching load are not reasonable as it relates to the size of classes.

The team observed core course IT113, Section E1-W Structured Cabling class. The total number of students enrolled in the class is 34. There were 24 students in attendance during the teams observation. Students were still arriving to class 15 minutes after class started when the team ended its observation. The NT1210, Section E1-R Introduction to Networking core course has 40 students enrolled in the class. This class was not held during the team visit and was therefore, not observed.

Faculty in the school of information technology stated that in some cases core courses are being scheduled with large student numbers. In one case, an SQL course taught earlier in the year had as many as 45 students. These instructors feel that even with instructional aides these numbers prevent them from providing students with optimum direct instructional contact.

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

**BACHELOR'S DEGREES ONLY**

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 Project Management and Administration

Academic Associate's Degree in Business Management

**ALL PROGRAMS**

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. Elizabeth McCray, subject matter expert, is assigned to administer the associate's degree program in Business Management program at the Cordova, TN campus of ITT Technical Institute. Ms. McCray holds a master's degree in Business Administration from Virginia Commonwealth University and a bachelor's degree in Industrial Engineering from Georgia Institute of Technology. Prior to her employment by ITT in 2004, Ms. McCray worked for HR Block, Shelby County Schools, and United Technology Carriers.

Mr. Harold Hill is assigned to administer the bachelor's degree program in Project Management and Administration as the Information Technology program chair. Mr. Hill holds a master's degree in Business Administration and a master's degree in Management Information Systems from the University of Maryland. Additionally, he has completed graduate courses in Telecommunication Management from George Washington University, and holds a bachelor's degree in Fine Arts in Graphic Design from Howard University. Prior to his employment at ITT in 2009, Mr. Hill worked for ServiceMaster Co. and NET-Tel, Inc.

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).  
Students in the Business Management program participated in several field trips. For example, they visited the local Perkins restaurant to learn about franchise opportunities and the costs involved in becoming a franchisee. Another field trip involved a visit to the Germantown library, where students learned about the importance of cultural awareness in business.
- 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 all courses, other than those taken through directed independent study, a quarter credit hour represents at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation.

- 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)** : There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

- 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

**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

**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  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

**BACHELOR'S DEGREES ONLY**

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 Information Systems Security (BSISS)

Bachelor's Degree in Information Systems and Cybersecurity (BSISC)

Bachelor's Degree in Data Communications Systems Technology (BSDCST)

Bachelor's Degree in Software Development Technology (BSSDT)

### ALL PROGRAMS

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. Harold Hill has been assigned to administer these academic programs. Mr. Hill holds a bachelor's in Graphic Design from Howard University of Washington, D.C., a master's in Management Information Systems and a master's in Business Administration from the University of Maryland, Adelphi, MD. Mr. Hill's experiential qualifications include employment in information technology management at several companies including Service Master and RCN Corporation. Mr. Hill has been in the position of school chair for the school of information technology since 2009.

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).

These programs utilize a program advisory committee (PAC) that provides recommendations and feedback from local industry experts regarding program curriculum. PAC meetings are held twice per year. The team found that the last PAC meeting occurred on May 18, 2012, and was attended by representatives of several local companies. Additionally, documentation shows that field trips regularly occur. Documentation provided shows that students in these programs attended field trips to participate in Information Systems Security Association (ISSA) meetings on 7/12/2012 and 7/23/2012. ISSA is a professional organization that promotes the information security profession. In addition students were taken on field trips to view server rooms, metro Ethernet, firewalls, voice-over-internet-protocol (VoIP) and VMware infrastructure at the Conrad Pearson Clinic on 2/1/2012 and 2/6/2012.

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 nor the number of hours needed to complete each assignment.

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 six attempted calls to employers and graduates of the BSDCST program.

There were five attempted calls to employers and graduates of the BSISS program.

How many calls to employers or graduates were successful?

Of the six attempted calls to employers and graduates in the BSDCST program, four were successful.

Of the five attempted calls to employers and graduates in the BSISS program, three were successful.

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 successful calls made to employers and graduates in the BSDCST and BSISS programs 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.

As taken from the catalog page 61:

#### 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.

Samples of graded out-of-class work for various classes in the school of information technology were provided.

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

**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

**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  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

**BACHELOR'S DEGREES ONLY**

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:**

In reviewing student evaluations of faculty and in interviews with students, the team found a strong, positive sentiment regarding current faculty. Students were pleased with the professionalism of the faculty, their expertise, and their ability to bring real world experiences into the classroom.

In interviews, instructors stated that the lab known on campus as the "mega lab," provided challenges for instructors and students. Instructors stated that frequently multiple classes are using the room concurrently, and consequently, the level of noise and activity is distracting to both students and teachers. Although faculty understands that the lab is not intended for lectures, they stated that sometimes during lab instruction they need to elaborate on a process or concept in order for students to learn and be successful with lab activities. In separate interviews, students concurred with this sentiment.

Students and faculty were critical of the break schedule in use at the campus. The current break schedule has classes in session for 100 consecutive minutes before a 20 minute break. Instructors feel this time period is too long for students and faculty to constructively engage in learning activities even when instructors follow best practices by dividing the time period into multiple learning activities. Faculty suggested earlier breaks would facilitate a better learning environment.

Faculty in the school of information technology stated that in some cases core courses were being scheduled with large student numbers. In one case, an SQL course taught earlier in the year had as many as 45 students. These instructors felt that even with instructional aids these numbers prevent them from being able to provide students with optimum direct instructional contact.

## 9. PROGRAM EVALUATION

Academic Associate's Degree in Paralegal

Academic Associate's Degree in Paralegal Studies

Academic Associate's Degree in Criminal Justice

Academic Associate' Degree in Criminology and Forensic Technology

Bachelor's Degree in Criminal Justice

### ALL PROGRAMS

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?

The chair for the Criminal Justice school is Mr. Aaron Chism. Mr. Chism holds a bachelor's degree in Professional Studies and a master's in Liberal Studies from the University of Memphis. He has been the chair since 2006. Mr. Chism worked as a narcotics investigator for the Tennessee Bureau of Investigation for 10 years and as a state trooper for 18 years.

Mr. Chism is assisted by a Paralegal subject matter expert, Ms. Rubbie King. She completed a bachelor's degree in Paralegal Studies from the University of Memphis and a master's degree in Human Resources from Strayer University. Ms. King has taught for the campus for two years and worked as a paralegal for over 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 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 students in these programs have participated in field trips to the criminal justice center, victims of crime center, correction center, Sherriff's "academy", and seminars on crime investigation and drug trafficking. Guest speakers have included a drug investigator, court pretrial services, a police captive, a youth counselor from corrections and a paralegal. Instructors are working professionals. The campus has an active advisory board for these programs. The campus has invited key local public officers to campus for program presentations.

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 calls were attempted:

Bachelor's degree in Criminal Justice - 3

Associate's degree in Criminal Justice - 3

How many calls to employers or graduates were successful?

The following calls were successful:

Bachelor's degree in Criminal Justice - 3

Associate's degree Criminal Justice – 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.

The following calls confirmed employment:

Bachelor's degree in Criminal Justice-3

Associate's degree in Criminal Justice - 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 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 all courses, other than those taken through directed independent study, a quarter credit hour represents at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation.

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):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

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

**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

**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  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

**BACHELOR'S DEGREES ONLY**

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 is teaching out students who enrolled in the associate Criminal Justice and Paralegal programs with courses totaling four credit hours, since the new programs have courses with four and a half credit hours. The teach out students are being enrolled in online courses for their remaining courses to allow them to discuss course content with other students. While these students would prefer on-ground classes, their remaining classes are available for them to complete in a timely manner. In addition, the campus is providing these students with on-ground instructors for assistance, tutoring, and coaching.

**9. PROGRAM EVALUATION**

Academic Associate's Degree in Visual Communications

Academic Associate's Degree in Graphic Communications and Design

**ALL PROGRAMS**

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. Charity D. Hill is the chair of the School of Drafting and Design. Ms. Hill has certificates in teachers' education from Cagayan Capitol College in the Philippines (verified by World Education Services, Inc. in 2001), a bachelor's degree in civil engineering from Central Mindanao University in the Philippines (verified by World Education Services, Inc., in 2009), and a master's degree in education from the University of North Alabama in Florence. She also has a number of certificates from various organizations in the Philippines attesting to her expertise as an instructor and engineer. Ms. Hill has been chair of the school since October 2009.

Ms. Carolyn Partee is the lead instructor for the Visual Communications and Graphic Communications and Design programs. Ms. Partee has both a bachelor's degree in English-Corporate Communications and management and a master's degree in Business Administration from Christian Brothers University in Memphis, TN. She is a member of the National Association of Photoshop Professionals (NAPP) and a certified mechanical drafter as determined by the American Design Drafting Association (ADDA). Ms. Partee had worked as a production freelancer for various local television stations, as a graphics operator for live Memphis Tiger basketball games, and as a producer/director for television newscasts, commercials, promos, and special segments of locally produced 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 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%

Visual Communications:

Yes  No  Not applicable (new branch only)

Graphic Communications and Design

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Visual Communications:

Yes  No  Not applicable (new branch only)

Graphic Communications and Design

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).

Students in the Visual Communications and Graphic Communications and Design programs benefitted from attendance at frequent field trips and guest speaker events. During the past year, they have visited such places as the National Ornamental Metal Museum to observe and sketch real-world elements of art, Office Depot and FedEx Kinko's to observe elements of printing and home office suite development, Magic Springs Crystal Falls to participate in a simulation that analyzed and promoted their own theme park amusement ride, and the Memphis Pink Palace Museum to review the different types of tools used in creating a movie. Guest speaker Lavern Partee introduced the students to his first-hand experience and knowledge of the basics of architectural planning and design. Further, the Program Advisory Board provides input from local employers to enrich the Visual Communications and Graphic Communications and Design programs. Meetings are held twice a year to review the curricula and provide input for needed changes to enhance employability.

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  
 Y. Tes       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?

Visual Communications -6

How many calls to employers or graduates were successful?

Visual Communications - 6

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.

Visual Communications - 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 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 all courses, other than those taken through directed independent study, a quarter credit hour represents at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation.

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)** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

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

**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

**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  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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. PROGRAM EVALUATION**

Bachelor's Degree in Electrical Engineering & Communications Technology (BS-EECT)

Bachelor's Degree in Electronics & Communications Engineering Technology (BS-ECET)

Academic Associate's Degree in Computer & Electronics Engineering Technology (AS-CEET)

Academic Associate's Degree in Electrical Engineering Technology (AS-EET)

**ALL PROGRAMS**

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. Rhonda Graves is the subject matter expert (SME) for the school of Electronics Technology. Ms. Graves holds a bachelor's degree in Electrical Engineering from the University of Memphis, a master's degree in Electrical Engineering from the University of Memphis, holds a certificate in Mechanical Drafting from the American Design Drafting Association (ADDA), and holds an Engineering Intern Certification from the State of Tennessee Board of Architecture and Engineers.

Mr. Kevin Shaw, dean, provides the administrative support, on an interim basis, until a school chair is hired. Mr. Shaw holds a bachelor's degree in Communications from the University of Alabama and a master's degree in Theater Directing from the University of Memphis.

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 Electrical Engineering & Communication Technology, Electronics & Communication Engineering Technician, Electrical Engineering Technician, and Computer & Electronics Engineering Technician programs have representatives on the program advisory committee (PAC). All of the programs, also, have guest speakers and take their classes on field trips to companies doing business in these fields in the Cordova, Tennessee area.

The team was impressed with the number of students who hold membership in the nationally recognized electronics organizations and the number who are pursuing opportunities for practice tests prior to taking national certification exams in their respective field.

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?

BS-EECT - 10

BS-ECET - 5

There are no graduates in the other 2 programs.

How many calls to employers or graduates were successful?

BS-EECT - 10

BS-ECET - 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.

BS-EECT - 10

BS-ECET - 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 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.

As taken from the catalog, Volume 56, page 61:

**CREDIT HOUR**

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specific 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 represent: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 credit 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:

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

- 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

**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

**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  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

**BACHELOR'S DEGREES ONLY**

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 team found the BS-EECT, BS-ECET, AA-EET, and AA-CEET programs were, generally, well-conceived, directed, and taught. The team's visit revealed a well-run campus with competent, caring faculty, administration and staff, all dedicated to the single goal of student success. Students interviewed were pleased by the education received and felt they were acquiring the necessary skills to be competitive in the global market place.

## SUMMARY

### ITT Technical Institute Cordova, TN

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

Citation # (in bold)	Summary Statement (followed by report page number)
<b>Section 2-2-503</b>	There is no evidence that out of class work or the equivalency is being evaluated in all courses. (Pages 33,43, 53, 59, 64 )
<b>Section 3-1-433</b>	Refunds are not returned according to federal policies. (Page 18)
<b>Section 3-1-513 (a) and Glossary</b>	Course syllabi do not include out of class work assignments that support the learning objectives for most courses. (Pages 32, 37, 42, 47, 52, 58, 63)
<b>Section 3-4-303</b>	Teaching loads are not reasonable for some classes with a lab component. (Page 39)

## 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)*:

Recommendations:

### Paralegal

- ⤴ Create a designated space for a simulated law office with hardbound Tennessee form books, digests, reporters and code (especially the items the campus has in the learning resource center, student workstations with internet access as well as legal software, state/local law periodicals, and storage space for individual case documents/materials.
- ⤴ Encourage paralegal students to pursue notary public status, including a partial/full reimbursement for the exam for a successful passing score.
- ⤴ Provide additional legal software (especially case management databases and trial resources) training by vendor demonstrations, acquiring additional software for student machines and access via the student portal or virtual library (ProDocs).
- ⤴ Provide more community interaction for faculty and students by inviting local professional organizations (paralegal and bar) to meet on campus.
- ⤴ Create badges of accomplishments as recognition for students.
- ⤴ Form a student paralegal chapter for a recognized paralegal organization to involve students in on-going activities to enhance their legal skills and promote paralegal certification, including reimbursement for exam for the students who pass.
- ⤴ Conduct simulated court activities with criminal justice students to expose students in both programs to a broader perspective of how the two careers interact.
- ⤴ Enhance classes with additional community resources such as field trips to a law library with WESTlaw, community service to agencies that provide free/low income legal services, provide job shadowing in the courthouse, and/or expand the paralegal adjunct resource pool.
- ⤴ Make individual student WESTlaw subscriptions available to at least the legal research and writing courses

### Criminal Justice:

- ⤴ Provide organized activities such as a sports team at the local Y or other physical fitness activities
- ⤴ Encourage students to participate in nutrition/healthy diet seminars.

- ⤴ Provide more community interaction for faculty and students by inviting local professional organizations (paralegal and bar) to meet on campus.
- ⤴ Create badges of accomplishments as recognition for students.
- ⤴ Form a student criminal justice chapter for a recognized organization to involve students in on-going activities to enhance their skills .
- ⤴ Conduct simulated court activities with paralegal students to expose students in both programs to a broader perspective of how the two careers interact.
- ⤴ Research providing certifications and training for faculty, students, and local agencies.
- ⤴ Acquire POLICE ONE or similar law enforcement training subscription for criminal justice chair/instructors.
- ⤴ Investigate becoming a proctoring center for agency qualification exams.

## New Grant Report

**ITT Technical Institute**  
**4809 Memorial Highway**  
**Tampa, FL 33634-7350**  
**ACICS ID Code: 00016079**

### Main Campus

**ITT Technical Institute**  
**9511 Angola Court**  
**Indianapolis, IN 46268**  
**ACICS ID Code: 00016040**

Regulatory040@itt-tech.edu

Ms. Sheryl Gunning, Director (sgunning@itt-tech.edu)

Dates of Visit: October 17-19, 2012

Dr. Sandra Yelverton	Chair	Alabama Department of Education, Retired	Montgomery, AL
Dr. Darlene Minore	Student-Relations Specialist	Minore Educational Strategies	BainbridgeIsland,WA
Mrs. Michelle Edwards	Educational Activities	Delta School of Business & Technology	Lake Charles, LA
Mrs. Pat Patterson	Nursing Specialist	RN, Retired	Marco Island, FL
Dr. Robert Roggio	Project Management Specialist	University of North Florida	Jacksonville, FL
Dr. Debra Rocha	Criminal Justice/Forensic Technology/Paralegal Studies Specialist	Brandman University	Irvine, CA
Mr. Owate Akeh Chujur	Computer & Electrical Engineering Technology/Electrical Engineering Technology/Electrical Engineering And Communications Technology/Electrical & Communication Engineering Technology Specialist	Minnesota School of Business	Brooklyn Center, MN
Mr. Roberto Lama	Computer Drafting & Design/Drafting & Design Technology/Construction Management Specialist	Illinois Institute of Art	Schaumburg, IL
Mr. Michael Bleacher	IT-Computer Network Systems/Network System Administration/Info System Security/Info Systems And Cyber Security Specialist	Westwood College	Westminster, CO
Mr. Barry Phillips	Visual Communications/Digital Entertainment & Game Design	Art Director/Designer CBS, NBC, HBO	Burleson, TX
Mr. Chad Hartman	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY****ITT TECHNICAL INSTITUTE****TAMPA, FLORIDA**

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's	Business Management**	970	90	0	NA	NA	NA	NA
Bachelor's	Business Management**	1896	180	0	NA	NA	NA	NA
Academic Associate's	Criminal Justice	1020	96	9	66.39%	<b>36.36%</b>	68.8%	<b>50.0%</b>
Bachelor's	Criminal Justice	1920	180	6	68.42%	NA	90%	NA
Academic Associate's	Computer and Electronics Engineering Technology	1120	96	18	69.76%	88.1%	71.43%	94.12%
Academic Associate's	Computer Drafting and Design	1140	96	9	70.0%	65.38%	67.03%	<b>55.56%</b>
Bachelor's	Construction Management	2100	180	1	87.5%	100%	73.17%	83.33%
Academic Associate's	Criminology and Forensic Technology	981	90	8	NA	NA	NA	NA
Academic Associate's	Drafting and Design Technology	1058	90	26	NA	NA	NA	NA
Bachelor's	Digital Entertainment and Game Design	2100	180	1	92.86%	<b>6.25%</b>	78.69%	<b>13.04%</b>
Bachelor's	Electronics Communications and Engineering Technology	2110	180	5	80.6%	92.31%	82.14%	100%
Bachelor's	Electrical Engineering and Communications Technology	2127	180	18	NA	NA	NA	NA
Academic Associate's	Electrical Engineering Technology	1058	90	55	NA	NA	NA	NA
Academic Associate's	Graphic Communication and Design**	1058	90	0	NA	NA	NA	NA
Academic Associate's	Health Information Technology***	1160	96	18	69.39%	100%	<b>50%</b>	<b>50%</b>
Bachelor's	Information Systems and Cybersecurity	2164	180	28	NA	NA	NA	NA
Bachelor's	Information Systems	2080	180	29	84.92%	79.31%	79.65	100%

	Security							
Academic Associate's	Information Technology-Computer Network Systems	1090	96	50	76.1%	87.69%	74.49%	80.43%
Academic Associate's	Mobile Communications Technology**	1058	90	0	NA	NA	NA	NA
Academic Associate's	Network Systems Administration0	1058	90	101	NA	NA	NA	NA
Academic Associate's	Paralegal**	981	90	0	NA	NA	NA	NA
Academic Associate's	Paralegal Studies	1030	96	2	<b>50%</b>	100%	76.92%	NA
Bachelor's	Project Management and Administration Project Administration Option	1940	180	16	NA	NA	NA	NA
Bachelor's	Project Management and Administration - Information Technology Option	2050	180	3	NA	NA	NA	NA
Bachelor's	Project Management and Administration - Construction Option	2039	180	6	NA	NA	NA	NA
Academic Associate's	Nursing	1575	109	166	90.23%	NA	92.77%	NA
Academic Associate's	Nursing	1537	104	28	NA	NA	NA	NA
Academic Associate's	Visual Communications	1110	96	5	60.2%	<b>56.25%</b>	63.56%	<b>0%</b>
	TOTAL ENROLLMENT			608				

\*\*Programs are offered and pending adequate enrollment will start December 10 with the exception of the Business Management bachelor's degree program as this program is the upper division of the associate's program and, therefore will not have enrollment until students complete the associate's degree program.

\*\*\*Holds initial accreditation from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) effective September 15, 2011.

## INTRODUCTION

ITT Technical Institute, Tampa, opened in August 1981. This campus is one of a nationwide system of technical institutes operated by ITT Educational Services, Inc. ("ITT/ESI") located in Carmel, Indiana. The campus offers associate's of science and bachelor's degrees through six schools of study.

The campus located in Tampa, Florida, is in an urban area with a population of approximately 500,000. The campus is easily accessible to students and the public with major highway and road access, supported by public transportation (bus, taxi) services. Residential housing, shopping and dining are also conveniently located close to the campus.

Students' ages fall into non-traditional postsecondary age ranges. Approximately 59% are in the 25-40 age range. All students have a high school diploma or a GED. The student population is 31% female and 69% male. Forty-one percent are Caucasian with the remainder representing various other races. Approximately 32% of the students are in the School of Nursing and Health Sciences and 34 % in the School of Information Technology. The remaining 32% are enrolled in the other four schools of study. Full-time students typically take one general education course and two core courses each quarter. Students who establish that they are academically qualified have the option of taking general education courses online.

Instruction is delivered from a centralized curriculum with exams standardized and performance based. The campus has created an environment that simulates the workplace by maintaining industry-current laboratory facilities and equipment and produces an environment conducive to a productive educational experience.

**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

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.

Learning outcomes used to assess the ability of students to meet program objectives upon completion of the program include:

- capstone course grades and outcomes assessment (from capstone rubrics),
- mid-term and final exams provided from a corporate generated curriculum and evaluation process,
- assessment of the number of students starting and passing a course,
- student attendance and the ability to complete program courses, and
- a review of the employer surveys returned.

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 is tracked by each school of study and reviewed for any specific deficiency as it relates to retention so as to determine areas needing improvement.
- High risk students are identified and poorly performing students are counseled and encouraged to engage in tutoring. Attendance and student feedback are closely monitored and used to develop initiatives for improvement.
- School chairs are responsible for leading instructors in staying focused on program goals.

- Instructors not meeting the attendance and retention goals are redirected, coached, mentored or reassigned.
- The Career Services staff works with each school chair to identify specific issues affecting graduate placement.
- The director of career services is creating individual career game plans for each pre-graduate to ensure maximum success.
- The Career Services department is striving for 50% pre-graduate placement in-field, and the campus plans to participate in local technical job fairs with a target of one per quarter.

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 CEP team composed of the:

- campus director;
- dean;
- associate dean;
- the directors of finance, recruitment, and career services;
- registrar;
- program chairs; and
- faculty representatives from each program of study are responsible for implementing and monitoring the CEP.

The campus director has the ultimate responsibility to ensure the implementation of the CEP.

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?

Sheryl Gunning is the campus director. Her education includes a bachelor's degree from the University of Illinois at Urbana and an MBA from the Keller Graduate School of Management of DeVry University. She has been with ITT since January 2006. She began as the district director of recruitment for the Southeastern district, was promoted to campus director in St Petersburg September 2007, and assumed the campus director position at Tampa in April 2012. Prior to joining ITT, Ms. Gunning was employed at another proprietary institution. She also has 15 years of corporate leadership, human resource and financial management, business and marketing, and operations and compliance leadership experience in the private 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) 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 Does the institution 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?

Forty-six student files were reviewed during the visit.

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

ITT Technical Institute, Tampa, Florida, ensures that its student relations reflect the highest ethical standards by hiring the most qualified candidates to lead the departments that comprise student relations on this campus. The managers of the various student relations areas ensure that their department and direct reports advances the school's mission and serve the students that are enrolled to the best of their ability.

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. Frederick Johnson is the director of recruitment. He holds a bachelor's degree in Management and Marketing from Park University, Parkville, Missouri. Mr. Johnson served 24 years in the United States Army with the last 12 as a United States Army Battalion Operations Sergeant Major where he implemented policies and procedures for over 40 recruiting stations and 6 recruiting companies throughout the southeast. Mr. Johnson supervised a staff of 200 at these locations where he managed the processing of 250 new enlistees monthly.

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. The 10 admissions representatives return calls from prospective students promptly and schedule a tour and informational session. Throughout the tour and multi-media presentation, the programs available for study are discussed and the representative assesses the interest and capability of each prospective student to attend, graduate and work in the career field related to the student's education. If there is a fit between the prospective student and the standards of the campus, the representative enrolls the student into a specific program of study. The next step in the process is for the student to meet with the records coordinator, who administers admissions testing. If the student meets their program of interest testing threshold, a financial representative then meets with the student and reviews various documentation needed for the formal financial aid meeting. After the formal financial aid meeting, the financial aid representative signs the enrollment agreement and other required forms. The admissions representative concludes the meeting by reviewing the document disclosure form with the newly enrolled student. The student is called weekly by the admissions representative until the term begins. The student is scheduled for the new student orientation six weeks prior to the new term and the mini-orientation the Saturday before the start of the term.

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

4.21 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 policy for the standards of satisfactory academic progress are published in the ITT Technical Institute, Tampa, Florida, 2012-2013, volume 64, catalog on pages 79-83.

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?  
Currently the ITT campus in Tampa, Florida, is conducting a search for a new dean of academic affairs. In the interim, Mr. Bernie Berania, district leader for all ITT Florida deans and the dean of academic affairs for the Jacksonville campus, is serving as interim dean of academic affairs. He is responsible for the oversight of the administration of satisfactory academic progress. Mr. Berania holds a bachelor's degree in Business Administration from the University of North Florida and a master's degree in Curriculum and Technology Instruction from Nova Southeastern University. He joined ITT in 2005 as a general education program chair and was promoted to dean of academic affairs in 2006. Prior to his tenure at ITT, Mr. Berania taught at First Coast Christian School and as graduate faculty for the University of Phoenix.
- 4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes  No
- 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 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. Woodrow Wilson, the director of finance, is the person on-site responsible for administering student financial aid. His tenure in

this capacity began in 2007. Prior to joining ITT, Mr. Wilson worked as the director of financial aid for both Everglades University and Everest University Online.

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).

Mr. Wilson is a member in good standing with the Florida Association of Student Financial Aid Administrators (FASFAA). He attends the FASFAA annual meeting where Title IV workshops are held that address changes in regulation and policy. He also is a registered member of their list serve and receives regular updates. Additionally, ITT conducts quarterly training workshops that Mr. Wilson attends regularly.

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.

This campus offers the traditional student services of structured tutoring, academic or personal counseling and an extensive student orientation. Additionally, there is a strong emphasis on career planning and placement from the beginning of the student's program. All students are enrolled in a course entitled "professional portfolio." This course includes résumé creation, interview skills, mock interviews and job search strategies. The Career Services department continues their work with the student one-to-one after they complete this course through graduation and program related job placement.

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

The ITT Tampa Campus Catalog 2012-2013, volume 64, has a written policy that reflects the U.S. Department of Education's definition of a credit hour for credit hour programs.

- 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. Joseph Perez is the director of career services for this campus. He joined the management team in October 2012. He previously served two years as the registrar for another ITT campus. Mr. Perez participated in ITT's management training for a year, learning the responsibilities of all the functional managers in the student services areas. Mr. Perez holds a bachelor's degree in Management from the University of Florida.

- 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.

The campus promotes student loan repayment early in the enrollment process. A copy of the U.S. Department of Education's publication Funding Education Beyond High School: The Guide to Federal Student Aid 2011/2012 is made available to students upon enrollment. The handbook addresses the various financial aid programs available, eligibility requirements, how to apply, deadlines, in addition to repayment rights and responsibilities. Further, each borrower is provided with a copy of their Cost Summary and Payment Addendum to Enrollment Agreement (CSPA) which outlines the specific financial obligations for the academic year. 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 the 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 email 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.

4.64 Describe the extracurricular activities of the institution (if applicable).

Students are encouraged to participate in a variety of extracurricular activities during their school tenure. Activities include:

- student clubs and professional organizations:  
(American Design Drafting Association)  
(Electronic Technicians Association) ;
- community Blood Drives;
- annual American Red Cross CPR classes;
- quarterly student honors award certificates;
- peer tutoring services;
- campus cook outs; and
- industry related tours.

**GENERAL COMMENTS:**

The team thanks the Student Services department for the timely manner in which they supplied student files and additional documentation.

## 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. Bernie Berania is currently the interim dean at the campus. He earned a bachelor's degree in Business Administration from the University of North Florida, a master's degree in Biblical Studies from Baptist Bible Graduate School of Theology and a master's degree in Education from Nova Southeastern University. Mr. Berania served as an instructor and faculty member at Sylvan Learning Center, University of Phoenix and First Coast Christian School since 1998. He joined ITT Technical College in 2005 as a faculty member, became a program chair and was promoted to the role of dean in November of 2006.

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.

Campus administration promotes an open door for support of their program administrator's authority and responsibility for the development and administration of their programs. School and program chairs teach reduced class loads allowing them sufficient time for program administration. Program administrators, in addition to faculty, follow the same process to make suggestions regarding curriculum development.

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 (Skip to question 5.10)

If Yes, does the campus:

Obtain such accreditation in a timely manner for programs in which it is required by the state in order for students to attain entry-level employment?

Yes  No  Not Applicable (there is no such requirement by the state)

Notify students as to:

Which programs hold specialized or programmatic accreditation?

Yes  No

Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?

Yes  No

Any other requirements that are generally required for employment?

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?

Students that enroll with credits from another institution may receive transfer credit at the campus based on the established transfer of credit policy. In the case of accelerated students, faculty are encouraged to utilize extra projects and promote fellow student assistance. Below average performers receive additional tutoring and assistance as needed. In addition, students with learning disabilities receive customized academic plans in accordance with the policies from central administration.

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

Ongoing feedback is solicited from advisory committees, faculty, staff and students. Students participate in quarterly surveys which contain questions focused on program curriculum and a review of the faculty member. Faculty members are encouraged to utilize the corporate portal or forum to express any questions or comments regarding the curriculum. Feedback received is presented to national curriculum committees comprised of faculty, as well as, program and school chairs from around the country.

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 has a signed faculty development plan on file at the campus. In-service activities are scheduled throughout the year and are documented by the use of personalized certificates of attendance and completed sign-in sheets. In addition, the campus maintains agendas, minutes and any additional pertinent information regarding all the in-service activities.

- 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
- 5.31 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

## 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 facility consists of 35,000 square feet that is comprised of theory classrooms, laboratories, administrative offices, library, and bookstore. The facility has a capacity of 660 students and is in compliance with the ADA, as well as other federal, state, and local ordinances and regulations, including those relating to safety and health. Ample parking is available for students, staff, and visitors. Computers and program-specific equipment representing industry standards for an entry-level position support all current programs. All theory and lab rooms have LCD projectors with DVD playing capabilities. The building was remodeled in 2010. The facility is inviting and provides an environment conducive to learning.

- 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 team reviewed the ITT Tampa, FL 2012-2013 catalog, volume 64 dated October 9, 2012.

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

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

The campus primarily utilizes an on-line catalog, but will provide a printed copy upon request.

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 markets to prospective students utilizing the following methods:

- internet;
- television;
- radio advertising; and
- direct mail.

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?

At the time of the visit, no monies have been spent from the library budget.

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 in Computer Drafting and Design

Academic Associate's in Drafting and Design Technology

Bachelor's of Science in Construction Management

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. Sean T. Brennan serves as the program chair in the School of Design and Drafting. Mr. Brennan holds a master's degree in Design Management and a master's degree in Communication Design from Pratt Institute, New York, New York, and a bachelor's degree in Graphic Design from the Ringling College of Art and Design, Sarasota, Florida. Mr. Brennan served as a chair of the Department of Graphics Design, Web Design and Interactive Media at the Art Institute of Tampa, 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 students are invited to participate in the CAD Americas Training Days October 25, 2012. For a student registration fee of \$95, students have the opportunity to spend a day of intensive training in CAD and to do networking.

The Computer Aided and Design and the Drafting and Design Technologies programs have an active professional advisory committee (PAC) made up of faculty, community professionals and other professional industry partners. The board meets twice a year and is well attended. The team found evidence of PAC meetings held on 06/1/2011, 10/26/2011 and 04/18/2012.

- 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 objective 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?

There were 12 calls attempted.

How many calls to employers or graduates were successful?

There were 6 six 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.

Six of the calls where contact was made confirmed the employment of graduates as reported on the CAR.

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

Yes  No  Not Applicable

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 70 of the campus 2012-2013 catalog, volume 64, 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 *Yes*, briefly describe the documentation of evaluation viewed on site.

The team reviewed samples 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 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 of Science in Electronics Communications Engineering Technology (ECET)

Bachelor's of Science in Electrical Engineering and Communications Technology (EECT)

Academic Associate's Degree in Computer and Electronics Engineering Technology (CEET)

Academic Associate's Degree in Electrical Engineering Technology (EET)

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. Richard Jones is the chair of the School of Electronics Technology. Mr. Jones holds a bachelor's degree in Electronic Management from Southern Illinois University, Carbondale, Illinois, and a master's of Management from Troy University, Troy, Alabama. He was originally hired as an instructor in July, 1990 and was promoted to department chair January 2011. Before joining the campus, he worked as associate dean at San Diego Community College, Orlando, 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 School of Electronics Technology invited:

- a guest speaker from Xobon Inc., Tampa, Florida, on January 15, 2011; May 14, 2011; February 25, 2012 and August 5, 2012. The guest speaker from Xobon gave lectures and a certification exam from the Federal Communications Commission (FCC) to students,
- a guest speaker from Goodmark Medical LLC of Longwood, Florida, who gave a lecture on software development to students on April 27, 2011; and
- to enhance experiential learning, the electronics students went on a field trip to Yengling Brewery, Tampa, Florida, on September 1, 2012.

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

No students were registered for independent study at the campus during 2012.

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 objective 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 were made to employers and graduates for the programs:

Bachelor's degree in Electronics Communications Engineering Technology (ECET) - 9

Bachelor's degree in Electrical Engineering and Communications Technology (EECT) - N/A

Academic Associate's in Computer and Electronics Engineering Technology (CEET) - 19

Academic Associate's in Electrical Engineering Technology (EET) - N/A

How many calls to employers or graduates were successful?

Bachelor's degree in Electronics Communications Engineering Technology (ECET) - 6

Academic Associate's in Computer and Electronics Engineering Technology (CEET) - 10

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 employers contacted 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 70 of the campus 2012-2013 catalog, volume 64, 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 *Yes*, briefly describe the documentation of evaluation viewed on site.

The team found satisfactory physical evidence of out-of-class work that was graded by instructors.

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 in Paralegal Studies

Academic Associate's in Criminal Justice

Bachelor's of Science 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?

Currently the ITT campus in Tampa, Florida, is conducting a search for a chair of the Criminal Justice programs. In the interim, Mr. Bernie Berania, district leader for all ITT Florida deans and the dean of academic affairs for the Jacksonville campus, is serving as interim dean of academic affairs and is overseeing the criminal justice and paralegal programs. He is responsible for the oversight of the administration of satisfactory academic progress. Mr. Berania holds a bachelor's degree in Business Administration from the University of North Florida and a master's degree in Curriculum and Technology Instruction from Nova Southeastern University. He joined ITT in 2005 as a general education program chair and was promoted to dean of academic affairs in 2006. Prior to his tenure at ITT, Mr. Berania taught at First Coast Christian School and as graduate faculty for the University of Phoenix.

Ms Fabienne McDowell has served as the lead instructor, subject matter expert in the Criminal Justice program since October 16, 2012. Ms. McDowell holds a master's degree and a bachelor's degree in Criminal Justice from Albany State University, Albany, Georgia. Ms. McDowell worked as a mental health counselor for 12 years and as an adjunct instructor teaching Criminal Justice courses for 3 years. The team found documentation on file to support Ms. McDowell's credentials; official transcripts are also on file.

Dr. N. Peter Nazaretian has served as the lead instructor, subject matter expert in the paralegal program since October 18, 2012. Dr. Nazaretian holds a juris doctorate degree from Nova Southeastern University, Davie, Florida, and a bachelor's of arts in Marketing and Criminal Justice from the University of South Florida. Dr. Nazaretian is a member of the Florida state bar and has served as an adjunct instructor on this campus since June of 2012. The team found documentation on file to support Dr. Nazaretian's credentials; official transcripts are also on file.

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

The student retention rate was 50% in the academic associate's in Paralegal Studies degree program.

The student retention rate was 66.39% in the academic associate's in Criminal Justice program.

The student retention rate was 68.42% in the bachelor's of science in Criminal Justice degree program.

The student placement rate was 100% in the academic associate's in Paralegal Studies degree program

The student placement rate was 36.36% in the academic associate's in criminal justice degree program.

The student placement rate was 0 % in the bachelor's of science in Criminal Justice degree program, no graduates

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

At the time of the visit, the team found that the criminal justice and paralegal programs have an active professional advisory committee (PAC) made up of faculty, community professionals and other professional industry partners. The board meets twice a year and is well attended. The team found evidence of PAC meetings held on 05/24/2011 and 10/26/2011. The program also has adjunct faculty members who work concurrently in the industry. This was brought to the team's attention during the interview with the students. Students were able to provide instances in which the industry experience of the instructors enriched the classroom experience.

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 objective 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.

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 in Paralegal Studies- 1 call

Academic Associate's in Criminal Justice - 4 calls

Bachelor's of Science in Criminal Justice- 0 calls no graduates

How many calls to employers or graduates were successful?

Academic Associate's in Paralegal Studies- 1 call

Academic Associate's in Criminal Justice - 4 calls

Bachelor's of Science in Criminal Justice- 0 calls 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.

In the "Credit Hour" section on page 70 of the campus 2012-2013 catalog, volume 64, 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 *Yes*, briefly describe the documentation of evaluation viewed on site.

Evidence was provided to the team of homework that was both graded and recorded.

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:

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 in Nursing (104 hours)

Academic Associate in Nursing (109 hours)

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. Diana Lane has been the chair for the Nursing program since 2009 when the program started and holds a bachelor's and master's degrees in Nursing from Russell State College. Ms. Lane worked as a clinical nurse specialist, clinical instructor and lead theory instructor for other nursing schools and hospitals for the last nine years. Documentation was on file for all her credentials and official transcripts.

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) There are no program graduates.

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

- The Nursing program has an active advisory board (PAC) made up of six registered nurses from several local medical facilities. The board meets twice a year, and the team was provided evidence of the minutes and attendees signatures.
- The campus uses several clinical sites within the community for their practicum experiences and hosts blood drives on campus.

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 objective 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 70 of the campus 2012-2013 catalog, volume 64, 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 *Yes*, briefly describe the documentation of evaluation viewed on site.

Evidence was provided to the team of students' homework both graded and recorded.

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

**GENERAL COMMENTS:**

The team interviewed 75 current students who were very positive and pleased with the program, facilitates, faculty and chair Diana Lane. The students stated that they are the best.

## 9. PROGRAM EVALUATION

Bachelor's of Science in Project Management and Administration - Project Management and Administration Option

Bachelor's of Science in Project Management and Administration - Construction Option

Bachelor's of Science 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

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

Mr. Hafid Fernandez is chair of the School of Information Technology and is acting chair of the School of Business. He reports to the dean of academic affairs. Mr. Fernandez holds a bachelor's degree in Network and Communications Management from DeVry University in Orlando, Florida, and a master's degree in Information Technology from Nova Southeastern University in Ft. Lauderdale, Florida. Mr. Fernandez has been employed by ITT since September 2009. He is advised in the area of Program Management by lead instructor Mr. George Dollar. Mr. Dollar holds a master's degree in Business Administration from Liberty University in Lynchburg, Virginia .

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 three programs have a start date of September 2011. They are not a part of the 2011 CAR data.

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

At the time of the visit, all three project management options are new programs within the School of Business and have only been offered since September 2011. The list of activities in 2012 included:

- a field trip to Rockwell Building Systems;
- a talk by a guest speaker/visiting professional; and
- a field trip to OneTouch Direct call center to observe project management operations.

Activities for 2013 include plans to continue inviting guest speakers and professionals and field trips to various businesses via PAC members and a field trip to Verizon NOC. None of the activities could be documented.

9.08 Are these resources sufficient?

Yes  No

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

**(Section 3-1-512 (c)):** A number of activities were cited, but there was limited documentation as to activity content, attendees, breakout sessions, member surveys, and more.

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 objective 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 70 of the campus 2012-2013 catalog, volume 64, 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 *Yes*, briefly describe the documentation of evaluation viewed on site.

A number of quizzes, homework assignments, and projects were provided and graded. Grades were numeric percentages, such as 95%. Additional comments, such as, "Good writing" and "Excellent writing" were in evidence.

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 in Informaiton Technology - Computer Network Systems

Academic Associate's in Network Systems Administration

Bachelor's of Science in Information Systems and Cybersecurity

Bachelor's of Science in Information Systems Security

Bachelor's of Science 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

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

Mr. Hafid Fernandez is chair of the School of Information Technology and is acting chair of the School of Business. He reports to the dean of academic affairs. Mr. Fernandez holds a bachelor's degree in Network and Communications Management from DeVry University in Orlando, Florida; and a master's degree in Information Technology from Nova Southeastern University in Ft. Lauderdale, Florida. Mr. Fernandez has been employed by ITT since September 2009. He is advised in the area of Program Management by lead instructor Mr. George Dollar. Mr. Dollar holds a master's degree in Business Administration from Liberty University in Lynchburg, Virginia .

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 were field trips and program advisory council meetings during the reporting period. The four advisory council meetings were attended by members of the community who serve in business positions which benefit the student population in the areas of both industry needs assessment and employment.

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 objective 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?

Academic Associate's in Informaiton Technology - Computer Network Systems 32

Academic Associate's in Network Systems Administration 0 (No graduates)

Bachelor's in Information Systems and Cybersecurity 0 (No graduates)

Bachelor's in Information Systems Security 12

Bachelor's in Project Management and Administration - Information Technology Option 0 (No graduates)

How many calls to employers or graduates were successful?

Academic Associate's in Information Technology - Computer Network Systems 20

Academic Associate's in Network Systems Administration 0 (No graduates)

Bachelor's in Information Systems and Cybersecurity 0 (No graduates)

Bachelor's in Information Systems Security 6

Bachelor's in Project Management and Administration - Information Technology Option 0 (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 calls where contact was made confirmed the employment of the graduates as reported on the CAR.

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

Yes  No  Not Applicable

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 70 of the campus 2012-2013 catalog, volume 64, 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 *Yes*, briefly describe the documentation of evaluation viewed on site.

Graded and recorded homework was provided to the team for review.

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

**GENERAL COMMENTS:**

The team commends chair Mr. Hafid Fernandez and Mr. Craig Rollins for being recognized by the student body for their expertise and dedication to student success. All three classes reviewed acknowledged these instructors independently.

## 9. PROGRAM EVALUATION

Bachelor's Degree Digital Entertainment and Game Design

Academic Associate's Degree in Visual Communications

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?

Assigned to administer the academic programs of Visual Communications and Digital Entertainment and Game Design is Mr. Sean Brennan. He has been with the campus since August, 2012 as chair of the school of Drafting and Design. Mr. Brennan holds a master's degree from Pratt Institute and a bachelor's degree from Ringling College of Art and Design. Prior to his coming to the Tampa ITT campus, he was a program chair for seven years at the Art Institute of Tampa. Professionally, he has a varied background as a design intern for Rolling Stone Magazine, project manager for Gensler Architecture and as a graphics designer in New York. Mr. Brennan's professional affiliations include membership in the Professional Association for Design (AIGA), having served as president of the Tampa Bay chapter for four years. He also is a member of the Design Management Institute (DMI). In addition to teaching four classes, he oversees one part-time adjunct instructor, Mr. Austin Kurtis. Mr. Kurtis holds an associate's degree in Visual Effects and Motion Graphics from the Art Institute of Pittsburgh.

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 School of Drafting and Design has documented evidence of a program advisory committee (PAC) with approximately eleven regular members.
- 9.08 Are these resources sufficient?  
 Yes  No  
If No, insert the section number in parentheses and explain:  
**Section (3-1-512 (c))** The campus does not utilize community resources to enrich the programs. The membership and professional background of the members of the PAC does not equally represent the programs of Visual Communications and Digital Entertainment and Game Design which are included in the School of Drafting and Design. There is no documentation of field trips or guest speakers for these programs. Students also reported that they had never been on a field trip to locations off campus.
- 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 objective 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?

In the Visual Communications program, five calls to employers were attempted.

In the Digital Entertainment and Game Design program, two calls to employers were attempted.

How many calls to employers or graduates were successful?

In the Visual Communications program, five calls to employers were successful.

In the Digital Entertainment and Game Design program, two calls to employers were successful.

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.

In the Visual Communications program, five calls confirmed the employment of the graduate as reported on the CAR

In the Digital Entertainment and Game Design program, two calls confirmed the employment of the graduate as reported on the CAR.

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

Yes  No  Not Applicable

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 70 of the campus 2012-2013 catalog, volume 64, 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 *Yes*, briefly describe the documentation of evaluation viewed on site.

The team was presented evidence of out-of-class written homework projects that were graded with instructor notes and comments written on the paper. The assignment was a project plan with a stated objective, concept, methodology and execution plan for a proposed animation or a 3D game. Attached to the back of each homework assignment was a course rubric page with percentage categories of graded levels of assessment of the project.

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)  
 The program currently has only one student enrolled who is in the last three quarters of the program. He will continue on schedule at the campus until he graduates in June 2013. The campus is currently not enrolling students in this program since it is in teachout.
- 9.48 Reviewed at AAC

**GENERAL COMMENTS:**

The team reviewed three student portfolios of both current and graduated students and found them to be sufficient for securing interviews and potential employment.

## SUMMARY

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

	Citation	Summary Statement (followed by report page number)
1	<b>3-1-512(c)</b>	Two programs did not adequately utilize community resources (Pages 53 and 64).
2	<b>3-1-513(a) and Glossary</b>	Not all course syllabi include out-of-class work assignments that support the learning objectives of the courses (Pages 34, 39, 44, 49, 54,59and 65).

## RECOMMENDATIONS

The evaluation team offers the following recommendations for consideration  
*(These recommendations are not included in the report seen by the Council):*

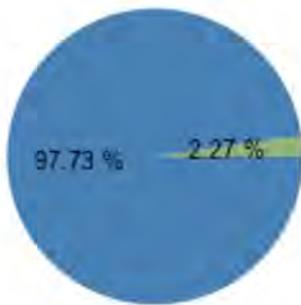
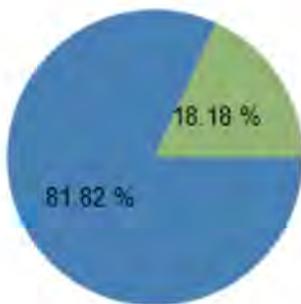
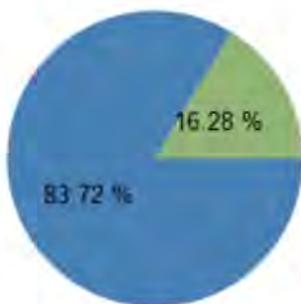
### SCHOOL OF NURSING

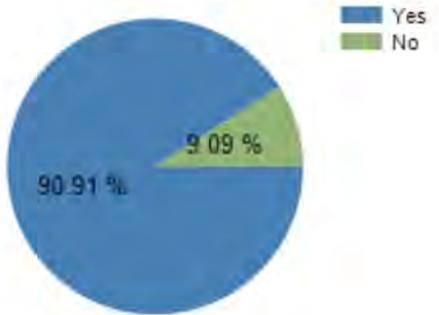
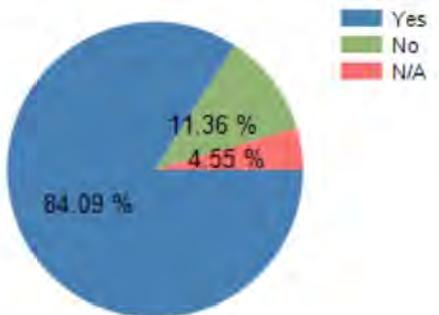
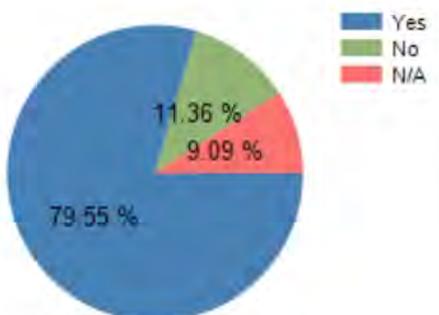
That the School of Nursing add a Cerner or Medi-tech trainer for electronic charting and a Pyxis, Accudose or Omnicell for administrative medicines to enhance the overall education of the program.

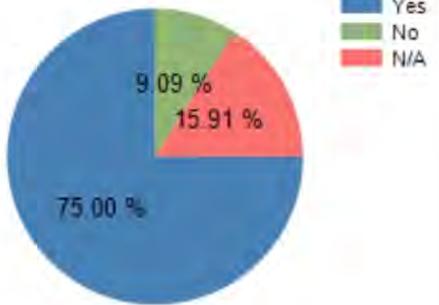
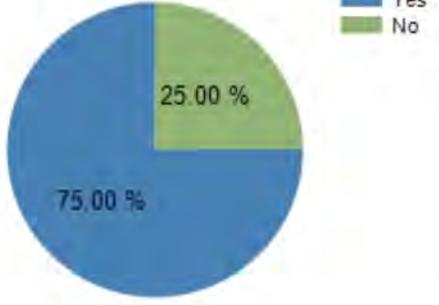
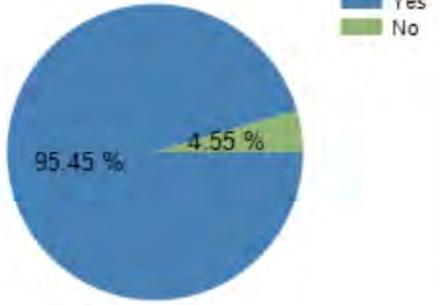
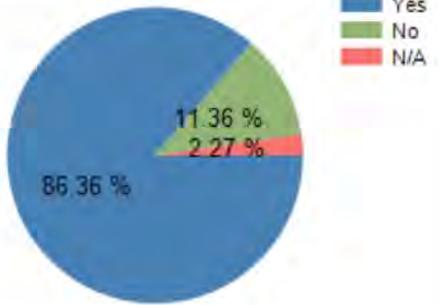
Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs:

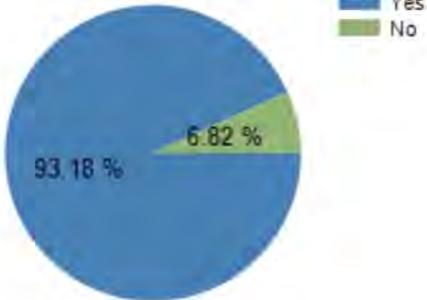
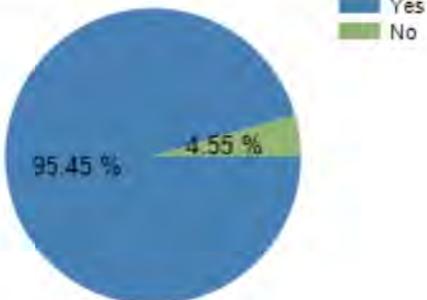
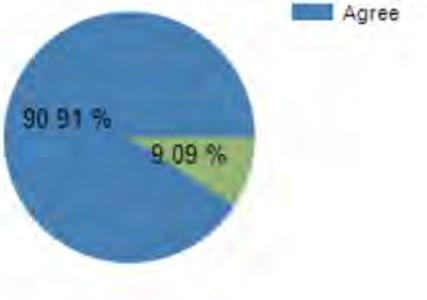
### Student Survey Response Summary Graph

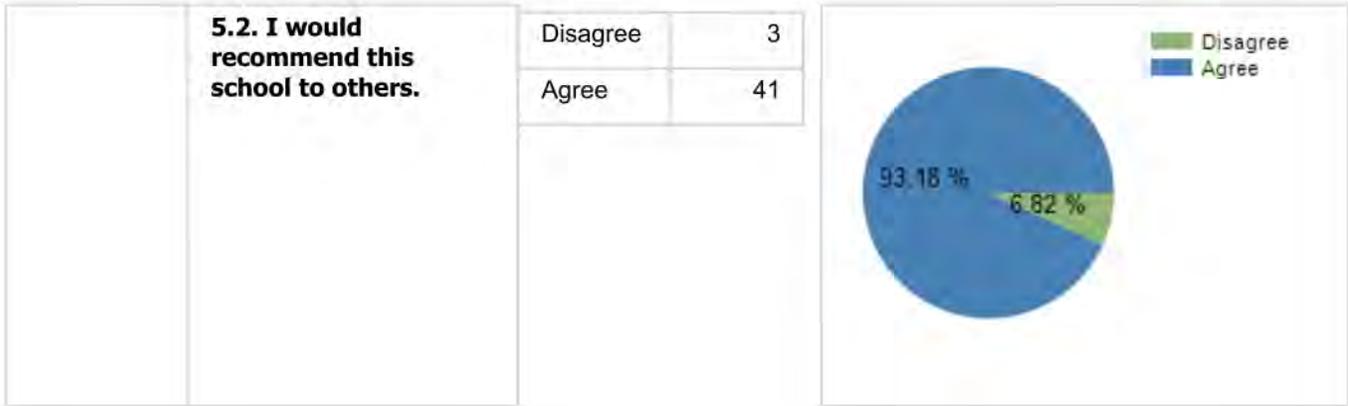
Personify Id	Survey Question	Category	Count	
00016079				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	26	<p>Legend: Yes (Blue), No (Green)</p>
		No	19	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	38	<p>Legend: Yes (Blue), No (Green), N/A (Red)</p>
		No	5	
		N/A	2	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	43	<p>Legend: Yes (Blue), No (Green)</p>
		No	1	

	<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>1</td> </tr> </table>	No	1	 <p>97.73 %    2.27 %</p> <p>Legend: Yes (blue), No (green)</p>
Yes	43							
No	1							
	<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>44</td> </tr> </table>	Yes	44	<table border="1"> <tr> <td>No</td> <td>0</td> </tr> </table>	No	0	 <p>100.00 %</p> <p>Legend: Yes (blue)</p>
Yes	44							
No	0							
	<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>36</td> </tr> </table>	Yes	36	<table border="1"> <tr> <td>No</td> <td>8</td> </tr> </table>	No	8	 <p>81.82 %    18.18 %</p> <p>Legend: Yes (blue), No (green)</p>
Yes	36							
No	8							
	<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>36</td> </tr> </table>	Yes	36	<table border="1"> <tr> <td>No</td> <td>7</td> </tr> </table>	No	7	 <p>83.72 %    16.28 %</p> <p>Legend: Yes (blue), No (green)</p>
Yes	36							
No	7							

	<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>40</td> </tr> </table>	Yes	40	<table border="1"> <tr> <td>No</td> <td>4</td> </tr> </table>	No	4	 <p>A pie chart showing the distribution of responses for question 2.4. The 'Yes' category (blue) represents 90.91% of the total, and the 'No' category (green) represents 9.09%.</p>
Yes	40							
No	4							
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>37</td> </tr> </table>	Yes	37	<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 3.1. The 'Yes' category (blue) represents 84.09%, 'No' (green) represents 11.36%, and 'N/A' (red) represents 4.55%.</p>
Yes	37							
No	5							
	<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>35</td> </tr> </table>	Yes	35	<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 3.2. The 'Yes' category (blue) represents 79.55%, 'No' (green) represents 11.36%, and 'N/A' (red) represents 9.09%.</p>
Yes	35							
No	5							

	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>33</td> </tr> <tr> <td>No</td> <td>4</td> </tr> <tr> <td>N/A</td> <td>7</td> </tr> </table>	Yes	33	No	4	N/A	7		 <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>33</td> <td>75.00 %</td> </tr> <tr> <td>No</td> <td>4</td> <td>9.09 %</td> </tr> <tr> <td>N/A</td> <td>7</td> <td>15.91 %</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	33	75.00 %	No	4	9.09 %	N/A	7	15.91 %
Yes	33																					
No	4																					
N/A	7																					
Response	Count	Percentage																				
Yes	33	75.00 %																				
No	4	9.09 %																				
N/A	7	15.91 %																				
	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>33</td> </tr> <tr> <td>No</td> <td>11</td> </tr> </table>	Yes	33	No	11		 <table border="1"> <caption>Data for Question 4.1</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>33</td> <td>75.00 %</td> </tr> <tr> <td>No</td> <td>11</td> <td>25.00 %</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	33	75.00 %	No	11	25.00 %					
Yes	33																					
No	11																					
Response	Count	Percentage																				
Yes	33	75.00 %																				
No	11	25.00 %																				
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>42</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	42	No	2		 <table border="1"> <caption>Data for Question 4.2</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>42</td> <td>95.45 %</td> </tr> <tr> <td>No</td> <td>2</td> <td>4.55 %</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	42	95.45 %	No	2	4.55 %					
Yes	42																					
No	2																					
Response	Count	Percentage																				
Yes	42	95.45 %																				
No	2	4.55 %																				
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>38</td> </tr> <tr> <td>No</td> <td>5</td> </tr> <tr> <td>N/A</td> <td>1</td> </tr> </table>	Yes	38	No	5	N/A	1		 <table border="1"> <caption>Data for Question 4.3</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>38</td> <td>86.36 %</td> </tr> <tr> <td>No</td> <td>5</td> <td>11.36 %</td> </tr> <tr> <td>N/A</td> <td>1</td> <td>2.27 %</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	38	86.36 %	No	5	11.36 %	N/A	1	2.27 %
Yes	38																					
No	5																					
N/A	1																					
Response	Count	Percentage																				
Yes	38	86.36 %																				
No	5	11.36 %																				
N/A	1	2.27 %																				

	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>41</td> </tr> </table>	Yes	41		 <table border="1"> <tr> <td>Yes</td> <td>93.18 %</td> </tr> <tr> <td>No</td> <td>6.82 %</td> </tr> </table>	Yes	93.18 %	No	6.82 %
Yes	41									
Yes	93.18 %									
No	6.82 %									
	<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>42</td> </tr> </table>	Yes	42		 <table border="1"> <tr> <td>Yes</td> <td>95.45 %</td> </tr> <tr> <td>No</td> <td>4.55 %</td> </tr> </table>	Yes	95.45 %	No	4.55 %
Yes	42									
Yes	95.45 %									
No	4.55 %									
	<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>4</td> </tr> </table>	Disagree	4		 <table border="1"> <tr> <td>Disagree</td> <td>9.09 %</td> </tr> <tr> <td>Agree</td> <td>90.91 %</td> </tr> </table>	Disagree	9.09 %	Agree	90.91 %
Disagree	4									
Disagree	9.09 %									
Agree	90.91 %									



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**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 10/16/2012 4:10:40 AM -0400  
**To:** Andrea Olson <(b)(6)@globeuniversity.edu>  
**Subject:** RE: More 2nd Edits  
**Attachments:** 23482.ITT Tech-Baton Rouge NG.doc

Andrea,

Here is the first of two (the much longer one). It is a New Grant. It is my 2st edit— and I'll be honest it is not my most thorough work, so let me know if it needs further review by me.

Thanks.

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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**From:** Andrea Olson [mailto:(b)(5)@globeuniversity.edu]  
**Sent:** Monday, October 15, 2012 5:06 PM  
**To:** Ian Harazduk  
**Subject:** RE: More 2nd Edits

Will do; and I'll watch for the others . . . ☺ take care and get some rest – the cycle is nearly over . . .

---

**From:** Ian Harazduk [mailto:IHarazduk@acics.org]  
**Sent:** Monday, October 15, 2012 3:04 AM  
**To:** Andrea Olson  
**Subject:** More 2nd Edits

Andrea,

Thank you so much for your help so far. Unfortunately, I have gotten a bit backed up, so I have 5 to offer you right now.

I plan on getting your two more, but they are my reports and I am just too tired tonight to finish the first edits on them, so I will shoot for tomorrow.

Feel free to get these to me by Wednesday COB, if needed.

Thank you.

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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## NEW GRANT

**ITT Technical Institute**  
**14111 Airline Highway Suite 101**  
**Baton Rouge, LA 70817**  
**ACICS ID Code: 00023482**

Mr. William Wells, Director (WWells@itt-tech.edu)  
 Regulatory108@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/Pa rt-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:

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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

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.

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**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 3/6/2014 1:17:05 PM -0500  
**To:** Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>  
**Subject:** RE: NG00023709 Westwood College Online  
**Attachments:** 23709.Westwood College-Broomfield NG.doc

Joseph,

I got this report from Torri two days ago. I had Chinita work on it first and I also took a look at it for the citations, so it's gone through a decent amount of scrubbing. I know Westwood was in here this week and this visit was one of the topics, so I just want to make sure that you are aware of the report. There are only two cites—one if the grading scale not matching the catalog which is relatively standard. The one in contention deal with placement and specifically the placement of students using the attestation form. The team reviewed 17 files (of the 100+) of those that were placed using an attestation. The team came to the conclusion that it did not agree that any of these students that it reviewed were appropriately placed. The team wrote up all 17 throughout the appropriate Section 9s. Therefore, the team came to the conclusion that it could not verify any students that were placed using attestation. So there is a list of all of those 100+ students in the report.

To me, the cite seems legitimate, and in the least should be reviewed by IRC and Council to determine whether these placements are appropriate or not. I don't want to make a determination about the rest of the visit and the institution's concerns—but I think the report is appropriate and ready to go out.

If you want to take a look and let me know, that's be great.

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

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**From:** Joseph Gurubatham  
**Sent:** Thursday, February 13, 2014 12:50 PM  
**To:** Ian Harazduk  
**Subject:** FW: NG00023709 Westwood College Online

Dear Ian:

I am not sure if Terry has also submitted the report to the in-box. It appears that the report is incomplete. We need to work with Torri on getting the missing pieces.

Joseph

**Joseph E. Gurubatham, Ed.D.**

**Senior Vice President, Accreditation and Institutional Development**

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

[www.acics.org](http://www.acics.org) | 202.336.6797 - p | 202.842.2593 - f

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**From:** Terry Campbell [<mailto:tcampbell@kaplan.edu>]  
**Sent:** Thursday, February 13, 2014 11:57 AM  
**To:** Visit Reports; Torri Hayslett  
**Cc:** Joseph Gurubatham  
**Subject:** NG00023709 Westwood College Online

Final report attached and completed to the best of my abilities. Missing information requested and Information Report, 9.19-9.20. Report is due today. Please advise if you have any questions.  
Thanks

--

Terry Campbell

School of Public Safety  
Kaplan University



## NEW GRANT

### **WESTWOOD COLLEGE-ONLINE**

**10249 Church Ranch Way  
Broomfield, CO 80021  
ACICS ID Code: 00023709**

Mr. Louis Pagano, Chief Operating Officer (lpagano@westwood.edu)  
23709@westwood.edu

### **MAIN CAMPUS**

**Westwood College- Los Angeles  
Los Angeles, CA  
ACICS ID Code: 00011142**

February 5-7, 2014

Mr. Terry Campbell	Chair and Facilities	Kaplan University Online	Okeechobee, FL
Dr. Michele Ernst	Student-Relations Specialist	Former President, Brown College	Chaska, MN
Dr. Andrea Olson	Distance Education Activities and Master in Business Administration Specialist	Executive Director of Research and Development, Program Director, Grad. Studies	Aitkin, MN
Dr. Scot Ober	Educational Activities, Library, and Business Programs Specialist	President, Words Etc. Inc.	Tucson, AZ
Ms. LaVerne Lewis	Criminal Justice and Paralegal Specialist	Mt. Hood Community College	Gresham, OR
Mr. Charles Saunders	Graphic Design and Electronics Specialist	Program Director	Owens Cross Roads, AL
Mr. Ernest Johnson	Information Technology Specialist	Kaplan University	Memphis, TN
Ms. Lori Claus	Interior Design, CAD, and Architectural Design	EDMC	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

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	Amev	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	Burnell	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	Romulo	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

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	Shawneta	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	Jefferson 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 Electrics	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 Lorange, 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  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

- 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.

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**From:** Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfbf53b7514e-IHarazduk>  
**Sent:** 2/3/2016 9:53:24 AM -0500  
**To:** Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>; Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>  
**CC:** Albert C. Gray <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a1a35d9f738542d48eb5f1ddabe428e0-agray>  
**Subject:** RE: Questions about reverse transfer for Westwood

Sue,

My comments about your comments ☺

My thought is that they apply for the diploma MA program with us for their Denver North program. Since it's apparently already approved by the State, it shouldn't be too difficult to get this approved by us for the sake of this teach-out.

Wouldn't another option be that the students at the other campuses are considered "non-matriculating students" since they are not enrolled at the campus for a full program. I believe we have a place on the CAR to put those students and then they shouldn't hurt the retention rates for the other campus assisting with teaching those students.

My guess for this is that Jamie is asking how many employees they need to keep the operation up and running. We don't really have guidance for this, but if they are just overseeing the teach-out, it shouldn't require very many.

Let me know your thoughts and when we agree on the response, we can get back to her.

Thanks.

Ian Harazduk

Senior Manager, Policy and Compliance

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

[www.acics.org](http://www.acics.org) 202.336.6795 - p 202.842.2593 - f

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**From:** Susan Greer  
**Sent:** Wednesday, February 03, 2016 9:15 AM  
**To:** Joseph Gurubatham; Ian Harazduk  
**Cc:** Albert C. Gray  
**Subject:** RE: Questions about reverse transfer for Westwood

Joseph and Ian

I have my comments below.

Sue Greer

Vice President – Accreditation Operations

202-336-6789

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**From:** Jamie Morley [<mailto:jmorley@educationconsultingsolutions.com>]  
**Sent:** Tuesday, February 02, 2016 7:44 PM  
**To:** Joseph Gurubatham; Susan Greer; Ian Harazduk  
**Cc:** 'Lou Pagano'; 'Norm Blome'; 'Bill Ojile'  
**Subject:** Questions about reverse transfer for Westwood

Team ACICS,

Westwood has been trying to work through the details of being able to keep a physical presence so that they can award degrees for students that just take a few courses with another school, but for residency reasons, don't want to confer the degree. A few questions have come up and we need your guidance. If you think we need a call to discuss please let me know.

We are thinking about keeping an administrative presence at the Denver North campus since it has approval for almost all the programs. The one exception is that it is approved for MA at an AS level but would need to be able to confer a diploma when students finish externship. ACICS has approved the diploma version at the other Denver campus. It is also important to note that the state has recently approved the diploma version at both campuses, but due to the impending closure, the Denver north campus did not seek approval from you to offer the diploma version at the Denver north campus. Since graduating MA students is very important, can Westwood get approval from ACICS to offer it through the Denver

north campus so it can confer the diploma? If so, how would they make that happen?

- a. ACICS RESPONSE: Since the Denver East (I assume this is the other Denver campus referenced) is a branch of Redstone College, Westwood could have representation from that campus (faculty overseeing the externship – someone qualified to assess externship credits) assume space in the Denver-North campus. Since these locations are separate “institutional groupings” it would be compliant with our standard of the branch being separate and apart from the main. By doing this, ACICS has assurance that the campus awarding the credit has expertise at that credential level and with the program.

If an ACICS school were to take a students and allow them to complete a few courses and then Westwood were to accept those credits and graduate the students, how would the school that assisted in teaching the courses report those students on the CAR? We want to provide guidance and I’m sure that nobody would be willing to assist if they had to count the student as a drop.

- a. ACICS RESPONSE: They would need to show the students as a new start and a withdrawal. The Westwood campus would need to show those students as graduates/completers. How many students are involved with this scenario?

Are there any requirements or recommendations for the size of the Westwood presence that would need to stay open or as long as there was an academically qualified person available to evaluate the reverse credits, is that enough?

- a. ACICS RESPONSE: No size restrictions, but the location should have representation for the “institution” that is awarding the credential. Although there are several mains under one ownership, we consider the institution as the main and the branch campuses.

We appreciate your assistance in helping make this transition as least disruptive to the students as possible.

Regards,

*Jamie*

**Jamie Morley, Ph.D.**

CEO/Academic Specialist

Direct: 505.463.0591

[jmorley@ecsresults.com](mailto:jmorley@ecsresults.com)

[www.educationconsultingsolutions.com](http://www.educationconsultingsolutions.com)

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**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 7/2/2013 12:44:05 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:** Reports  
**Attachments:** 136114.Ambria CON-Hoffman Estates IG.doc; 69154.ITT Tech-Indianapolis ALI.doc; 108707.Everest College BTH-Barrie ALI.doc

Miss E,

Three more reports with cites. Attached here and saved on the M:/drive.

Thanks.

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



## ADDITIONAL LOCATION INCLUSION

**ITT TECHNICAL INSTITUTE-INDIANAPOLIS EAST**  
**2525 Shadeland Ave., Suite 103**  
**Indianapolis, Indiana 46219**  
**ACICS ID Code: 00069154**

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

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

June 24-25, 2013

Mr. William Winger	Chair	American International College of Arts and Sciences Antigua	Denver, CO
Mr. Rafael Ramirez-Rivera	Student-Relations Specialist	Inter- American University of Puerto Rico	Gurabo, PR
Ms. Suzanne P. Krissler	Educational Activities/ Business	SUNY Orange	Newburg, NY
Ms. Charles E. Saunders	Computer Aided Drafting/Electrical Engineering/Network Security Administration	Virginia College (retired)	Owens Cross Roads, AL
Mr. Charles McNeil	Paralegal	Prince Institute	Thornton, CO
Ms. Chinita Obi	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL Institute, Indianapolis East  
Indianapolis, Indiana**

CREDENTIAL	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full-time/Part-time	CAR Retention & Placement			
					2012		2011	
					Ret.	Pla.	Ret.	Pla.
Bachelor of Science	Bachelor's *	Electrical Engineering and Communications Technology	180	0/0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's *	Information Systems and Cybersecurity	180	0/0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's*	Project Management, Project Management and Administration option, Information Technology option, Construction option	180	0/0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's *	Business Management	180	0/0	N/A	N/A	N/A	N/A
Associates of Applied Science	Academic Associate's **	Nursing	105.5	0/0	N/A	N/A	N/A	N/A
Associates of Applied Science	Academic Associate's	Electrical Engineering Technology	90	60/14	84.62%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Business Management	90	33/11	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Paralegal	90	13/3	62.65%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Drafting and Design Technology	90	24/17	87.88%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Network Systems Administration	90	98/23	77.34%	N/A	N/A	N/A

Total Enrollment

296

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

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

## INTRODUCTION

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

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

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

## 1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.

The mission statement and supporting objectives are listed on the inside cover of the catalog published June 4, 2013 and effective June 4, 2013-June 4, 2014.

- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes       No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes       No
- 1.04 Are the objectives reasonable for the following?  
 (a) The programs of instruction  
 Yes       No  
 (b) The modes of delivery.  
 Yes       No  
 (c) The facilities of the campus.  
 Yes       No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes       No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes       No

#### CAMPUS EFFECTIVENESS

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

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

- 1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.  
The outcomes are measured by using four measurable areas:
- capstone courses;
  - capstone assessment data;
  - student engagement and;
  - student success.
- Capstone courses are measured by the dean measuring grades of these courses, capstone assessment data faculty review proficiency levels attained by students and take improvement steps as necessary, student engagement is measured by student attendance and student success is measured by dividing the number of passing students by the number of students taking the course.
- 1.12 Are the following identified and described in the CEP?
- (a) The baseline data for each outcome.  
 Yes     No     Not Applicable
- (b) The data used by the campus to assess each outcome.  
 Yes     No     Not Applicable
- (c) How the data was collected.  
 Yes     No     Not Applicable
- (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.  
 Yes     No     Not Applicable
- 1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?  
 Yes     No     Not Applicable (new additional location or initial applicant only)
- 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?  
 Yes     No     Not Applicable (new additional location only)
- 1.15 Describe the specific activities that the campus will undertake to meet these goals.  
The campus, while having only a few graduates who transferred into the Network Sysytem Administrator program, does have current plans on placement, but has assigned retenion as the number one issue at the campus. Initial ideas for improvement include closer monotoring of business, drafting and electronics program students. Course evaluations will be closely scrutinized to look for patterns of attrition.
- 1.16 Does the campus have documentation to show the following?
- (a) That the CEP has been implemented.  
 Yes     No
- (b) That specific activities listed in the plan have been completed.  
 Yes     No
- (c) That periodic progress reports have been completed.  
 Yes     No
- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.  
The campus director, Mr. Jim Rusine, is the responsible person on this campus for the monitoring and implementation of the CEP. He is assisted by a committee consisting of the academic dean, the director of recruitment, the director of finance, the director of career services and a faculty member from each school of study. Mr. Rusine holds a bachelor's degree in Industrial Management and Production and a master's degree in Business. Both degrees were earned at Bowling Green State University. Mr. Rusine has previous experience as a director of admissions and has also worked in the insurance business.
- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?  
 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. Jim Rusine, the campus director, is responsible for the financial oversight of this campus. As previously mentioned, Mr. Rusine holds a bachelor's degree in Industrial Management and Production and a master's degree in Business. Both degrees were earned at Bowling Green State University. Mr. Rusine has previous experience as a director of admissions and has also worked in the insurance business.

## 3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

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

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

Yes  No

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

Yes  No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

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

(b) Admissions.

Yes  No

(c) Curriculum.

Yes  No

(d) Accreditation and licensure.

Yes  No

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No

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

Yes  No (Skip to Question 3.11.)

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

Yes  No

3.12 Are appropriate transcripts maintained for all students?

Yes  No

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

Yes  No

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

Yes  No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes  No

- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
 Yes  No

## 4. RELATIONS WITH STUDENTS

### FOR ALL PROGRAMS

- 4.01 How many student files were reviewed during the evaluation?  
 The team reviewed 26 student files during the evaluation in the areas of admission requirements, financial aid, satisfactory academic progress, refunds and transfer of credits.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes  No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- If Yes, are these parties supervised by and familiar with the campus?  
 Yes  No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes  No
- 4.06 Does the admissions policy conform to the campus's mission?  
 Yes  No
- 4.07 Is the admissions policy publicly stated?  
 Yes  No
- 4.08 Is the admissions policy administered as written?  
 Yes  No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that :  
 (a) Clearly outlines the financial obligations of both the institution and the student?  
 Yes  No  
 (b) Outlines all program related tuition and fees?  
 Yes  No  
 (c) Has a signature of the student and the appropriate school representative?  
 Yes  No
- Is there evidence that a copy of the agreement has been provided to the student?  
 Yes  No
- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
 Mr. Mike Loftis is the director of recruitment. He has been with ITT Technical Institute (ITT) since June 2008 as an admission representative, manager and as a director of recruitment since the inception of this campus in 2011. Currently he is working toward a bachelor's degree in Liberal Studies at Excelsior College.
- 4.11 Describe the process for the recruitment of new students.

ITT headquarters provides support to the campus regarding recruitment efforts by placing advertisement in television, radio and internet; in addition, direct mail and admission representative generate leads and referrals at the campus level. Prospective students are invited to the campus to receive a complete presentation of the institution. The director of recruitment is responsible for the training and supervision of the campus recruitment representative.

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

Yes  No

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

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

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

Yes  No

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

Yes  No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

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

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

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

Yes  No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes  No

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

Yes  No  Not Applicable

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

Yes  No

4.21 Has the campus established articulation agreements with other institutions?

Yes  No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

#### FOR ALL PROGRAMS

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

Yes  No

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

The standards of satisfactory academic progress policy is published on pages 36-39 of the catalog with effective date of June 4, 2013-June 4, 2014.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.  
 Yes  No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.  
 Yes  No
- (c) Procedures for re-establishing satisfactory academic progress.  
 Yes  No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.  
 Yes  No
- Incomplete grades.  
 Yes  No
- Repeated courses.  
 Yes  No
- Non-punitive grades.  
 Yes  No  Not Applicable (campus does not offer)
- Non-credit or remedial courses.  
 Yes  No  Not Applicable (campus does not offer)
- A warning status.  
 Yes  No  Not Applicable (campus does not use)
- A probationary period.  
 Yes  No
- An appeal process.  
 Yes  No
- An extended-enrollment status.  
 Yes  No  Not Applicable (campus does not offer)
- The effect when a student changes programs.  
 Yes  No  Not Applicable (campus only offers one program of study)
- The effect when a student seeks to earn an additional credential.  
 Yes  No  Not Applicable (campus only offers one credential)
- The implications of transfer credit.  
 Yes  No
- 4.26 Does the campus apply its SAP standards consistently to all students?  
 Yes  No
- 4.27 Are students who are not making satisfactory academic progress properly notified?  
 Yes  No  Not Applicable (no students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?  
 Yes  No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?  
 Yes  No  Not Applicable (all programs are one year or less)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
 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. Mike Chilson is the campus dean since the campus inception in 2011; he has been with ITT since academic year 2000 in various capacities, such as an instructor in general education courses and associate dean of student affairs. Mr. Chilson holds a bachelor's degree in Bible from Baptist Bible College in Springfield, Missouri and a master's of Religious Education with a major in Christian Schools from Tennessee Temple University in Chattanooga, Tennessee.

- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes  No

- 4.40 Does the campus finance any of the following? (Mark all that apply.)  
 (a)  Scholarships.  
 (b)  Grants.  
 (c)  Loans.  
 (d)  The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.41.*)

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes  No

- 4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?  
 Yes  No  Not Applicable (campus offers loans only)

- 4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?  
 Yes  No

- 4.43 Are tuition and fees clearly stated in the catalog?  
 Yes  No

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

Yes  No  Not Applicable

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

(a) Charges.

Yes  No

(b) Dates for the posting of tuition.

Yes  No

(c) Fees.

Yes  No

(d) Other charges.

Yes  No

(e) Payments.

Yes  No

(f) Dates of payment.

Yes  No

(g) The balance after each transaction.

Yes  No

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

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

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

Yes  No

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

Yes  No

4.48 Is the campus following its stated refund policy?

Yes  No

4.49 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 4.57*)

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

Mr. Todd Mantock is the director of finance of the campus. He has been with ITT since December 2005 as a financial aid coordinator and promoted to director in 2011. Prior to joining the institution he worked in the banking industry. Mr. Mantock has a bachelor's degree in Psychology from Ball State University, Muncie, Indiana. He is a current member of the Indiana Student Financial Aid Association.

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

Yes  No

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

Yes  No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes  No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Mr. Todd Mantock is a member of the Indiana Student Financial Aid Association and participates in professional development activities offered by the association; in addition, ITT headquarters conducts training calls regarding changes in the regulations.

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

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 student orientation sessions for each group of starting students. Among the components that the orientation sessions include are:
  - review of campus policies and expectations;
  - good study habits;
  - grievance policy review;
  - and general questions.
 The campus personnel assist students by providing them with advisement, if further counseling is required the student is referred to outside professional services. The student ambassador program offer students tutoring services in all subjects and programs.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes  No  Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Mrs. Eleeta Wesley has been the director of career services since January 2011. She holds a bachelor's degree in Oral Communication from the University of Central Oklahoma, Edmond, Oklahoma. She has ten years of professional experience in the staffing and recruitment industry.
- 4.61 Does the campus offer employment assistance to all students?  
 Yes  No  Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes  No
- 4.63 Is the beginning enrollment on the most current Campus Accountability Report (CAR) the same as the ending enrollment reported on the previous year's CAR?  
 Yes  No  Not Applicable (new additional location or initial grant)
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes  No  Not Applicable
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- 4.67 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
 At the campus level the finance office is responsible for the federal student loan entrance counseling. Students' files maintain evidence that they were counseled. ITT headquarters' offices are responsible for the exit counseling; the director of finance provided the team with copies of documents provided to students.
- 4.68 Describe the extracurricular activities of the campus (if applicable).  
 The main extracurricular activity offered by the campus is student appreciation week. The campus organizes different activities during the week, including providing meals, to recognize the importance of its students and reward their academic effort.

**GENERAL COMMENTS:**

Students interviewed expressed very positive sentiments about the Student Ambassador program.

## 5. EDUCATIONAL ACTIVITIES

### FOR ALL PROGRAMS

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes  No
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?  
 Mr. Michael Chilson is the dean of academic affairs. He has served in this role since March 2011. He has been employed by other ITT Technical Institute (ITT) locations in this capacity since 2000. He earned a master's degree in Religious Education/Administration from Tennessee Temple University and a bachelor's degree in Bible Studies from Baptist Bible College.
- 5.03 Does this person have appropriate academic or experiential qualifications?  
 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.  
 Subject matter experts give critical input to the dean of academic affairs who is given authority in the areas of recommending new programs or updates to existing programs. Periodically curriculum meetings are held with faculty as well as the local advisory board to discuss findings and recent industry trends. Program changes, if approved, are made at the corporate level.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 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?

The campus is compliant with disability laws and provides reasonable accommodations to students. Students enrolling with previous college credits may receive transfer credit in their program of study. Additionally, applicants may request that they be granted credit for demonstrated knowledge and competency by completing a proficiency exam or project. In the classroom, instructors are encouraged to offer a variety of teaching styles in order to reach a variety of learning styles. They encourage accelerated students to undertake extra projects such as student ambassador, to assist fellow students whenever possible. Out of the classroom, tutoring is available to all students, including students with learning disabilities. The student ambassador program allows new students to connect with seasoned students and is very successful.

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

Curriculum evaluations and revision suggestions come from all faculty and those who serve on the curriculum committees from various ITT locations as well as from the advisory board. These evaluations and revisions are based upon industry-standard trends and needs. In addition, student outcomes and employer needs are reviewed and revisions are made accordingly, if approved. Faculty in-service meetings include open discussions on curriculum and recommended changes.

5.17 Does the faculty participate in this process?

Yes  No

5.18 Is credit appropriately converted in relation to total student contact hours in each class?

Yes  No

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

Yes  No  Not Applicable (campus does not award such credit)

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

Yes  No

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

Yes  No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.19*)

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

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

Yes  No

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

Yes  No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes  No

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 campus provided a notebook with sign-in sheets for in-service trainings.
- 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

#### **GENERAL COMMENTS:**

The team was impressed with the student ambassador program whereby new students are teamed up with seasoned students for peer advocacy, motivation and support. Students commented very favorably about their ambassadors.

## **6. EDUCATIONAL FACILITIES**

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).  
The campus facility is located in an eastern suburb of Indianapolis. The campus is 18,000 plus square feet with labs, classrooms, library, student lounge and adequate office space for faculty and staff. There is ample parking for visitors, faculty, staff and students.
- 6.02 Does the campus utilize any additional space locations?  
 Yes  No
- 6.03 Does the campus utilize campus additions?  
 Yes  No
- 6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?  
 Yes  No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
- (a) Equipment  
 Yes  No
- (b) Instructional tools  
 Yes  No
- (c) Machinery  
 Yes  No
- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?  
 Yes  No  Not Applicable

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
The 2013-2014 catalog, volume six, was used for this evaluation. This catalog is effective from the dates of June 4, 2013 to June 4, 2014.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.  
 Yes  No
- (c) The names and titles of the administrators.  
 Yes  No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.  
 Yes  No
- (e) A statement of accreditation  
 Yes  No  Not Applicable (initial applicant)
- (f) A mission statement.  
 Yes  No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes  No

- (h) An academic calendar.  
 Yes  No
- (i) A full disclosure of the admission requirements.  
 Yes  No
- (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.)

7.08 Is the catalog available online?

Yes  No (*Skip to Question 7.09.*)

If Yes, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (*Skip to Question 7.10.*)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes  No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes  No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes  No

7.10 Is all advertising and promotional literature, including the campus's Web site, truthful and dignified?

Yes  No

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

Yes  No

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

ITT Technical Institute advertises through publications, online, direct mailings, television, and radio advertisements.

Are the advertisements under acceptable headings?

Yes  No

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

Yes  No (*Skip to Question 7.14.*)

If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

Yes  No

7.14 Does the campus utilize services funded by third parties?

Yes  No (*Skip to Question 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?

Yes  No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?

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

7.17 What institutional performance information does the campus routinely provide to the public?

The campus provides retention and completion information for the institution. The data provided are the cumulative rates for the main campus and this additional location.

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

The retention and completion rates are published in the student handbook. The student handbook is available on the campus website, via a standalone link and in the appendix of the student catalog. This information is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

**FOR ALL PROGRAMS**

- 8.01 Does the campus develop an adequate base of library resources?  
 Yes  No
- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at 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?  
 Continuous assessment strategies for resources include a process in which faculty submit written recommendations for library resources. Faculty are given access to publishers' book catalogs and review materials as they become available. Other strategies include faculty meetings and in-service programs to gather information on library holdings and recommendations. The virtual library's "contact us" feature is frequently used to make recommendations for online resources or the national librarian is contacted directly by e-mail or telephone.
- Are these methods appropriate?  
 Yes  No
- 8.06 Is the library staff adequately trained to support the library?  
 Yes  No

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

- 8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes  No
- 8.08 What is the amount of the current year's library budget excluding personnel allocations?:  
 The current year's library budget is \$4,331.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 The library funds expended so far total \$2,000. This has been allocated for the purchase of books, periodicals, virtual library, videos and other materials and supplies
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No

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

- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?  
 Faculty inspire students to use the library by active classroom promotion and scheduled programs in the LRC. Faculty also assign research based classroom assignments to students that require them to utilize library resources.

Are these methods appropriate?

Yes  No

- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?  
 Yes  No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?  
 Yes  No  Not Applicable (no interlibrary agreements)
- 8.16 Describe any full-text online collections available to students.  
Full-text online collections and resources are available to students for all programs in the virtual library. Periodical databases are also available in the virtual library and support the programs at the institution.
- 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?  
 Yes  No
- 8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?  
 Yes  No

#### FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- 8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
The on-site library administrator is Mr. Michael Chilson. He holds a master's degree in Religious Education/Administration from Tennessee Temple University and has a membership in the Indiana Library Federation. He has been in this capacity since 2011. Ms. Kathryn Closter is the campus national librarian. Ms. Closter holds a master's degree in Library Science from Indiana University. Ms. Closter has over 24 years of professional library experience and is a member of the American Library Association and the Indiana Library Federation.
- The institution also employs two LRC assistants, Stephanie Bobeck and Mariah White, who both hold bachelor's degrees in General Studies and Communications respectively and have memberships in the Indiana Library Federation. They also have completed the LRC service provider trainings since their hire date. These assistants staff the library during ITT day and evening and Saturday open hours.
- Does this individual:
- (a) Supervise and manage the library and instructional resources?  
 Yes  No
- (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?  
 Yes  No
- (c) Assist students in the use of instructional resources?  
 Yes  No
- 8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?  
 Yes  No
- 8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (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 team was impressed by the virtual library program whereby students can access research of all kinds remotely as well as on campus. The team also observed students accessing this type of information.

**9. PROGRAM EVALUATION****Academic associate's degree in Business Management****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Sandra Peacock, subject matter expert, is assigned to help administer the Business Management program. Ms. Peacock holds a master's degree in Management from Indiana Wesleyan University and a bachelor's degree in Business Administration from Indiana Tech. She has held this position since 2007 and has held management positions in business since 1999. Final decisions for the business management program are within the realm of Mr. Michael Chilson, dean of academic affairs, who holds a master's degree in Religious Education/Administration from Tennessee Temple University. Mr. Chilson has held this position since 2011.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 58%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?  
 Yes  No  Not Applicable (Additional location only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).

The Business Management program utilizes the following opportunities to provide enrichment: guest speakers, job fairs, community events (i.e. Relay for Life, Recycle Program), and advisory board input.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.14 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:**

Currently, the Bachelor's degree program in Business Management has no enrollment and is not being taught.

**9. PROGRAM EVALUATION****Academic associate's degree in Drafting & Design****Academic associate's degree in Electrical Engineering Technology****Academic associate's in Network Systems Administration****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Yaseen Al-Khattab was identified by the dean as the chair of the school of Information Technology (IT) and SME for the associate of applied science in the Network Systems Administration and Software Development programs. During the team's visit, Mr. Al-Khattab's paperwork was updated to reflect his position as chair of the Information Technology program. The team received confirmation from Mr. Al-Khattab that he had been notified of this accepted. Mr. Al-Khattab holds a bachelor's degree in Business Information Systems from Indiana Wesleyan University in Indianapolis, Indiana. Additionally, Mr. Al-Khattab, is a Cisco Certified Network Associate (CCNA).
- Mr. Don Heller was identified by the dean as the SME for the associate of applied science in the Electrical Engineering Technology and bachelor of science in Electrical Engineering & Communication and bachelor of science in Software Development programs. During the visit, Mr. Heller was officially notified by e-mail and his data sheet was changed to reflect the fact that he had received a promotion to SME. The team received confirmation of this new position signed by Mr. Heller. Mr. Heller holds a bachelor's degree in Electrical Engineering Technology from ITT Technical Institute in Indianapolis, Indiana. Mr. Heller worked as a senior technician for Electronic Technicians Association from January 1983 until January 2013 and has been an instructor and SME at ITT Technical Institute from June 2012 until the present.

Mr. Phillip Reel was identified to the team as the subject matter expert (SME) for the Computer Drafting and Design Technology program. Mr. Reel holds an associate of applied science degree in Computer Drafting and Design from ITT Technical Institute in Indianapolis, Indiana and a bachelor of arts degree in Theatre & Drama from Indiana University in Bloomington, Indiana.

9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No

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

**(Section 3-1-511)** While Mr. Phillip Reel was identified as subject matter expert for the Computer Drafting and Design Technology program, the team was unable to verify confirmation of this designation in Mr. Reel's file. The campus emailed Mr. Reel that he had been promoted to SME; however, Mr. Reel was not available during the visit to sign an acceptance of this responsibility.

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 58%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The School of Information Technology, School of Electronics Technology, and the School of Drafting and Design programs utilize a program advisory committee (PAC). These committees meet annually and consist of representation from local area companies such as Indianapolis Credit Union's Director of IT, Ascend Corporation's Database Administrator, and Securian Financial Group's Senior IT Advisor.  
 Both IT programs have these same companies provide guest speakers and allow field trips scheduled by the program SME at the convenience of the visit site.

9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)

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

The following number(s) of calls were attempted by program:

Academic associate's degree program in Network Systems Administrator: 3

How many calls to employers or graduates were successful?

The following number(s) of calls were successful by program:

Academic associate's degree program in Network Systems Administrator: 2

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

In addition to the two confirmations of employment, there are two graduates who enrolled in the bachelor of science degree in Information Systems and Cybersecurity, at another campus. Therefore, four of seven students were confirmed as either placed or continuing education.

- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes  No  Not Applicable
- 9.24 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes  No
- (b) Instructional equipment.  
 Yes  No
- (c) Resources.  
 Yes  No
- (d) Personnel.  
 Yes  No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes  No
- (b) Well-defined instructional objectives.  
 Yes  No
- (c) The selection and use of appropriate and current learning materials.  
 Yes  No
- (d) Appropriate modes of instructional delivery.  
 Yes  No
- (e) The use of appropriate assessment strategies.  
 Yes  No
- (f) The use of appropriate experiences.  
 Yes  No

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

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

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

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

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

- 9.30 Are teaching loads reasonable?  
 Yes  No

**FOR ACADEMIC ASSOCIATE’S DEGREES ONLY**

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

**GENERAL COMMENTS:**

The team found the bachelor of science programs in Information Systems and Cybersecurity and Electrical Engineering and Communication Technology programs are not being offered at this time.

**9. PROGRAM EVALUATION****Academic associate's degree in Paralegal Studies****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Timothy Fox is assigned to administer the associate of applied science in Paralegal Studies. Mr. Fox holds a bachelor's degree in Psychology from Texas A & M University and a juris doctorate from Regent University. In addition to his academic training, Mr. Fox was the deputy prosecutor for the Gibson County Prosecutor's office.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- If *No*, insert the section number in parentheses and explain:  
**(Section 3-1-511):** Mr. Fox is designated as the subject matter expert (SME) for the Paralegal program, however upon review of his faculty file there was neither evidence of a signed job description or data sheet indicating that he is the SME, nor was he available to confirm that he holds this position. Mr. Fox holds a juris doctor from Regent University Law School.
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 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 team reviewed the community resources binder and there was no evidence of any community resources for the Paralegal program. The campus held an all-campus program advisory committee meeting on May 7, 2013 and there was no representation for the Paralegal program. Furthermore, there was no evidence of field trips or guest speakers.

9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No

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

**(Section 3-1-512(c)):** The team was unable to confirm any community resources used to enrich the Paralegal Studies program.

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No

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

- (a) Title and course descriptions  
 Yes  No  
 (b) Course numbers  
 Yes  No  
 (c) Course prerequisites and/or corequisites  
 Yes  No  
 (d) Instructional contact hours/credits  
 Yes  No  
 (e) Learning objectives  
 Yes  No  
 (f) Instructional materials and references  
 Yes  No  
 (g) Topical outline of the course  
 Yes  No  
 (h) Instructional methods  
 Yes  No  
 (i) Assessment criteria  
 Yes  No  
 (j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion)

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

Yes  No  Not Applicable (Additional Location Inclusion)

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

Yes  No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

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

Yes  No  Not Applicable

#### 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 team interviewed a paralegal student in the "Strategies for the Technical Professional" class and when asked who was the administrator of the paralegal program, the student did not know who administers the paralegal program.

**Summary of Citations**

Number	Citation	Summary Statement
#1	Section 3-1-511	There is insufficient evidence available to confirm that two faculty members have accepted program administrative positions for two programs. (pg. 25, 29)
#2	Section 3-1-512(c)	There is insufficient documentation to evidence the use of community resources for one program. (pg. 29)

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the campus' consideration (*These recommendations are not included in the report seen by the Council*):

### Relations with Students

- The team recommends that the campus review its processes of properly notifying students that are not making satisfactory academic progress. Presently, the campus is communicating with those students that are required to establish the academic agreement once the student is placed on probation.

### Publications

- The campus performance data is published in the student handbook. The handbook is published via a standalone link and as part of the student catalog which has a separate link. While the student handbook is available to the public on the campus website, it is a reasonable assumption that the general public may not know to look there for this information. The team recommends that the Indianapolis East campus consider housing this data in a separate, more clearly defined section of the website, so that the public can more clearly determine where the information can be found.

### Program Evaluation

- Regarding the aforementioned laboratory courses that are being taught prior to lecture in the Network Systems Administrator program, it is the recommendation of the team that appropriate classrooms be made available in order to facilitate lecture time before laboratory.
- The team recommends that the administrator of the paralegal program actively engage and confirm professionals in the paralegal community to participate in their program advisory committee (PAC). This participation will enrich the program with not only curriculum input, but should provide the department with hopeful candidates for guest speakers and provide opportunities for field trips.
- According to the master schedule provided for the team and comments from students interviewed, there are classes requiring a lecture and laboratory component in the IT programs. In some cases, the laboratory component is first followed by the lecture component. This concept is not the most desirable method of teaching or learning. These classes are: DT2630-3D Modeling and Visualization; ET2640 Microprocessors and Microcontrollers; GS2520 Professional Communications; NT1110 Computer Structure and Logic; NT2580 Introduction to Information Security; NT2640 Ip Networking; NT2670 Email and Web Services; NT 2799 Network Systems Administration Capstone Project; and PT2520 Database Concepts.

## COMMENDATIONS:

- The team found the AAS in Drafting and Design Technology, AAS in Electrical Engineering Technology, and AAS in Network Systems Administrator Programs were, generally, well-conceived, directed, and taught.
- The team's visit revealed a well-run campus with competent, caring faculty, administration and staff, all dedicated to the single goal of student success. Students interviewed were pleased by the education received and felt they were acquiring the necessary skills to be competitive in the global market place.
- The team would like to commend Ms. Mariah White for the exceptional job that she is doing supervising the learning resource center. During the visit, the team had the opportunity to observe Ms. White helping a few students who were experiencing frustration with their research assignments. Ms. White demonstrated a very poised and compassionate demeanor in easing the students anxiety.

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**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 3/18/2013 6:27:19 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:** Reports  
**Attachments:** 24922.ITT-Salem NP (Nur).doc; 16062.ITT-Rancho Cordova NP (Nur).doc; 20968.SBC-Dallas RALM.doc; 171016.Kaplan-Las Vegas IG.doc; 171031.Kaplan College-North Hollywood IG.doc

Miss E,

All of these reports are ready to go out. The only report with cites is the 16062 Rancho Cordova NP report. They are attached here and saved on the M:/drive.

Thank you.

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



**NEW PROGRAM REPORT**

**Academic Associate's degree in Nursing**

**ITT Technical Institute**  
**10863 Gold Center Drive,**  
**Rancho Cordova, CA 95670**  
**ACICS ID Code: 0016062**

**Main Campus**  
**ITT Technical Institute**  
**Indianapolis, IN**  
**ACICS ID Code: 0016040**

**(Regulatory037@itt-tech.edu)**

Mr. Jeff Ortega, Campus President (JOrtega23@itt-tech.edu)

February 21, 2013

<b>Date Program Began:</b>	<b>March 19, 2012</b>
<b>Current Total Enrollment:</b>	<b>54</b>
<b>Current CAR Program Retention:</b>	<b>90.91%</b>

<b>Ms. Lisa Leibow</b>	<b>Specialist</b>	<b>Registered Nurse</b>	<b>Tallahassee, FL</b>
<b>Ms. Jennifer Newham</b>	<b>ACICS Staff</b>	<b>ACICS</b>	<b>Washington, DC</b>

## RELATIONS WITH STUDENTS

- N.01 Does the campus have appropriate admissions criteria for this program?  
 Yes  No
- N.02 Does the admissions policy conform to the campus' mission?  
 Yes  No
- N.03 Give the page number in the campus catalog on which the admissions policy can be found.  
 The admissions policy can be found on pages 54-60.
- N.04 Is the admissions policy administered as written?  
 Yes  No
- N.05 Are the admissions requirements appropriate for the new program?  
 Yes  No
- N.06 Are there any admissions requirements unique to this program?  
 Yes  No
- N.07 Describe how the campus offers employment assistance to all students in the new program.  
 The career services department works with the students to prepare resumes and market to agencies who correlate with the students' program of study. Student resumes are sent out to potential employers by the career services department. The community agencies that are interested in specific students will follow up with communication directly to the student.
- Is this appropriate?  
 Yes  No  Not Applicable (campus enrolls only international students on a student visa)
- N.08 Was the team able to verify the backup documentation to support the placement rate for this program as reported on the Campus Accountability Report?  
 Yes  No  Not Applicable (there have been no graduates)
- N.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes  No  Not Applicable

## EDUCATIONAL ACTIVITIES

- N.10 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (Skip to Question N.11.)

If Yes, describe how the program(s) provide students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The institution provides the student with the necessary skills to obtain licensure and practice in the professional nursing setting in the state of California by offering a combination of theory, lab, and clinical experiences for the students. The final course of the program is "Nursing Capstone" NU2999, which integrates all skills learned in the curriculum and includes (NCLEX) National Council Licensure Examination for Registered Nurse preparation.

If Yes, what is the pass rate for the past two years of graduates for these programs? (If pass rates are unavailable, please explain.)  
 There have been no graduates.

- N.11 Does the program require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
 Yes  No (Skip to question N.12)

- N.12 Who is assigned to administer all academic programs, and what are this person's qualifications?  
Mr. Brett Stamer, the campus dean, is responsible for overseeing the educational programs at the campus. Mr. Stamer holds an associate's degree in Communications from El Camino College, a bachelor's degree in History and a master's degree in Speech Communication, both from California State University. He has fifteen years of teaching experience and holds a valid teaching credential from the California public schools system. Mr. Stamer assumed the position of associate dean in 2009 and was promoted to academic dean in October 2011.
- N.13 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- N.14 Who is assigned to administer the new program (e.g., program chair or lead instructor), and what are this person's qualifications?  
Ms. Diana Scherlin is the program chair for the Breckinridge School of Nursing. Ms. Scherlin holds a master's degree in Nursing from the University of Massachusetts Amherst, Amherst, Massachusetts. She also holds an associate's degree in Nursing from New Hampshire Technical Institute in Concord, New Hampshire. She has served in various positions including national director of nursing, dean of nursing, and a campus director.
- N.15 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- N.16 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- N.17 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- N.18 Is the program consistent with the campus' mission and the needs of its students?  
 Yes  No
- N.19 List the community resources and describe how they are utilized to enrich the program.  
The nursing program has a program advisory committee. The committee met in November 2012 and has a meeting scheduled for the spring of 2013. The nursing program is also involved in their community with the clinical/externship sites. The program participates in the Healthy Community Forum, which is a consortium of area hospitals and nursing schools who collaborate to create an enriched experience for the students and patients.
- N.20 Are these resources sufficient?  
 Yes  No
- N.21 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- N.22 Does the catalog accurately describe the program and its objectives?  
 Yes  No
- N.23 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program or no student is at the point of needing them)

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

**(Section 3-1-513(a) and Glossary):** The clinical/externship agreements are not mutually signed and do not include specific learning objectives, course requirements, and evaluation criteria.

- N.24 Does the program use independent studies?  
 Yes  No (*Skip to Question N.27.*)
- N.27 Are the courses available when needed by the student in the normal pursuit of this program of study?  
 Yes  No
- N.28 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- N.29 Is an appropriately detailed syllabus on file for each course in the program?  
 Yes  No
- N.30 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- N.31 Is credit appropriately converted in relation to total student contact/clock hours in each class?  
 Yes  No
- N.32 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes  No
- N.33 Are the following appropriate to adequately support the new program?  
 (a) Facilities.  
 Yes  No  
 (b) Instructional equipment.  
 Yes  No  
 (c) Resources.  
 Yes  No  
 (d) Support for modes of instructional delivery.  
 Yes  No  
 (e) Personnel.  
 Yes  No
- N.34 Does the campus comply with applicable copyright laws in the use of instructional materials?  
 Yes  No
- N.35 Are the following elements appropriately incorporated into the instructional components of the program?  
 (a) Systematic planning.  
 Yes  No  
 (b) Well-defined instructional objectives.  
 Yes  No  
 (c) The selection and use of appropriate and current learning materials.  
 Yes  No  
 (d) Appropriate modes of instructional delivery.  
 Yes  No  
 (e) The use of appropriate assessment strategies.  
 Yes  No  
 (f) The use of appropriate experiences.  
 Yes  No
- N.36 Are official transcripts for all credentials held on file for all instructors in the program?  
 Yes  No
- N.37 Have all foreign transcripts been translated into English and evaluated by a member of Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

Yes       No       Not Applicable (no faculty members hold foreign credentials)

N.38 Is there documented evidence of a systematic program of in-service training at the campus?

Yes       No

If *Yes*, how is this documented?

Inservice training is documented for each faculty member on the annual faculty professional development plan/summary located in each instructor's file.

N.39 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

Yes       No

N.40 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?

Yes       No

N.41 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

N.42 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes       No

N.43 Is the size of the faculty appropriate?

Yes       No

N.44 Are the teaching loads reasonable, and do they meet *Criteria* requirements?

Yes       No

N.55 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?

Yes       No

N.56 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?

Yes       No

N.57 Are all general education courses appropriate for the program and do they meet Council standards?

Yes       No

N.58 Identify the page number in the catalog where the courses that satisfy the concentration and general education requirements can be found.

The concentration and general education requirements are located on page 20 of the catalog.

N.59 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes       No

N.60 Is there evidence that curricular offerings require the appropriate use of library resources?

Yes       No

N.61 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

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

- N.62 Are at least one-half of all subjects that are part of the associate's degree taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes       No

## PUBLICATIONS

- N.99 Do the catalog and other publications accurately describe the new program?  
 Yes       No
- N.100 Is the course-numbering system adequately explained in the catalog?  
 Yes       No

## LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

- N.106 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes       No
- N.107 What is the amount of the current year's library budget that has been allocated for the program?  
\$8,371.00
- N.108 What portion of the current year's library budget for the program has been spent and how has the money been allocated?  
\$116.92 has been spent on periodicals.
- N.109 Describe how faculty have involvement in the selection of library resources.  
The faculty has input into the selection of library resources. Faculty will complete request forms and submit them to Ms. Lacey Collum, library assistant, who then submits the request to campus administration for budgetary approval.
- N.110 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
Ms. Kathryn Closter is the ITT Technical Institute corporate librarian. Ms. Closter holds an master's degree in Library Science and works 40 hours per work in the administration of the ITT Technical Institute LRC. Ms. Closter has been working as the ITT corporate librarian since 1999. Ms. Closter is assisted by the on-site librarian, Ms. Lacey Collum. The library is open from 8 a.m. to 10:30 p.m. Monday through Friday and Saturday from 8 a.m. to 3 p.m.
- N.111 Is there a professionally trained individual on staff that is responsible for:  
 (a) Supervising and managing the library and instructional resources?  
 Yes       No  
 (b) Facilitating the integration of instructional resources into all phases of the campus' curricular and educational offerings?  
 Yes       No  
 (c) Assisting students in the use of instructional resources?  
 Yes       No
- N.112 Is documentation on file to evidence the librarian participates in professional growth activities?  
 Yes       No
- N.113 Are students adequately trained to utilize resources as part of their learning process?  
 Yes       No
- N.114 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes       No
- N.115 Are records of physical and/or online resources and circulation accurate and up-to-date?  
 Yes       No
- N.116 Are the library holdings, including full-text online collections, up-to-date and adequate for the new program?

Yes       No

N.117 Describe any full-text online collections available to students:

ITT Technical Institute has a number of full-text online collections available to its students in the LRC. Examples of some of the full-text online collections include: AccessScience, Books 24/7, Ebrary, EBSCOHost, Full-text Electronic Journals, Gail virtual references, PubMed, CINAHL, Oxford Reference online, ProQuest references.

N.118 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes       No       Not Applicable (program does not include general education courses)

N.119 Are the hours the library is open adequate to accommodate the needs of all students?

Yes       No

N.120 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes       No

N.121 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

Yes       No

**GENERAL COMMENTS:**

The Breckinridge School of Nursing at ITT Technical Institute has partnered with area hospitals and other local nursing schools to create a consortium called Healthy Community Forum. This collaboration ensures that their students will be prepared to care for the people in their community while creating a trusted cooperative network for placement. The school's commitment to their community ensures a positive experience for both the student and the community they will serve.

## 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>	The clinical/externship agreements are not mutually signed and do not include specific learning objectives, course requirements, and evaluation criteria (page 3).
--	--



**NEW PROGRAM REPORT**

**Academic Associate's Degree in Nursing**

**ITT Technical Institute  
2159 Apperson Drive  
Salem, VA 24153  
ACICS ID Code: 00024922**

**Main Campus  
ITT Technical Institute  
Indianapolis, IN 46268  
ACICS ID Code: 00016040**

**Regulatory129@itt-tech.edu**

**Mr. Ron Charpia, director, (rcharpia@itt-tech.edu)**

**January 29, 2013**

**Date Program Began: 3/2012  
Current Total Enrollment: 48  
Current CAR Program Retention: 97.6%**

**Shirley Weiglein Specialist Retired San Antonio, FL  
Lindsey Withem ACICS Staff ACICS Washington, DC**

## REPORT QUESTIONS

### RELATIONS WITH STUDENTS

- N.01 Does the campus have appropriate admissions criteria for this program?  
 Yes       No
- N.02 Does the admissions policy conform to the campus' mission?  
 Yes       No
- N.03 Give the page number in the campus catalog on which the admissions policy can be found.  
 The admissions policy can be found page 49 of the campus catalog.
- N.04 Is the admissions policy administered as written?  
 Yes       No
- N.05 Are the admissions requirements appropriate for the new program?  
 Yes       No
- N.06 Are there any admissions requirements unique to this program?  
 Yes       No

If *Yes*, describe the unique admissions requirements:

Students must obtain an overall cumulative score of 75% on the following four content sections of the Health Education Systems, Inc. Admission Assessment (HESI A2) examination: math, reading comprehension, vocabulary; and, grammar. The student must be able to satisfy, with or without reasonable accommodation, the physical, mental, and sensory requirements to perform the essential duties and responsibilities typically associated with a registered nurse, including, without limitation, possessing a full range of body motion, handling and lifting patients, manual and finger dexterity, eye-hand coordination, and walking, and standing for extensive periods of time, as determined by the school in its discretion. The student must also pass an individual interview with the registrar if requested by the registrar.

- N.07 Describe how the campus offers employment assistance to all students in the new program.  
 Career services offer students instruction in resume writing, offer career fairs with area employers, maintain information regarding clinical opportunities through local health care agencies, clinics, physician offices, and staffing agencies.
- Is this appropriate?  
 Yes       No       Not Applicable (campus enrolls only international students on a student visa)
- N.08 Was the team able to verify the backup documentation to support the placement rate for this program as reported on the Campus Accountability Report?  
 Yes       No       Not Applicable (there have been no graduates)
- N.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes       No       Not Applicable

### EDUCATIONAL ACTIVITIES

- N.10 Is licensure, certification or registration required to practice in the specific career field?  
 Yes       No (*Skip to Question N.11.*)

If *Yes*, describe how the program(s) provide students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The curriculum in the academic associate's degree program in Nursing is designed to help graduates prepare to become licensed Registered Nurses (RNs) after successful completion of the National Council Licensure Examination (NCLEX). The program

combines theory, laboratory and clinical experiences in addressing the concepts of professional nursing roles: caregiver, advocate, educator, communicator, and manager.

If Yes, what is the pass rate for the past two years of graduates for these programs? (If pass rates are unavailable, please explain.)  
The program has had no graduates at this time.

N.11 Does the program require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes  No (Skip to question N.12)

If Yes, does the campus:

(a) Carry the programmatic accreditation or is currently in the process of obtaining such accreditation in a timely manner for programs in which it is required by the state in order for students to attain entry-level employment?

Yes  No  Not Applicable (there is no such requirement by the state)

(b) Notify students as to:

(1) Which programs hold specialized or programmatic accreditation?

Yes  No

(2) Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?

Yes  No

(3) Any other requirements that are generally required for employment?

Yes  No  Not Applicable (no other requirements)

N.12 Who is assigned to administer all academic programs, and what are this person's qualifications?

Mr. Ron Charpia is the director of the Salem campus of ITT Technical Institute. Mr. Charpia holds an academic associate's degree and a bachelor's degree from Wayland Baptist University.

N.13 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

N.14 Who is assigned to administer the new program (e.g., program chair or lead instructor), and what are this person's qualifications?

Ms. Pamela Lindsey is the chair of the School of Nursing. Ms. Lindsey holds a master's degree in Nursing from Radford University in Radford, Virginia; a bachelor's degree in Nursing from Bluefield State College in Bluefield, Virginia; an associate's degree in nursing from Bluefield State College in Bluefield, Virginia; and a license in practical nursing from Mercer County Vocational Tech in Princeton, West Virginia. Ms. Lindsey has a solid academic and experiential background in nursing and nursing education.

N.15 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

N.16 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes  No

N.17 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

N.18 Is the program consistent with the campus' mission and the needs of its students?

Yes  No

N.19 List the community resources and describe how they are utilized to enrich the program.

ITT Technical Institute has a well-established program advisory committees within the School of Health Sciences and is in the process of establishing a local advisory committee for the Nursing program. This campus is in the process of working with the Radford University BSN program to coordinate clinical/community experiences. Students have been involved in a walk to

support domestic violence programs in the area. Field trips and guest lecturers are also utilized to enhance the student learning experiences.

- N.20 Are these resources sufficient?  
 Yes       No
- N.21 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- N.22 Does the catalog accurately describe the program and its objectives?  
 Yes       No
- N.23 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program or no student is at the point of needing them)
- N.24 Does the program use independent studies?  
 Yes       No (*Skip to Question N.27.*)
- N.27 Are the courses available when needed by the student in the normal pursuit of this program of study?  
 Yes       No
- N.28 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- N.29 Is an appropriately detailed syllabus on file for each course in the program?  
 Yes       No
- N.30 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes       No
- N.31 Is credit appropriately converted in relation to total student contact/clock hours in each class?  
 Yes       No
- N.32 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes       No
- N.33 Are the following appropriate to adequately support the new program?  
 (a) Facilities.  
 Yes       No  
 (b) Instructional equipment.  
 Yes       No  
 (c) Resources.  
 Yes       No  
 (d) Support for modes of instructional delivery.  
 Yes       No  
 (e) Personnel.  
 Yes       No
- N.34 Does the campus comply with applicable copyright laws in the use of instructional materials?  
 Yes       No

- N.35 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes       No
- (b) Well-defined instructional objectives.  
 Yes       No
- (c) The selection and use of appropriate and current learning materials.  
 Yes       No
- (d) Appropriate modes of instructional delivery.  
 Yes       No
- (e) The use of appropriate assessment strategies.  
 Yes       No
- (f) The use of appropriate experiences.  
 Yes       No
- N.36 Are official transcripts for all credentials held on file for all instructors in the program?  
 Yes       No
- N.37 Have all foreign transcripts been translated into English and evaluated by a member of Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?  
 Yes       No       Not Applicable (no faculty members hold foreign credentials)
- N.38 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes       No
- N.39 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?  
 Yes       No
- N.40 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?  
 Yes       No

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

- N.42 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes       No
- N.43 Is the size of the faculty appropriate?  
 Yes       No

**FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S and DOCTORAL DEGREES ONLY**

- N.44 Are the teaching loads reasonable, and do they meet *Criteria* requirements?  
 Yes       No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

- N.55 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?  
 Yes       No

- N.56 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?  
 Yes       No
- N.57 Are all general education courses appropriate for the program and do they meet Council standards?  
 Yes       No
- N.58 Identify the page number in the catalog where the courses that satisfy the concentration and general education requirements can be found.  
 The concentration and general education requirements can be found on page 18 of the catalog.
- N.59 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- N.60 Is there evidence that curricular offerings require the appropriate use of library resources?  
 Yes       No
- N.61 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes       No       Not Applicable (no students in the second year)
- N.62 Are at least one-half of all subjects that are part of the associate's degree taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes       No

#### GENERAL COMMENTS

The mentoring of master's degree students from Radford University by Ms. Lindsey provides an excellent tool for recruitment of potential future faculty members. She is to be commended for her willingness to develop future nurse educators.

## PUBLICATIONS

- N.99 Do the catalog and other publications accurately describe the new program?  
 Yes       No
- N.100 Is the course-numbering system adequately explained in the catalog?  
 Yes       No

## LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

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

- N.106 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes       No
- N.107 What is the amount of the current year's library budget that has been allocated for the program?  
 The library budget is dispersed through the corporate office of ITT Technical Institute.
- N.108 What portion of the current year's library budget for the program has been spent and how has the money been allocated?  
 The library assistant stated that she has always been able purchase whatever has been needed for the Nursing program.
- N.109 Describe how faculty have involvement in the selection of library resources.  
 Faculty members have the freedom to recommend library material relevant to their respective courses. The library advisory committee at the corporate level keeps the library assistant apprised of all learning resources used in the program.

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

- N.110 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
 There is an on-site library assistant at the campus, Mr. Sarah Sullivan, who works through the corporate Library Advisory Board. Ms. Sullivan holds a bachelor's degree in Sociology from Virginia Polytechnic Institute (Virginia Tech). The corporate librarian, Ms. Kathryn Closter, holds a master's degree of Library Science from Indiana University in Bloomington, Indiana. Ms. Closter oversees the learning resource centers (LRC) of all campuses of ITT Technical Institute.
- N.111 Is there a professionally trained individual on staff that is responsible for:  
 (a) Supervising and managing the library and instructional resources?  
 Yes  No  
 (b) Facilitating the integration of instructional resources into all phases of the campus' curricular and educational offerings?  
 Yes  No  
 (c) Assisting students in the use of instructional resources?  
 Yes  No
- N.112 Is documentation on file to evidence the librarian participates in professional growth activities?  
 Yes  No
- N.113 Are students adequately trained to utilize resources as part of their learning process?  
 Yes  No
- N.114 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- N.115 Are records of physical and/or online resources and circulation accurate and up-to-date?  
 Yes  No
- N.116 Are the library holdings, including full-text online collections, up-to-date and adequate for the new program?  
 Yes  No
- N.117 Describe any full-text online collections available to students:  
 Students have full access to all the major nursing journals; i.e., American Journal of Nursing, Nursing Research, Mental Health Nursing, etc. Students stated that their syllabi for each course contains a list of reference/resources through the virtual library.
- N.118 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?  
 Yes  No  Not Applicable (program does not include general education courses)
- N.119 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No
- N.120 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?  
 Yes  No
- N.121 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?  
 Yes  No

**GENERAL COMMENTS:**

The Library Advisory Committee keeps all library assistants appraised of learning resources used in the classes offered at the respective campuses.

## **SUMMARY**

There are no areas of non-compliance.

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**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 7/2/2013 12:44:05 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:** Reports  
**Attachments:** 136114.Ambria CON-Hoffman Estates IG.doc; 69154.ITT Tech-Indianapolis ALI.doc; 108707.Everest College BTH-Barrie ALI.doc

Miss E,

Three more reports with cites. Attached here and saved on the M:/drive.

Thanks.

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



## ADDITIONAL LOCATION INCLUSION

**ITT TECHNICAL INSTITUTE-INDIANAPOLIS EAST**  
**2525 Shadeland Ave., Suite 103**  
**Indianapolis, Indiana 46219**  
**ACICS ID Code: 00069154**

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

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

June 24-25, 2013

Mr. William Winger	Chair	American International College of Arts and Sciences Antigua	Denver, CO
Mr. Rafael Ramirez-Rivera	Student-Relations Specialist	Inter- American University of Puerto Rico	Gurabo, PR
Ms. Suzanne P. Krissler	Educational Activities/ Business	SUNY Orange	Newburg, NY
Ms. Charles E. Saunders	Computer Aided Drafting/Electrical Engineering/Network Security Administration	Virginia College (retired)	Owens Cross Roads, AL
Mr. Charles McNeil	Paralegal	Prince Institute	Thornton, CO
Ms. Chinita Obi	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL Institute, Indianapolis East  
Indianapolis, Indiana**

CREDENTIAL	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full-time/Part-time	CAR Retention & Placement			
					2012		2011	
					Ret.	Pla.	Ret.	Pla.
Bachelor of Science	Bachelor's *	Electrical Engineering and Communications Technology	180	0/0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's *	Information Systems and Cybersecurity	180	0/0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's*	Project Management, Project Management and Administration option, Information Technology option, Construction option	180	0/0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's *	Business Management	180	0/0	N/A	N/A	N/A	N/A
Associates of Applied Science	Academic Associate's **	Nursing	105.5	0/0	N/A	N/A	N/A	N/A
Associates of Applied Science	Academic Associate's	Electrical Engineering Technology	90	60/14	84.62%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Business Management	90	33/11	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Paralegal	90	13/3	62.65%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Drafting and Design Technology	90	24/17	87.88%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Network Systems Administration	90	98/23	77.34%	N/A	N/A	N/A

Total Enrollment

296

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

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

## INTRODUCTION

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

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

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

### 1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.

The mission statement and supporting objectives are listed on the inside cover of the catalog published June 4, 2013 and effective June 4, 2013-June 4, 2014.

- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes       No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes       No
- 1.04 Are the objectives reasonable for the following?  
 (a) The programs of instruction  
 Yes       No  
 (b) The modes of delivery.  
 Yes       No  
 (c) The facilities of the campus.  
 Yes       No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes       No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes       No

#### CAMPUS EFFECTIVENESS

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

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

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

The outcomes are measured by using four measurable areas:

- capstone courses;
- capstone assessment data;
- student engagement and;
- student success.

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

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes       No       Not Applicable

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

Yes       No       Not Applicable

(c) How the data was collected.

Yes       No       Not Applicable

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

Yes       No       Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes       No       Not Applicable (new additional location or initial applicant only)

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

Yes       No       Not Applicable (new additional location only)

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

The campus, while having only a few graduates who transferred into the Network Sysytem Administrator program, does have current plans on placement, but has assigned retenion as the number one issue at the campus. Initial ideas for improvement include closer monotoring of business, drafting and electronics program students. Course evaluations will be closely scrutinized to look for patterns of attrition.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes       No

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

Yes       No

(c) That periodic progress reports have been completed.

Yes       No

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

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

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

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

## 3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

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

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

Yes  No

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

Yes  No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

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

(b) Admissions.

Yes  No

(c) Curriculum.

Yes  No

(d) Accreditation and licensure.

Yes  No

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No

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

Yes  No (Skip to Question 3.11.)

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

Yes  No

3.12 Are appropriate transcripts maintained for all students?

Yes  No

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

Yes  No

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

Yes  No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes  No

- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
 Yes  No

## 4. RELATIONS WITH STUDENTS

### FOR ALL PROGRAMS

- 4.01 How many student files were reviewed during the evaluation?  
 The team reviewed 26 student files during the evaluation in the areas of admission requirements, financial aid, satisfactory academic progress, refunds and transfer of credits.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes  No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- If Yes, are these parties supervised by and familiar with the campus?  
 Yes  No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes  No
- 4.06 Does the admissions policy conform to the campus's mission?  
 Yes  No
- 4.07 Is the admissions policy publicly stated?  
 Yes  No
- 4.08 Is the admissions policy administered as written?  
 Yes  No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that :  
 (a) Clearly outlines the financial obligations of both the institution and the student?  
 Yes  No  
 (b) Outlines all program related tuition and fees?  
 Yes  No  
 (c) Has a signature of the student and the appropriate school representative?  
 Yes  No
- Is there evidence that a copy of the agreement has been provided to the student?  
 Yes  No
- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
 Mr. Mike Loftis is the director of recruitment. He has been with ITT Technical Institute (ITT) since June 2008 as an admission representative, manager and as a director of recruitment since the inception of this campus in 2011. Currently he is working toward a bachelor's degree in Liberal Studies at Excelsior College.
- 4.11 Describe the process for the recruitment of new students.

ITT headquarters provides support to the campus regarding recruitment efforts by placing advertisement in television, radio and internet; in addition, direct mail and admission representative generate leads and referrals at the campus level. Prospective students are invited to the campus to receive a complete presentation of the institution. The director of recruitment is responsible for the training and supervision of the campus recruitment representative.

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

Yes  No

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

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

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

Yes  No

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

Yes  No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

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

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

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

Yes  No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes  No

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

Yes  No  Not Applicable

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

Yes  No

4.21 Has the campus established articulation agreements with other institutions?

Yes  No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

#### FOR ALL PROGRAMS

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

Yes  No

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

The standards of satisfactory academic progress policy is published on pages 36-39 of the catalog with effective date of June 4, 2013-June 4, 2014.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.  
 Yes  No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.  
 Yes  No
- (c) Procedures for re-establishing satisfactory academic progress.  
 Yes  No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.  
 Yes  No
- Incomplete grades.  
 Yes  No
- Repeated courses.  
 Yes  No
- Non-punitive grades.  
 Yes  No  Not Applicable (campus does not offer)
- Non-credit or remedial courses.  
 Yes  No  Not Applicable (campus does not offer)
- A warning status.  
 Yes  No  Not Applicable (campus does not use)
- A probationary period.  
 Yes  No
- An appeal process.  
 Yes  No
- An extended-enrollment status.  
 Yes  No  Not Applicable (campus does not offer)
- The effect when a student changes programs.  
 Yes  No  Not Applicable (campus only offers one program of study)
- The effect when a student seeks to earn an additional credential.  
 Yes  No  Not Applicable (campus only offers one credential)
- The implications of transfer credit.  
 Yes  No
- 4.26 Does the campus apply its SAP standards consistently to all students?  
 Yes  No
- 4.27 Are students who are not making satisfactory academic progress properly notified?  
 Yes  No  Not Applicable (no students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?  
 Yes  No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?  
 Yes  No  Not Applicable (all programs are one year or less)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
 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. Mike Chilson is the campus dean since the campus inception in 2011; he has been with ITT since academic year 2000 in various capacities, such as an instructor in general education courses and associate dean of student affairs. Mr. Chilson holds a bachelor's degree in Bible from Baptist Bible College in Springfield, Missouri and a master's of Religious Education with a major in Christian Schools from Tennessee Temple University in Chattanooga, Tennessee.

- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes  No

- 4.40 Does the campus finance any of the following? (Mark all that apply.)  
 (a)  Scholarships.  
 (b)  Grants.  
 (c)  Loans.  
 (d)  The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.41.*)

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes  No

- 4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?  
 Yes  No  Not Applicable (campus offers loans only)

- 4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?  
 Yes  No

- 4.43 Are tuition and fees clearly stated in the catalog?  
 Yes  No

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

Yes  No  Not Applicable

- 4.44 Do the financial records of students clearly show the following?
- (a) Charges.  
 Yes  No
- (b) Dates for the posting of tuition.  
 Yes  No
- (c) Fees.  
 Yes  No
- (d) Other charges.  
 Yes  No
- (e) Payments.  
 Yes  No
- (f) Dates of payment.  
 Yes  No
- (g) The balance after each transaction.  
 Yes  No
- 4.45 Is the effective date listed on announcements of changes in tuition and fees?  
 Yes  No  Not Applicable (campus has not changed tuition or fees)
- 4.46 Is the campus' refund policy published in the catalog?  
 Yes  No
- 4.47 Is the refund policy fair, equitable, and applicable to all students?  
 Yes  No
- 4.48 Is the campus following its stated refund policy?  
 Yes  No
- 4.49 Does the campus participate in Title IV financial aid?  
 Yes  No (*Skip to question 4.57*)
- 4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?  
 Mr. Todd Mantock is the director of finance of the campus. He has been with ITT since December 2005 as a financial aid coordinator and promoted to director in 2011. Prior to joining the institution he worked in the banking industry. Mr. Mantock has a bachelor's degree in Psychology from Ball State University, Muncie, Indiana. He is a current member of the Indiana Student Financial Aid Association.
- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes  No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes  No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes  No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
 Mr. Todd Mantock is a member of the Indiana Student Financial Aid Association and participates in professional development activities offered by the association; in addition, ITT headquarters conducts training calls regarding changes in the regulations.
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 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 student orientation sessions for each group of starting students. Among the components that the orientation sessions include are:
  - review of campus policies and expectations;
  - good study habits;
  - grievance policy review;
  - and general questions.
 The campus personnel assist students by providing them with advisement, if further counseling is required the student is referred to outside professional services. The student ambassador program offer students tutoring services in all subjects and programs.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes  No  Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Mrs. Eleeta Wesley has been the director of career services since January 2011. She holds a bachelor's degree in Oral Communication from the University of Central Oklahoma, Edmond, Oklahoma. She has ten years of professional experience in the staffing and recruitment industry.
- 4.61 Does the campus offer employment assistance to all students?  
 Yes  No  Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes  No
- 4.63 Is the beginning enrollment on the most current Campus Accountability Report (CAR) the same as the ending enrollment reported on the previous year's CAR?  
 Yes  No  Not Applicable (new additional location or initial grant)
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes  No  Not Applicable
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- 4.67 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
 At the campus level the finance office is responsible for the federal student loan entrance counseling. Students' files maintain evidence that they were counseled. ITT headquarters' offices are responsible for the exit counseling; the director of finance provided the team with copies of documents provided to students.
- 4.68 Describe the extracurricular activities of the campus (if applicable).  
 The main extracurricular activity offered by the campus is student appreciation week. The campus organizes different activities during the week, including providing meals, to recognize the importance of its students and reward their academic effort.

**GENERAL COMMENTS:**

Students interviewed expressed very positive sentiments about the Student Ambassador program.

## 5. EDUCATIONAL ACTIVITIES

### FOR ALL PROGRAMS

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes  No
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?  
 Mr. Michael Chilson is the dean of academic affairs. He has served in this role since March 2011. He has been employed by other ITT Technical Institute (ITT) locations in this capacity since 2000. He earned a master's degree in Religious Education/Administration from Tennessee Temple University and a bachelor's degree in Bible Studies from Baptist Bible College.
- 5.03 Does this person have appropriate academic or experiential qualifications?  
 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.  
 Subject matter experts give critical input to the dean of academic affairs who is given authority in the areas of recommending new programs or updates to existing programs. Periodically curriculum meetings are held with faculty as well as the local advisory board to discuss findings and recent industry trends. Program changes, if approved, are made at the corporate level.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 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?

The campus is compliant with disability laws and provides reasonable accommodations to students. Students enrolling with previous college credits may receive transfer credit in their program of study. Additionally, applicants may request that they be granted credit for demonstrated knowledge and competency by completing a proficiency exam or project. In the classroom, instructors are encouraged to offer a variety of teaching styles in order to reach a variety of learning styles. They encourage accelerated students to undertake extra projects such as student ambassador, to assist fellow students whenever possible. Out of the classroom, tutoring is available to all students, including students with learning disabilities. The student ambassador program allows new students to connect with seasoned students and is very successful.

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

Curriculum evaluations and revision suggestions come from all faculty and those who serve on the curriculum committees from various ITT locations as well as from the advisory board. These evaluations and revisions are based upon industry-standard trends and needs. In addition, student outcomes and employer needs are reviewed and revisions are made accordingly, if approved. Faculty in-service meetings include open discussions on curriculum and recommended changes.

5.17 Does the faculty participate in this process?

Yes  No

5.18 Is credit appropriately converted in relation to total student contact hours in each class?

Yes  No

5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

Yes  No  Not Applicable (campus does not award such credit)

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

Yes  No

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

Yes  No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.19*)

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

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

Yes  No

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

Yes  No

5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes  No

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 campus provided a notebook with sign-in sheets for in-service trainings.

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

#### **GENERAL COMMENTS:**

The team was impressed with the student ambassador program whereby new students are teamed up with seasoned students for peer advocacy, motivation and support. Students commented very favorably about their ambassadors.

## **6. EDUCATIONAL FACILITIES**

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).  
The campus facility is located in an eastern suburb of Indianapolis. The campus is 18,000 plus square feet with labs, classrooms, library, student lounge and adequate office space for faculty and staff. There is ample parking for visitors, faculty, staff and students.
- 6.02 Does the campus utilize any additional space locations?  
 Yes  No
- 6.03 Does the campus utilize campus additions?  
 Yes  No
- 6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?  
 Yes  No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
- (a) Equipment  
 Yes  No
- (b) Instructional tools  
 Yes  No
- (c) Machinery  
 Yes  No
- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?  
 Yes  No  Not Applicable

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
The 2013-2014 catalog, volume six, was used for this evaluation. This catalog is effective from the dates of June 4, 2013 to June 4, 2014.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.  
 Yes  No
- (c) The names and titles of the administrators.  
 Yes  No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.  
 Yes  No
- (e) A statement of accreditation  
 Yes  No  Not Applicable (initial applicant)
- (f) A mission statement.  
 Yes  No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes  No

- (h) An academic calendar.  
 Yes  No
- (i) A full disclosure of the admission requirements.  
 Yes  No
- (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.)

7.08 Is the catalog available online?

Yes  No (*Skip to Question 7.09.*)

If Yes, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (*Skip to Question 7.10.*)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes  No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes  No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes  No

7.10 Is all advertising and promotional literature, including the campus's Web site, truthful and dignified?

Yes  No

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

Yes  No

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

ITT Technical Institute advertises through publications, online, direct mailings, television, and radio advertisements.

Are the advertisements under acceptable headings?

Yes  No

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

Yes  No (*Skip to Question 7.14.*)

If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

Yes  No

7.14 Does the campus utilize services funded by third parties?

Yes  No (*Skip to Question 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?

Yes  No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?

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

7.17 What institutional performance information does the campus routinely provide to the public?

The campus provides retention and completion information for the institution. The data provided are the cumulative rates for the main campus and this additional location.

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

The retention and completion rates are published in the student handbook. The student handbook is available on the campus website, via a standalone link and in the appendix of the student catalog. This information is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

**FOR ALL PROGRAMS**

- 8.01 Does the campus develop an adequate base of library resources?  
 Yes  No
- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at 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?  
 Continuous assessment strategies for resources include a process in which faculty submit written recommendations for library resources. Faculty are given access to publishers' book catalogs and review materials as they become available. Other strategies include faculty meetings and in-service programs to gather information on library holdings and recommendations. The virtual library's "contact us" feature is frequently used to make recommendations for online resources or the national librarian is contacted directly by e-mail or telephone.
- Are these methods appropriate?  
 Yes  No
- 8.06 Is the library staff adequately trained to support the library?  
 Yes  No

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

- 8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes  No
- 8.08 What is the amount of the current year's library budget excluding personnel allocations?:  
 The current year's library budget is \$4,331.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 The library funds expended so far total \$2,000. This has been allocated for the purchase of books, periodicals, virtual library, videos and other materials and supplies
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No

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

- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?  
 Faculty inspire students to use the library by active classroom promotion and scheduled programs in the LRC. Faculty also assign research based classroom assignments to students that require them to utilize library resources.

Are these methods appropriate?

Yes  No

- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?  
 Yes  No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?  
 Yes  No  Not Applicable (no interlibrary agreements)
- 8.16 Describe any full-text online collections available to students.  
Full-text online collections and resources are available to students for all programs in the virtual library. Periodical databases are also available in the virtual library and support the programs at the institution.
- 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?  
 Yes  No
- 8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?  
 Yes  No

#### FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- 8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
The on-site library administrator is Mr. Michael Chilson. He holds a master's degree in Religious Education/Administration from Tennessee Temple University and has a membership in the Indiana Library Federation. He has been in this capacity since 2011. Ms. Kathryn Closter is the campus national librarian. Ms. Closter holds a master's degree in Library Science from Indiana University. Ms. Closter has over 24 years of professional library experience and is a member of the American Library Association and the Indiana Library Federation.
- The institution also employs two LRC assistants, Stephanie Bobeck and Mariah White, who both hold bachelor's degrees in General Studies and Communications respectively and have memberships in the Indiana Library Federation. They also have completed the LRC service provider trainings since their hire date. These assistants staff the library during ITT day and evening and Saturday open hours.
- Does this individual:
- (a) Supervise and manage the library and instructional resources?  
 Yes  No
- (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?  
 Yes  No
- (c) Assist students in the use of instructional resources?  
 Yes  No
- 8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?  
 Yes  No
- 8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (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 team was impressed by the virtual library program whereby students can access research of all kinds remotely as well as on campus. The team also observed students accessing this type of information.

**9. PROGRAM EVALUATION****Academic associate's degree in Business Management****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Sandra Peacock, subject matter expert, is assigned to help administer the Business Management program. Ms. Peacock holds a master's degree in Management from Indiana Wesleyan University and a bachelor's degree in Business Administration from Indiana Tech. She has held this position since 2007 and has held management positions in business since 1999. Final decisions for the business management program are within the realm of Mr. Michael Chilson, dean of academic affairs, who holds a master's degree in Religious Education/Administration from Tennessee Temple University. Mr. Chilson has held this position since 2011.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 58%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?  
 Yes  No  Not Applicable (Additional location only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).

The Business Management program utilizes the following opportunities to provide enrichment: guest speakers, job fairs, community events (i.e. Relay for Life, Recycle Program), and advisory board input.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.14 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:**

Currently, the Bachelor's degree program in Business Management has no enrollment and is not being taught.

**9. PROGRAM EVALUATION****Academic associate's degree in Drafting & Design****Academic associate's degree in Electrical Engineering Technology****Academic associate's in Network Systems Administration****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Yaseen Al-Khattab was identified by the dean as the chair of the school of Information Technology (IT) and SME for the associate of applied science in the Network Systems Administration and Software Development programs. During the team's visit, Mr. Al-Khattab's paperwork was updated to reflect his position as chair of the Information Technology program. The team received confirmation from Mr. Al-Khattab that he had been notified of this accepted. Mr. Al-Khattab holds a bachelor's degree in Business Information Systems from Indiana Wesleyan University in Indianapolis, Indiana. Additionally, Mr. Al-Khattab, is a Cisco Certified Network Associate (CCNA).
- Mr. Don Heller was identified by the dean as the SME for the associate of applied science in the Electrical Engineering Technology and bachelor of science in Electrical Engineering & Communication and bachelor of science in Software Development programs. During the visit, Mr. Heller was officially notified by e-mail and his data sheet was changed to reflect the fact that he had received a promotion to SME. The team received confirmation of this new position signed by Mr. Heller. Mr. Heller holds a bachelor's degree in Electrical Engineering Technology from ITT Technical Institute in Indianapolis, Indiana. Mr. Heller worked as a senior technician for Electronic Technicians Association from January 1983 until January 2013 and has been an instructor and SME at ITT Technical Institute from June 2012 until the present.

Mr. Phillip Reel was identified to the team as the subject matter expert (SME) for the Computer Drafting and Design Technology program. Mr. Reel holds an associate of applied science degree in Computer Drafting and Design from ITT Technical Institute in Indianapolis, Indiana and a bachelor of arts degree in Theatre & Drama from Indiana University in Bloomington, Indiana.

9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No

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

**(Section 3-1-511)** While Mr. Phillip Reel was identified as subject matter expert for the Computer Drafting and Design Technology program, the team was unable to verify confirmation of this designation in Mr. Reel's file. The campus emailed Mr. Reel that he had been promoted to SME; however, Mr. Reel was not available during the visit to sign an acceptance of this responsibility.

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 58%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The School of Information Technology, School of Electronics Technology, and the School of Drafting and Design programs utilize a program advisory committee (PAC). These committees meet annually and consist of representation from local area companies such as Indianapolis Credit Union's Director of IT, Ascend Corporation's Database Administrator, and Securian Financial Group's Senior IT Advisor.  
 Both IT programs have these same companies provide guest speakers and allow field trips scheduled by the program SME at the convenience of the visit site.

9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)

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

The following number(s) of calls were attempted by program:

Academic associate's degree program in Network Systems Administrator: 3

How many calls to employers or graduates were successful?

The following number(s) of calls were successful by program:

Academic associate's degree program in Network Systems Administrator: 2

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

In addition to the two confirmations of employment, there are two graduates who enrolled in the bachelor of science degree in Information Systems and Cybersecurity, at another campus. Therefore, four of seven students were confirmed as either placed or continuing education.

- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes  No  Not Applicable
- 9.24 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes  No
- (b) Instructional equipment.  
 Yes  No
- (c) Resources.  
 Yes  No
- (d) Personnel.  
 Yes  No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes  No
- (b) Well-defined instructional objectives.  
 Yes  No
- (c) The selection and use of appropriate and current learning materials.  
 Yes  No
- (d) Appropriate modes of instructional delivery.  
 Yes  No
- (e) The use of appropriate assessment strategies.  
 Yes  No
- (f) The use of appropriate experiences.  
 Yes  No

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

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

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

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

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

- 9.30 Are teaching loads reasonable?  
 Yes  No

**FOR ACADEMIC ASSOCIATE’S DEGREES ONLY**

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

**GENERAL COMMENTS:**

The team found the bachelor of science programs in Information Systems and Cybersecurity and Electrical Engineering and Communication Technology programs are not being offered at this time.

**9. PROGRAM EVALUATION****Academic associate's degree in Paralegal Studies****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Timothy Fox is assigned to administer the associate of applied science in Paralegal Studies. Mr. Fox holds a bachelor's degree in Psychology from Texas A & M University and a juris doctorate from Regent University. In addition to his academic training, Mr. Fox was the deputy prosecutor for the Gibson County Prosecutor's office.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- If *No*, insert the section number in parentheses and explain:  
**(Section 3-1-511):** Mr. Fox is designated as the subject matter expert (SME) for the Paralegal program, however upon review of his faculty file there was neither evidence of a signed job description or data sheet indicating that he is the SME, nor was he available to confirm that he holds this position. Mr. Fox holds a juris doctor from Regent University Law School.
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 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 team reviewed the community resources binder and there was no evidence of any community resources for the Paralegal program. The campus held an all-campus program advisory committee meeting on May 7, 2013 and there was no representation for the Paralegal program. Furthermore, there was no evidence of field trips or guest speakers.

9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No

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

**(Section 3-1-512(c)):** The team was unable to confirm any community resources used to enrich the Paralegal Studies program.

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No

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

- (a) Title and course descriptions  
 Yes  No  
 (b) Course numbers  
 Yes  No  
 (c) Course prerequisites and/or corequisites  
 Yes  No  
 (d) Instructional contact hours/credits  
 Yes  No  
 (e) Learning objectives  
 Yes  No  
 (f) Instructional materials and references  
 Yes  No  
 (g) Topical outline of the course  
 Yes  No  
 (h) Instructional methods  
 Yes  No  
 (i) Assessment criteria  
 Yes  No  
 (j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion)

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

Yes  No  Not Applicable (Additional Location Inclusion)

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

Yes  No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

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

Yes  No  Not Applicable

#### 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 team interviewed a paralegal student in the "Strategies for the Technical Professional" class and when asked who was the administrator of the paralegal program, the student did not know who administers the paralegal program.

**Summary of Citations**

Number	Citation	Summary Statement
#1	Section 3-1-511	There is insufficient evidence available to confirm that two faculty members have accepted program administrative positions for two programs. (pg. 25, 29)
#2	Section 3-1-512(c)	There is insufficient documentation to evidence the use of community resources for one program. (pg. 29)

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the campus' consideration (*These recommendations are not included in the report seen by the Council*):

### Relations with Students

- The team recommends that the campus review its processes of properly notifying students that are not making satisfactory academic progress. Presently, the campus is communicating with those students that are required to establish the academic agreement once the student is placed on probation.

### Publications

- The campus performance data is published in the student handbook. The handbook is published via a standalone link and as part of the student catalog which has a separate link. While the student handbook is available to the public on the campus website, it is a reasonable assumption that the general public may not know to look there for this information. The team recommends that the Indianapolis East campus consider housing this data in a separate, more clearly defined section of the website, so that the public can more clearly determine where the information can be found.

### Program Evaluation

- Regarding the aforementioned laboratory courses that are being taught prior to lecture in the Network Systems Administrator program, it is the recommendation of the team that appropriate classrooms be made available in order to facilitate lecture time before laboratory.
- The team recommends that the administrator of the paralegal program actively engage and confirm professionals in the paralegal community to participate in their program advisory committee (PAC). This participation will enrich the program with not only curriculum input, but should provide the department with hopeful candidates for guest speakers and provide opportunities for field trips.
- According to the master schedule provided for the team and comments from students interviewed, there are classes requiring a lecture and laboratory component in the IT programs. In some cases, the laboratory component is first followed by the lecture component. This concept is not the most desirable method of teaching or learning. These classes are: DT2630-3D Modeling and Visualization; ET2640 Microprocessors and Microcontrollers; GS2520 Professional Communications; NT1110 Computer Structure and Logic; NT2580 Introduction to Information Security; NT2640 Ip Networking; NT2670 Email and Web Services; NT 2799 Network Systems Administration Capstone Project; and PT2520 Database Concepts.

## COMMENDATIONS:

- The team found the AAS in Drafting and Design Technology, AAS in Electrical Engineering Technology, and AAS in Network Systems Administrator Programs were, generally, well-conceived, directed, and taught.
- The team's visit revealed a well-run campus with competent, caring faculty, administration and staff, all dedicated to the single goal of student success. Students interviewed were pleased by the education received and felt they were acquiring the necessary skills to be competitive in the global market place.
- The team would like to commend Ms. Mariah White for the exceptional job that she is doing supervising the learning resource center. During the visit, the team had the opportunity to observe Ms. White helping a few students who were experiencing frustration with their research assignments. Ms. White demonstrated a very poised and compassionate demeanor in easing the students anxiety.

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**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 3/18/2013 6:27:19 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:** Reports  
**Attachments:** 24922.ITT-Salem NP (Nur).doc; 16062.ITT-Rancho Cordova NP (Nur).doc; 20968.SBC-Dallas RALM.doc; 171016.Kaplan-Las Vegas IG.doc; 171031.Kaplan College-North Hollywood IG.doc

Miss E,

All of these reports are ready to go out. The only report with cites is the 16062 Rancho Cordova NP report. They are attached here and saved on the M:/drive.

Thank you.

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



**NEW PROGRAM REPORT**

**Academic Associate's degree in Nursing**

**ITT Technical Institute**  
**10863 Gold Center Drive,**  
**Rancho Cordova, CA 95670**  
**ACICS ID Code: 0016062**

**Main Campus**  
**ITT Technical Institute**  
**Indianapolis, IN**  
**ACICS ID Code: 0016040**

**(Regulatory037@itt-tech.edu)**

Mr. Jeff Ortega, Campus President (JOrtega23@itt-tech.edu)

February 21, 2013

<b>Date Program Began:</b>	<b>March 19, 2012</b>
<b>Current Total Enrollment:</b>	<b>54</b>
<b>Current CAR Program Retention:</b>	<b>90.91%</b>

<b>Ms. Lisa Leibow</b>	<b>Specialist</b>	<b>Registered Nurse</b>	<b>Tallahassee, FL</b>
<b>Ms. Jennifer Newham</b>	<b>ACICS Staff</b>	<b>ACICS</b>	<b>Washington, DC</b>

## RELATIONS WITH STUDENTS

- N.01 Does the campus have appropriate admissions criteria for this program?  
 Yes  No
- N.02 Does the admissions policy conform to the campus' mission?  
 Yes  No
- N.03 Give the page number in the campus catalog on which the admissions policy can be found.  
 The admissions policy can be found on pages 54-60.
- N.04 Is the admissions policy administered as written?  
 Yes  No
- N.05 Are the admissions requirements appropriate for the new program?  
 Yes  No
- N.06 Are there any admissions requirements unique to this program?  
 Yes  No
- N.07 Describe how the campus offers employment assistance to all students in the new program.  
 The career services department works with the students to prepare resumes and market to agencies who correlate with the students' program of study. Student resumes are sent out to potential employers by the career services department. The community agencies that are interested in specific students will follow up with communication directly to the student.
- Is this appropriate?  
 Yes  No  Not Applicable (campus enrolls only international students on a student visa)
- N.08 Was the team able to verify the backup documentation to support the placement rate for this program as reported on the Campus Accountability Report?  
 Yes  No  Not Applicable (there have been no graduates)
- N.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes  No  Not Applicable

## EDUCATIONAL ACTIVITIES

- N.10 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (Skip to Question N.11.)

If Yes, describe how the program(s) provide students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The institution provides the student with the necessary skills to obtain licensure and practice in the professional nursing setting in the state of California by offering a combination of theory, lab, and clinical experiences for the students. The final course of the program is "Nursing Capstone" NU2999, which integrates all skills learned in the curriculum and includes (NCLEX) National Council Licensure Examination for Registered Nurse preparation.

If Yes, what is the pass rate for the past two years of graduates for these programs? (If pass rates are unavailable, please explain.)  
 There have been no graduates.

- N.11 Does the program require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
 Yes  No (Skip to question N.12)

- N.12 Who is assigned to administer all academic programs, and what are this person's qualifications?  
Mr. Brett Stamer, the campus dean, is responsible for overseeing the educational programs at the campus. Mr. Stamer holds an associate's degree in Communications from El Camino College, a bachelor's degree in History and a master's degree in Speech Communication, both from California State University. He has fifteen years of teaching experience and holds a valid teaching credential from the California public schools system. Mr. Stamer assumed the position of associate dean in 2009 and was promoted to academic dean in October 2011.
- N.13 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- N.14 Who is assigned to administer the new program (e.g., program chair or lead instructor), and what are this person's qualifications?  
Ms. Diana Scherlin is the program chair for the Breckinridge School of Nursing. Ms. Scherlin holds a master's degree in Nursing from the University of Massachusetts Amherst, Amherst, Massachusetts. She also holds an associate's degree in Nursing from New Hampshire Technical Institute in Concord, New Hampshire. She has served in various positions including national director of nursing, dean of nursing, and a campus director.
- N.15 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- N.16 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- N.17 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- N.18 Is the program consistent with the campus' mission and the needs of its students?  
 Yes  No
- N.19 List the community resources and describe how they are utilized to enrich the program.  
The nursing program has a program advisory committee. The committee met in November 2012 and has a meeting scheduled for the spring of 2013. The nursing program is also involved in their community with the clinical/externship sites. The program participates in the Healthy Community Forum, which is a consortium of area hospitals and nursing schools who collaborate to create an enriched experience for the students and patients.
- N.20 Are these resources sufficient?  
 Yes  No
- N.21 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- N.22 Does the catalog accurately describe the program and its objectives?  
 Yes  No
- N.23 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program or no student is at the point of needing them)

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

**(Section 3-1-513(a) and Glossary):** The clinical/externship agreements are not mutually signed and do not include specific learning objectives, course requirements, and evaluation criteria.

- N.24 Does the program use independent studies?  
 Yes  No (*Skip to Question N.27.*)
- N.27 Are the courses available when needed by the student in the normal pursuit of this program of study?  
 Yes  No
- N.28 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- N.29 Is an appropriately detailed syllabus on file for each course in the program?  
 Yes  No
- N.30 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- N.31 Is credit appropriately converted in relation to total student contact/clock hours in each class?  
 Yes  No
- N.32 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes  No
- N.33 Are the following appropriate to adequately support the new program?  
 (a) Facilities.  
 Yes  No  
 (b) Instructional equipment.  
 Yes  No  
 (c) Resources.  
 Yes  No  
 (d) Support for modes of instructional delivery.  
 Yes  No  
 (e) Personnel.  
 Yes  No
- N.34 Does the campus comply with applicable copyright laws in the use of instructional materials?  
 Yes  No
- N.35 Are the following elements appropriately incorporated into the instructional components of the program?  
 (a) Systematic planning.  
 Yes  No  
 (b) Well-defined instructional objectives.  
 Yes  No  
 (c) The selection and use of appropriate and current learning materials.  
 Yes  No  
 (d) Appropriate modes of instructional delivery.  
 Yes  No  
 (e) The use of appropriate assessment strategies.  
 Yes  No  
 (f) The use of appropriate experiences.  
 Yes  No
- N.36 Are official transcripts for all credentials held on file for all instructors in the program?  
 Yes  No
- N.37 Have all foreign transcripts been translated into English and evaluated by a member of Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

Yes       No       Not Applicable (no faculty members hold foreign credentials)

N.38 Is there documented evidence of a systematic program of in-service training at the campus?

Yes       No

If *Yes*, how is this documented?

Inservice training is documented for each faculty member on the annual faculty professional development plan/summary located in each instructor's file.

N.39 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

Yes       No

N.40 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?

Yes       No

N.41 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

N.42 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes       No

N.43 Is the size of the faculty appropriate?

Yes       No

N.44 Are the teaching loads reasonable, and do they meet *Criteria* requirements?

Yes       No

N.55 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?

Yes       No

N.56 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?

Yes       No

N.57 Are all general education courses appropriate for the program and do they meet Council standards?

Yes       No

N.58 Identify the page number in the catalog where the courses that satisfy the concentration and general education requirements can be found.

The concentration and general education requirements are located on page 20 of the catalog.

N.59 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes       No

N.60 Is there evidence that curricular offerings require the appropriate use of library resources?

Yes       No

N.61 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

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

- N.62 Are at least one-half of all subjects that are part of the associate's degree taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes  No

## PUBLICATIONS

- N.99 Do the catalog and other publications accurately describe the new program?  
 Yes  No
- N.100 Is the course-numbering system adequately explained in the catalog?  
 Yes  No

## LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

- N.106 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes  No
- N.107 What is the amount of the current year's library budget that has been allocated for the program?  
\$8,371.00
- N.108 What portion of the current year's library budget for the program has been spent and how has the money been allocated?  
\$116.92 has been spent on periodicals.
- N.109 Describe how faculty have involvement in the selection of library resources.  
The faculty has input into the selection of library resources. Faculty will complete request forms and submit them to Ms. Lacey Collum, library assistant, who then submits the request to campus administration for budgetary approval.
- N.110 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
Ms. Kathryn Closter is the ITT Technical Institute corporate librarian. Ms. Closter holds an master's degree in Library Science and works 40 hours per work in the administration of the ITT Technical Institute LRC. Ms. Closter has been working as the ITT corporate librarian since 1999. Ms. Closter is assisted by the on-site librarian, Ms. Lacey Collum. The library is open from 8 a.m. to 10:30 p.m. Monday through Friday and Saturday from 8 a.m. to 3 p.m.
- N.111 Is there a professionally trained individual on staff that is responsible for:  
 (a) Supervising and managing the library and instructional resources?  
 Yes  No  
 (b) Facilitating the integration of instructional resources into all phases of the campus' curricular and educational offerings?  
 Yes  No  
 (c) Assisting students in the use of instructional resources?  
 Yes  No
- N.112 Is documentation on file to evidence the librarian participates in professional growth activities?  
 Yes  No
- N.113 Are students adequately trained to utilize resources as part of their learning process?  
 Yes  No
- N.114 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- N.115 Are records of physical and/or online resources and circulation accurate and up-to-date?  
 Yes  No
- N.116 Are the library holdings, including full-text online collections, up-to-date and adequate for the new program?

Yes       No

N.117 Describe any full-text online collections available to students:

ITT Technical Institute has a number of full-text online collections available to its students in the LRC. Examples of some of the full-text online collections include: AccessScience, Books 24/7, Ebrary, EBSCOHost, Full-text Electronic Journals, Gail virtual references, PubMed, CINAHL, Oxford Reference online, ProQuest references.

N.118 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes       No       Not Applicable (program does not include general education courses)

N.119 Are the hours the library is open adequate to accommodate the needs of all students?

Yes       No

N.120 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes       No

N.121 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

Yes       No

**GENERAL COMMENTS:**

The Breckinridge School of Nursing at ITT Technical Institute has partnered with area hospitals and other local nursing schools to create a consortium called Healthy Community Forum. This collaboration ensures that their students will be prepared to care for the people in their community while creating a trusted cooperative network for placement. The school's commitment to their community ensures a positive experience for both the student and the community they will serve.

## 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>	The clinical/externship agreements are not mutually signed and do not include specific learning objectives, course requirements, and evaluation criteria (page 3).
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**NEW PROGRAM REPORT**

**Academic Associate's Degree in Nursing**

**ITT Technical Institute  
2159 Apperson Drive  
Salem, VA 24153  
ACICS ID Code: 00024922**

**Main Campus  
ITT Technical Institute  
Indianapolis, IN 46268  
ACICS ID Code: 00016040**

**Regulatory129@itt-tech.edu**

**Mr. Ron Charpia, director, (rcharpia@itt-tech.edu)**

**January 29, 2013**

**Date Program Began: 3/2012  
Current Total Enrollment: 48  
Current CAR Program Retention: 97.6%**

**Shirley Weiglein Specialist Retired San Antonio, FL  
Lindsey Withem ACICS Staff ACICS Washington, DC**

## REPORT QUESTIONS

### RELATIONS WITH STUDENTS

- N.01 Does the campus have appropriate admissions criteria for this program?  
 Yes  No
- N.02 Does the admissions policy conform to the campus' mission?  
 Yes  No
- N.03 Give the page number in the campus catalog on which the admissions policy can be found.  
 The admissions policy can be found page 49 of the campus catalog.
- N.04 Is the admissions policy administered as written?  
 Yes  No
- N.05 Are the admissions requirements appropriate for the new program?  
 Yes  No
- N.06 Are there any admissions requirements unique to this program?  
 Yes  No

If *Yes*, describe the unique admissions requirements:

Students must obtain an overall cumulative score of 75% on the following four content sections of the Health Education Systems, Inc. Admission Assessment (HESI A2) examination: math, reading comprehension, vocabulary; and, grammar. The student must be able to satisfy, with or without reasonable accommodation, the physical, mental, and sensory requirements to perform the essential duties and responsibilities typically associated with a registered nurse, including, without limitation, possessing a full range of body motion, handling and lifting patients, manual and finger dexterity, eye-hand coordination, and walking, and standing for extensive periods of time, as determined by the school in its discretion. The student must also pass an individual interview with the registrar if requested by the registrar.

- N.07 Describe how the campus offers employment assistance to all students in the new program.  
 Career services offer students instruction in resume writing, offer career fairs with area employers, maintain information regarding clinical opportunities through local health care agencies, clinics, physician offices, and staffing agencies.
- Is this appropriate?  
 Yes  No  Not Applicable (campus enrolls only international students on a student visa)
- N.08 Was the team able to verify the backup documentation to support the placement rate for this program as reported on the Campus Accountability Report?  
 Yes  No  Not Applicable (there have been no graduates)
- N.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes  No  Not Applicable

### EDUCATIONAL ACTIVITIES

- N.10 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to Question N.11.*)

If *Yes*, describe how the program(s) provide students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The curriculum in the academic associate's degree program in Nursing is designed to help graduates prepare to become licensed Registered Nurses (RNs) after successful completion of the National Council Licensure Examination (NCLEX). The program

combines theory, laboratory and clinical experiences in addressing the concepts of professional nursing roles: caregiver, advocate, educator, communicator, and manager.

If Yes, what is the pass rate for the past two years of graduates for these programs? (If pass rates are unavailable, please explain.)  
The program has had no graduates at this time.

N.11 Does the program require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes  No (Skip to question N.12)

If Yes, does the campus:

(a) Carry the programmatic accreditation or is currently in the process of obtaining such accreditation in a timely manner for programs in which it is required by the state in order for students to attain entry-level employment?

Yes  No  Not Applicable (there is no such requirement by the state)

(b) Notify students as to:

(1) Which programs hold specialized or programmatic accreditation?

Yes  No

(2) Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?

Yes  No

(3) Any other requirements that are generally required for employment?

Yes  No  Not Applicable (no other requirements)

N.12 Who is assigned to administer all academic programs, and what are this person's qualifications?

Mr. Ron Charpia is the director of the Salem campus of ITT Technical Institute. Mr. Charpia holds an academic associate's degree and a bachelor's degree from Wayland Baptist University.

N.13 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

N.14 Who is assigned to administer the new program (e.g., program chair or lead instructor), and what are this person's qualifications?

Ms. Pamela Lindsey is the chair of the School of Nursing. Ms. Lindsey holds a master's degree in Nursing from Radford University in Radford, Virginia; a bachelor's degree in Nursing from Bluefield State College in Bluefield, Virginia; an associate's degree in nursing from Bluefield State College in Bluefield, Virginia; and a license in practical nursing from Mercer County Vocational Tech in Princeton, West Virginia. Ms. Lindsey has a solid academic and experiential background in nursing and nursing education.

N.15 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

N.16 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes  No

N.17 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

N.18 Is the program consistent with the campus' mission and the needs of its students?

Yes  No

N.19 List the community resources and describe how they are utilized to enrich the program.

ITT Technical Institute has a well-established program advisory committees within the School of Health Sciences and is in the process of establishing a local advisory committee for the Nursing program. This campus is in the process of working with the Radford University BSN program to coordinate clinical/community experiences. Students have been involved in a walk to

support domestic violence programs in the area. Field trips and guest lecturers are also utilized to enhance the student learning experiences.

- N.20 Are these resources sufficient?  
 Yes       No
- N.21 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- N.22 Does the catalog accurately describe the program and its objectives?  
 Yes       No
- N.23 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program or no student is at the point of needing them)
- N.24 Does the program use independent studies?  
 Yes       No (*Skip to Question N.27.*)
- N.27 Are the courses available when needed by the student in the normal pursuit of this program of study?  
 Yes       No
- N.28 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- N.29 Is an appropriately detailed syllabus on file for each course in the program?  
 Yes       No
- N.30 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes       No
- N.31 Is credit appropriately converted in relation to total student contact/clock hours in each class?  
 Yes       No
- N.32 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes       No
- N.33 Are the following appropriate to adequately support the new program?  
 (a) Facilities.  
 Yes       No  
 (b) Instructional equipment.  
 Yes       No  
 (c) Resources.  
 Yes       No  
 (d) Support for modes of instructional delivery.  
 Yes       No  
 (e) Personnel.  
 Yes       No
- N.34 Does the campus comply with applicable copyright laws in the use of instructional materials?  
 Yes       No

- N.35 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes       No
- (b) Well-defined instructional objectives.  
 Yes       No
- (c) The selection and use of appropriate and current learning materials.  
 Yes       No
- (d) Appropriate modes of instructional delivery.  
 Yes       No
- (e) The use of appropriate assessment strategies.  
 Yes       No
- (f) The use of appropriate experiences.  
 Yes       No
- N.36 Are official transcripts for all credentials held on file for all instructors in the program?  
 Yes       No
- N.37 Have all foreign transcripts been translated into English and evaluated by a member of Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?  
 Yes       No       Not Applicable (no faculty members hold foreign credentials)
- N.38 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes       No
- N.39 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?  
 Yes       No
- N.40 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?  
 Yes       No

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

- N.42 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes       No
- N.43 Is the size of the faculty appropriate?  
 Yes       No

**FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S and DOCTORAL DEGREES ONLY**

- N.44 Are the teaching loads reasonable, and do they meet *Criteria* requirements?  
 Yes       No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

- N.55 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?  
 Yes       No

- N.56 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?  
 Yes       No
- N.57 Are all general education courses appropriate for the program and do they meet Council standards?  
 Yes       No
- N.58 Identify the page number in the catalog where the courses that satisfy the concentration and general education requirements can be found.  
 The concentration and general education requirements can be found on page 18 of the catalog.
- N.59 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- N.60 Is there evidence that curricular offerings require the appropriate use of library resources?  
 Yes       No
- N.61 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes       No       Not Applicable (no students in the second year)
- N.62 Are at least one-half of all subjects that are part of the associate's degree taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes       No

**GENERAL COMMENTS**

The mentoring of master's degree students from Radford University by Ms. Lindsey provides an excellent tool for recruitment of potential future faculty members. She is to be commended for her willingness to develop future nurse educators.

**PUBLICATIONS**

- N.99 Do the catalog and other publications accurately describe the new program?  
 Yes       No
- N.100 Is the course-numbering system adequately explained in the catalog?  
 Yes       No

**LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY****FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY**

- N.106 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes       No
- N.107 What is the amount of the current year's library budget that has been allocated for the program?  
 The library budget is dispersed through the corporate office of ITT Technical Institute.
- N.108 What portion of the current year's library budget for the program has been spent and how has the money been allocated?  
 The library assistant stated that she has always been able purchase whatever has been needed for the Nursing program.
- N.109 Describe how faculty have involvement in the selection of library resources.  
 Faculty members have the freedom to recommend library material relevant to their respective courses. The library advisory committee at the corporate level keeps the library assistant apprised of all learning resources used in the program.

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

- N.110 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
 There is an on-site library assistant at the campus, Mr. Sarah Sullivan, who works through the corporate Library Advisory Board. Ms. Sullivan holds a bachelor's degree in Sociology from Virginia Polytechnic Institute (Virginia Tech). The corporate librarian, Ms. Kathryn Closter, holds a master's degree of Library Science from Indiana University in Bloomington, Indiana. Ms. Closter oversees the learning resource centers (LRC) of all campuses of ITT Technical Institute.
- N.111 Is there a professionally trained individual on staff that is responsible for:  
 (a) Supervising and managing the library and instructional resources?  
 Yes  No  
 (b) Facilitating the integration of instructional resources into all phases of the campus' curricular and educational offerings?  
 Yes  No  
 (c) Assisting students in the use of instructional resources?  
 Yes  No
- N.112 Is documentation on file to evidence the librarian participates in professional growth activities?  
 Yes  No
- N.113 Are students adequately trained to utilize resources as part of their learning process?  
 Yes  No
- N.114 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- N.115 Are records of physical and/or online resources and circulation accurate and up-to-date?  
 Yes  No
- N.116 Are the library holdings, including full-text online collections, up-to-date and adequate for the new program?  
 Yes  No
- N.117 Describe any full-text online collections available to students:  
 Students have full access to all the major nursing journals; i.e., American Journal of Nursing, Nursing Research, Mental Health Nursing, etc. Students stated that their syllabi for each course contains a list of reference/resources through the virtual library.
- N.118 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?  
 Yes  No  Not Applicable (program does not include general education courses)
- N.119 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No
- N.120 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?  
 Yes  No
- N.121 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?  
 Yes  No

**GENERAL COMMENTS:**

The Library Advisory Committee keeps all library assistants appraised of learning resources used in the classes offered at the respective campuses.

## **SUMMARY**

There are no areas of non-compliance.

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**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 3/4/2013 6:03:06 PM -0500  
**To:** Earline Simons <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/5fe02f7f69c24758875869be6d16e72d-ESimons>  
**CC:** Visit Reports <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>  
**Subject:** Reports Ready to Go Out  
**Attachments:** 27636.MAU-Doral NG.doc; 62295.Virgna College-Columbus ALI.doc; 10587.ACC-Odessa NG.doc; 70459.ITT-West Palm Beach ALI.doc; 60414.Laurus College-Oxnard ALI.doc

Miss E,

Here are some more reports to go out. They are attached here and saved on the M:/drive.

Thanks.

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



## ADDITIONAL LOCATION INCLUSION

### CAMPUS

**ITT Technical Institute**  
**1756 North Congress Avenue**  
**West Palm Beach, FL 33409**  
**ACICS ID Code: 00070459**

Ms. Nanell Lough, Interim Campus Director (nlough@itt-tech.edu)

Regulatory154@itt-tech.edu

### MAIN

**ITT Technical Institute**  
**Indianapolis, IN**  
**ACICS ID Code: 0016040**

### **DATE OF VISIT:**

February 7-8, 2013

Ms. Joyce Strout	Chair	J.B. Strout & Co.	South Barrington, IL
Ms. Lashondra Peebles	Student Relations Specialist	Chicago State University	Chicago, IL
Dr. Nick L. Tex	Educational Activities	Carrington College	Scottsdale, AZ
Ms. Nan Wright, RN	Nursing	Wright Solutions	Helena, AL
Dr. Goran Trajkovski	Electrical Engineering/ Network Systems	Virginia International University	Fairfax, VA
Ms. Jennifer Newham	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT Technical Institute  
West Palm Beach, FL**

<b>CREDENTIAL EARNED (As defined by the institution)</b>	<b>ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)</b>	<b>APPROVED PROGRAM TITLE</b>	<b>Clock Hrs.</b>	<b>Qtr. Hrs.</b>	<b>Enroll:  Full- time/  Part- time</b>	<b>CAR</b>			
						<b>Retention &amp; Placement</b>			
						<b>2012</b>		<b>2011</b>	
		<b>Ret.</b>	<b>Pla.</b>	<b>Ret.</b>	<b>Pla.</b>				
Bachelor of Science Degree	Bachelor's Degree	Information Systems and Cybersecurity	2164	180	0	0.00%	0.00%	0.00%	0.00%
Associate of Science Degree	Associate's Degree	Network Systems Administration	1098	93	65/22	83.3%	0.00%	0.00%	0.00%
Bachelor of Science Degree	Bachelor's Degree	Electrical Engineering and Communications Technology	2149	180	0	0.00%	0.00%	0.00%	0.00%
Associate of Science Degree	Associate's Degree	Electrical Engineering Technology	1098	93	32/19	78.7%	0.00%	0.00%	0.00%
Associate of Science Degree	Associate's Degree	Drafting and Design Technology	1098	93	0	0.00%	0.00%	0.00%	0.00%
Bachelor of Science Degree	Bachelor's Degree	Project Management and Administration (Project Mgmt and Admin Option)	1940	180	0	0.00%	0.00%	0.00%	0.00%
Bachelor of Science Degree	Bachelor's Degree	Project Management and Administration (Construction Option)	1940	180	0	0.00%	0.00%	0.00%	0.00%
Bachelor of Science Degree	Bachelor's Degree	Project Management and Administration (Information Technology Option)	1940	180	0	0.00%	0.00%	0.00%	0.00%
Associate of Science Degree	Associate's Degree	Nursing	1548	104	25/17	82.1%	0.00%	0.00%	0.00%

**TOTAL ENROLLMENT**

180

*Notes:* Typed in bold is any retention rate below 62% and any placement rate below 58%.

\* Program reviewed for the first time.

## INTRODUCTION

ITT Technical Institute, West Palm Beach campus was established on August 24, 2011. ACICS approval was awarded on July 29, 2011. The campus offers associate of science degree programs of study in Electrical Engineering Technology, Network Systems Administrator, and Nursing. The first start for the campus was September 8, 2011, with 14 students, which has grown to 167 students at the time of the ACICS team visit. There are three program chairs and one full-time instructor, along with 21 adjunct instructors. The campus has established annual goals and quarterly goals, as evidenced in their Campus Effectiveness Plan (CEP).

The campus demographics are 58.7% day students and 41.3 % of evening students. The student body at the campus is made up of 29.8% Caucasian, 37.6% African American, 15.5%, Asian, 1.1% American Indian, and 15.5% was undisclosed students.

The largest program offered is the Network Systems Administration program with 81 students, followed by Electronics Technology with 45 students, and Nursing with 41 students, for a campus total of 167 students.

## 1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The ITT Technical Institute, West Palm Beach campus catalog shows the mission statement at the beginning of the document (no page number indicated).

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

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

**(Section 3-1-100):** The mission statement is supported by these three supporting objectives:

- Pursue their personal interests and objectives;
- Develop intellectual, analytical and critical thinking abilities;
- Provide service to their communities.

These three objectives do not mention career competencies and all are more geared to general education outcomes. The team concludes that the supporting objectives are not devoted substantially to career-related education. None of the ACICS teams at currently accredited ITT campuses that were visited in 2012 evaluated this specific question, since it had been answered earlier by the team visiting the Academic Administrative Center in Indianapolis.

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. Student learning outcomes are defined as the specific objectives of each program set forth in the syllabi. These outcomes are assessed by:
- (1) Capstone courses- summarized in final presentations, developing a history of data for analyzing student outcomes;  
(2) Capstone assessment data- as this data becomes available, faculty will review proficiency levels achieved by graduates;  
(3) Student engagement- measured by student attendance and ability to complete program courses;  
(4) Student success- 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?
- (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.  
Each department has their own specific goals to undertake. They are written specifically for the following categories and individuals: academic dean, director of career services, director of finance, director of recruitment, registrar, and academic affairs (chairs of each department), all with unique initiatives. Some examples of their activities are: tutoring and remediation, reaching out to struggling students, product knowledge trainings with admissions representatives, contacting at-risk students, making presentation materials engaging, hiring and managing subject matter experts with the proper credentials.
- 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. Nanell Lough, interim director of the West Palm Beach campus, is responsible for monitoring the CEP. She holds a bachelor's degree in Human Resources from Union Institute. She has been with ITT Technical Institute for 35 years, 21 years as a director. Ms. Christine Kirsch, who resides on campus on a day-to-day basis as the dean, is also monitoring the CEP process and progress.

- 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?  
 As previously noted, Ms. Nan Lough and Ms. Christine Kirsch are responsible for the financial oversight of the campus. Ms. Lough holds a bachelor's degree in Human Resources from Union Institute. She has been with the campus for 35 years, with 21 years as a director. Ms. Christine Kirsch holds a master's degree in Secondary English Education from the University of Florida. She has been with ITT Tech for seven years, beginning as adjunct instructor, to full-time instructor, to associate dean of General Studies, to dean of academic affairs.

**GENERAL COMMENTS:**

As the campus continues to grow, the management team is prepared to address hiring of additional faculty to support the student body. The present organizational management team is adequate to support the needs of the student body at this time.

**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 noted previously, Ms. Nan Lough is the campus director of the Ft. Lauderdale campus and acting interim director of the West Palm Beach Campus. She is on campus two days per week until the position is filled. However, the on-site administrator is Ms. Christine Kirsch, dean. Ms. Kirsch graduated from University of Florida with a master's degree in Secondary English Education. She has worked with ITT Technical Institute for seven years. Ms. Lough has attended an ACICS accreditation workshop.

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

Yes  No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

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

(b) Admissions.

Yes  No

(c) Curriculum.

Yes  No

(d) Accreditation and licensure.

Yes  No

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No

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

**(Section 3-1-303(a)):** Adequate records are not being kept by the institution relative to administering financial aid. (See Section 3-1-432(b) in Section 4 relative to "Administrative" and "Academic fees.") While the institution has been effective with their overall recordkeeping process, the findings of the team identified a lack of consistency in the recording of academic and administrative fees. This lack of consistency in the posting of funds/refunds does not meet Council standards.

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 requested and reviewed 22 student files, including student ledger cards and unofficial transcripts.
- 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 admission/director of recruitment, Mr. Bernard Hercules, and the admissions staff, are all responsible for the oversight of student recruitment at the campus. Mr. Hercules has six years of experience in marketing/recruitment at ITT Technical Institute as a representative, a manager of recruitment, and director of recruitment. He also has eight years of experience in the finance and lending industry. All admissions staff are required to complete a four-hour course entitled "Admissions Compliance Training for Florida Career Institutions" before they are hired as an admissions representative.

4.11 Describe the process for the recruitment of new students.

New students are recruited through referrals from current students or from calls from potential students made to the campus. These potential students call the campus as a response or inquiry to advertisements on the internet, radio spots, and TV commercials, as well as personal referrals. There are no print ads nor billboards at this time. Once the potential student calls, an admissions counselor talks with the potential student about the programs, process, and admission criteria before scheduling a campus tour. During the campus tour, the admissions staff collects program interest and other information in an effort to recruit the student. If a student is interested in enrolling in one of the three programs offered, the appropriate enrollment steps are taken.

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 Are 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 found on page 32 of the 2013-2014 catalog, published January 21, 2013.

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?  
 The dean, Ms. Christine Kirsch, is responsible for the administration of satisfactory academic progress. However, the program chairs and faculty are involved in the process as well. The dean is qualified to administer SAP. She has been in this position for two years and has the necessary experience. She holds a bachelor's degree in English and a master's degree in English Education.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes       No
- 4.40 Does the campus finance any of the following? (Mark all that apply.)  
 (a)  Scholarships.  
 (b)  Grants.  
 (c)  Loans.  
 (d)  The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.41.)
- 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

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

**(Section 3-1-432(b)):** The team found that the financial records of the students did not clearly show the charges for the posting of fees. The academic fees for three students were not posted clearly to their student ledger card as would be required considering the academic fee policy in the catalog. For the following three students, no \$200 academic fee was posted on their ledger card. The director of financial aid stated that it did not need to be posted because these students transferred from another ITT Technical Institute campus where the fee was previously charged. However, this contradicts their policy. The students are: Adrian Heflin, Michael Priester, and Bradley Quick.

The team found that the administrative fee for the following student was not posted clearly to the student ledger card, as would be required considering the administrative fee policy in the catalog. For the student, Ray Madigan, the administrative fee was posted to the student ledger while he was a current student. The policy indicates that the administrative fee is due and payable by the student to the campus immediately upon the termination of the student's enrollment in the program of study or graduation. The director indicated that this student, Mr. Madigan, is a veteran and his \$100 administrative fee was paid at the same time as the academic fee with VA financial assistance. This overpayment should have generated a refund of \$100. Instead of issuing the refund, the director indicated (with authorized documentation) that the student chose to have the payment remain as a credit on the student ledger, rather than receiving a refund. This option is not stated in the administrative fee policy.

The team also found that student Mr. Mike Saint-Hubert, had an academic and an administrative fee that was not clearly labeled/posted to the student ledger. The administrative fee was posted as \$10, instead of the \$100 which is the stated fee, and the academic fee was posted as \$20, instead of \$200. The director indicated that the fee was posted in this manner because the student only attended school for one week before withdrawing from the school. However, the refund policy in the catalog does not provide for alteration to the fee structure. The policy indicates that the academic fee and the administrative fee are to be charged to the student ledger (first), then the appropriate percentage is to be deducted from the fees based upon the number of weeks of attendance prior to withdrawal.

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?  
 The director of financial aid, Ms. Holly Bergeron, is responsible for administering student financial aid. This director has been in this position for two years and has six years of experience as a financial aid coordinator.
- 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 financial aid, Ms. Holly Bergeron, attends all ITT professional development modules on financial aid matters as required by her executive director/campus director and ITT headquarters. She receives federal regulation updates from ITT headquarters. She is a member of a professional organization for financial aid advisors: Florida Association of Student Financial Aid Advisors (FASFAA), and regularly attends meetings. She requires her staff to complete all ITT professional development modules on financial aid. She also trains her staff on new information and regulations as she learns of them from FASFAA meetings.
- 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.  
 Tutoring is offered to students with academic need. The tutoring is conducted by faculty and the librarian. Academic advising, career and personal advising, as well as financial/financial aid advising are also offered by the appropriate department and staff. Student tours and orientation are conducted by the admissions staff. Currently, there is a computer repair club and two honors associations (National Student Nursing Association and Alpha Beta Kappa). There are also community service activities available to students that are offered by the campus to engage in blood drives, walk-a-thons and other community events. The campus has a student appreciation week with a barbecue and social.
- 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:

There are no graduates on the campus to date.

- 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. Conni Templin, the director of career services, has two years of experience in this role and previous experience in other career services roles. She holds a bachelor's degree in Healthcare from Baker College. The director is responsible for the oversight of counseling students on employment opportunities. The director is also active in local networking opportunities to stay aware of employment opportunities for students at ITT Technical Institute.
- 4.61 Does the campus offer employment assistance to all students?  
 Yes       No       Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes       No
- 4.63 Is the beginning enrollment on the most current Campus Accountability Report (CAR) the same as the ending enrollment reported on the previous year's CAR?  
 Yes       No       Not Applicable (new additional location or initial grant)
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes       No       Not Applicable
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes       No       Not Applicable (campus does not participate in financial aid)
- 4.67 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
During the entrance and exit interviews, the financial aid advisor provides the student with information on repayment obligations including telephone numbers and other contact information for the loan agency.
- 4.68 Describe the extracurricular activities of the campus (if applicable).  
The campus currently has community service initiatives including a blood drive and walk-a-thon to get the students engaged with the community. As noted, the campus also has two honors clubs and a computer repair club.

## 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. Christine Kirsch is the dean of the campus and is assigned to oversee the educational activities of all programs. Ms. Kirsch holds a bachelor's degree in English from the University of Florida in Gainesville and a master's degree in Education, with a major in English, from the University of Florida. Ms. Kirsch began as an instructor with ITT Technical Institute in 2006 and became the associate dean of General Studies in 2009. Ms. Kirsch was promoted to the position of dean in 2011.
- 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.  
All program chairs report to the dean, Ms. Christine Kirsch. Ms. Kirsch reports directly to the interim campus director, Ms. Nan Lough. This line of supervision allows program administrators to have sufficient authority and responsibility for development and administration of the programs.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes       No

- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes  No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?  
 (a) Development of the educational program.  
 Yes  No  
 (b) Selection of course materials, instructional equipment and other educational resources.  
 Yes  No  
 (c) Systematic evaluation and revision of the curriculum.  
 Yes  No  
 (d) Assessment of student learning outcomes.  
 Yes  No  
 (e) Planning for institutional effectiveness.  
 Yes  No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
 Yes  No
- 5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
 Yes  No (*Skip to question 5.13*)
- 5.13 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 previous 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 the student has begun taking classes, provisions are made for both the under-achieving and exceptional student. Under-achieving students are advised by their individual faculty member and the specific 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.  
 The campus has their own curriculum committee and faculty are encouraged to make recommendations to this committee. Regular faculty meetings are held, along with regular department meetings. At both of these meetings, the curriculum is discussed and recommendations made for changes and are updated. Recommendations presented to the ITT curriculum committee are forwarded to the corporate office curriculum committee for consideration.  
 Additionally, all faculty have access to the faculty collaboration online portal. The faculty may make curriculum recommendations on a 24/7 basis through this portal.  
 As noted on the syllabus, and verified during the faculty meetings, faculty may add up to 20% additional course content to their already prescribed, corporate derived syllabus.
- 5.14 Does the faculty participate in this process?  
 Yes  No

- 5.15 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes       No
- 5.16 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
- 5.17 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 non-degree programs are offered with no general education courses, skip to 5.19*)
- (a) Facilities.  
 Yes       No
- (b) Instructional equipment.  
 Yes       No
- (c) Resources.  
 Yes       No
- (d) Personnel.  
 Yes       No
- 5.19 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 training is documented in each employee's personnel file.
- 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

5.30 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 3-4-302):** Mr. Matthew Gordon is teaching Human Anatomy and Physiology I (AP2530), Human Anatomy and Physiology II (AP2630) and Microbiology (SC2730) in the associate's degree program in Nursing. Mr. Gordon holds a bachelor's degree in Biological Sciences from Florida State University and a master's degree in Biology from the University of Central Florida. Although Mr. Gordon's transcripts show numerous credits in plant and animal biology, Mr. Gordon's transcripts do not note college credits or coursework in Human Anatomy/Physiology or Microbiology courses. Additionally, Mr. Gordon's resume does not demonstrate any work experiences related to any of the three courses he is currently teaching.

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

Yes       No

5.32 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

5.33 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

## 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 Technical Institute, West Palm Beach, campus is located at 1756 North Congress Avenue in West Palm Beach, Florida. The campus is spread throughout two floors, with 20,760 square feet. There are eight theory classrooms, two computer labs, one electronic lab, one nursing lab, one science lab, and one invasive lab. All classrooms are equipped with instructor computers, overhead projectors, pull-down screens, white boards, and adequate seating. The back and side parking lots contain approximately 75 parking spaces. There is one faculty workroom and lounge and one student lounge. There is also an outside lounge with benches for the students. There is signage on North Congress Avenue making the campus easy to find.

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 physical layout of the ITT Technical Institute campus in West Palm Beach, Florida is immaculately clean and inviting. The classrooms are arranged in an efficient and spacious manner for instruction. The campus has planned for classroom growth for their student body.

#### COMMENDATIONS:

The team compliments to the faculty and staff of the ITT Technical Institute campus for their colorful and intriguing bulletin board displays in the hallways. They are inviting and interesting for to the student body. The entire campus is dedicated to student learning.

## 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 visit was the 2013-2014 version, volume 6, published on January 21, 2013, with an effective date of January 21, 2013 to January 21, 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 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

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, including the campus's Web site, truthful and dignified?

- Yes       No

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

- Yes       No

- 7.12 Where does the campus advertise (publications, online, etc.)?  
ITT Technical Institute advertises on television, radio, and the internet. They also utilize 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.)
- 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 institution provides campus-specific student information for occupational outcomes, on-time graduation rates, median debt load, placement and retention rates, and tuition and fees on the campus website.
- Where is this information published and how frequently is this information being updated?  
The information is updated annually on the campus website.

## 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?  
ITT Technical Institute develops continuous assessment strategies for resource and information services by evaluating its academic programs; utilizing student input from faculty members; input from the Learning Resource Center (LRC) Committee (on campuses); input from the LRC annual meeting; input from the LRC Annual Report, whereby each campus submits to the corporate librarian an Annual Report which provides an assessment of the LRC circulation, inventory (basic quantitative review) and an overall qualitative review of the campus LRC resources; input from the LRC Advisory Committee which consists of 1 member per the 13 ITT Technical Institute districts, along with the corporate librarian. The corporate librarian provides for monthly conference calls or webinars for members of the LRC Advisory Committee and other selected guests.
- 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 \$5,400.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 This year, \$68.92 has been spent of the library budget.
- 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 inspire, motivate, and direct student usage of the library resources primarily by including a library assignment in most course syllabi. The faculty also utilize the LRC resources themselves in order to become more familiar with the LRC content, thus assisting them to better direct student usage of the LRC resources. The LRC Advisory Committee also makes suggestions through various input resources which are ultimately then included in course syllabus. The corporate librarian participates in curriculum committee meetings providing the committee members with valuable support opportunities through the LRC. The corporate staff offers an e-course (Faculty 101) for its faculty members on basic teaching techniques at ITT, which includes a section on how to utilize the LRC resources to support the course material. The library also has a "best practices portal" which is accessible to all faculty and encourages the faculty to discover better methodologies to utilize the ITT Technical Institute LRC.
- 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.  
 ITT Technical Institute has a number of full-text online collections available (37+) to its students in the LRC. Examples of some of the full-text online collections include: AccessScience, Books24x7, Ebrary, EbscoHost, Full-text Electronic Journals, Gail Virtual references, Oxford Reference online, and ProQuest references.
- Not Applicable (No full-text online collections are available)
- 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 onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Ms. Kathryn Closter is the ITT Technical Institute corporate librarian. Ms. Closter has an earned master's degree in Library Science and works 40 hours per week in the administration of the LRC. Ms. Closter has been working as the ITT Technical Institute corporate librarian since 1999. Ms. Closter is assisted by the on-site librarian, Ms. Laura Balseiro. Ms. Balseiro holds a bachelor's degree in Psychology from Tulane University and a master's degree in Library Information Science from Louisiana State University. Ms. Balseiro's hours onsite are Monday through Friday 8:00 a.m. - 5:00 p.m. The library is open from 8:00 a.m. - 10:00 p.m. Monday through Thursday, Friday 8:00 a.m. to 5:00 p.m., and Saturday 8:00 a.m. - 3:00 p.m. The additional hours are staffed by a trained assistant.

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 Electrical Engineering Technology (ASELCT)

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 Mutch is the chair of the School of Electronics Technology of the ITT Technical Institute in West Palm Beach, Florida. Mr. Mutch has been teaching within the ITT Technical Institute system since 1998, and was appointed chair of the School of Electronics Technology in October 2011. He holds a bachelor's degree in Resource Management from Troy State University in Troy, Alabama, and multiple continuing education courses in Electronics from a variety of institutions, building on his 33 years of experience and professional development as an electronics technician in the US Navy.

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 only)

(b) Student placement rate of 58%?

Yes       No       Not Applicable (Additional location only)

9.07 Describe the community resources utilized to enrich the program?

Various community resources are used in the enrichment of the associate's degree program in Electrical Engineering Technology at the School of Electronics Technology of the ITT Technical Institute in West Palm Beach, Florida. They include the use of a program advisory committee (PAC) and adjunct faculty.

The chair of the school and the instructors work closely with the PAC in program reviews, enhancement, and alignment of the program against the current and anticipated job market demands. PAC members advise on opportunities for interventions in the student skill sets as they are preparing for entry into the relevant industries. They offer input in the areas of curriculum, industry trends, employer needs, equipment, and other aspects of the program. This committee meets two times per year with the participation of at least three industry representatives. Recent curriculum interventions resulting from PAC meetings include infusion of exercises that further enhance student math and analytical skills. PAC members are solicited from the local professional community via former adjunct faculty members and former students.

The adjunct faculty that teach courses for the associate's degree program in Electrical Engineering Technology are professionals in the field in which they teach. They bring in relevant and current insights into the state of the industries and modalities of possible engagements of the students in the workplace, or as freelancers or consultants, upon the completion of the program.

9.08 Are these resources sufficient?

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 co-requisites

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

9.27 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 instructional and support staff of ITT Technical Institute in West Palm Beach, Florida is to be complimented for working with the students enrolled in the associate's degree program in Electrical Engineering Technology on their professionalism and attention to detail on matters relative to the overall student experience, as well as their commitment and care in ensuring timely progress of the students towards the completion of the degree.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Network Systems Administration (ASNSA)

#### 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. Bruce Brenner is the chair of the School of Information Technology at the ITT Technical Institute in West Palm Beach, Florida and administers the associate's degree program in Network Systems Administration. Mr Brenner holds a bachelor's degree in Chemistry/Biology from the University of Miami in Coral Gables, Florida. He also holds a master's degree in Information Technology from the Florida Institute of Technology in Melbourne, Florida. Mr. Brenner's credentials are complimented with several vendor-specific professional certifications (CISCO Professional Security, CISCO Certified Network Associate, CompTIA Network+ Certified Professional, COMPTIA A+ Certified Professional, Microsoft Certified Professional).

Mr. Brenner has been the chair of the School of Information Technology at ITT Technical Institute at Ft Lauderdale, Florida since 2005, and moved to the ITT Technical Institute in West Palm Beach, Florida as it opened, in the same role.

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 only)

(b) Student placement rate of 58%?

Yes       No       Not Applicable (Additional location only)

9.07 Describe the community resources utilized to enrich the program?

Various community resources are used in the enrichment of the associate's degree program in Network System Administration at the School of Information Technology of the ITT Technical Institute in West Palm Beach, Florida. They include the use of a program advisory committee (PAC), a student club, and adjunct faculty.

The chair of the school and instructors work closely with the PAC in program reviews, enhancement and alignment of the program against the current and anticipated job market demands. PAC members advise on opportunities for interventions in the student skill sets as they are preparing for entry into the relevant industries. They offer input in the areas of curriculum, industry trends, employer needs, equipment, and other aspects of the program. This committee meets two times per year with the participation of at least 6 to 19 industry representatives in the past two meetings respectively. Recent curriculum interventions resulting from PAC meetings include infusion of exercises that further enhance student soft skills. PAC members are solicited from the local professional community via the Science and Technology Committee of the Chamber of Commerce of West Palm Beach, Florida.

The students of the school engage in the PC Repair Club which offers opportunities for professional growth to the students of the School of Information Technology. They also build social cohesion with their colleagues from the other schools. The students of the School of Information Technology install operating systems and applications, fix hardware and troubleshoot software issues for their colleagues at ITT Technical Institute in West Palm Beach, Florida. There are between 6-10 members in this organization.

The adjunct faculty that teach courses for the associate's degree program in Network System Administration are professionals in the field in which they teach and certified in a variety of Information Technology fields. They bring relevant and current insights into the state of the relevant industries and modalities of possible engagements for students in the workplace, or as freelancers/consultants, upon the completion of the program.

- 9.08 Are these resources sufficient?  
 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)
- 9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes       No       Not Applicable
- 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

**COMMENDATIONS:**

The team commends the instructional and support staff of ITT Technical Institute in West Palm Beach, Florida for working with the students enrolled in the associate's degree program in Network Systems Administration. They work with students on their professionalism and attention to detail on matters relative to the overall student experience, as well as their commitment and care in ensuring timely progress of the students towards the completion of the degree.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Nursing, Breckinridge School of Nursing

- 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 Breckinridge School of Nursing addresses the nursing paradigm: nursing, person, environment, health, and learning by providing a curriculum based on the use of evidence-based practice and the development of critical thinking skills. The Nursing curriculum contains the necessary course work in a well-organized sequence of appropriate subjects to prepare the nursing student to successfully pass the National Certification Licensure Examination (NCLEX).

- (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?

Eighty percent of the graduates sitting for the NCLEX examination must pass the examination.

- (b) What are this program's pass rates for the past three years?
- |       |            |   |
|-------|------------|---|
| Year: | Pass Rate: | Not Available <input checked="" type="checkbox"/> |
| Year: | Pass Rate: | Not Available <input checked="" type="checkbox"/> |
| Year: | Pass Rate: | Not Available <input checked="" type="checkbox"/> |

- (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 60%?  
 Yes       No       Not Applicable

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

Ms. Neala Asser is the chair of the Breckenridge School of Nursing, associate degree at ITT Technical Institute, West Palm Beach, Florida. Ms. Asser obtained a master's degree in Delivery of Nursing Services from New York University, New York, and a bachelor's of Nursing Science from Fairfield University, Fairfield, Connecticut. Prior to accepting the chair position for the nursing program at this campus, Ms. Asser served as director of clinical services at several healthcare facilities and as a clinical nurse 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

- 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 only)

(b) Student placement rate of 58%?

Yes       No       Not Applicable (Additional location 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 Describe the community resources utilized to enrich the program?

The Breckinridge School of Nursing has an active advisory board. The meetings are well attended and are comprised of healthcare professionals and community healthcare partners. The clinical sites will provide a depth of clinical experiences including, but not limited to medical surgical nursing, geriatric, maternal-child health, trauma, and mental health services.

9.08 Are these resources sufficient?

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 co-requisites

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

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

Yes       No

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

**(Section 3-4-302):** Mr. Matthew Gordon is teaching Human Anatomy and Physiology I (AP2530), Human Anatomy and Physiology II (AP2630) and Microbiology (SC2730) in the associate's degree program in Nursing. Mr. Gordon holds a bachelor's degree in Biological Sciences from Florida State University and a master's degree in Biology from the University of Central Florida. Although Mr. Gordon's transcripts show numerous credits in plant and animal biology, Mr. Gordon's transcripts do not note college credits or coursework in Human Anatomy/Physiology or Microbiology courses. Additionally, Mr. Gordon's resume does not demonstrate any work experiences related to any of the three courses he is currently teaching.

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 team found the Nursing students to be very enthusiastic and very complimentary of the campus and the nursing program. The students were also complimentary of the dean and all of the instructors. All of the students interviewed are looking forward to beginning their careers.

**COMMENDATIONS:**

Ms. Asser and the nursing instructors are to be commended for the development of an excellent nursing program.

**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>3-1-100</b>	The campus mission statement does not contain objectives that are substantially devoted to career-related education (page 4).
<b>2</b>	<b>3-1-303(a) and 3-1-432(b)</b>	Student financial records do not clearly show the charges for the posting of tuition, fees, and refunds (pages 7-8 and 12-13).
<b>3</b>	<b>3-4-302</b>	One faculty member does not have sufficient documentation to qualify for the courses that they are assigned (pages 17 and 31).

**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):*

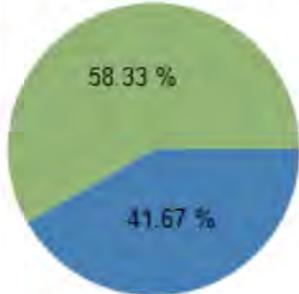
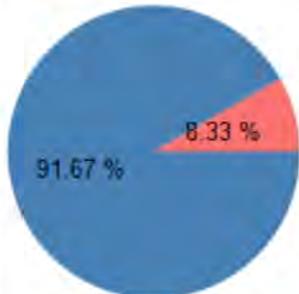
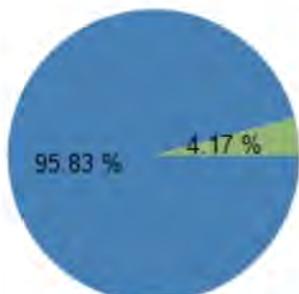
**Financial Aid:**

The financial aid staff should clearly post fees for better recordkeeping, honoring the process and following the policy in the catalog. Additionally, the staff should document all supporting explanations or notes of credits and charges of fees.

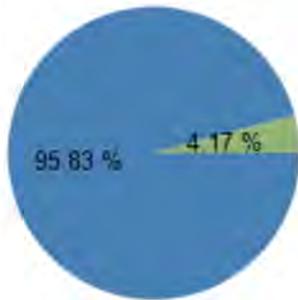
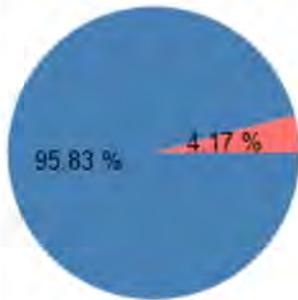
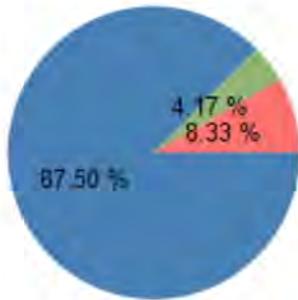
**Electrical Engineering Technology:**

Utilizing a wider and more varied use of community resources to support the associate's degree program in Electrical Engineering Technology would benefit the institution. Examples of additional activities may include field trips, student clubs, or providing community service by the students to support various non-profit entities in the area.

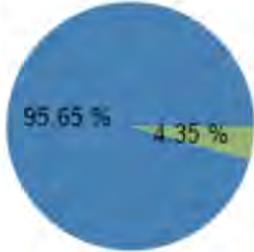
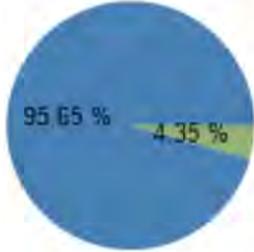
## Student Survey Response Summary Graph

Personify Id	Survey Question	Category	Count	
00070459				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	10	 <p>Legend: Yes (blue), No (green)</p>
		No	14	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	22	 <p>Legend: Yes (blue), N/A (red)</p>
		No	0	
		N/A	2	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	23	 <p>Legend: Yes (blue), No (green)</p>
		No	1	

	<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>23</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	23	No	1	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>23</td> <td>95.83 %</td> </tr> <tr> <td>No</td> <td>1</td> <td>4.17 %</td> </tr> </table>	Response	Count	Percentage	Yes	23	95.83 %	No	1	4.17 %
Yes	23															
No	1															
Response	Count	Percentage														
Yes	23	95.83 %														
No	1	4.17 %														
	<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>24</td> </tr> </table>	Yes	24	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>24</td> <td>100.00 %</td> </tr> </table>	Response	Count	Percentage	Yes	24	100.00 %					
Yes	24															
Response	Count	Percentage														
Yes	24	100.00 %														
	<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>22</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	22	No	2	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>22</td> <td>91.67 %</td> </tr> <tr> <td>No</td> <td>2</td> <td>8.33 %</td> </tr> </table>	Response	Count	Percentage	Yes	22	91.67 %	No	2	8.33 %
Yes	22															
No	2															
Response	Count	Percentage														
Yes	22	91.67 %														
No	2	8.33 %														
	<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>24</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	24	No	0	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>24</td> <td>100.00 %</td> </tr> </table>	Response	Count	Percentage	Yes	24	100.00 %			
Yes	24															
No	0															
Response	Count	Percentage														
Yes	24	100.00 %														

	<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>24</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	24	No	0	 <p>100.00 %</p> <p>Yes</p>		
Yes	24								
No	0								
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>23</td> </tr> <tr> <td>No</td> <td>1</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	23	No	1	N/A	0	 <p>95.83 %</p> <p>4.17 %</p> <p>Yes No</p>
Yes	23								
No	1								
N/A	0								
	<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>23</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>N/A</td> <td>1</td> </tr> </table>	Yes	23	No	0	N/A	1	 <p>95.83 %</p> <p>4.17 %</p> <p>Yes N/A</p>
Yes	23								
No	0								
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>21</td> </tr> <tr> <td>No</td> <td>1</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	21	No	1	N/A	2	 <p>87.50 %</p> <p>4.17 %</p> <p>8.33 %</p> <p>Yes No N/A</p>
Yes	21								
No	1								
N/A	2								

<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	22	No	2	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	22	No	2	<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 91.67% and a smaller green segment representing 'No' at 8.33%. A legend to the right of the chart identifies the blue color with 'Yes' and the green color with 'No'.</p>				
Yes	22														
No	2														
Yes	22														
No	2														
<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>23</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	23	No	0	<table border="1"> <tr> <td>Yes</td> <td>23</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	23	No	0	<p>A pie chart showing the distribution of responses for question 4.2. The chart is a single solid blue circle representing 100.00% 'Yes'. A legend to the right of the chart identifies the blue color with 'Yes'.</p>				
Yes	23														
No	0														
Yes	23														
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>4</td> </tr> <tr> <td>N/A</td> <td>1</td> </tr> </table>	Yes	19	No	4	N/A	1	<table border="1"> <tr> <td>Yes</td> <td>19</td> </tr> <tr> <td>No</td> <td>4</td> </tr> <tr> <td>N/A</td> <td>1</td> </tr> </table>	Yes	19	No	4	N/A	1	<p>A pie chart showing the distribution of responses for question 4.3. The chart is divided into three segments: a large blue segment for 'Yes' at 79.17%, a green segment for 'No' at 16.67%, and a small red segment for 'N/A' at 4.17%. A legend to the right of the chart identifies the colors: blue for 'Yes', green for 'No', and red for 'N/A'.</p>
Yes	19														
No	4														
N/A	1														
Yes	19														
No	4														
N/A	1														
<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>20</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	20	No	3	<table border="1"> <tr> <td>Yes</td> <td>20</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	20	No	3	<p>A pie chart showing the distribution of responses for question 4.4. The chart is divided into two segments: a large blue segment for 'Yes' at 86.96% and a smaller green segment for 'No' at 13.04%. A legend to the right of the chart identifies the colors: blue for 'Yes' and green for 'No'.</p>				
Yes	20														
No	3														
Yes	20														
No	3														

	<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>24</td> </tr> </table>	Yes	24	<table border="1"> <tr> <td>No</td> <td>0</td> </tr> </table>	No	0	 <p>100.00 %</p> <p>■ Yes</p>
Yes	24							
No	0							
	<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>1</td> </tr> </table>	Disagree	1	<table border="1"> <tr> <td>Agree</td> <td>22</td> </tr> </table>	Agree	22	 <p>95.65 %</p> <p>4.35 %</p> <p>■ Disagree ■ Agree</p>
Disagree	1							
Agree	22							
	<p><b>5.2. I would recommend this school to others.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>1</td> </tr> </table>	Disagree	1	<table border="1"> <tr> <td>Agree</td> <td>22</td> </tr> </table>	Agree	22	 <p>95.65 %</p> <p>4.35 %</p> <p>■ Disagree ■ Agree</p>
Disagree	1							
Agree	22							

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 3/4/2013 6:03:06 PM -0500  
**To:** Earline Simons <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/5fe02f7f69c24758875869be6d16e72d-ESimons>  
**CC:** Visit Reports <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>  
**Subject:** Reports Ready to Go Out  
**Attachments:** 27636.MAU-Doral NG.doc; 62295.Virgna College-Columbus ALI.doc; 10587.ACC-Odessa NG.doc; 70459.ITT-West Palm Beach ALI.doc; 60414.Laurus College-Oxnard ALI.doc

Miss E,

Here are some more reports to go out. They are attached here and saved on the M:/drive.

Thanks.

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



## ADDITIONAL LOCATION INCLUSION

### CAMPUS

**ITT Technical Institute  
1756 North Congress Avenue  
West Palm Beach, FL 33409  
ACICS ID Code: 00070459**

Ms. Nanell Lough, Interim Campus Director (nlough@itt-tech.edu)

Regulatory154@itt-tech.edu

### MAIN

**ITT Technical Institute  
Indianapolis, IN  
ACICS ID Code: 0016040**

### **DATE OF VISIT:**

February 7-8, 2013

Ms. Joyce Strout	Chair	J.B. Strout & Co.	South Barrington, IL
Ms. Lashondra Peebles	Student Relations Specialist	Chicago State University	Chicago, IL
Dr. Nick L. Tex	Educational Activities	Carrington College	Scottsdale, AZ
Ms. Nan Wright, RN	Nursing	Wright Solutions	Helena, AL
Dr. Goran Trajkovski	Electrical Engineering/ Network Systems	Virginia International University	Fairfax, VA
Ms. Jennifer Newham	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT Technical Institute  
West Palm Beach, FL**

<b>CREDENTIAL EARNED (As defined by the institution)</b>	<b>ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)</b>	<b>APPROVED PROGRAM TITLE</b>	<b>Clock Hrs.</b>	<b>Qtr. Hrs.</b>	<b>Enroll:  Full- time/  Part- time</b>	<b>CAR</b>			
						<b>Retention &amp; Placement</b>			
						<b>2012</b>		<b>2011</b>	
<b>Ret.</b>	<b>Pla.</b>	<b>Ret.</b>	<b>Pla.</b>						
Bachelor of Science Degree	Bachelor's Degree	Information Systems and Cybersecurity	2164	180	0	0.00%	0.00%	0.00%	0.00%
Associate of Science Degree	Associate's Degree	Network Systems Administration	1098	93	65/22	83.3%	0.00%	0.00%	0.00%
Bachelor of Science Degree	Bachelor's Degree	Electrical Engineering and Communications Technology	2149	180	0	0.00%	0.00%	0.00%	0.00%
Associate of Science Degree	Associate's Degree	Electrical Engineering Technology	1098	93	32/19	78.7%	0.00%	0.00%	0.00%
Associate of Science Degree	Associate's Degree	Drafting and Design Technology	1098	93	0	0.00%	0.00%	0.00%	0.00%
Bachelor of Science Degree	Bachelor's Degree	Project Management and Administration (Project Mgmt and Admin Option)	1940	180	0	0.00%	0.00%	0.00%	0.00%
Bachelor of Science Degree	Bachelor's Degree	Project Management and Administration (Construction Option)	1940	180	0	0.00%	0.00%	0.00%	0.00%
Bachelor of Science Degree	Bachelor's Degree	Project Management and Administration (Information Technology Option)	1940	180	0	0.00%	0.00%	0.00%	0.00%
Associate of Science Degree	Associate's Degree	Nursing	1548	104	25/17	82.1%	0.00%	0.00%	0.00%

**TOTAL ENROLLMENT**

180

*Notes:* Typed in bold is any retention rate below 62% and any placement rate below 58%.

\* Program reviewed for the first time.

## INTRODUCTION

ITT Technical Institute, West Palm Beach campus was established on August 24, 2011. ACICS approval was awarded on July 29, 2011. The campus offers associate of science degree programs of study in Electrical Engineering Technology, Network Systems Administrator, and Nursing. The first start for the campus was September 8, 2011, with 14 students, which has grown to 167 students at the time of the ACICS team visit. There are three program chairs and one full-time instructor, along with 21 adjunct instructors. The campus has established annual goals and quarterly goals, as evidenced in their Campus Effectiveness Plan (CEP).

The campus demographics are 58.7% day students and 41.3 % of evening students. The student body at the campus is made up of 29.8% Caucasian, 37.6% African American, 15.5%, Asian, 1.1% American Indian, and 15.5% was undisclosed students.

The largest program offered is the Network Systems Administration program with 81 students, followed by Electronics Technology with 45 students, and Nursing with 41 students, for a campus total of 167 students.

## 1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.  
 The ITT Technical Institute, West Palm Beach campus catalog shows the mission statement at the beginning of the document (no page number indicated).

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

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

**(Section 3-1-100):** The mission statement is supported by these three supporting objectives:

- Pursue their personal interests and objectives;
- Develop intellectual, analytical and critical thinking abilities;
- Provide service to their communities.

These three objectives do not mention career competencies and all are more geared to general education outcomes. The team concludes that the supporting objectives are not devoted substantially to career-related education. None of the ACICS teams at currently accredited ITT campuses that were visited in 2012 evaluated this specific question, since it had been answered earlier by the team visiting the Academic Administrative Center in Indianapolis.

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. Student learning outcomes are defined as the specific objectives of each program set forth in the syllabi. These outcomes are assessed by:
- (1) Capstone courses- summarized in final presentations, developing a history of data for analyzing student outcomes;  
(2) Capstone assessment data- as this data becomes available, faculty will review proficiency levels achieved by graduates;  
(3) Student engagement- measured by student attendance and ability to complete program courses;  
(4) Student success- 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?
- (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.  
Each department has their own specific goals to undertake. They are written specifically for the following categories and individuals: academic dean, director of career services, director of finance, director of recruitment, registrar, and academic affairs (chairs of each department), all with unique initiatives. Some examples of their activities are: tutoring and remediation, reaching out to struggling students, product knowledge trainings with admissions representatives, contacting at-risk students, making presentation materials engaging, hiring and managing subject matter experts with the proper credentials.
- 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. Nanell Lough, interim director of the West Palm Beach campus, is responsible for monitoring the CEP. She holds a bachelor's degree in Human Resources from Union Institute. She has been with ITT Technical Institute for 35 years, 21 years as a director. Ms. Christine Kirsch, who resides on campus on a day-to-day basis as the dean, is also monitoring the CEP process and progress.

- 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?  
 As previously noted, Ms. Nan Lough and Ms. Christine Kirsch are responsible for the financial oversight of the campus. Ms. Lough holds a bachelor's degree in Human Resources from Union Institute. She has been with the campus for 35 years, with 21 years as a director. Ms. Christine Kirsch holds a master's degree in Secondary English Education from the University of Florida. She has been with ITT Tech for seven years, beginning as adjunct instructor, to full-time instructor, to associate dean of General Studies, to dean of academic affairs.

**GENERAL COMMENTS:**

As the campus continues to grow, the management team is prepared to address hiring of additional faculty to support the student body. The present organizational management team is adequate to support the needs of the student body at this time.

**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 noted previously, Ms. Nan Lough is the campus director of the Ft. Lauderdale campus and acting interim director of the West Palm Beach Campus. She is on campus two days per week until the position is filled. However, the on-site administrator is Ms. Christine Kirsch, dean. Ms. Kirsch graduated from University of Florida with a master's degree in Secondary English Education. She has worked with ITT Technical Institute for seven years. Ms. Lough has attended an ACICS accreditation workshop.

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

Yes  No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

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

(b) Admissions.

Yes  No

(c) Curriculum.

Yes  No

(d) Accreditation and licensure.

Yes  No

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No

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

**(Section 3-1-303(a)):** Adequate records are not being kept by the institution relative to administering financial aid. (See Section 3-1-432(b) in Section 4 relative to "Administrative" and "Academic fees.") While the institution has been effective with their overall recordkeeping process, the findings of the team identified a lack of consistency in the recording of academic and administrative fees. This lack of consistency in the posting of funds/refunds does not meet Council standards.

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 requested and reviewed 22 student files, including student ledger cards and unofficial transcripts.
- 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 admission/director of recruitment, Mr. Bernard Hercules, and the admissions staff, are all responsible for the oversight of student recruitment at the campus. Mr. Hercules has six years of experience in marketing/recruitment at ITT Technical Institute as a representative, a manager of recruitment, and director of recruitment. He also has eight years of experience in the finance and lending industry. All admissions staff are required to complete a four-hour course entitled "Admissions Compliance Training for Florida Career Institutions" before they are hired as an admissions representative.

4.11 Describe the process for the recruitment of new students.

New students are recruited through referrals from current students or from calls from potential students made to the campus. These potential students call the campus as a response or inquiry to advertisements on the internet, radio spots, and TV commercials, as well as personal referrals. There are no print ads nor billboards at this time. Once the potential student calls, an admissions counselor talks with the potential student about the programs, process, and admission criteria before scheduling a campus tour. During the campus tour, the admissions staff collects program interest and other information in an effort to recruit the student. If a student is interested in enrolling in one of the three programs offered, the appropriate enrollment steps are taken.

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 Are 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 found on page 32 of the 2013-2014 catalog, published January 21, 2013.

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?  
 The dean, Ms. Christine Kirsch, is responsible for the administration of satisfactory academic progress. However, the program chairs and faculty are involved in the process as well. The dean is qualified to administer SAP. She has been in this position for two years and has the necessary experience. She holds a bachelor's degree in English and a master's degree in English Education.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes       No
- 4.40 Does the campus finance any of the following? (Mark all that apply.)  
 (a)  Scholarships.  
 (b)  Grants.  
 (c)  Loans.  
 (d)  The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.41.)
- 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

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

**(Section 3-1-432(b)):** The team found that the financial records of the students did not clearly show the charges for the posting of fees. The academic fees for three students were not posted clearly to their student ledger card as would be required considering the academic fee policy in the catalog. For the following three students, no \$200 academic fee was posted on their ledger card. The director of financial aid stated that it did not need to be posted because these students transferred from another ITT Technical Institute campus where the fee was previously charged. However, this contradicts their policy. The students are: Adrian Heflin, Michael Priester, and Bradley Quick.

The team found that the administrative fee for the following student was not posted clearly to the student ledger card, as would be required considering the administrative fee policy in the catalog. For the student, Ray Madigan, the administrative fee was posted to the student ledger while he was a current student. The policy indicates that the administrative fee is due and payable by the student to the campus immediately upon the termination of the student's enrollment in the program of study or graduation. The director indicated that this student, Mr. Madigan, is a veteran and his \$100 administrative fee was paid at the same time as the academic fee with VA financial assistance. This overpayment should have generated a refund of \$100. Instead of issuing the refund, the director indicated (with authorized documentation) that the student chose to have the payment remain as a credit on the student ledger, rather than receiving a refund. This option is not stated in the administrative fee policy.

The team also found that student Mr. Mike Saint-Hubert, had an academic and an administrative fee that was not clearly labeled/posted to the student ledger. The administrative fee was posted as \$10, instead of the \$100 which is the stated fee, and the academic fee was posted as \$20, instead of \$200. The director indicated that the fee was posted in this manner because the student only attended school for one week before withdrawing from the school. However, the refund policy in the catalog does not provide for alteration to the fee structure. The policy indicates that the academic fee and the administrative fee are to be charged to the student ledger (first), then the appropriate percentage is to be deducted from the fees based upon the number of weeks of attendance prior to withdrawal.

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?  
 The director of financial aid, Ms. Holly Bergeron, is responsible for administering student financial aid. This director has been in this position for two years and has six years of experience as a financial aid coordinator.
- 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 financial aid, Ms. Holly Bergeron, attends all ITT professional development modules on financial aid matters as required by her executive director/campus director and ITT headquarters. She receives federal regulation updates from ITT headquarters. She is a member of a professional organization for financial aid advisors: Florida Association of Student Financial Aid Advisors (FASFAA), and regularly attends meetings. She requires her staff to complete all ITT professional development modules on financial aid. She also trains her staff on new information and regulations as she learns of them from FASFAA meetings.
- 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.  
 Tutoring is offered to students with academic need. The tutoring is conducted by faculty and the librarian. Academic advising, career and personal advising, as well as financial/financial aid advising are also offered by the appropriate department and staff. Student tours and orientation are conducted by the admissions staff. Currently, there is a computer repair club and two honors associations (National Student Nursing Association and Alpha Beta Kappa). There are also community service activities available to students that are offered by the campus to engage in blood drives, walk-a-thons and other community events. The campus has a student appreciation week with a barbecue and social.
- 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:

There are no graduates on the campus to date.

- 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. Conni Templin, the director of career services, has two years of experience in this role and previous experience in other career services roles. She holds a bachelor's degree in Healthcare from Baker College. The director is responsible for the oversight of counseling students on employment opportunities. The director is also active in local networking opportunities to stay aware of employment opportunities for students at ITT Technical Institute.
- 4.61 Does the campus offer employment assistance to all students?  
 Yes       No       Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes       No
- 4.63 Is the beginning enrollment on the most current Campus Accountability Report (CAR) the same as the ending enrollment reported on the previous year's CAR?  
 Yes       No       Not Applicable (new additional location or initial grant)
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes       No       Not Applicable
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes       No       Not Applicable (campus does not participate in financial aid)
- 4.67 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
During the entrance and exit interviews, the financial aid advisor provides the student with information on repayment obligations including telephone numbers and other contact information for the loan agency.
- 4.68 Describe the extracurricular activities of the campus (if applicable).  
The campus currently has community service initiatives including a blood drive and walk-a-thon to get the students engaged with the community. As noted, the campus also has two honors clubs and a computer repair club.

## 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. Christine Kirsch is the dean of the campus and is assigned to oversee the educational activities of all programs. Ms. Kirsch holds a bachelor's degree in English from the University of Florida in Gainesville and a master's degree in Education, with a major in English, from the University of Florida. Ms. Kirsch began as an instructor with ITT Technical Institute in 2006 and became the associate dean of General Studies in 2009. Ms. Kirsch was promoted to the position of dean in 2011.
- 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.  
All program chairs report to the dean, Ms. Christine Kirsch. Ms. Kirsch reports directly to the interim campus director, Ms. Nan Lough. This line of supervision allows program administrators to have sufficient authority and responsibility for development and administration of the programs.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes       No

- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes  No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?  
 (a) Development of the educational program.  
 Yes  No  
 (b) Selection of course materials, instructional equipment and other educational resources.  
 Yes  No  
 (c) Systematic evaluation and revision of the curriculum.  
 Yes  No  
 (d) Assessment of student learning outcomes.  
 Yes  No  
 (e) Planning for institutional effectiveness.  
 Yes  No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
 Yes  No
- 5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
 Yes  No (*Skip to question 5.13*)
- 5.13 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 previous 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 the student has begun taking classes, provisions are made for both the under-achieving and exceptional student. Under-achieving students are advised by their individual faculty member and the specific 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.  
 The campus has their own curriculum committee and faculty are encouraged to make recommendations to this committee. Regular faculty meetings are held, along with regular department meetings. At both of these meetings, the curriculum is discussed and recommendations made for changes and are updated. Recommendations presented to the ITT curriculum committee are forwarded to the corporate office curriculum committee for consideration.  
 Additionally, all faculty have access to the faculty collaboration online portal. The faculty may make curriculum recommendations on a 24/7 basis through this portal.  
 As noted on the syllabus, and verified during the faculty meetings, faculty may add up to 20% additional course content to their already prescribed, corporate derived syllabus.
- 5.14 Does the faculty participate in this process?  
 Yes  No

- 5.15 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes       No
- 5.16 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
- 5.17 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 non-degree programs are offered with no general education courses, skip to 5.19*)
- (a) Facilities.  
 Yes       No
- (b) Instructional equipment.  
 Yes       No
- (c) Resources.  
 Yes       No
- (d) Personnel.  
 Yes       No
- 5.19 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 training is documented in each employee's personnel file.
- 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

5.30 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 3-4-302):** Mr. Matthew Gordon is teaching Human Anatomy and Physiology I (AP2530), Human Anatomy and Physiology II (AP2630) and Microbiology (SC2730) in the associate's degree program in Nursing. Mr. Gordon holds a bachelor's degree in Biological Sciences from Florida State University and a master's degree in Biology from the University of Central Florida. Although Mr. Gordon's transcripts show numerous credits in plant and animal biology, Mr. Gordon's transcripts do not note college credits or coursework in Human Anatomy/Physiology or Microbiology courses. Additionally, Mr. Gordon's resume does not demonstrate any work experiences related to any of the three courses he is currently teaching.

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

Yes       No

5.32 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

5.33 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

## 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 Technical Institute, West Palm Beach, campus is located at 1756 North Congress Avenue in West Palm Beach, Florida. The campus is spread throughout two floors, with 20,760 square feet. There are eight theory classrooms, two computer labs, one electronic lab, one nursing lab, one science lab, and one invasive lab. All classrooms are equipped with instructor computers, overhead projectors, pull-down screens, white boards, and adequate seating. The back and side parking lots contain approximately 75 parking spaces. There is one faculty workroom and lounge and one student lounge. There is also an outside lounge with benches for the students. There is signage on North Congress Avenue making the campus easy to find.

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 physical layout of the ITT Technical Institute campus in West Palm Beach, Florida is immaculately clean and inviting. The classrooms are arranged in an efficient and spacious manner for instruction. The campus has planned for classroom growth for their student body.

#### COMMENDATIONS:

The team compliments to the faculty and staff of the ITT Technical Institute campus for their colorful and intriguing bulletin board displays in the hallways. They are inviting and interesting for to the student body. The entire campus is dedicated to student learning.

## 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 visit was the 2013-2014 version, volume 6, published on January 21, 2013, with an effective date of January 21, 2013 to January 21, 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 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

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, including the campus's Web site, truthful and dignified?

- Yes       No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

- Yes       No

- 7.12 Where does the campus advertise (publications, online, etc.)?  
ITT Technical Institute advertises on television, radio, and the internet. They also utilize 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.)
- 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 institution provides campus-specific student information for occupational outcomes, on-time graduation rates, median debt load, placement and retention rates, and tuition and fees on the campus website.
- Where is this information published and how frequently is this information being updated?  
The information is updated annually on the campus website.

## 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?  
ITT Technical Institute develops continuous assessment strategies for resource and information services by evaluating its academic programs; utilizing student input from faculty members; input from the Learning Resource Center (LRC) Committee (on campuses); input from the LRC annual meeting; input from the LRC Annual Report, whereby each campus submits to the corporate librarian an Annual Report which provides an assessment of the LRC circulation, inventory (basic quantitative review) and an overall qualitative review of the campus LRC resources; input from the LRC Advisory Committee which consists of 1 member per the 13 ITT Technical Institute districts, along with the corporate librarian. The corporate librarian provides for monthly conference calls or webinars for members of the LRC Advisory Committee and other selected guests.
- 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 \$5,400.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 This year, \$68.92 has been spent of the library budget.
- 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 inspire, motivate, and direct student usage of the library resources primarily by including a library assignment in most course syllabi. The faculty also utilize the LRC resources themselves in order to become more familiar with the LRC content, thus assisting them to better direct student usage of the LRC resources. The LRC Advisory Committee also makes suggestions through various input resources which are ultimately then included in course syllabus. The corporate librarian participates in curriculum committee meetings providing the committee members with valuable support opportunities through the LRC. The corporate staff offers an e-course (Faculty 101) for its faculty members on basic teaching techniques at ITT, which includes a section on how to utilize the LRC resources to support the course material. The library also has a "best practices portal" which is accessible to all faculty and encourages the faculty to discover better methodologies to utilize the ITT Technical Institute LRC.
- 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.  
 ITT Technical Institute has a number of full-text online collections available (37+) to its students in the LRC. Examples of some of the full-text online collections include: AccessScience, Books24x7, Ebrary, EbscoHost, Full-text Electronic Journals, Gail Virtual references, Oxford Reference online, and ProQuest references.
- Not Applicable (No full-text online collections are available)
- 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 onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Ms. Kathryn Closter is the ITT Technical Institute corporate librarian. Ms. Closter has an earned master's degree in Library Science and works 40 hours per week in the administration of the LRC. Ms. Closter has been working as the ITT Technical Institute corporate librarian since 1999. Ms. Closter is assisted by the on-site librarian, Ms. Laura Balseiro. Ms. Balseiro holds a bachelor's degree in Psychology from Tulane University and a master's degree in Library Information Science from Louisiana State University. Ms. Balseiro's hours onsite are Monday through Friday 8:00 a.m. - 5:00 p.m. The library is open from 8:00 a.m. - 10:00 p.m. Monday through Thursday, Friday 8:00 a.m. to 5:00 p.m., and Saturday 8:00 a.m. - 3:00 p.m. The additional hours are staffed by a trained assistant.

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 Electrical Engineering Technology (ASELCT)

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 Mutch is the chair of the School of Electronics Technology of the ITT Technical Institute in West Palm Beach, Florida. Mr. Mutch has been teaching within the ITT Technical Institute system since 1998, and was appointed chair of the School of Electronics Technology in October 2011. He holds a bachelor's degree in Resource Management from Troy State University in Troy, Alabama, and multiple continuing education courses in Electronics from a variety of institutions, building on his 33 years of experience and professional development as an electronics technician in the US Navy.

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 only)

(b) Student placement rate of 58%?

Yes       No       Not Applicable (Additional location only)

9.07 Describe the community resources utilized to enrich the program?

Various community resources are used in the enrichment of the associate's degree program in Electrical Engineering Technology at the School of Electronics Technology of the ITT Technical Institute in West Palm Beach, Florida. They include the use of a program advisory committee (PAC) and adjunct faculty.

The chair of the school and the instructors work closely with the PAC in program reviews, enhancement, and alignment of the program against the current and anticipated job market demands. PAC members advise on opportunities for interventions in the student skill sets as they are preparing for entry into the relevant industries. They offer input in the areas of curriculum, industry trends, employer needs, equipment, and other aspects of the program. This committee meets two times per year with the participation of at least three industry representatives. Recent curriculum interventions resulting from PAC meetings include infusion of exercises that further enhance student math and analytical skills. PAC members are solicited from the local professional community via former adjunct faculty members and former students.

The adjunct faculty that teach courses for the associate's degree program in Electrical Engineering Technology are professionals in the field in which they teach. They bring in relevant and current insights into the state of the industries and modalities of possible engagements of the students in the workplace, or as freelancers or consultants, upon the completion of the program.

9.08 Are these resources sufficient?

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 co-requisites  
 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
- 9.27 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 instructional and support staff of ITT Technical Institute in West Palm Beach, Florida is to be complimented for working with the students enrolled in the associate's degree program in Electrical Engineering Technology on their professionalism and attention to detail on matters relative to the overall student experience, as well as their commitment and care in ensuring timely progress of the students towards the completion of the degree.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Network Systems Administration (ASNSA)

#### 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. Bruce Brenner is the chair of the School of Information Technology at the ITT Technical Institute in West Palm Beach, Florida and administers the associate's degree program in Network Systems Administration. Mr Brenner holds a bachelor's degree in Chemistry/Biology from the University of Miami in Coral Gables, Florida. He also holds a master's degree in Information Technology from the Florida Institute of Technology in Melbourne, Florida. Mr. Brenner's credentials are complimented with several vendor-specific professional certifications (CISCO Professional Security, CISCO Certified Network Associate, CompTIA Network+ Certified Professional, COMPTIA A+ Certified Professional, Microsoft Certified Professional).

Mr. Brenner has been the chair of the School of Information Technology at ITT Technical Institute at Ft Lauderdale, Florida since 2005, and moved to the ITT Technical Institute in West Palm Beach, Florida as it opened, in the same role.

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 only)

(b) Student placement rate of 58%?

Yes       No       Not Applicable (Additional location only)

9.07 Describe the community resources utilized to enrich the program?

Various community resources are used in the enrichment of the associate's degree program in Network System Administration at the School of Information Technology of the ITT Technical Institute in West Palm Beach, Florida. They include the use of a program advisory committee (PAC), a student club, and adjunct faculty.

The chair of the school and instructors work closely with the PAC in program reviews, enhancement and alignment of the program against the current and anticipated job market demands. PAC members advise on opportunities for interventions in the student skill sets as they are preparing for entry into the relevant industries. They offer input in the areas of curriculum, industry trends, employer needs, equipment, and other aspects of the program. This committee meets two times per year with the participation of at least 6 to 19 industry representatives in the past two meetings respectively. Recent curriculum interventions resulting from PAC meetings include infusion of exercises that further enhance student soft skills. PAC members are solicited from the local professional community via the Science and Technology Committee of the Chamber of Commerce of West Palm Beach, Florida.

The students of the school engage in the PC Repair Club which offers opportunities for professional growth to the students of the School of Information Technology. They also build social cohesion with their colleagues from the other schools. The students of the School of Information Technology install operating systems and applications, fix hardware and troubleshoot software issues for their colleagues at ITT Technical Institute in West Palm Beach, Florida. There are between 6-10 members in this organization.

The adjunct faculty that teach courses for the associate's degree program in Network System Administration are professionals in the field in which they teach and certified in a variety of Information Technology fields. They bring relevant and current insights into the state of the relevant industries and modalities of possible engagements for students in the workplace, or as freelancers/consultants, upon the completion of the program.

- 9.08 Are these resources sufficient?  
 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)
- 9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes       No       Not Applicable
- 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

**COMMENDATIONS:**

The team commends the instructional and support staff of ITT Technical Institute in West Palm Beach, Florida for working with the students enrolled in the associate's degree program in Network Systems Administration. They work with students on their professionalism and attention to detail on matters relative to the overall student experience, as well as their commitment and care in ensuring timely progress of the students towards the completion of the degree.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Nursing, Breckinridge School of Nursing

- 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 Breckinridge School of Nursing addresses the nursing paradigm: nursing, person, environment, health, and learning by providing a curriculum based on the use of evidence-based practice and the development of critical thinking skills. The Nursing curriculum contains the necessary course work in a well-organized sequence of appropriate subjects to prepare the nursing student to successfully pass the National Certification Licensure Examination (NCLEX).

- (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?

Eighty percent of the graduates sitting for the NCLEX examination must pass the examination.

- (b) What are this program's pass rates for the past three years?
- |       |            |   |
|-------|------------|---|
| Year: | Pass Rate: | Not Available <input checked="" type="checkbox"/> |
| Year: | Pass Rate: | Not Available <input checked="" type="checkbox"/> |
| Year: | Pass Rate: | Not Available <input checked="" type="checkbox"/> |

- (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 60%?  
 Yes       No       Not Applicable

- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Neala Asser is the chair of the Breckenridge School of Nursing, associate degree at ITT Technical Institute, West Palm Beach, Florida. Ms. Asser obtained a master's degree in Delivery of Nursing Services from New York University, New York, and a bachelor's of Nursing Science from Fairfield University, Fairfield, Connecticut. Prior to accepting the chair position for the nursing program at this campus, Ms. Asser served as director of clinical services at several healthcare facilities and as a clinical nurse 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

- 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 only)
- (b) Student placement rate of 58%?

Yes       No       Not Applicable (Additional location 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 Describe the community resources utilized to enrich the program?

The Breckinridge School of Nursing has an active advisory board. The meetings are well attended and are comprised of healthcare professionals and community healthcare partners. The clinical sites will provide a depth of clinical experiences including, but not limited to medical surgical nursing, geriatric, maternal-child health, trauma, and mental health services.

9.08 Are these resources sufficient?

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 co-requisites

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

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes       No

If *No*, insert the section number in parentheses and explain:

**(Section 3-4-302):** Mr. Matthew Gordon is teaching Human Anatomy and Physiology I (AP2530), Human Anatomy and Physiology II (AP2630) and Microbiology (SC2730) in the associate's degree program in Nursing. Mr. Gordon holds a bachelor's degree in Biological Sciences from Florida State University and a master's degree in Biology from the University of Central Florida. Although Mr. Gordon's transcripts show numerous credits in plant and animal biology, Mr. Gordon's transcripts do not note college credits or coursework in Human Anatomy/Physiology or Microbiology courses. Additionally, Mr. Gordon's resume does not demonstrate any work experiences related to any of the three courses he is currently teaching.

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 team found the Nursing students to be very enthusiastic and very complimentary of the campus and the nursing program. The students were also complimentary of the dean and all of the instructors. All of the students interviewed are looking forward to beginning their careers.

**COMMENDATIONS:**

Ms. Asser and the nursing instructors are to be commended for the development of an excellent nursing program.

**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>3-1-100</b>	The campus mission statement does not contain objectives that are substantially devoted to career-related education (page 4).
<b>2</b>	<b>3-1-303(a) and 3-1-432(b)</b>	Student financial records do not clearly show the charges for the posting of tuition, fees, and refunds (pages 7-8 and 12-13).
<b>3</b>	<b>3-4-302</b>	One faculty member does not have sufficient documentation to qualify for the courses that they are assigned (pages 17 and 31).

**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):*

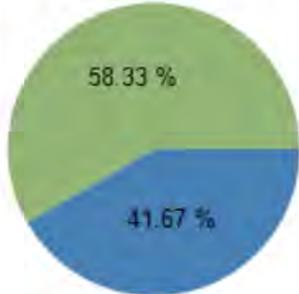
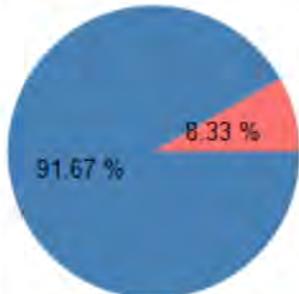
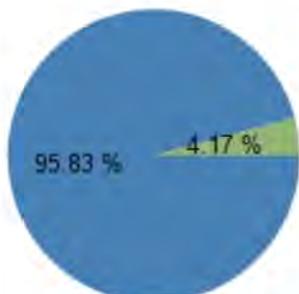
**Financial Aid:**

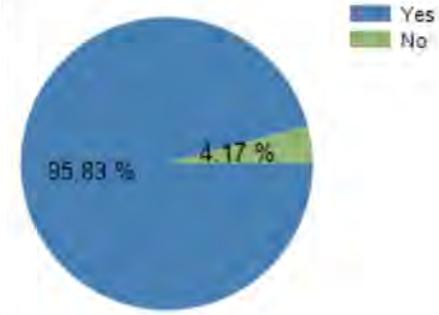
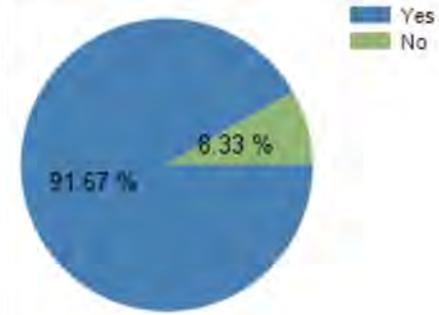
The financial aid staff should clearly post fees for better recordkeeping, honoring the process and following the policy in the catalog. Additionally, the staff should document all supporting explanations or notes of credits and charges of fees.

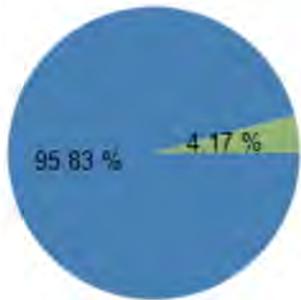
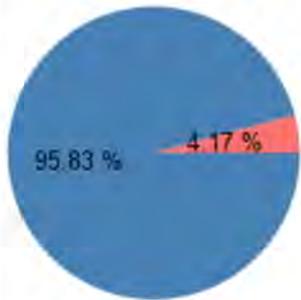
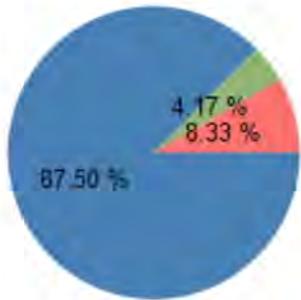
**Electrical Engineering Technology:**

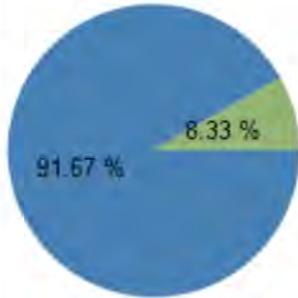
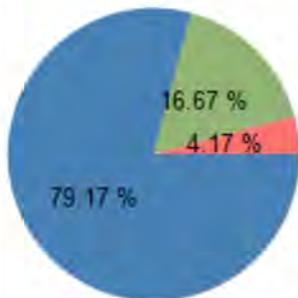
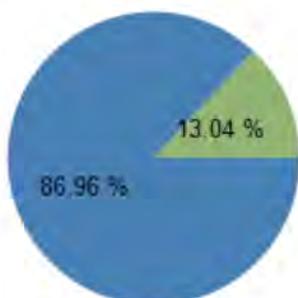
Utilizing a wider and more varied use of community resources to support the associate's degree program in Electrical Engineering Technology would benefit the institution. Examples of additional activities may include field trips, student clubs, or providing community service by the students to support various non-profit entities in the area.

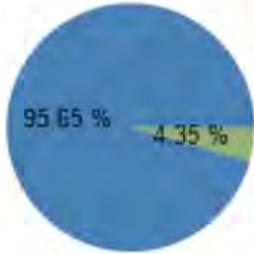
## Student Survey Response Summary Graph

Personify Id	Survey Question	Category	Count	
00070459				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	10	 <p>Legend: Yes (blue), No (green)</p>
		No	14	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	22	 <p>Legend: Yes (blue), N/A (red)</p>
		No	0	
		N/A	2	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	23	 <p>Legend: Yes (blue), No (green)</p>
		No	1	

	<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>23</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	23	No	1	 <table border="1"> <tr> <th>Response</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>95.83 %</td> </tr> <tr> <td>No</td> <td>4.17 %</td> </tr> </table>	Response	Percentage	Yes	95.83 %	No	4.17 %
Yes	23												
No	1												
Response	Percentage												
Yes	95.83 %												
No	4.17 %												
	<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>24</td> </tr> </table>	Yes	24	 <table border="1"> <tr> <th>Response</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>100.00 %</td> </tr> </table>	Response	Percentage	Yes	100.00 %				
Yes	24												
Response	Percentage												
Yes	100.00 %												
	<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>22</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	22	No	2	 <table border="1"> <tr> <th>Response</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>91.67 %</td> </tr> <tr> <td>No</td> <td>8.33 %</td> </tr> </table>	Response	Percentage	Yes	91.67 %	No	8.33 %
Yes	22												
No	2												
Response	Percentage												
Yes	91.67 %												
No	8.33 %												
	<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>24</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	24	No	0	 <table border="1"> <tr> <th>Response</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>100.00 %</td> </tr> </table>	Response	Percentage	Yes	100.00 %		
Yes	24												
No	0												
Response	Percentage												
Yes	100.00 %												

	<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>24</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	24	No	0	 <p>100.00 %</p> <p>Yes</p>		
Yes	24								
No	0								
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>23</td> </tr> <tr> <td>No</td> <td>1</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	23	No	1	N/A	0	 <p>95.83 %</p> <p>4.17 %</p> <p>Yes No</p>
Yes	23								
No	1								
N/A	0								
	<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>23</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>N/A</td> <td>1</td> </tr> </table>	Yes	23	No	0	N/A	1	 <p>95.83 %</p> <p>4.17 %</p> <p>Yes N/A</p>
Yes	23								
No	0								
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>21</td> </tr> <tr> <td>No</td> <td>1</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	21	No	1	N/A	2	 <p>87.50 %</p> <p>4.17 %</p> <p>8.33 %</p> <p>Yes No N/A</p>
Yes	21								
No	1								
N/A	2								

<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	22	No	2	 <p>91.67 % 8.33 %</p>		
Yes	22							
No	2							
<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>23</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	23	No	0	 <p>100.00 %</p>		
Yes	23							
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>4</td> </tr> <tr> <td>N/A</td> <td>1</td> </tr> </table>	Yes	19	No	4	N/A	1	 <p>79.17 % 16.67 % 4.17 %</p>
Yes	19							
No	4							
N/A	1							
<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>20</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	20	No	3	 <p>86.96 % 13.04 %</p>		
Yes	20							
No	3							

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	Yes	24	No	0	 <p>100.00 %</p> <p>■ Yes</p>
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	Disagree	1	Agree	22	 <p>95.65 %</p> <p>4.35 %</p> <p>■ Disagree ■ Agree</p>
	<p><b>5.2. I would recommend this school to others.</b></p>	Disagree	1	Agree	22	 <p>95.65 %</p> <p>4.35 %</p> <p>■ Disagree ■ Agree</p>



## REEVALUATION VISIT REPORT

### LINCOLN TECHNICAL INSTITUTE

622 George Washington Highway  
Lincoln, RI 02865  
ACICS ID Code: 00012784

Ms. Stephanie Miller, Campus President (smiller@lincolntech.com)  
acicslincoln@lincolntech.com

#### Main Campus

Lincoln Technical Institute  
Edison, NJ  
ACICS ID Code: 00010950

May 7-8, 2014

Lonnie Echternacht	Chair	University of Missouri-Columbia	Columbia, MO
Andrea Martin-Montella	Student-Relations Specialist	Kaplan College	Hammond, IN
George Fakhoury	Educational Activities/Library/Pharmacy Technician Specialist	Heald College (Retired)	Concord, CA
Betty Herard	Computer Networking and Security Specialist	Global Learning Strategies	Birmingham, AL
Susan Collins	Cosmetology Specialist	Precision Cutz Salon and Spa	St. Paul, AR
Rosalind Collazo	Medical Assistant Specialist	ASA Institute (Retired)	Glen Burnie, MD
Tanisia Smith	Therapeutic Massage and Bodywork Technician Specialist	Holistic Massage Training Institute	Baltimore, MD
Alicia Ryan	Practical Nursing Specialist	Allied Health Educator (Retired)	Cincinnati, OH
Jan A. Shelton	Publications/Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LINCOLN TECHNICAL INSTITUTE  
LINCOLN, RHODE ISLAND**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Sem. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Assistant	900	40.0	164/0	86%	71%	82.3%	70.4%
Diploma	Diploma	Pharmacy Technician	720	34.5	45/0	82%	74%	82.9%	<b>60.9%</b>
Diploma	Diploma	Therapeutic Massage and Bodywork Technician	750	39.5	18/0	93%	79%	90.4%	77.1%
Diploma	Diploma	Cosmetology	1500	63.0	39/0	82%	95%	78.3%	94.8%
Diploma	Diploma	Cosmetology Instructor Training*	300	--	0/0	--	--	100%	100%
Diploma	Diploma	Practical Nursing	1650	73.0	51/0	77%	n/a	100%	n/a
Diploma	Diploma	Dental Assisting**	1200	51.0	98/0	90%	73%	89.8%	79.6%
Diploma	Diploma	Computer Networking & Security	1080	54.0	27/0	84%	<b>46%</b>	86.5%	<b>54.1%</b>
<b>TOTAL ENROLLMENT</b>					<b>442</b>				

*Notes:* In bold are retention rates below 65 percent (programs >1 year in length) or 70 percent (programs =<1 in length) and any placement rate below 70 percent.

\* The program had no enrollment during the team visit, but the campus plans to offer the program when students enroll in the program. Since the program had no enrollment, it was not evaluated by the team.

\*\* The dental assisting diploma program is programmatically accredited by the Commission on Dental Accreditation (CODA) with no additional written reports required effective 2008 through December 31, 2014.

## INTRODUCTION

In the spring of 2001, Lincoln Technical Institute, Inc. purchased the Computer-Ed Institute (CEI), which had campuses nationwide including a Lincoln, Rhode Island location. In 2002, the CEI decided to expand its program offerings to include allied health programs. In 2003, the CEI schools started the application process to change their name to Career Education Institute to more accurately reflect the diversity of program offerings, and received final approval for the name change in 2004. In 2006, the institution received approval to change their name once again to accurately reflect the corporate name; Lincoln Technical Institute, Inc.

The campus is located in the Lincoln Mall at 622 George Washington Highway in Lincoln, Rhode Island and serves the Lincoln and surrounding areas. The student population at the Lincoln campus is predominantly female, single, mid-twenties and head of households; gender breakdown is 84 percent female and 16 percent male. Approximately 62 percent of the current students are traditional college age (18 to 24) and 37 percent are non-traditional adult learners (25 and over); the age breakdown is 20 percent 19 years old or younger, 58 percent are 20 to 29 years old, 15 percent are 30 to 39 years old, 5 percent are 40 to 49 years old, and 2 percent are age 50 or older. The ethnicity of the current student body is as follows: 48 percent Caucasian, non-Hispanic; 17 percent African-American; 8 percent two or more races; and 6 percent other or undisclosed.

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.

### 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 three of both the Lincoln Technical Institute (LTI) and Euphoria Institute of Beauty Arts & Sciences, a division of Lincoln Technical Institute, campus catalogs.

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
- (c) Level of graduate satisfaction.  
 Yes  No
- (d) Level of employer satisfaction.  
 Yes  No
- (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 following student learning outcomes are analyzed by the campus: licensure/certification exam pass rates; graduation rates; level of student satisfaction; placement rates; graduates' job titles, and cumulative grade point averages. In addition, specific workplace soft skills outcomes have been identified; are being developed in students; and are being measured and analyzed.
- 1.12 Are the following identified and described in the CEP?
- (a) The baseline data for each outcome.  
 Yes  No

(b) The data used by the campus to assess each outcome.

Yes  No

(c) How the data was collected.

Yes  No

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes  No

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes  No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes  No

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The campus has established proactive strategies to achieve its student retention goal that include the following:

- expand the gatekeeper program so students do not lose focus and continue on their path to graduation;
- continue to implement and expand the early student engagement program;
- monitor attendance and continue to contact students who are absent;
- encourage students to access tutoring and/or assistance when needed;
- conduct instructor development, focusing on learning/teaching styles as well as varied instructional strategies; and
- monitor student and graduate satisfaction surveys for indicators that are positively or negatively affecting major areas of the campus.

To improve placement, the following action plans have been established:

- brand the campus as a free placement service for all students and graduates;
- help students develop effective communication, interview, resume, and cover letter writing skills;
- increase advisory board membership participation and retain members;
- actively participate in the Northern Rhode Island Chamber of Commerce;
- make time to meet with employers to assess employment trends and opportunities in the fields for which students are being prepared; and
- continue to focus on the development of appropriate soft skills for today's workplace.

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. Stephanie Miller, campus president is ultimately responsible for the CEP and oversees the implementation and monitoring of the plan. She has a bachelor's degree in management and human resources from Ball State University in Muncie, Indiana. Ms. Miller has a total of 14 years of management experience in the private, career-education industry. This includes 3 years as campus administrator and 11 years as vice president of administrative services at Lincoln College of Technology in Indianapolis, Indiana.

The CEP and pertinent data are compiled by the campus president with the help of various members of the leadership team, systematically reviewed at least at mid-year or more often if needed, 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 this additional location.

## 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
- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?  
 Ms. Miller, campus president, is responsible for the financial oversight of the campus. As previously noted, she has a bachelor's degree in management and human resources from Ball State University and a total of 14 years of management experience in the private, career-education industry including 11 years as vice president of administrative services.

#### GENERAL COMMENTS:

The departmental organization of the administrative functions with checks and balances promotes a spirit of cooperation and open communication.

### 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 campus president, Ms. Miller, is the on-site administrator. As previously noted, she has a bachelor's degree in management and human resources, and 14 years of management experience in the career-education industry.
- 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  
 (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:**

The administrative functions at the campus are coordinated to achieve the educational mission.

#### 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team selected and evaluated 23 student files, which included 1 transfer credit evaluation, 4 students in a satisfactory academic progress (SAP) status, 4 drops, 7 graduates, 2 re-enters, and an additional 5 active students. Ledger cards for each of the students 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. Amy Watson is the senior director of admissions and oversees student recruitment. Ms. Watson has been in her current position for nine years. Her prior work experience includes serving for five years as the director of admissions for Gibbs College in Cranston, Rhode Island.

- 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?  
 To verify the recruiting process for new students is ethical and compatible with the educational objectives for the campus, the team met with Ms. Watson, and discussed current practices of the admissions representatives. The team also reviewed the advertising and published literature used by the campus and determined that it was aligned with the educational objectives of 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
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes     No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes     No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes     No
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes     No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

Yes  No

4.21 Has the campus established articulation agreements with other institutions?

Yes  No

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 SAP policy is contained on pages 32-34 of the campus catalog. It is also published on pages 21 and 22 of the Euphoria Institute of Beauty Arts & Sciences division 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

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No

The effect when a student changes programs.

Yes  No

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

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?

Yes  No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

Yes  No  Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

Yes  No  Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?

Yes  No

4.32 Are students allowed to remain on financial aid while under warning status?

Yes  No

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

- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes     No
- 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. Sonia Skeldon, director of administration, ensures SAP is reviewed for all students at the end of each term and meets with students who do not meet minimum SAP requirements. Ms. Skeldon holds an associate's degree in computer information systems from Phillips Junior College in California. She has 23 years experience in financial aid and has been at Lincoln Technical Institute for the past 13 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.
- 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
- 4.44 Do the financial records of students clearly show the following?  
 (a) Charges.

Yes       No

(b) Dates for the posting of tuition.

Yes       No

(c) Fees.

Yes       No

(d) Other charges.

Yes       No

(e) Payments.

Yes       No

(f) Dates of payment.

Yes       No

(g) The balance after each transaction.

Yes       No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes       No       Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

Yes       No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes       No

4.48 Is the campus following its stated refund policy?

Yes       No

4.49 Does the campus participate in Title IV financial aid?

Yes       No

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Sonia Skeldon, director of administration, is responsible for administering student financial aid. As previously noted, Ms. Skeldon holds an associate's degree and has been with the institution for 13 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. Skeldon is a member of both state and national financial aid associations including the Rhode Island Association of Student Financial Aid Administrators (RIASFAA) and the National Association of Student Financial Aid Administrators (NASFAA). Additionally, the institution provides online training that is to all employees; and includes policy and procedure updates.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes  No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes  No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes  No

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

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
 The campus offers student services through a program called Lincoln Edge. Lincoln Edge incorporates monthly workshops in student programs which are run by campus administration. Topics such as conflict resolution, time management, critical thinking, resume building, and job search techniques are covered. Tutoring is available to all students and is provided by full-time faculty members.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes  No

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 The director of career services, Ms. Dorothea Cerio, is responsible for the oversight of student employment counseling. Ms. Cerio has been in her current position for four years. She previously served as an admissions representative and a career services representative for the campus. Ms. Cerio has a bachelor's degree in communication disorders from the University of Rhode Island.

4.61 Does the campus offer employment assistance to all students?  
 Yes  No

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes  No

- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 417.  
The ending enrollment reported on the previous year's CAR is 417.
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes  No
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes  No
- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
The campus provides students with financial literacy seminars and personal finance workshops as part of the Lincoln Edge program. Students are required to complete entrance counseling before starting their programs.
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
The medical assistant students recently won an award for their support and participation in a local blood drive. The cosmetology students have held several charitable events where they have donated their time and services to the public.

## 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. James Wilbour, academic dean since 2013, oversees all educational programs. He has a master's degree in administration of justice from Salve Regina University in Newport, Rhode Island, and a bachelor's degree in justice studies from Rhode Island College. Mr. Wilbour has many years of experience as dean and director of education at the institution's Florida campus and other career colleges. Formerly, he was a police officer for many 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.  
Program administrators are encouraged to submit suggestions for program changes to the academic dean, who then forwards them to the corporate office for consideration. The corporate office shares the suggestions with other campuses and if approved, changes are implemented institution-wide.
- 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

If Yes, does the campus:

(a) Carry the programmatic accreditation or is currently in the process of obtaining such accreditation in a timely manner for programs in which it is required by the state in order for students to attain entry-level employment?

Yes       No

(b) Notify students as to:

(1) Which programs hold specialized or programmatic accreditation?

Yes       No

(2) Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?

Yes       No

(3) Any other requirements that are generally required for employment?

Yes       No       Not Applicable (no other requirements)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

Yes       No

5.11 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 in length)?

Yes  No

(b) Student placement rate of 70 percent?

Yes  No

5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

Yes  No

How many calls to employers or graduates were attempted?

There were 13 calls attempted to employers or graduates of the diploma program in dental assisting.

How many calls to employers or graduates were successful?

There were 6 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

5.13 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?

Yes  No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes  No

5.16 What provisions are made for individual differences among students?

Lesson plans are designed to accommodate individual differences in learning styles. An interview with the academic dean confirmed instructors follow the plans and practice strategies to accommodate individual differences.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.

As previously noted, program administrators as well as faculty members are encouraged to submit suggestions for programs changes to the academic dean who will forward the suggestions to the corporate office for consideration. Corporate shares the suggestions with other campuses, and if approved, changes will be implemented at all campuses.

5.18 Does the faculty participate in this process?

Yes  No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?

Yes       No

- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes       No       Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes       No
- 5.22 Are the following appropriate to adequately support the number and nature of the general education courses?  
 (a) Facilities.  
 Yes       No  
 (b) Instructional equipment.  
 Yes       No  
 (c) Resources.  
 Yes       No  
 (d) Personnel.  
 Yes       No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes       No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes       No
- 5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  
 Yes       No
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes       No
- 5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?  
 Yes       No       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?

Training schedules and meeting minutes document the campus in-service sessions.

- 5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?  
 Yes       No
- 5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes       No
- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes       No
- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?  
 Yes       No

## 6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).  
 The facility consists of approximately 58,500 square feet, is situated in the Lincoln Mall, and serves the Lincoln and surrounding areas. The facility consists of approximately 58,500 square feet. The one-story facility contains the following: classrooms; laboratories; administrative offices; a student lounge; a staff lounge; a nursing suite with related classrooms and a laboratory; a Euphoria Institute of Beauty Arts & Sciences with classrooms and public clinic areas for both the cosmetology and massage therapy programs; and a learning resource center (library), containing computers as well as reference and reading materials related to the career programs. The campus has ample parking for students, faculty, and staff in a well-lit, security patrolled parking lot.
- 6.02 Does the campus utilize any additional space locations?  
 Yes       No
- 6.03 Does the campus utilize campus additions?  
 Yes       No
- 6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?  
 Yes       No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
- (a) Equipment  
 Yes       No
- (b) Instructional tools  
 Yes       No
- (c) Machinery

Yes       No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

Yes       No

#### GENERAL COMMENTS:

The facilities provide an environment that supports teaching, learning, and administrative activities. The campus has a professional appearance with contemporary furnishings, which are nicely maintained and designed to accommodate the instructional needs unique to the seven programs currently offered. The numerous bulletin boards and posters throughout the campus display program and career information, and student success stories.

#### 7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The team evaluated the 2012-2014 Lincoln Technical Institute Official School Catalog, volume XXIII, as well as the 2012-2014 Euphoria Institute of Beauty Arts & Sciences Catalog, volume XXIII.

7.02 Does the self-study or additional location application part II accurately portray the campus?

Yes       No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

Yes       No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

Yes       No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page

Yes       No

(c) The names and titles of the administrators.

Yes       No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

Yes       No

(e) A statement of accreditation

Yes       No

(f) A mission statement.

Yes       No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

Yes       No

(h) An academic calendar.

Yes       No

(i) A full disclosure of the admission requirements.

Yes       No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements

for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

Yes  No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

Yes  No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

Yes  No

(m) A definition of the unit of credit.

Yes  No

(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

(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

7.05 Does the campus offer degree programs?

Yes  No

7.06 Does the campus offer courses and/or programs via distance education?

Yes  No

7.07 Does the catalog contain an addendum/supplement?

Yes  No

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes  No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes  No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes  No

7.08 Is the catalog available online?

Yes  No

If Yes, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No

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 through the internet, and television, radio and flyers.

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

7.14 Does the campus utilize services funded by third parties?

Yes  No

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes  No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

Yes  No

7.17 What institutional performance information does the campus routinely provide to the public?

The campus provides gainful employment disclosures, which include program cost, financing options, program length, placement rates, and graduates job titles.

Where is this information published and how frequently is this information being updated?

The campus provides this information on its website, which 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?

Subject-matter experts and faculty are encouraged to submit suggestions for improving their programs' resources and online services to the academic dean, Mr. Wilbour. Mr. Wilbour then forwards the suggestions to the corporate office for consideration. If approved, corporate purchases the materials.

Are these methods appropriate?

Yes     No

8.06 Is the library staff adequately trained to support the library?

Yes     No

8.25 Are appropriate reference materials and periodicals available for all programs offered?

Yes     No

8.26 Are the instructional resources organized for easy access, usage, and preservation?

Yes     No

8.27 Is there a current inventory of instructional resources?

Yes     No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

Yes     No

## 9. PROGRAM EVALUATION

### Diploma in Practical Nursing

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes     No

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.

State of Rhode Island practical nurses must pass the National Council Licensure Examination-Practical Nurses (NCLEX-PN) to receive licensure that will allow them to practice as a PN. The campus prepares students for this examination through the curriculum and utilization of the Assessment Technologies Institute (ATI) test preparation kits, which are completed in the final term.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes  No

If *Yes*, what is the minimum pass rate set by the federal or state licensing requirements?

The minimum pass rate is 75 percent.

(b) What are this program's pass rates for the past three years?

Year: Pass Rate:  Not Available

Year: Pass Rate:  Not Available

Year: Pass Rate:  Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?

Yes  No  Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Ann-Marie Simard, dean of nursing, oversees the program. She has a bachelor's degree in nursing from Rhode Island College and a master's degree in nursing from the University of Phoenix. Ms. Simard has been a practicing registered nurse for over 30 years and is currently registered as a nurse by the State of Rhode Island.

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 (No program graduates)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (No program 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 nursing program: an advisory board whose members have a range of experience in nursing; guest speakers, recently a speaker discussed career awareness and today's workplace; disaster drills at local area hospitals; and clinical experiences, in which students participate at various nursing care facilities for their clinical competencies. These activities are utilized to enrich the nursing program and expose students to workplace situations.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No
- 9.11 Does the program use independent studies?  
 Yes       No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes       No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes       No
  - (b) Course numbers  
 Yes       No
  - (c) Course prerequisites and/or corequisites  
 Yes       No
  - (d) Instructional contact hours/credits  
 Yes       No
  - (e) Learning objectives  
 Yes       No
  - (f) Instructional materials and references  
 Yes       No
  - (g) Topical outline of the course  
 Yes       No
  - (h) Instructional methods  
 Yes       No
  - (i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No  Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes  No

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No

If Yes, briefly describe the documentation of evaluation viewed on site.

Through Engrade, a program used to manage student coursework, the team reviewed out-of-class work assigned for the PN167, Fundamentals of Nursing III course. Coursework was assigned, graded, and returned to students. The information provided was relevant and current for the course.

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

(c) The selection and use of appropriate and current learning materials.

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

9.31 What is the current student/teacher ratio?

The current student/teacher ratio is 14:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

## 9. PROGRAM EVALUATION

### Diploma in Computer Networking and Security

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. Jeffrey Condon is the appointed subject-matter expert for the computer networking and security program. Mr. Condon holds a master's degree in information systems from Bellevue University and a bachelor's degree in computer information systems from Excelsior College. Mr. Condon also holds various industry certifications including: A+, Networking+, Security+, Server+, MCSE, MCNE, and CNT.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes       No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes       No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes       No  
 (b) Student placement rate of 70 percent?  
 Yes       No
- If *No*, does the campus provide one of the following:  
 A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?  
 Yes       No
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The program has adequate community support, as evidenced by documentation of the advisory committee's participation and recommendations to the program's academic initiatives. Guest speakers from the computer and information technology industry as well as field trips are also utilized to enrich the curriculum.
- 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes     No

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes     No

- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes       No
- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes       No

How many calls to employers or graduates were attempted?

There were 7 calls attempted to employers or graduates.

How many calls to employers or graduates were successful?

There were 4 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Of the 4 successful contacts, only 3 confirmed the employment of the graduates as reported on the 2013 CAR. The team was unable to verify the placement of Mr. Roberto Contreras.

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 placement of one graduate in the computer networking and security program as reported on the 2013 CAR. Mr. Roberto Contreras, program graduate, is classified as placed in-field with an employment title of Information Technology (IT) technician associate in the IT department at Staples. However, when the team called the employer telephone number provided, his manager at Staples stated Mr. Contreras is employed as a sales associate with no IT responsibilities. Therefore, Mr. Contreras should be classified as employed, not placed.

- 9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes       No

#### FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?  
 Yes       No
- 9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes       No
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes       No

#### FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?  
 (a) Facilities.  
 Yes       No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

(c) The selection and use of appropriate and current learning materials.

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

#### FOR NONDEGREE PROGRAMS ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

9.31 What is the current student/teacher ratio?

The current student/teacher ratio is 15:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

#### 9. PROGRAM EVALUATION

## Diploma in Pharmacy Technician

### FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes  No

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 PTH115, Pharmacy Technician Practical course is designed to ensure students' readiness to begin their externship. The course also prepares students to take the national certification exam and gives them an opportunity to take a practice test.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes  No

(b) What are this program's pass rates for the past three years?

Year: 2013 Pass Rate: 85%

Year: 2012 Pass Rate: 79.4%

Year: 2011 Pass Rate: 96.2%

(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

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Chanseng Thounsavath, pharmacy technician subject-matter expert since 2010, administrates the program. He has an associate's degree in general sciences from the Community College of Rhode Island and a bachelor's degree in microbiology from the University of Rhode Island in Kingston. He is a certified pharmacy technician in Rhode Island and a certified pharmacy technician by the Pharmacy Technician Certification Board (PTCB). Mr. Thounsavath has many years of experience as a pharmacy technician. He is also the program's externship coordinator.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes  No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes  No

(b) Student placement rate of 70 percent?

Yes  No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The program utilizes the following community resources: guest speakers, who address classes; an advisory board that meets twice a year; and local area health facilities for externship sites. The last advisory board meeting was held November 13, 2013 with documented attendance and topics discussed. The next advisory board meeting is scheduled for the week of May 21, 2014.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes  No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes  No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes  No

9.11 Does the program use independent studies?

Yes  No (*Skip to question 9.13*)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes  No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes  No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No

How many calls to employers or graduates were attempted?

There were 7 calls made to employers or graduates.

How many calls to employers or graduates were successful?

There were 5 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

All 5 successful contacts confirmed the employment of 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

#### **FOR NEW GRANTS AND INITIAL GRANTS ONLY**

9.20 Does the campus participate in Title IV financial aid?

Yes  No

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No

If Yes, briefly describe the documentation of evaluation viewed on site.

Students and faculty confirmed homework is assigned, collected, and graded. Homework grades are calculated and included in the final course grade as stated on the course syllabi, which were reviewed while on-site.

### FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

(c) The selection and use of appropriate and current learning materials.

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

### FOR NONDEGREE PROGRAMS ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes     No
- 9.31 What is the current student/teacher ratio?  
 The current student/teacher ratio is 13:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes     No

## 9. PROGRAM EVALUATION

### Diploma in Medical Assistant

#### 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. Melissa DiChiaro, registered medical assistant, is assigned to administer the medical assistant program. She has a medical assistant certificate from the Sawyer School in Warwick, Rhode Island. Ms. DiChiaro joined the campus in March 2007 as a medical assistant instructor and in 2014 was promoted to subject-matter expert for the program. Her previous related work experience includes nine years as lead medical assistant at Dr. Angelo Pharmakids' office in North Providence, Rhode Island.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes     No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes     No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes     No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes     No  
 (b) Student placement rate of 70 percent?  
 Yes     No
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).

The medical assistant program has strong community involvement, as evidenced by guest speaker/activity logs, field trip permission requests, advisory board minutes, and externship site affiliations. Guest speakers have included Ms. Daniella Lomba of the Rhode Island Blood Center and Ms. Leslie Nvey of the Breast Health Center. Students have taken field trips to the Rhode Island Blood Bank and have visited and participated in blood pressure clinics at both Emerald Square Mall and Lincoln Mall. Students have also gone to Stop and Shop, a grocery store, where they reviewed foods that are bio-genetically altered. In addition, advisory board minutes reveal an active and involved membership of medical assistant career professionals.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No
- 9.11 Does the program use independent studies?  
 Yes       No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes       No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes       No
  - (b) Course numbers  
 Yes       No
  - (c) Course prerequisites and/or corequisites  
 Yes       No
  - (d) Instructional contact hours/credits  
 Yes       No
  - (e) Learning objectives  
 Yes       No
  - (f) Instructional materials and references  
 Yes       No
  - (g) Topical outline of the course  
 Yes       No
  - (h) Instructional methods

Yes       No

(i) Assessment criteria

Yes       No

(j) Method of evaluating students

Yes       No

(k) Date the syllabus was last reviewed

Yes       No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes       No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes       No

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes       No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes       No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes       No

How many calls to employers or graduates were attempted?

There were 10 calls made to employers or graduates.

How many calls to employers or graduates were successful?

There were 8 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

All of the successful contacts confirmed the employment of 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

#### **FOR NEW GRANTS AND INITIAL GRANTS ONLY**

9.20 Does the campus participate in Title IV financial aid?

Yes       No

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team interviewed students and faculty, and reviewed course syllabi to verify of out-of-class work. Faculty provided electronic proof of the evaluation of students' graded homework assignments with the results included in the calculation of final course grades.

#### FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

(c) The selection and use of appropriate and current learning materials.

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

#### FOR NONDEGREE PROGRAMS ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

- 9.27 Is the size of the faculty appropriate to the total student enrollment?  
 Yes       No
- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes       No
- 9.31 What is the current student/teacher ratio?  
 The current student/teacher ratio is 20:1 in theory classes and 15:1 in clinical classes.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes       No

#### GENERAL COMMENTS:

The team's visit evidenced a sound and well-run medical assistant program. Ms. DiChiaro is knowledgeable, caring, and committed to student success. Students interviewed were positive about the program and confident in their ability to secure post-graduation employment. The team visited Family Internal Medicine, an externship site located in Cumberland, Rhode Island. Dr. Bassam Khabbaz, the practice's proprietor, was highly complementary of the medical assistant students and expressed his intent to continue the externship affiliation with the campus.

## 9. PROGRAM EVALUATION

### Diploma in Cosmetology

#### FOR ALL PROGRAMS

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes       No

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.

Students in the cosmetology program are enrolled as the Euphoria Institute of Beauty Arts & Sciences, a division of Lincoln Technical Institute. Euphoria provides each student with Pivot Point International's Salon Fundamentals Cosmetology textbook bundle, which includes 2010 volume one, second edition, fifth printing of textbooks, workbooks, and exam study guides. Students have practical equipment kits, which contain all of the necessary professional-grade implements and tools required to successfully enter the cosmetology profession.

The State of Rhode Island and Providence Plantations Department of Health disseminates rules and regulations governing the licensure of cosmetologists. Fifteen hundred (1,500) clock hours of continuous study and clinical practice in an approved program are required to sit for the licensure examination.

- (a) Is there a federal or state licensing agency pass rate established for this program?  
 Yes       No

If *Yes*, what is the minimum pass rate set by the federal or state licensing requirements?  
 The minimum pass rate is 70 percent.

(b) What are this program's pass rates for the past three years?

Year: 2011	Pass Rate:	<input checked="" type="checkbox"/> Not Available
Year: 2012	Pass Rate: 94.8%	<input type="checkbox"/> Not Available
Year: 2013	Pass Rate: 95.0%	<input type="checkbox"/> Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?

Yes  No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Danielle Godfrin, subject-matter expert, administers the cosmetology program at Euphoria Institute of Beauty Arts & Sciences, a division of Lincoln Technical Institute. She holds current licensure in Massachusetts and Rhode Island. Ms. Godfrin attended Arthur Angelo School of Cosmetology in Providence, Rhode Island and has been a licensed cosmetologist for over 10 years. She has been with the campus since 2009, has extensive background in cosmetology and cosmetology education, and participates in professional development activities to maintain her knowledge of current fashion and industry trends. Ms. Godfrin has worked in the salon environment for many years, and currently serves as a state board exam proctor for the practical component of the Rhode Island licensing exam.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes  No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes  No

(b) Student placement rate of 70 percent?

Yes  No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The cosmetology program's educational integrity and legitimacy is supported and enhanced by a variety of civic activities. A highly qualified advisory board reviews the curriculum and facilities, provides professional advice, and offers suggestions to improve the program. Students take field trips to area salons, spas, and professional supply distributors. Guest speakers are invited to the classrooms for frank dialogue and to share experiences as well as "tricks of the trade." Finally, students participate in charitable or service activities, which include visits to assisted-living communities to perform nail care services for the elderly, and hosting a makeover evening for homeless mothers in partnership with the McAuley Women's Leadership Circle.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes  No

- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?  
 Yes  No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes  No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
  - (b) Course numbers  
 Yes  No
  - (c) Course prerequisites and/or corequisites  
 Yes  No
  - (d) Instructional contact hours/credits  
 Yes  No
  - (e) Learning objectives  
 Yes  No
  - (f) Instructional materials and references  
 Yes  No
  - (g) Topical outline of the course  
 Yes  No
  - (h) Instructional methods  
 Yes  No
  - (i) Assessment criteria  
 Yes  No
  - (j) Method of evaluating students  
 Yes  No
  - (k) Date the syllabus was last reviewed  
 Yes  No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes     No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes     No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes     No

How many calls to employers or graduates were attempted?

There were 6 calls made to graduates or employers.

How many calls to employers or graduates were successful?

There were 6 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

All 6 successful contacts confirmed the employment of 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

**FOR NEW GRANTS AND INITIAL GRANTS ONLY**

9.20 Does the campus participate in Title IV financial aid?

Yes     No

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes     No     Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes     No     Not Applicable (Clock hour programs only)

**FOR ALL VISITS**

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

(c) The selection and use of appropriate and current learning materials.

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

#### FOR NONDEGREE PROGRAMS ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes       No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes       No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes       No

9.31 What is the current student/teacher ratio?

The current student/teacher ratio is 10:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes       No

#### 9. PROGRAM EVALUATION

## Diploma in Therapeutic Massage and Bodywork Technician

### FOR ALL PROGRAMS

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes       No

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 diploma program in therapeutic massage and bodywork technician prepares students to practice in the massage therapy profession. The program provides a mixture of scientific grounding, business-building skills, and massage methodologies.

- (a) Is there a federal or state licensing agency pass rate established for this program?  
 Yes       No

- (b) What are this program's pass rates for the past three years?  
 Year: 2013      Pass Rate: 55.6%  
 Year: 2012      Pass Rate: 61.9%  
 Year: 2011      Pass Rate: 44.0%

- (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

If *No*, does the campus provide one of the following:

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. William Downing, subject-matter expert since October 2013, administrates the therapeutic massage and bodywork technician program. Mr. Downing holds a certificate in massage therapy from Bancroft School of Massage, a board certification from the National Certification Board of Therapeutic Massage & Bodywork (NCBTMB), and a license from the Rhode Island Department of Health and Massage Therapy.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No

- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes       No

- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes       No

- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes       No

(b) Student placement rate of 70 percent?  
 Yes       No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The program hosts a variety of activities focused on building relationships among the campus, students, community, and career-relevant businesses. Examples of these activities include an aromatherapy demonstration in April 2014 and a Career Awareness Week in May 2014. Frequent field trips and guest speakers provide opportunities for students to learn new modalities and to expand their understanding of therapeutic applications. In addition, an active advisory board provides technical input to the curriculum; a review of textbooks, instructional materials, and facilities; and makes recommendations to improve the program outcomes. These resources enrich the program and add to the didactic classroom experiences.

9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?  
 Yes       No (*Skip to question 9.13*)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes       No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions  
 Yes       No

(b) Course numbers  
 Yes       No

(c) Course prerequisites and/or corequisites  
 Yes       No

(d) Instructional contact hours/credits  
 Yes       No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No

How many calls to employers or graduates were attempted?

There were 13 calls made to employers.

How many calls to employers or graduates were successful?

There were 6 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

All 6 successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No  Not Applicable

#### **FOR NEW GRANTS AND INITIAL GRANTS ONLY**

9.20 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 9.24*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (Clock hour programs only)

#### FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

(c) The selection and use of appropriate and current learning materials.

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

#### FOR NONDEGREE PROGRAMS ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes       No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes       No

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 6:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes       No

**GENERAL COMMENTS:**

The team expresses special thanks to the Lincoln campus faculty and staff for a gracious and hospitable visit.

**COMMENDATIONS:**

Students in the therapeutic massage and bodywork technician diploma program universally display respect and admiration for the program faculty, and expressed appreciation for the supportive campus environment that is maintained by staff and faculty.

## SUMMARY

The campus is not in compliance with the *Accreditation Criteria* in the following area:

<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
<b>1.</b>	<b>3-1-303(a)</b>	The team was not able to verify the backup documentation to support the placement rate for one program as reported on the last CAR submitted to Council (page 32).

## RECOMMENDATIONS:

The evaluation team offers the following recommendations for the campus' consideration  
*(These recommendations are not included in the report seen by the Council):*

### **Therapeutic Massage and Bodywork Technician Program**

- Include both the Massage Board Licensing Examination, sponsored by the Federation of State Massage Therapy Boards; and the National Certification Exam, administered by the National Certification Board for Therapeutic Massage & Bodywork, as testing options until institutional or state regulations require otherwise.
- Initiate incentivized options to:
  - encourage program graduates to pursue national-based testing soon after graduation,
  - encourage former graduates to test, and
  - reward student self-reporting of examination attempts.
- Review the fees charged at the student clinic and consider increasing them.
- As enrollment increases in the program, examine the need for an additional adjunct instructor. This will aid the program in maintaining an appropriate student/teacher ratio, increasing programmatic activities, and expanding the massage program.



## REEVALUATION VISIT REPORT

### LINCOLN COLLEGE OF TECHNOLOGY

2410 Metrocentre Blvd.  
West Palm Beach, FL 33407  
ACICS ID Code: 00020180

Ms. Helen Carver, Campus President (hcarver@lincolntech.com)  
acicswpb@lincolntech.com

#### MAIN CAMPUS

Lincoln Technical Institute  
1697 Oak Tree Road  
Edison, NJ 08820-2896  
ACICS ID Code: 00010950

#### CAMPUS ADDITION

Lincoln College of Technology  
1126 53<sup>rd</sup> Court  
West Palm Beach, FL 33407  
ACICS ID Code: 00022826

May 13-14, 2014

Mr. Lonnie Echternacht	Chair	University of Missouri-Columbia	Columbia, MO
Mr. Edgar Krissler	Student-Relations	Krissler Business Institute (Retired)	Newburgh, NY
Mr. Paul Lacroix	Educational Activities and Library	Johnson & Wales University (Retired)	Coventry, RI
Mr. Fawzi Ben Messaoud	Computer & Network Support/ Business Administration Specialist	CEO, Campus Performance	Carmel, IN

Ms. Stephanie Brown	Cosmetology Specialist	Kingdom Kreations Day Spa and Salon, LLC	Memphis, TN
Ms. Shelia Jean Vandebush	Dental Assisting/Dental Office Management Specialist	Sanford-Brown College	Dallas, TX
Ms. Tibby Loveman	Medical Assisting/Medical Office Management/Nursing Specialist	Nursing Educator (Retired)	Gadsden, AL
Mr. Michael Patton	Heating, Ventilation and Air Conditioning Specialist	Branford Hall Career Institute	Springfield, MA
Mr. Luis Hernandez	Automotive Specialist	Dewey University	Carolina, PR
Mr. Chad Hartman	Senior Accreditation Coordinator	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LINCOLN COLLEGE OF TECHNOLOGY  
WEST PALM BEACH, FLORIDA**

CREDENTIAL EARNED (As defined by the institution)	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 Science	Academic Associate's	Nursing****	1550	110	23/0	--	--	--	--
Diploma	Diploma	Automotive Technology	1140	72	93/0	76%	71%	81.1%	<b>59.6%</b>
Associate of Applied Science	Occupational Associate's	Automotive Technology	1350	92	74/0	70%	<b>67%</b>	88.4%	91.9%
Bachelor of Science	Bachelor's	Automotive Technology	2310	180	9/0	75%	n/a	--	--
Associate of Applied Science	Occupational Associate's	Business Administration	1020	90	23/0	86%	75%	87.0%	<b>58.3%</b>
Diploma	Diploma	Medical Assisting	870	57	13/0	72%	<b>67%</b>	86.2%	<b>50.9%</b>
Associate of Applied Science	Occupational Associate's	Medical Office Management	1210	91	16/0	80%	70%	<b>65.2%</b>	<b>42.1%</b>
Diploma	Diploma	Dental Assisting	870	56	39/0	81%	<b>68%</b>	81.9%	<b>66.2%</b>
Associate of Applied Science	Occupational Associate's	Dental Office Management	1210	90	9/0	77%	<b>60%</b>	76.2%	71.4%
Diploma	Diploma	Cosmetology	1200	72	17/0	76%	72%	80.2%	<b>46.2%</b>

Associate of Applied Science	Occupational Associate's	Salon Management	1540	106	10/0	--	--	65.6%	<b>45.5%</b>
Associate of Applied Science	Occupational Associate's	Computer & Network Support Technician***	1130	91.5	4/0	--	--	--	--
Diploma	Diploma	Culinary Arts**	720	58	66/0	79%	91%	83.7%	77.6%
Associate of Applied Science	Occupational Associate's	Culinary Arts**	1100	90	77/0	86%	81%	91.1%	89.3%
Bachelor of Science	Bachelor's	Culinary Management**	2000	180	54/0	73%	100%	92.5%	100%
Associate of Applied Science	Occupational Associate's	Italian Culinary Arts*/**	1705	122	0/0	--	--	--	--
Diploma	Diploma	International Baking and Pastry**	720	58	32/0	86%	74%	86.3%	90.6%
Associate of Applied Science	Occupational Associate's	International Baking and Pastry**	1100	90	32/0	92%	80%	94.0%	79%
Bachelor of Science	Bachelor's	Culinary Management - International Baking and Pastry**	2000	180	4/0	--	--	--	--
Diploma	Diploma	Refrigeration, Air Conditioning and Heating Technology	1140	72	59/0	70%	71%	72.4%	<b>66.7%</b>
Associate of Applied Science	Occupational Associate's	Refrigeration, Air Conditioning and Heating Technology	1350	92	25/0	90%	75%	79.6%	<b>66.7%</b>
<b>TOTAL ENROLLMENT</b>				<b>679</b>					

*Notes:* Type in bold any retention rate below 65 percent (programs >1 year in length) or 70 percent (programs =<1 in length) and any placement rate below 70 percent.

- \* The Italian culinary arts program had no enrollment during the team visit, but the campus plans to offer the program when students enroll in the program.
- \*\* The culinary arts programs offered by Lincoln Culinary Institute, a division of Lincoln College of Technology, are programmatically accredited by the American Culinary Federation Foundation Accrediting Commission (ACFFAC) effective June 30, 2011 through June 30, 2018.
- \*\*\* The computer and network support technician program with 24 hours of general education required was mistakenly approved as an occupational associate's degree program, but it should have been approved as an academic associate's degree program. Thus, the team evaluated the program both as an academic associate's degree and an occupational associate's degree program with the understanding that the program will be appropriately approved by ACICS.

\*\*\*\* During the new grant visit, the academic associate's degree in nursing was reviewed as a separate out of scope report.

## INTRODUCTION

Lincoln College of Technology (LCT) was founded in 1982 as New England Institute of Technology at Palm Beach (New England Tech/NET) by New England Institute of Technology (NEIT) of Warwick, Rhode Island. In 1987 NET expanded its program offerings into the culinary field and founded the Florida Culinary Institute (FCI) as a division of NET. In 2002 NET received approval from the Florida Commission for Independent Education to award associate's degrees and received senior college status in 2004. In 2006 NET/FCI was purchased by Lincoln Educational Services Corporation. As a result, NET was renamed Lincoln College of Technology. In 2008 the Euphoria Institute of Beauty Arts and Sciences was instituted as an additional operation division of the college, and later in 2010 Florida Culinary Institute was renamed Lincoln Culinary Institute.

The main campus of LCT is located at 2419 Metrocentre Blvd. in West Palm Beach, Florida, and consists of two buildings. The main building is a three-story building totaling 65,040 square feet. The first and second floors of this building are completed and include administrative offices, 34 computer labs and theory classrooms, a bookstore, a library, and a student break area. The nearby culinary building, located at 2400 Metrocentre Blvd., consists of a two-story building totaling 24,987 square feet. This building includes nine theory classrooms, seven commercial kitchens, Café Protégé, and administrative offices. The campus addition facilities, located at 1126 53rd Court, consist of two adjoining buildings. The first building is one story, consists of 7,034 square feet, and houses part of the automotive technology programs. The second building is two stories, consists of 20,000 square feet, and houses the rest of the automotive technology programs as well as the refrigeration, air conditioning and heating technology programs. These two buildings at the campus addition contain 24 theory and lab classrooms and administrative offices for the two programs. The campus has ample parking for students, faculty, and staff in well-lit, security patrolled parking lots.

The student population at LCT is comprised of 63 percent males and 37 percent females. The breakdown of the current student body is as follows: 21 percent are 19 or less in age, 51 percent are 20-29 years of age, 18 percent are 30-39 years of age, 8 percent are 40-49 years of age, and 2 percent are 50 years of age and over. The ethnicity of the current student body is 32 percent are white, 37 percent are black or African-American, 23 percent are Hispanic, 5 percent are two or more races, 1 percent is Asian, and 2 percent are other or unknown.

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

### 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 four of the Lincoln College of Technology (LCT) School Catalog, West Palm Beach, Florida Campus 2014-2016, volume XXVI, revised April 2014.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes     No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes     No
- 1.04 Are the objectives reasonable for the following?  
 (a) The programs of instruction  
 Yes     No  
 (b) The modes of delivery.  
 Yes     No  
 (c) The facilities of the campus.  
 Yes     No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No

### CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?  
 Yes     No     Not Applicable
- 1.09 Does the CEP describe the following?  
 (a) The characteristics of the programs offered.  
 Yes     No  
 (b) The characteristics of the student population.  
 Yes     No  
 (c) The types of data that will be used for assessment.  
 Yes     No  
 (d) Specific goals to improve the educational processes.  
 Yes     No

(e) Expected outcomes of the plans.

Yes  No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes  No

(b) Student placement.

Yes  No  Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes  No  Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes  No  Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes  No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

Student learning outcomes analyzed by LCT include licensure/certification exam pass rates, cumulative grade point averages, class attendance, and level of student satisfaction. In addition, graduation and placement rates; rate of progress toward program completion; and assessments of written examinations, performance assignments, and comprehensive final exams are being compared and analyzed.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes  No  Not Applicable

(b) The data used by the campus to assess each outcome.

Yes  No  Not Applicable

(c) How the data was collected.

Yes  No  Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes  No  Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes  No  Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes  No  Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The campus has established proactive strategies to achieve its student retention goal that include:

- implement the early student engagement program,
- monitor attendance and contact students who are absent,
- encourage students to access tutoring and acquire assistance when needed,
- install bulletin boards throughout the facilities featuring campus life and honoring student achievements,

- conduct instructor development focusing on learning/teaching styles and classroom delivery, and
- monitor student satisfaction surveys for indicators positively affecting all major areas of the school.

To improve placement the following action plans have been established:

- conduct more networking events including career/job fairs to establish better employer relations;
- help students with interview, resume, and cover letter writing skills;
- use advisory board members to assist in student job placement;
- conduct workshops for soft skills and business etiquette to help students become better employees;
- build additional employer relations to increase job orders and assess employment trends as well as opportunities in the fields for which students are being prepared; and
- coordinate and facilitate increased use of guest speakers to motivate students.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes  No

(b) That specific activities listed in the plan have been completed.

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The campus effectiveness plan (CEP) and related data are compiled by the campus president with the help of various members of the leadership team including the vice president of admissions, director of culinary education, director of education/director of technical education, director of career services, director of administration, and librarian. The campus president is ultimately responsible for the CEP and oversees the implementation and monitoring of the plan. The CEP is periodically reviewed during the year by the leadership team and is revised and updated annually.

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 LCT campus is committed to an ongoing annual planning and campus effectiveness enhancement process. The CEP is appropriate for the West Palm Beach additional location campus.

## 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, Ms. Helen Carver, is responsible for the financial oversight of the LCT campus. She holds a bachelor's degree in English from Alliance College in Cambridge Springs, Pennsylvania and has worked for Lincoln Educational Services for over 12 years as campus president. Ms. Carver has served as campus president at the West Palm Beach campus for the last 3 years. Previously, she worked in educational leadership roles at various other career colleges for 16 years.

**GENERAL COMMENTS:**

The departmental organization of the administrative functions with checks and balances promotes a spirit of cooperation and open communication.

**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. Helen Carver, campus president, is the on-site administrator of the LCT campus. As previously stated, she holds a bachelor's degree in English from Alliance College in Cambridge Springs, Pennsylvania. She has over 28 years of management experience in the private career college industry. She started as a financial aid director, was promoted to regional student finance director, and then served as campus director/president at 5 different campuses for a total of 20 years. Ms. Carver attended an ACICS Accreditation Workshop in August 2013.

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:

The administrative functions at the LCT additional location campus are coordinated to achieve the educational mission.

#### 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team selected and reviewed 41 student files. Thirty files were associated with the 2013 CAR and included files of 10 graduates, 10 withdrawn students, and 10 students classified as “still enrolled” on June 30, 2013. Seven files were of current students on SAP warning. Two files of students who were academically dismissed as a result of failure to meet satisfactory academic progress requirements and two files of students who received transfer credits 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?  
 Mr. Nelson Comparetto, vice president of admissions, is responsible for the oversight of student recruitment. Mr. Comparetto holds a bachelor's degree in business administration from Parsons College located in Fairfield, Iowa. Mr. Comparetto has been in admissions for over 40 years. He has worked primarily with LCT since his first day on the job. Mr. Comparetto has worked at all levels of admissions including both regional and national. He is highly qualified to oversee the 10 admissions representatives.
- 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 for new students is ethical and compatible with the educational objectives of the campus. The team interviewed and surveyed students, interviewed admissions personnel, reviewed the Better Business Bureau (BBB) website, and reviewed current advertising materials. The majority of students interviewed are positive about the

admissions process; the surveys showed that 92% of the 310 respondents said that the admissions representatives accurately informed them regarding the courses and programs. In addition, the admissions representatives are knowledgeable about LCT's programs and policies. The West Palm Beach BBB website indicates that no complaints regarding recruiting practices have been filed and the campus has been awarded a BBB rating of A+.

- 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 53-55 of the 2014-2016 official college catalog, volume XXVI, revised April 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 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. Denise Carsillo, director of education, is responsible for the administration of satisfactory academic progress (SAP). Ms. Carsillo has an associate's degree in medical assisting from Palm Beach Community College as well as a bachelor's degree in organizational management and a master's degree in human relations development from Palm Beach Atlantic University. She has over 30 years of experience in professional and higher education having served as: a registered medical assistant, personnel manager, staffing coordinator, vice president of allied health, school president, director of academic services, and associate dean before coming to LTC. Ms. Carsillo is qualified to oversee SAP.

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. Elizabeth Layton is the director of financial aid. Ms. Layton has been working at the LCT campus in West Palm Beach since July 1993. She graduated from Saint Leo College located in St. Leo, Florida, with a bachelor's degree in marketing. Ms. Layton is a member of the state, regional, and national financial aid associations. She first served as

an assistant director of financial aid and then as director of financial aid at LCT for more than 20 years. She is well qualified to administer financial aid and supervise three financial aid assistants and one financial literacy advisor.

- 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. Elizabeth Layton, director of financial aid, belongs to the National Association of Student Financial Aid Administrators (NASFAA), the Southern Association of Student Financial Aid Administrators (SASFAA), and the Florida Association of Student Financial Aid Administrators (FASFAA). To stay current with regulation and policy changes, the financial aid director and the financial aid staff receive training through various webinars, workshops, and conferences. The team reviewed documentation supporting these professional development activities.
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes     No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes     No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes     No (*Skip to question 4.58.*)
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
 The campus offers student job placement services and academic counseling. For personal issues, the campus maintains a listing of services available to students in the West Palm Beach area. An orientation program is scheduled for each incoming class prior to the first day of classes. The purpose of this program is to acquaint students with the necessary requirements of applying for financial aid and/or housing and the rules and regulations of the campus and to issue their class assignments.
- 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. Joan Sherrard is responsible for the oversight of counseling students on employment opportunities. Ms. Sherrard has a bachelor's degree in business administration and a master's degree in business administration, both from the University of Phoenix. She has been director of career services for two years; and before joining LCT, she was director of career services at another ACICS accredited institution. Ms. Sherrard is qualified to oversee career services and supervise two career services assistants.

- 4.61 Does the campus offer employment assistance to all students?  
 Yes     No     Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes     No
- 4.63 Is the beginning enrollment on the most current Campus Accountability Report (CAR) the same as the ending enrollment reported on the previous year's CAR?  
 Yes     No

**(Section 3-1-303(a)):** The beginning enrollment on the 2013 CAR is 972, and the ending enrollment on the 2012 CAR is 973.

- 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.  
 In 2010 LCT hired a financial literacy advisor. The financial literacy advisor facilitates default aversion by working closely with the student population to ensure that they understand their rights and the responsibilities of borrowing under the Title IV and alternative loan programs. Mr. Andrew Sawyer, financial literacy advisor, maintains direct telephone and mail contact with students that have separated from school as they enter their grace period. In addition, he provides entrance and exit counseling to all loan borrowers, participates in orientation, and provides important information to incoming students about loan repayment.
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
 Extracurricular activities are limited and generally focus on career training. At the time of the visit, LCT has student involvement in the American Culinary Federation, cosmetology competitions, and the college's extracurricular wellness programs. The culinary students have attended many community events such as the feeding of the homeless at Thanksgiving. The culinary students are involved in culinary competitions both at the local and national levels.

**GENERAL COMMENTS:**

The campus adequately deals with all aspects of student relations. The randomly selected files reviewed by the team are well organized and complete. The student relations staff is competent and well liked by the students.

**COMMENDATIONS:**

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 Mr. Nelson Comparetto, vice president of admissions; Ms. Joan Sherrard, director of career services; and Ms. Elizabeth Layton, director of financial aid. These three individuals are assets to the campus.

**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. Denise Carsillo, director of education, is assigned to oversee the educational activities of all programs classified as technology. These include medical assisting, dental, cosmetology, business, automotive, and HVAC. She also oversees the general education courses. The culinary arts and nursing programs are overseen by Chef David Pantone and Ms. Kathleen Brown, respectively. Ms. Carsillo has an associate's degree in medical assisting from Palm Beach Community College as well as a bachelor's degree in organizational management and a master's degree in human relations development from Palm Beach Atlantic University. She has approximately 30 years of experience in professional and higher education having served as a registered medical assistant, personnel manager, staffing coordinator, vice president of allied health, school president, director of academic services, and associate dean prior to coming to LCT. She has attended a variety of in-services offered by LCT and has attended conferences of the Florida Association of Postsecondary Schools and Colleges Administrators.

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 three directors of education are full time and have no teaching responsibilities. Some programs have lead instructors to assist with programmatic guidance to assist the directors. These directors represent the campus and are consulted by corporate in matters pertaining to their areas of expertise. Together with their counterparts at other campuses, they have the responsibility to assist with the development and administration of the career education programs.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes  No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes  No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

Yes  No

(b) Selection of course materials, instructional equipment and other educational resources.

Yes       No

(c) Systematic evaluation and revision of the curriculum.

Yes       No

(d) Assessment of student learning outcomes.

Yes       No

(e) Planning for institutional effectiveness.

Yes       No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes       No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes       No (*Skip to question 5.10*)

#### FOR 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?

The following number of calls was made to employers or graduates for the following programs:

Diploma in Culinary Arts: 5,

Occupational Associate's degree in Culinary Arts: 7,

Diploma in International Baking and Pastry: 4,

Occupational Associate's degree in International Baking and Pastry: 5, and

Bachelor's degree in Culinary Management: 3.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Diploma in Culinary Arts: 1,

Occupational Associate's degree in Culinary Arts: 5,

Diploma in International Baking and Pastry: 1,

Occupational Associate's degree in International Baking and Pastry: 3, and

Bachelor's degree in Culinary 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 12 of the calls where contact was made confirmed the employment of graduates as reported on the 2013 CAR.

- 5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes     No     Not Applicable
- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?  
 Yes     No
- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes     No
- 5.16 What provisions are made for individual differences among students?  
 The campus uses faculty advisors to address individual differences with students. These are one-on-one sessions with each student to determine their progress in a given course. If the student is experiencing difficulties, (s)he might be referred for tutoring sessions or, if warranted, to the director of education for further advising. Faculty members are encouraged to utilize a variety of delivery methods to help address any learning differences students may have in a given course.
- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 Generally, changes to the curricula come from and are finally approved by the corporate curriculum committee. Subject specialists consult with the advisory boards to determine any changes which should be made to the program curricula. Each campus relies heavily on student evaluations and faculty observations to make recommendations to the corporate specialists. There are appropriate forms on the intranet which allow faculty also to recommend revisions to the specialists. Additionally, graduate and employer surveys are helpful in determining if the campus is providing students with the necessary skills needed for employment in today's workplace.
- 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)

The campus accepts transfer credits from other accredited institutions. The campus catalog (page 56) describes the process.

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 certificates of participation are on file in each faculty folder. The campus also maintains a binder, which contains the in-service schedule for the year, copies of the certificates of completion, and copies of the PowerPoint presentations for the in-services that have been completed.

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).  
As previously noted, the main campus of LCT is located at 2419 Metrocentre Blvd. in West Palm Beach, Florida, and consists of two buildings. The main building is a three-story building totaling 65,040 square feet. The first and second floors of this building are completed and include administrative offices, 34 computer labs and theory classrooms, a bookstore, a library, and a student break area. The nearby culinary building, located at 2400 Metrocentre Blvd., consists of a two-story building totaling 24,987 square feet. This building includes nine theory classrooms, seven commercial kitchens, Café Protégé, and administrative offices. The campus has ample parking for students, faculty, and staff in well-lit, security patrolled parking lots.

6.02 Does the campus utilize any additional space locations?

Yes  No

6.03 Does the campus utilize campus additions?

Yes  No

If *Yes*, list the name and address of each campus addition and identify any administrative services offered at the site. *(Please see section 13 for additional information)*

The campus addition facilities, located at 1126 53rd Court, consist of two adjoining buildings. The first building is one story, consists of 7,034 square feet, and houses part of the automotive technology programs. The second building is two stories, consists of 20,000 square feet, and houses the rest of the automotive technology programs as well as the refrigeration, air conditioning and heating technology programs. These two buildings at the campus addition contain 24 theory and lab classrooms as well as administrative offices for the two programs.

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

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 the computer and network support technician program. As is outlined in the computer and network support technician program section of the report, the computer hardware designated to be used in the program is not current or adequate and thus is not appropriate to support the program offering.

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 facilities provide an environment that supports the teaching, learning, and administrative activities. The facilities have a professional appearance with contemporary furnishings and are nicely maintained. The numerous bulletin boards and posters utilized throughout the buildings display program and career information as well as student success stories.

## 7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The team reviewed the Lincoln College of Technology West Palm Beach, Florida 2014-2016 catalog, volume 26 and addendums.

- 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 utilizing: various print publications, the campus website, and television and radio 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 (Skip to Question 7.14.)

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes  No

7.14 Does the campus utilize services funded by third parties?

Yes  No (Skip to Question 7.15.)

- 7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?  
 Yes  No
- 7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- 7.17 What institutional performance information does the campus routinely provide to the public?  
 The institutional performance information that is routinely provided to the public includes program retention and placement rates.
- Where is this information published and how frequently is this information being updated?  
 This information is published on the campus website and 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, faculty, and administrators of the campus continually evaluate the suitability of the collections and resources related to the programs offered. The corporate office also reviews what databases are available to ensure that the virtual library is up to date and relevant.
- 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, 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 current year's library budget is \$8,972 for acquisition of books, CDs, DVDs, and subscriptions to EBSCO and magazines.
- 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 team's visit, the campus' operational library budget was in deficit by \$2,623 for the fiscal year. The fiscal year for this institution is January to December.
- 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 AND BACHELOR'S DEGREES ONLY

- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?  
 During faculty interviews and meetings, the team was informed that the faculty assign research projects in accordance with the requirements of the 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 LCT system utilizes Infotrac as its primary on-line program to access databases relevant to the courses currently offered at each campus. Some of these databases include: Gale Virtual Reference Library, General Onefile, Infotrac Newstand, Nursing and Allied Health Collection, Chilton Library, Nursing Resource Center, and EBSCO.

- 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. Ambrose Thompson is the on-site librarian. He has a bachelor's degree in liberal arts from the University of Massachusetts and a master's degree in library science from Texas Women's University. Prior to coming to LCT in August 2013, he had worked as a library volunteer, a library assistant, and a senior librarian. Mr. Thompson works 40 hours per week, the same hours that the library is available to students. He is the only librarian. There are no library assistants currently.
- 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

**9. PROGRAM EVALUATION****Diploma in Dental Assisting****Occupational Associate's degree in Dental Office Management****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)

- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Diane Gant is the lead instructor for the occupational associate's degree program in dental office management and the diploma program in dental assisting. Ms. Gant holds an associate's degree in dental assisting from Palm Beach Community College. She is a certified dental assistant and is licensed in the State of Florida for expanded functions and dental radiology. Ms. Gant has 30 years of experience as a dental assistant and 5 years experience as a dental assisting instructor. Ms. Gant has the academic and experiential qualifications to manage the dental assisting and dental office management 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:  
Diploma in Dental Assisting  
 (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
- Occupational Associate's degree in Dental Office Management  
 (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).  
 Field trips are used to enrich the occupational associate's degree program in dental office management and the diploma program in dental assisting. Past community enrichment experiences include: participating in a Health & Wellness

Festival featuring Dr. Oz, providing oral health instruction to the All About Kids Learning Center, and working with local dentists to provide free dental care to migrant farm workers. An allied health advisory board comprised of dental professionals and other allied health personnel provides guidance to the program regarding industry standards, training, program effectiveness, and employment standards.

- 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 was made to employers or graduates for the following programs:

Diploma in Dental Assisting: 6 and

Occupational Associate's degree in Dental Office Management: 2.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Diploma in Dental Assisting: 5 and

Occupational Associate's degree in Dental Office Management: 1.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All six of the calls where contact was made confirmed the employment of graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes       No       Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes       No (Skip to question 9.24)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes     No     Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The out-of-class work required for each course is listed on the course syllabi and was verified by discussions with dental assisting and dental office management students. Also, physical examples of student homework that had been collected and graded were provided on-site by the dental lead instructor for the team to review.

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes     No

(b) Instructional equipment.

Yes     No

(c) Resources.

Yes     No

(d) Personnel.

Yes     No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes     No

(b) Well-defined instructional objectives.

Yes     No

(c) The selection and use of appropriate and current learning materials.

Yes     No

(d) Appropriate modes of instructional delivery.

Yes     No

(e) The use of appropriate assessment strategies.

Yes     No

(f) The use of appropriate experiences.

Yes     No

#### **FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes     No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes     No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes     No

**FOR OCCUPATIONAL ASSOCIATE'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 NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes       No

- 9.31 What is the current student/teacher ratio?

The current student/teacher ratio is 10:1, which represents a combination of students from both the diploma and the occupational associate's degree programs as they were enrolled in the same courses during the time of the team visit.

- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes       No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes       No
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes       No       Not Applicable (no students in the second year)
- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes       No

**9. PROGRAM EVALUATION****Diploma in Cosmetology****Occupational Associate's degree in Salon 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*)

If *Yes*, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The experienced faculty use modern equipment and professional grade supplies to fully prepare students for a successful career in the cosmetology and salon management industry. The campus has curriculum specific classrooms and practical training areas for cosmetology and salon management that are designed to replicate a daily real-world work environment. The programs are designed to develop students' technical skills as well as offer personal professional development. The Euphoria Institute of Beauty Arts & Sciences is an open-to-the public facility where patrons come in for beauty services from the students.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes  No

If *Yes*, what is the minimum pass rate set by the federal or state licensing requirements?

The state pass rate for cosmetology is 75 percent.

*Add additional qualifiers if necessary:* There is no state or federal pass rate for salon management.

(b) What are this program's pass rates for the past three years?

Year: 2011 Pass Rate: 54.6

Not Available

Year: 2012 Pass Rate: 80.24

Not Available

Year: 2013 Pass Rate: 76.0

Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?

Yes  No  Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Crystal Burlingame is the cosmetology supervisor. Ms. Burlingame has a cosmetology license from the Department of Business and Professional Regulation Board of Cosmetology in the State of Florida. She holds a cosmetology teacher license from the Commonwealth of Pennsylvania Department of State Bureau of Professional Occupational Affairs in the State of Pennsylvania. Her employment experiences include working at: Laurel Technical Institute as a cosmetology instructor, The Academy of Cosmetology as the director, Tri-State Beauty Institute as a cosmetology instructor, and Alternatives Salon and Spa as a microdermabrasionist.

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:

Diploma in Cosmetology

(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)

Occupational Associate's Degree in Salon Management

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes     No     Not Applicable (there were no students enrolled in the program)

(b) Student placement rate of 70 percent?

Yes     No     Not Applicable (there were no graduates of the program)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The community resources used to enrich the programs are: field trips, advisory board, and guest speakers. These resources enrich the programs by including: a field trip to the Four Arts Society to encourage sculpted hairstyling, a bi-annual advisory board meeting, and a guest artist from Great Clips to share clipper cutting knowledge with 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 was made to employers or graduates for the following programs:

Diploma in Cosmetology: 9 and

Occupational Associate's degree in Salon Management: 1.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Diploma in Cosmetology: 9 and

**Occupational Associate's degree in Salon Management: 1.**

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All 10 of the calls where contact was made confirmed the employment of graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes     No     Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes     No (*Skip to question 9.24*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes     No     Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes     No     Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Evidence that out-of-class work or the equivalency is being evaluated was verified by examining the students' EnGrade app on their mobile phones, which showed posted homework grades. The out-of-class work being required is listed in the course syllabi.

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes     No

(b) Instructional equipment.

Yes     No

(c) Resources.

Yes     No

(d) Personnel.

Yes     No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes     No

(b) Well-defined instructional objectives.

Yes     No

(c) The selection and use of appropriate and current learning materials.

Yes     No

(d) Appropriate modes of instructional delivery.

Yes     No

(e) The use of appropriate assessment strategies.

Yes     No

(f) The use of appropriate experiences.

Yes     No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes     No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes     No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes     No

**FOR OCCUPATIONAL ASSOCIATE'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 NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes     No

9.31 What is the current student/teacher ratio?

The student/teacher ratio is 9:1 in the diploma program in cosmetology and 2:1 in the occupational associate's degree program in salon management.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes     No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes     No

9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes     No

9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes     No     Not Applicable (no students in the second year)

9.36 Are the second-year courses based upon appropriate first-year prerequisites?

Yes     No

## 9. PROGRAM EVALUATION

### Occupational Associate'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. Denise Carsillo, director of education, is assigned to administer the business administration academic program and is assisted by Ms. Mindy White, lead instructor for the business administration program. Ms. Carsillo holds a master's degree in human resource development and a bachelor's degree in organizational management from the Palm Beach Atlantic University. She also holds an associate's degree in medical assistant from Palm Beach Community College. Ms. Carsillo first joined New England Tech in September 2004 as director of academic services. Later LCT changed her title to associate dean. In October 2012, Ms. Carsillo was promoted to director of education and was also assigned the duties of ESE coordinator on March 2012. Prior to joining LCT, Ms. Carsillo served in various higher education leadership positions including: school president, vice president, and allied health director. Ms. Mindy White, the business administration lead instructor, received both a master's degree and a bachelor's degree in business education from Southern Illinois University. She also has a master certification in Microsoft Office from Microsoft Corporation and has successfully completed several human resource and workforce management training programs as well as continuing education courses through the HR Certification Institute and the Society for Human Resource Management (SHRM). Ms. White has been with LCT (formerly New England Tech) since March 1985 when she was hired as a business administration instructor. Ms. White also taught at other colleges prior to joining LCT in West Palm Beach.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes     No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes     No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes     No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes     No     Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes     No     Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The campus uses community resources to fill a vital role in the enrichment of the program and enhances the students' educational experience by affording them an invaluable learning opportunity in the real world environments. In addition to the use of the program advisory committee to refine and update the curriculum, committee members are also used to provide students with experiences of honing their interview skills and learning about their career choice. The campus utilizes industry-based field trips and calls on prominent industry representatives and subject matter experts within the community to serve as guest speakers. According to the director of education, each faculty member is encouraged to have one guest speaker and conduct one field trip each term. The community resources binder provided to the team showed evidence of visitations to local businesses and/or attendance at professional events. The binder provided documentation of several field trips, including trips to: the Gardens Mall, the Loggerhead Marine Life Center, and the Palm Beach State College Gallery. During classroom visits by the team and the faculty meeting, both faculty and students corroborated the use of 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)

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 five calls made to employers or graduates of the program.

How many calls to employers or graduates were successful?

There were four 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 four calls that confirmed the employment of graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No  Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team reviewed all course syllabi and verified that an out-of-class grade category was included in each syllabus along with out-of-class activities noted in the courses' outlines. Out-of-class activities verified with the faculty included mastery assignments, exercises, end of chapter problems, and homework review questions. Grades were corroborated in the faculty electronic grade book system "EnGrade", which was demonstrated by the faculty.

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 OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

- 9.27 Is the size of the faculty appropriate to the total student enrollment?  
 Yes     No
- 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
- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes     No
- 9.31 What is the current student/teacher ratio?  
 The student/teacher ratio is 23:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes     No
- 9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes     No
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes     No     Not Applicable (no students in the second year)
- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No

## 9. PROGRAM EVALUATION

### Occupational 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?  
 Ms. Denise Carsillo, director of education, is assigned to administer the academic programs and is assisted by Mr. Kenneth Ray, lead instructor for the computer and network support technician program. Ms. Carsillo holds a master's degree in human resource development and a bachelor's degree in organizational management from the Palm Beach Atlantic University. She also holds an associate's degree in medical assistant from Palm Beach Community College. Ms. Carsillo first joined New England Tech in September 2004 as director of academic services. Later LCT changed

her title to associate dean. In October 2012 Ms. Carsillo was promoted to director of education and was also assigned the duties of ESE coordinator on March 2012. Prior to joining LCT, Ms. Carsillo served in various higher education leadership positions, including: school president, vice president, and allied health director. Mr. Kenneth Ray was assigned lead instructor for the computer and network support technician program. Mr. Ray holds a bachelor's degree in computer information from the University of Central Florida. Mr. Ray also has multiple information technology (IT) certifications, including CompTIA A+, Network+, Security+, and Cisco CCNA. Before joining LCT on March 2014, Mr. Ray worked as an IT instructor with Anthem Education, starting in January 2009. Additionally, Mr. Ray has held several different IT positions in the workplace since 2003.

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 (there were no students enrolled in the program)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (there were no graduates of the program)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The campus uses community and industry resources to fill a vital role in the enrichment of the program and enhancement of the students' educational experience by affording them an invaluable learning opportunity in real world environments. In addition to the use of the program advisory committee to refine and update the curriculum, committee members are also used to provide students with experiences of honing their interview skills and learning about their career choice. The campus utilizes industry-based field trips and calls on prominent industry representatives and subject matter experts within the community to serve as guest speakers. According to the director of education, each faculty member is encouraged to have one guest speaker and conduct one field trip each term. The community resources binder provided to the team showed evidence of visitations to local businesses and attendance at professional events, including a field trip to Tiger Direct, a local computer and electronics center. During classroom visits by the team and the faculty meeting, both faculty and students corroborated the use of 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)

- 9.16 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes     No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes     No
- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes     No     Not Applicable (there have been no graduates)
- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes     No     Not Applicable  
 At the time of the team’s visit, there are no graduates of the computer and network support technician program.
- 9.20 Does the campus participate in Title IV financial aid?  
 Yes     No (Skip to question 9.24)
- 9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes     No     Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team reviewed all course syllabi and verified that an out-of-class grade category was included in each syllabus along with out-of-class activities noted in the courses’ outlines. Out-of-class activities verified with the faculty included exercises, problems, and homework review questions. Grades were corroborated in the faculty electronic grade book system "EnGrade", which was demonstrated by the faculty.

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes     No
- (b) Instructional equipment.  
 Yes     No
- (c) Resources.  
 Yes     No
- (d) Personnel.  
 Yes     No

If *No* for any item, insert the section number in parentheses and explain:

**(Section 3-1-531(a)):** According to the program objectives, students are required to perform hands-on learning activities leading to mastering the fundamental networking skills. This includes configuring, installing, and testing local area network (LAN), wide area network (WAN), hubs, routers, switches, controllers, multiplexers, wireless network devices, and other related networking equipment. The team finds that the program does not currently provide

the faculty and students with the appropriate equipment and tools to perform the hands-on activities required to achieve and master the proper skills required in the workplace, including some of today's fundamental network skills such as VPN management, VLANs, and Voice Over IP (VIOP). Required networking equipment and tools needed include and is not limited to:

- Computer servers with multi-core 64 bit hardware platforms,
- Adequate number of routers and switches,
- Adequate number of wireless routers and access points,
- Network circuit tester and network analyzers,
- Network monitoring software,
- Network security or virtual private network VPN management software, and
- Widely used operating system software including but not limited to Microsoft Windows, Apple OS, Linux, and Microsoft Hyper-V Server.

Additionally, both students and faculty noted that while the students are provided with a 64 bit platform on their student issued laptops, they do not have access to a 64 bit hardware platform to be able to install and configure Windows servers. Also, the faculty does not have the same equipment as the students. Thus, to replicate any problems or demonstrate to the students the faculty has to borrow or use a laptop from one of the students.

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

(c) The selection and use of appropriate and current learning materials.

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

If *No* for any item, insert the section number in parentheses and explain:

**(Section 3-1-532(b)(c)):** According to the U.S. Department of Labor, ONET, and other sources, a computer network technician tends to focus more on configuring and defining parameters for installation and testing of local area networks (LAN), wide area networks (WAN), hubs, routers, switches, controllers, multiplexers, wireless network devices, and other related networking equipment in addition to troubleshooting and evaluating LAN and WAN performances to identify the causes of networking problems using diagnostic testing software and equipment. These objectives should be aligned with the most recognized industry certifications to provide students with better opportunities for employment. The appropriate networking equipment and tools should also be implemented at each stage of the hands-on learning activities to ensure that each student achieves these objectives.

#### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 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 DEGREES ONLY**

- 9.29 Are teaching loads reasonable?  
 Yes  No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes  No
- 9.31 What is the current student/teacher ratio?  
The current student/teacher ratio is 4:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes  No
- 9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes  No
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No

If No, insert the section number in parentheses and explain:

**(Section 3-3-203):** According to the standards of other collegiate institutions offering the same degree program curriculum, a computer networking and support technician must have extensive knowledge of network connectivity; protocols; network security devices; network types, including wireless, fiber optic, or Cat5; and common operating systems such as Windows and UNIX. The team finds that the computer and network support technician program offered at LCT in West Palm Beach does not quantitatively and qualitatively approximate to other similar programs, also cited in Section 3-1-531(a) and Section 3-1-532(b).

9.35 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)

9.36 Are the second-year courses based upon appropriate first-year prerequisites?  
 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

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No

If No, insert the section number in parentheses and explain:

**(Section 3-4-203):** According to the standards of other collegiate institutions offering the same degree program curriculum, a computer networking and support technician must have extensive knowledge of network connectivity; protocols; network security devices; network types, including wireless, fiber optic, or Cat5; and common operating systems such as Windows and UNIX. The team finds that the computer and network support technician program offered at LCT in West Palm Beach does not quantitatively and qualitatively approximate to other similar programs, also cited in Section 3-1-531(a) and Section 3-1-532(b).

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes     No     Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No     Not applicable

#### 9. PROGRAM EVALUATION

##### Diploma in Medical Assisting

##### Occupational Associate's degree in Medical Office Management

#### FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes     No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Denise Carsillo, director of education, is assigned to oversee the educational activities of all programs classified as technology. This includes the medical assisting and medical office management programs. Ms Carsillo has an associate's degree in medical assisting from Palm Beach Community College as well as a bachelor's degree in organizational management and a master's degree in human relations development from Palm Beach Atlantic University. She has approximately 30 years of experience in professional and higher education having served as a registered medical assistant, personnel manager, staffing coordinator, vice president of allied health, school president, director of academic services, and associate dean prior to coming to LCT.

- 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:  
Diploma in Medical Assisting  
 (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
- Occupational Associate's degree in Medical Office Management  
 (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 programs make use of an advisory board, guest speakers, field trips, and externship sites at area doctor's offices and clinics to enhance the curricula. Guest speakers most recently spoke on infection control and shoulder surgery. Students have also participated in health fair screenings.
- 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 was made to employers or graduates for the following programs:

Diploma in Medical Assisting: 4 and

Occupational Associate's degree in Medical Office Management: 3.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Diploma in Medical Assisting: 4 and

Occupational Associate's degree in Medical Office Management: 1.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All five of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes     No     Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes     No (*Skip to question 9.24*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes     No     Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes     No     Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team reviewed all course syllabi and verified that an out-of-class grade category was included in each syllabus along with out-of-class activities noted in the courses' outlines. Out-of-class activities verified with the faculty

included mastery assignments, exercises, end of chapter questions, and homework review questions. Grades were verified in the faculty electronic grade book system "EnGrade", which was demonstrated by the faculty.

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes     No
  - (b) Instructional equipment.  
 Yes     No
  - (c) Resources.  
 Yes     No
  - (d) Personnel.  
 Yes     No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes     No
  - (b) Well-defined instructional objectives.  
 Yes     No
  - (c) The selection and use of appropriate and current learning materials.  
 Yes     No
  - (d) Appropriate modes of instructional delivery.  
 Yes     No
  - (e) The use of appropriate assessment strategies.  
 Yes     No
  - (f) The use of appropriate experiences.  
 Yes     No

#### **FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes     No
- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes     No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?  
 Yes     No

#### **FOR OCCUPATIONAL ASSOCIATE'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 NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes     No
- 9.31 What is the current student/teacher ratio?  
 The classes in session on the days of the visit included students enrolled in the diploma in medical assisting and the occupational associate's degree in medical office management programs. Class sizes are small and the combined student/teacher ratio is 6:1. Students enrolled in the two programs were taking the same courses during the time of the team visit.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes     No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes     No
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes     No     Not Applicable (no students in the second year)
- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No

**9. PROGRAM EVALUATION****Diploma in Automotive Technology****Occupational Associate's degree in Automotive Technology****Bachelor's degree in Automotive 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?

Mr. Sean Standard is the education supervisor at the LCT campus addition and is assigned to administer the automotive programs. Mr. Standard holds an associate's degree in automotive technology from LCT in West Palm Beach, Florida. Mr. Standard joined LCT as an automotive instructor in January 2009. Prior to joining LCT, Mr. Standard worked as an auto shop owner and manager. Mr. Standard also holds two automotive certifications from Automotive Service Excellence (ASE), Master Automotive Technician and Medium Heavy Truck 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 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:  
Diploma in Automotive Technology  
 (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)
- Occupational Associate's degree in Automotive Technology  
 (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
- Bachelor's degree in Automotive Technology  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes     No     Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70 percent?  
 Yes     No     Not Applicable (there are no graduates of the program)

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The automotive technology programs utilize a variety of fieldtrips to enhance the curricula of the programs. Recent visits include: Atlantic Auto Parts, where the students took suspension and brake components apart on different vehicles; Palm Beach International Raceway, to discuss relationships between gear reduction and rapid acceleration,

which is the essence of drag racing; and LKQ Salvage Yard, to examine the identification and recycling of EPA regulated parts.

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*)

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards

Yes  No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes  No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes  No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes       No

(i) Assessment criteria

Yes       No

(j) Method of evaluating students

Yes       No

(k) Date the syllabus was last reviewed

Yes       No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes       No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes       No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes       No       Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers or graduates for the following programs:

Diploma in Automotive Technology: 8,

Occupational Associate's degree in Automotive Technology: 10, and

Bachelor's degree in Automotive Technology: (no program graduates).

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Diploma in Automotive Technology: 4 and

Occupational Associate's degree in Automotive Technology: 7.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All 11 of the calls where contact was made confirmed the employment of graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes       No       Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 9.24*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes     No     Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team verified the use and grading of out-of-class work in the automotive technology programs. The team reviewed the course syllabi and examined samples of homework assignments that had been graded and recorded in EnGrade, the campus electronic grade book system.

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, 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 AND BACHELOR'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 BACHELOR'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?

The student/teacher ratio is 16:1 in the diploma and occupational associate's programs in automotive technology.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes     No

If *No*, insert the section number in parentheses and explain:

(Section 3-2-106(c) & 3-3-305(c)): Though the overall student-to-teacher ratio is appropriate, some lab classes do not have an appropriate student-teacher ratio to meet course objectives. The team observed 28 students in the AT201WP Gasoline Engine Operation and Advanced Electrical (day) class. The schedule that was provided to the team shows 31 students enrolled in the class. The automotive technology students interviewed also stated that the large size of the class was often a challenge. Large class sizes were also noted on the course schedule provided by the campus for two other automotive technology courses: AT111WP Electrical Systems, A/C and Accessories (day) with 31 students and AT113WP Brakes, Steering and Suspension Systems (day) with 33 students. The team finds the student-teacher ratio in the large classes is not conducive to the learning activities given the hands-on nature of the automotive technology programs and the objectives covered.

#### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes     No

- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes     No     Not Applicable (no students in the second year)
- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No

#### **FOR BACHELOR'S DEGREES ONLY**

- 9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes     No
- 9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes     No
- 9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes     No     Not Applicable (institution offers all four years of the degree)
- 9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes     No     Not Applicable (no students in the third and fourth years)
- 9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes     No

#### **9. PROGRAM EVALUATION**

##### **Diploma in Refrigeration, Air Conditioning and Heating Technology**

##### **Occupational Associate's degree in Refrigeration, Air Conditioning and Heating 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?  
 Mr. Frank Sandrini is the lead instructor assigned to administer the program. Mr. Sandrini is a graduate from Lincoln College of Technology in the refrigeration, air conditioning and heating technology program. Mr. Sandrini also has a universal certification for EPA 608 from Pennsylvania College of Technology. These requirements meet the state requirements for teaching the program in the State of Florida. Mr. Sandrini also has six years of excellent field 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:  
Diploma in Refrigeration, Air Conditioning and Heating Technology  
 (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)
- Occupational Associate's degree in Refrigeration, Air Conditioning and Heating Technology  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes     No     Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70 percent?  
 Yes     No     Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The campus calls upon local industry representatives as guest speakers, such as Mr. Gil Ledux from Uniweld, Inc. Also, the campus provides students with industry-based field trips, such as participating in HVAC trade shows. These planned interactions with industry representatives enable students to network with industry leaders and sales representatives from around the country who are introducing new products of the major industry suppliers such as Carrier, Trane, and Goodman. Also, an active advisory board is utilized by the programs to provide curriculum review and input, current trends in the industry, and job placement assistance.
- 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 was made to employers or graduates for the following programs:

Diploma in Refrigeration, Air Conditioning and Heating Technology: 9 and

Occupational Associate's degree in Refrigeration, Air Conditioning and Heating Technology: 2.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Diploma in Refrigeration, Air Conditioning and Heating Technology: 7 and

Occupational Associate's degree in Refrigeration, Air Conditioning and Heating Technology: 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 nine of the calls where contact was made confirmed the employment of graduates as reported on the 2013 CAR.

- 9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes     No     Not Applicable
- 9.20 Does the campus participate in Title IV financial aid?  
 Yes     No (*Skip to question 9.24*)
- 9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes     No     Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Students are required to complete out-of-class work that includes answering the end-of-chapter questions and describing key terms of the chapters in writing. All homework is required to be turned in and is graded. This homework is worth 25 percent of the final course grade as stated in the course syllabi. Both students and faculty verified that the out-of-class work is required as stated in the syllabi and is evaluated and recorded in EnGrade, the campus grade book system.

- 9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

(c) The selection and use of appropriate and current learning materials.

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

**FOR OCCUPATIONAL ASSOCIATE'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 NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes       No

9.31 What is the current student/teacher ratio?

The current student/teacher ratio is 12:1 in the diploma and occupational associate's degree programs in refrigeration, air conditioning and heating technology.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes       No

#### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes       No

9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes       No

9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes       No       Not Applicable (no students in the second year)

9.36 Are the second-year courses based upon appropriate first-year prerequisites?

Yes       No

#### GENERAL COMMENTS:

Mr. Sandrini, lead instructor, is doing a commendable job keeping the refrigeration, air conditioning and heating technology programs up to date. The students enrolled in the programs are motivated and exhibited a positive attitude. These two programs have the potential to be exemplary programs.

#### Campus Addition

1. Who has responsibility for the administration of the campus addition? Describe the individual's academic credentials and professional experience. To whom does this individual report?

Mr. Sean Standard is the individual responsible for administrative oversight of the campus addition and academic oversight of the automotive technology programs. Mr. Standard holds an occupational associate's degree in auto technology from Lincoln College of Technology in West Palm Beach, Florida. In addition he has Master Automobile Technician and Medium/Heavy Truck Technician certification by Automotive Service Excellence (ASE). Mr. Standard reports to Ms. Denise Carsillo, director of education.

2. What is the distance (i.e. driving or walking distance) between the campus addition and the campus that has administrative oversight of it? Describe the provisions provided by the institution so that students may utilize services provided at the main or branch campus.

The campus addition is 2.5 miles from the additional location campus, which is the oversight campus. The students, who take their core courses at the campus addition, have full access to the services of the additional location, which is where they typically start their program with general education courses. Financial aid and career services staff from the additional location travel to meet with students at the campus addition, and they have designated offices at the campus addition for these meetings. In addition, the campus librarian spends time at the campus addition each week and will transport requested materials from the learning resource center at the additional location. All databases are the same at both locations.

3. Describe how appropriate provisions have been made for supervision and monitoring of the campus addition by the administration of the campus that is administratively responsible for the campus addition.

Mr. Sean Standard is the appointed administrator at the campus addition. The director of education comes over every other week, and the campus president is present each month at a minimum. Mr. Standard attends all meetings and updates at the additional location and is supported via phone for additional support. Due to the proximity, administrative staff is available at short notice to come to the campus addition.

4. Describe how students at the campus addition are provided with access to the following student services, identifying if services are provided at the campus addition or the campus that has oversight of the campus addition.

**Admissions:** As previously mentioned, students meet with enrollment at the campus addition, but if they select a program that is offered at the campus addition, they are then given a tour of the campus addition. They are also available by appointment to meet at the campus addition should the student not want to go the additional location.

**Financial Aid:** Financial Aid has designated office space at the campus addition where they can meet with students by appointment.

**Career Services:** Career services has designated office space to meet with students at the campus addition. Career services representatives are available by appointment and can always be accessed at the additional location due to proximity.

5. List all other campus additions operated by the oversight campus. (List ACICS ID Codes and location.)

There are no other campus additions associated with the Lincoln College of Technology West Palm Beach Campus.

6. Cite evidence that the campus addition employs appropriately experienced administrative staff members to support the initial class start. (List the number and type of individuals currently employed as well as plans for future positions.)

Currently the campus addition is solely supported by the same staff as the additional location. This is possible due to the proximity of the locations. As noted, Mr. Sean Standard serves as the administrator for the campus addition. Should the campus addition have additional enrollment which would necessitate additional staff, there is space available.

7. What is the total enrollment figure for the campus addition for the date of the visit? List total enrollment, total day enrollment, full- and part-time day enrollment, total evening enrollment, and full- and part-time evening enrollment.

The campus addition has a student population of 130 students. All enrolled students are full-time. Of the total population, 44 students attend during the day and 86 attend in the evening.

8. Cite evidence that appropriate personnel records, including official transcripts where necessary, are on file for all administrative staff and faculty located at the campus addition.

Transcripts were reviewed for all active instructors and staff for the campus addition. This report was completed in conjunction with a new grant of accreditation visit in which all files were reviewed.

9. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the campus addition location.

When a student inquires about enrollment in one of the two programs offered at the West Palm Beach campus addition, prospective students meet with an enrollment representative at the additional location and are then provided a tour of the campus addition. It is explained that only the strategies course and general education courses will be conducted at the additional location and all other courses for HVAC and automotive technology will be held at the campus addition.

10. List all courses and/or academic programs offered at the campus addition and the academic credential awarded. Identify any courses or programs which are not offered at the campus that has administrative responsibility for the campus addition.

With the exception of the introductory strategies course and all general education courses, all other courses for the HVAC and automotive technology programs are offered explicitly at the campus addition.

11. For all programs offered at the campus addition, list the individual responsible for administrative and academic oversight of each program and describe their qualifications. Describe how oversight of these programs is provided for students at the campus addition.

As previously stated, Mr. Sean Standard is the individual responsible for administrative oversight of the campus addition and academic oversight of the automotive programs. Mr. Standard holds an occupational associate's degree in auto technology from Lincoln College of Technology in West Palm Beach, Florida. In addition, he has Master Automobile Technician and Medium/Heavy Truck Technician certifications by ASE.

Mr. Frank Sandrini is the individual responsible for academic oversight of the HVAC programs at the campus addition. Mr. Sandrini holds a diploma in HVAC from Lincoln College of Technology in West Palm Beach, Florida, and a certificate in refrigerant transition and recovery.

12. Cite evidence that the campus addition employs a sufficient number of faculty members for the number of courses offered and the size of the student population. (List the number of faculty currently employed and the number of courses currently offered as well as any plans the institution may have to acquire faculty in the future.)

For the current term there are a total of 130 students enrolled in both the HVAC and automotive programs at the campus addition. These students are being served by nine instructors. Though students expressed praise for the

quality of the instructors, they also expressed concern over some lab sizes. This was cited by the team in the full report.

13. How does the administration of the campus addition ensure that students have access to proper instructional resource materials? (i.e. library materials)

The librarian for the campus addition is available to the students each week at the library on site. He transports requested materials from the learning resource center at the additional location to the library at the campus addition. The librarian takes input from instructors for materials and maintains a small library on site. All databases are the same at both locations.

14. List the instructional equipment available for faculty and student usage at the campus addition.

The campus addition solely supports the core courses for the automotive technology and HVAC programs, as such it contains fully equipped labs and auto bays to support these programs. In addition to the lab spaces, there are theory classrooms which all include projection systems. Of note in the facility are the chassis dyno and alignment dyno.

15. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the campus addition?

As previously stated, the campus addition facilities, located at 1126 53rd Court, consist of two adjoining buildings. The first building is one story, consists of 7,034 square feet, and houses part of the automotive technology programs. The second building is two stories, consists of 20,000 square feet, and houses the rest of the automotive technology programs as well as the refrigeration, air conditioning and heating technology programs. These two buildings at the campus addition contain 24 theory and lab classrooms and administrative offices for the two programs. The campus has ample parking for students, faculty, and staff in well-lit, security patrolled parking lots.

16. Cite evidence that the campus addition is authorized to operate by the state.

A copy of the License by Means of Accreditation was provided by the Commission for Independent Education dated February 1, 2013.

17. Cite evidence that the physical facility is in compliance with local fire, safety, and health codes. (certificate of occupancy, fire inspection, etc.)

A copy of the fire inspection that was dated March 8, 2013 was provided for review.

18. Describe how the campus addition is referenced in all advertising, including the catalog for the main or additional location.

The campus addition is not referenced in advertising material. Students start at the additional location for their strategies course and general education courses and then attend the campus addition for their core courses in HVAC and automotive technology. Since the campus addition is the sole facility for these two programs, students are informed and given a tour of the facility at the time of enrollment or inquiry into enrollment.

### 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 ending and beginning numbers do not match on the 2012 and 2013 CAR (page 18).
2.	<b>3-1-531(a) and 3-1-601</b>	One program does not have adequate instructional equipment and tools to support appropriate modes of instructional delivery (pages 25 and 51).
3.	<b>3-1-532(b)(c), 3-3-203, and 3-4-203</b>	One program does not approximate the standards at other institutions and curriculum does not evidence systematic planning for an appropriate mode of instructional delivery (pages 53 and 54).
4.	<b>3-2-106(c) and 3-3-305(c)</b>	The student teacher ratio in some lab classes does not allow for appropriate direct interaction and supervision by the instructor (pages 64-65).

**RECOMMENDATIONS FOR  
LINCOLN COLLEGE OF TECHNOLOGY  
WEST PALM BEACH, FLORIDA**

The evaluation team offers the following recommendations for the institution's consideration  
*(These recommendations are not included in the report seen by the Council):*

**Dental Assisting and Dental Office Management Programs:**

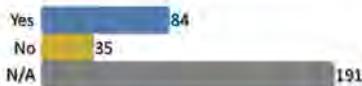
- Update the library holdings to include copies of current textbooks and resources available for dental assisting and dental office management. (For example, the current holdings include: a radiography techniques and safety textbook that was published in 2002, a nutrition textbook that was published in 1994, and an oral pathology textbook that was published in 2004.)
- Subscribe to additional hardcopy dental assisting and dental office management related journals for student perusal and use in the library.

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.

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.







## REEVALUATION VISIT REPORT

### LINCOLN COLLEGE OF TECHNOLOGY

2410 Metrocentre Blvd.  
West Palm Beach, FL 33407  
ACICS ID Code: 00020180

Ms. Helen Carver, Campus President (hcarver@lincolntech.com)  
acicswpb@lincolntech.com

#### MAIN CAMPUS

Lincoln Technical Institute  
1697 Oak Tree Road  
Edison, NJ 08820-2896  
ACICS ID Code: 00010950

#### CAMPUS ADDITION

Lincoln College of Technology  
1126 53<sup>rd</sup> Court  
West Palm Beach, FL 33407  
ACICS ID Code: 00022826

May 13-14, 2014

Mr. Lonnie Echernacht	Chair	University of Missouri-Columbia	Columbia, MO
Mr. Edgar Krissler	Student-Relations	Krissler Business Institute (Retired)	Newburgh, NY
Mr. Paul Lacroix	Educational Activities and Library	Johnson & Wales University (Retired)	Coventry, RI
Mr. Fawzi Ben Messaoud	Computer & Network Support/ Business Administration Specialist	CEO, Campus Performance	Carmel, IN

Ms. Stephanie Brown	Cosmetology Specialist	Kingdom Kreations Day Spa and Salon, LLC	Memphis, TN
Ms. Shelia Jean Vandebush	Dental Assisting/Dental Office Management Specialist	Sanford-Brown College	Dallas, TX
Ms. Tibby Loveman	Medical Assisting/Medical Office Management/Nursing Specialist	Nursing Educator (Retired)	Gadsden, AL
Mr. Michael Patton	Heating, Ventilation and Air Conditioning Specialist	Branford Hall Career Institute	Springfield, MA
Mr. Luis Hernandez	Automotive Specialist	Dewey University	Carolina, PR
Mr. Chad Hartman	Senior Accreditation Coordinator	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LINCOLN COLLEGE OF TECHNOLOGY  
WEST PALM BEACH, FLORIDA**

CREDENTIAL EARNED (As defined by the institution)	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 Science	Academic Associate's	Nursing****	1550	110	23/0	--	--	--	--
Diploma	Diploma	Automotive Technology	1140	72	93/0	76%	71%	81.1%	<b>59.6%</b>
Associate of Applied Science	Occupational Associate's	Automotive Technology	1350	92	74/0	70%	<b>67%</b>	88.4%	91.9%
Bachelor of Science	Bachelor's	Automotive Technology	2310	180	9/0	75%	n/a	--	--
Associate of Applied Science	Occupational Associate's	Business Administration	1020	90	23/0	86%	75%	87.0%	<b>58.3%</b>
Diploma	Diploma	Medical Assisting	870	57	13/0	72%	<b>67%</b>	86.2%	<b>50.9%</b>
Associate of Applied Science	Occupational Associate's	Medical Office Management	1210	91	16/0	80%	70%	<b>65.2%</b>	<b>42.1%</b>
Diploma	Diploma	Dental Assisting	870	56	39/0	81%	<b>68%</b>	81.9%	<b>66.2%</b>
Associate of Applied Science	Occupational Associate's	Dental Office Management	1210	90	9/0	77%	<b>60%</b>	76.2%	71.4%
Diploma	Diploma	Cosmetology	1200	72	17/0	76%	72%	80.2%	<b>46.2%</b>

Associate of Applied Science	Occupational Associate's	Salon Management	1540	106	10/0	--	--	65.6%	<b>45.5%</b>
Associate of Applied Science	Occupational Associate's	Computer & Network Support Technician***	1130	91.5	4/0	--	--	--	--
Diploma	Diploma	Culinary Arts**	720	58	66/0	79%	91%	83.7%	77.6%
Associate of Applied Science	Occupational Associate's	Culinary Arts**	1100	90	77/0	86%	81%	91.1%	89.3%
Bachelor of Science	Bachelor's	Culinary Management**	2000	180	54/0	73%	100%	92.5%	100%
Associate of Applied Science	Occupational Associate's	Italian Culinary Arts*/**	1705	122	0/0	--	--	--	--
Diploma	Diploma	International Baking and Pastry**	720	58	32/0	86%	74%	86.3%	90.6%
Associate of Applied Science	Occupational Associate's	International Baking and Pastry**	1100	90	32/0	92%	80%	94.0%	79%
Bachelor of Science	Bachelor's	Culinary Management - International Baking and Pastry**	2000	180	4/0	--	--	--	--
Diploma	Diploma	Refrigeration, Air Conditioning and Heating Technology	1140	72	59/0	70%	71%	72.4%	<b>66.7%</b>
Associate of Applied Science	Occupational Associate's	Refrigeration, Air Conditioning and Heating Technology	1350	92	25/0	90%	75%	79.6%	<b>66.7%</b>
<b>TOTAL ENROLLMENT</b>			<b>679</b>						

*Notes:* Type in bold any retention rate below 65 percent (programs >1 year in length) or 70 percent (programs =<1 in length) and any placement rate below 70 percent.

- \* The Italian culinary arts program had no enrollment during the team visit, but the campus plans to offer the program when students enroll in the program.
- \*\* The culinary arts programs offered by Lincoln Culinary Institute, a division of Lincoln College of Technology, are programmatically accredited by the American Culinary Federation Foundation Accrediting Commission (ACFFAC) effective June 30, 2011 through June 30, 2018.
- \*\*\* The computer and network support technician program with 24 hours of general education required was mistakenly approved as an occupational associate's degree program, but it should have been approved as an academic associate's degree program. Thus, the team evaluated the program both as an academic associate's degree and an occupational associate's degree program with the understanding that the program will be appropriately approved by ACICS.

\*\*\*\* During the new grant visit, the academic associate's degree in nursing was reviewed as a separate out of scope report.

## INTRODUCTION

Lincoln College of Technology (LCT) was founded in 1982 as New England Institute of Technology at Palm Beach (New England Tech/NET) by New England Institute of Technology (NEIT) of Warwick, Rhode Island. In 1987 NET expanded its program offerings into the culinary field and founded the Florida Culinary Institute (FCI) as a division of NET. In 2002 NET received approval from the Florida Commission for Independent Education to award associate's degrees and received senior college status in 2004. In 2006 NET/FCI was purchased by Lincoln Educational Services Corporation. As a result, NET was renamed Lincoln College of Technology. In 2008 the Euphoria Institute of Beauty Arts and Sciences was instituted as an additional operation division of the college, and later in 2010 Florida Culinary Institute was renamed Lincoln Culinary Institute.

The main campus of LCT is located at 2419 Metrocentre Blvd. in West Palm Beach, Florida, and consists of two buildings. The main building is a three-story building totaling 65,040 square feet. The first and second floors of this building are completed and include administrative offices, 34 computer labs and theory classrooms, a bookstore, a library, and a student break area. The nearby culinary building, located at 2400 Metrocentre Blvd., consists of a two-story building totaling 24,987 square feet. This building includes nine theory classrooms, seven commercial kitchens, Café Protégé, and administrative offices. The campus addition facilities, located at 1126 53rd Court, consist of two adjoining buildings. The first building is one story, consists of 7,034 square feet, and houses part of the automotive technology programs. The second building is two stories, consists of 20,000 square feet, and houses the rest of the automotive technology programs as well as the refrigeration, air conditioning and heating technology programs. These two buildings at the campus addition contain 24 theory and lab classrooms and administrative offices for the two programs. The campus has ample parking for students, faculty, and staff in well-lit, security patrolled parking lots.

The student population at LCT is comprised of 63 percent males and 37 percent females. The breakdown of the current student body is as follows: 21 percent are 19 or less in age, 51 percent are 20-29 years of age, 18 percent are 30-39 years of age, 8 percent are 40-49 years of age, and 2 percent are 50 years of age and over. The ethnicity of the current student body is 32 percent are white, 37 percent are black or African-American, 23 percent are Hispanic, 5 percent are two or more races, 1 percent is Asian, and 2 percent are other or unknown.

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

### 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 four of the Lincoln College of Technology (LCT) School Catalog, West Palm Beach, Florida Campus 2014-2016, volume XXVI, revised April 2014.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes     No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes     No
- 1.04 Are the objectives reasonable for the following?  
 (a) The programs of instruction  
 Yes     No  
 (b) The modes of delivery.  
 Yes     No  
 (c) The facilities of the campus.  
 Yes     No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No

### CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?  
 Yes     No     Not Applicable
- 1.09 Does the CEP describe the following?  
 (a) The characteristics of the programs offered.  
 Yes     No  
 (b) The characteristics of the student population.  
 Yes     No  
 (c) The types of data that will be used for assessment.  
 Yes     No  
 (d) Specific goals to improve the educational processes.  
 Yes     No

(e) Expected outcomes of the plans.

Yes  No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes  No

(b) Student placement.

Yes  No  Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes  No  Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes  No  Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes  No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

Student learning outcomes analyzed by LCT include licensure/certification exam pass rates, cumulative grade point averages, class attendance, and level of student satisfaction. In addition, graduation and placement rates; rate of progress toward program completion; and assessments of written examinations, performance assignments, and comprehensive final exams are being compared and analyzed.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes  No  Not Applicable

(b) The data used by the campus to assess each outcome.

Yes  No  Not Applicable

(c) How the data was collected.

Yes  No  Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes  No  Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes  No  Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes  No  Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The campus has established proactive strategies to achieve its student retention goal that include:

- implement the early student engagement program,
- monitor attendance and contact students who are absent,
- encourage students to access tutoring and acquire assistance when needed,
- install bulletin boards throughout the facilities featuring campus life and honoring student achievements,

- conduct instructor development focusing on learning/teaching styles and classroom delivery, and
- monitor student satisfaction surveys for indicators positively affecting all major areas of the school.

To improve placement the following action plans have been established:

- conduct more networking events including career/job fairs to establish better employer relations;
- help students with interview, resume, and cover letter writing skills;
- use advisory board members to assist in student job placement;
- conduct workshops for soft skills and business etiquette to help students become better employees;
- build additional employer relations to increase job orders and assess employment trends as well as opportunities in the fields for which students are being prepared; and
- coordinate and facilitate increased use of guest speakers to motivate students.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes  No

(b) That specific activities listed in the plan have been completed.

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The campus effectiveness plan (CEP) and related data are compiled by the campus president with the help of various members of the leadership team including the vice president of admissions, director of culinary education, director of education/director of technical education, director of career services, director of administration, and librarian. The campus president is ultimately responsible for the CEP and oversees the implementation and monitoring of the plan. The CEP is periodically reviewed during the year by the leadership team and is revised and updated annually.

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 LCT campus is committed to an ongoing annual planning and campus effectiveness enhancement process. The CEP is appropriate for the West Palm Beach additional location campus.

## 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, Ms. Helen Carver, is responsible for the financial oversight of the LCT campus. She holds a bachelor's degree in English from Alliance College in Cambridge Springs, Pennsylvania and has worked for Lincoln Educational Services for over 12 years as campus president. Ms. Carver has served as campus president at the West Palm Beach campus for the last 3 years. Previously, she worked in educational leadership roles at various other career colleges for 16 years.

**GENERAL COMMENTS:**

The departmental organization of the administrative functions with checks and balances promotes a spirit of cooperation and open communication.

**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. Helen Carver, campus president, is the on-site administrator of the LCT campus. As previously stated, she holds a bachelor's degree in English from Alliance College in Cambridge Springs, Pennsylvania. She has over 28 years of management experience in the private career college industry. She started as a financial aid director, was promoted to regional student finance director, and then served as campus director/president at 5 different campuses for a total of 20 years. Ms. Carver attended an ACICS Accreditation Workshop in August 2013.

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:

The administrative functions at the LCT additional location campus are coordinated to achieve the educational mission.

#### 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team selected and reviewed 41 student files. Thirty files were associated with the 2013 CAR and included files of 10 graduates, 10 withdrawn students, and 10 students classified as “still enrolled” on June 30, 2013. Seven files were of current students on SAP warning. Two files of students who were academically dismissed as a result of failure to meet satisfactory academic progress requirements and two files of students who received transfer credits 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?  
 Mr. Nelson Comparetto, vice president of admissions, is responsible for the oversight of student recruitment. Mr. Comparetto holds a bachelor's degree in business administration from Parsons College located in Fairfield, Iowa. Mr. Comparetto has been in admissions for over 40 years. He has worked primarily with LCT since his first day on the job. Mr. Comparetto has worked at all levels of admissions including both regional and national. He is highly qualified to oversee the 10 admissions representatives.
- 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 for new students is ethical and compatible with the educational objectives of the campus. The team interviewed and surveyed students, interviewed admissions personnel, reviewed the Better Business Bureau (BBB) website, and reviewed current advertising materials. The majority of students interviewed are positive about the

admissions process; the surveys showed that 92% of the 310 respondents said that the admissions representatives accurately informed them regarding the courses and programs. In addition, the admissions representatives are knowledgeable about LCT's programs and policies. The West Palm Beach BBB website indicates that no complaints regarding recruiting practices have been filed and the campus has been awarded a BBB rating of A+.

- 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 53-55 of the 2014-2016 official college catalog, volume XXVI, revised April 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 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. Denise Carsillo, director of education, is responsible for the administration of satisfactory academic progress (SAP). Ms. Carsillo has an associate's degree in medical assisting from Palm Beach Community College as well as a bachelor's degree in organizational management and a master's degree in human relations development from Palm Beach Atlantic University. She has over 30 years of experience in professional and higher education having served as: a registered medical assistant, personnel manager, staffing coordinator, vice president of allied health, school president, director of academic services, and associate dean before coming to LTC. Ms. Carsillo is qualified to oversee SAP.

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. Elizabeth Layton is the director of financial aid. Ms. Layton has been working at the LCT campus in West Palm Beach since July 1993. She graduated from Saint Leo College located in St. Leo, Florida, with a bachelor's degree in marketing. Ms. Layton is a member of the state, regional, and national financial aid associations. She first served as

an assistant director of financial aid and then as director of financial aid at LCT for more than 20 years. She is well qualified to administer financial aid and supervise three financial aid assistants and one financial literacy advisor.

- 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. Elizabeth Layton, director of financial aid, belongs to the National Association of Student Financial Aid Administrators (NASFAA), the Southern Association of Student Financial Aid Administrators (SASFAA), and the Florida Association of Student Financial Aid Administrators (FASFAA). To stay current with regulation and policy changes, the financial aid director and the financial aid staff receive training through various webinars, workshops, and conferences. The team reviewed documentation supporting these professional development activities.
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes     No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes     No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes     No *(Skip to question 4.58.)*
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
 The campus offers student job placement services and academic counseling. For personal issues, the campus maintains a listing of services available to students in the West Palm Beach area. An orientation program is scheduled for each incoming class prior to the first day of classes. The purpose of this program is to acquaint students with the necessary requirements of applying for financial aid and/or housing and the rules and regulations of the campus and to issue their class assignments.
- 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. Joan Sherrard is responsible for the oversight of counseling students on employment opportunities. Ms. Sherrard has a bachelor's degree in business administration and a master's degree in business administration, both from the University of Phoenix. She has been director of career services for two years; and before joining LCT, she was director of career services at another ACICS accredited institution. Ms. Sherrard is qualified to oversee career services and supervise two career services assistants.

- 4.61 Does the campus offer employment assistance to all students?  
 Yes     No     Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes     No
- 4.63 Is the beginning enrollment on the most current Campus Accountability Report (CAR) the same as the ending enrollment reported on the previous year's CAR?  
 Yes     No

**(Section 3-1-303(a)):** The beginning enrollment on the 2013 CAR is 972, and the ending enrollment on the 2012 CAR is 973.

- 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.  
 In 2010 LCT hired a financial literacy advisor. The financial literacy advisor facilitates default aversion by working closely with the student population to ensure that they understand their rights and the responsibilities of borrowing under the Title IV and alternative loan programs. Mr. Andrew Sawyer, financial literacy advisor, maintains direct telephone and mail contact with students that have separated from school as they enter their grace period. In addition, he provides entrance and exit counseling to all loan borrowers, participates in orientation, and provides important information to incoming students about loan repayment.
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
 Extracurricular activities are limited and generally focus on career training. At the time of the visit, LCT has student involvement in the American Culinary Federation, cosmetology competitions, and the college's extracurricular wellness programs. The culinary students have attended many community events such as the feeding of the homeless at Thanksgiving. The culinary students are involved in culinary competitions both at the local and national levels.

**GENERAL COMMENTS:**

The campus adequately deals with all aspects of student relations. The randomly selected files reviewed by the team are well organized and complete. The student relations staff is competent and well liked by the students.

**COMMENDATIONS:**

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 Mr. Nelson Comparetto, vice president of admissions; Ms. Joan Sherrard, director of career services; and Ms. Elizabeth Layton, director of financial aid. These three individuals are assets to the campus.

**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. Denise Carsillo, director of education, is assigned to oversee the educational activities of all programs classified as technology. These include medical assisting, dental, cosmetology, business, automotive, and HVAC. She also oversees the general education courses. The culinary arts and nursing programs are overseen by Chef David Pantone and Ms. Kathleen Brown, respectively. Ms. Carsillo has an associate's degree in medical assisting from Palm Beach Community College as well as a bachelor's degree in organizational management and a master's degree in human relations development from Palm Beach Atlantic University. She has approximately 30 years of experience in professional and higher education having served as a registered medical assistant, personnel manager, staffing coordinator, vice president of allied health, school president, director of academic services, and associate dean prior to coming to LCT. She has attended a variety of in-services offered by LCT and has attended conferences of the Florida Association of Postsecondary Schools and Colleges Administrators.

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 three directors of education are full time and have no teaching responsibilities. Some programs have lead instructors to assist with programmatic guidance to assist the directors. These directors represent the campus and are consulted by corporate in matters pertaining to their areas of expertise. Together with their counterparts at other campuses, they have the responsibility to assist with the development and administration of the career education programs.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes  No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes  No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

Yes  No

(b) Selection of course materials, instructional equipment and other educational resources.

Yes       No

(c) Systematic evaluation and revision of the curriculum.

Yes       No

(d) Assessment of student learning outcomes.

Yes       No

(e) Planning for institutional effectiveness.

Yes       No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes       No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes       No (*Skip to question 5.10*)

#### FOR 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?

The following number of calls was made to employers or graduates for the following programs:

Diploma in Culinary Arts: 5,

Occupational Associate's degree in Culinary Arts: 7,

Diploma in International Baking and Pastry: 4,

Occupational Associate's degree in International Baking and Pastry: 5, and

Bachelor's degree in Culinary Management: 3.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Diploma in Culinary Arts: 1,

Occupational Associate's degree in Culinary Arts: 5,

Diploma in International Baking and Pastry: 1,

Occupational Associate's degree in International Baking and Pastry: 3, and

Bachelor's degree in Culinary 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 12 of the calls where contact was made confirmed the employment of graduates as reported on the 2013 CAR.

- 5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
- Yes     No     Not Applicable
- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
- Yes     No
- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
- Yes     No
- 5.16 What provisions are made for individual differences among students?
- The campus uses faculty advisors to address individual differences with students. These are one-on-one sessions with each student to determine their progress in a given course. If the student is experiencing difficulties, (s)he might be referred for tutoring sessions or, if warranted, to the director of education for further advising. Faculty members are encouraged to utilize a variety of delivery methods to help address any learning differences students may have in a given course.
- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
- Generally, changes to the curricula come from and are finally approved by the corporate curriculum committee. Subject specialists consult with the advisory boards to determine any changes which should be made to the program curricula. Each campus relies heavily on student evaluations and faculty observations to make recommendations to the corporate specialists. There are appropriate forms on the intranet which allow faculty also to recommend revisions to the specialists. Additionally, graduate and employer surveys are helpful in determining if the campus is providing students with the necessary skills needed for employment in today's workplace.
- 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)

The campus accepts transfer credits from other accredited institutions. The campus catalog (page 56) describes the process.

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 certificates of participation are on file in each faculty folder. The campus also maintains a binder, which contains the in-service schedule for the year, copies of the certificates of completion, and copies of the PowerPoint presentations for the in-services that have been completed.

- 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).  
 As previously noted, the main campus of LCT is located at 2419 Metrocentre Blvd. in West Palm Beach, Florida, and consists of two buildings. The main building is a three-story building totaling 65,040 square feet. The first and second floors of this building are completed and include administrative offices, 34 computer labs and theory classrooms, a bookstore, a library, and a student break area. The nearby culinary building, located at 2400 Metrocentre Blvd., consists of a two-story building totaling 24,987 square feet. This building includes nine theory classrooms, seven commercial kitchens, Café Protégé, and administrative offices. The campus has ample parking for students, faculty, and staff in well-lit, security patrolled parking lots.

6.02 Does the campus utilize any additional space locations?

Yes  No

6.03 Does the campus utilize campus additions?

Yes  No

If *Yes*, list the name and address of each campus addition and identify any administrative services offered at the site. *(Please see section 13 for additional information)*

The campus addition facilities, located at 1126 53rd Court, consist of two adjoining buildings. The first building is one story, consists of 7,034 square feet, and houses part of the automotive technology programs. The second building is two stories, consists of 20,000 square feet, and houses the rest of the automotive technology programs as well as the refrigeration, air conditioning and heating technology programs. These two buildings at the campus addition contain 24 theory and lab classrooms as well as administrative offices for the two programs.

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

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 the computer and network support technician program. As is outlined in the computer and network support technician program section of the report, the computer hardware designated to be used in the program is not current or adequate and thus is not appropriate to support the program offering.

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 facilities provide an environment that supports the teaching, learning, and administrative activities. The facilities have a professional appearance with contemporary furnishings and are nicely maintained. The numerous bulletin boards and posters utilized throughout the buildings display program and career information as well as student success stories.

## 7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The team reviewed the Lincoln College of Technology West Palm Beach, Florida 2014-2016 catalog, volume 26 and addendums.

- 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 utilizing: various print publications, the campus website, and television and radio 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 *(Skip to Question 7.14.)*

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes  No

7.14 Does the campus utilize services funded by third parties?

Yes  No *(Skip to Question 7.15.)*

- 7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?  
 Yes     No
- 7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 7.17 What institutional performance information does the campus routinely provide to the public?  
 The institutional performance information that is routinely provided to the public includes program retention and placement rates.
- Where is this information published and how frequently is this information being updated?  
 This information is published on the campus website and 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, faculty, and administrators of the campus continually evaluate the suitability of the collections and resources related to the programs offered. The corporate office also reviews what databases are available to ensure that the virtual library is up to date and relevant.
- 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, 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 current year's library budget is \$8,972 for acquisition of books, CDs, DVDs, and subscriptions to EBSCO and magazines.
- 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 team's visit, the campus' operational library budget was in deficit by \$2,623 for the fiscal year. The fiscal year for this institution is January to December.
- 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 AND BACHELOR'S DEGREES ONLY

- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?  
 During faculty interviews and meetings, the team was informed that the faculty assign research projects in accordance with the requirements of the 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 LCT system utilizes Infotrac as its primary on-line program to access databases relevant to the courses currently offered at each campus. Some of these databases include: Gale Virtual Reference Library, General Onefile, Infotrac Newstand, Nursing and Allied Health Collection, Chilton Library, Nursing Resource Center, and EBSCO.

- 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. Ambrose Thompson is the on-site librarian. He has a bachelor's degree in liberal arts from the University of Massachusetts and a master's degree in library science from Texas Women's University. Prior to coming to LCT in August 2013, he had worked as a library volunteer, a library assistant, and a senior librarian. Mr. Thompson works 40 hours per week, the same hours that the library is available to students. He is the only librarian. There are no library assistants currently.
- 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

**9. PROGRAM EVALUATION****Diploma in Dental Assisting****Occupational Associate's degree in Dental Office Management****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)

- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Diane Gant is the lead instructor for the occupational associate's degree program in dental office management and the diploma program in dental assisting. Ms. Gant holds an associate's degree in dental assisting from Palm Beach Community College. She is a certified dental assistant and is licensed in the State of Florida for expanded functions and dental radiology. Ms. Gant has 30 years of experience as a dental assistant and 5 years experience as a dental assisting instructor. Ms. Gant has the academic and experiential qualifications to manage the dental assisting and dental office management 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:  
Diploma in Dental Assisting  
 (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
- Occupational Associate's degree in Dental Office Management  
 (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).  
 Field trips are used to enrich the occupational associate's degree program in dental office management and the diploma program in dental assisting. Past community enrichment experiences include: participating in a Health & Wellness

Festival featuring Dr. Oz, providing oral health instruction to the All About Kids Learning Center, and working with local dentists to provide free dental care to migrant farm workers. An allied health advisory board comprised of dental professionals and other allied health personnel provides guidance to the program regarding industry standards, training, program effectiveness, and employment standards.

- 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 was made to employers or graduates for the following programs:

Diploma in Dental Assisting: 6 and

Occupational Associate's degree in Dental Office Management: 2.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Diploma in Dental Assisting: 5 and

Occupational Associate's degree in Dental Office Management: 1.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All six of the calls where contact was made confirmed the employment of graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes       No       Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes       No (Skip to question 9.24)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

- Yes     No     Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The out-of-class work required for each course is listed on the course syllabi and was verified by discussions with dental assisting and dental office management students. Also, physical examples of student homework that had been collected and graded were provided on-site by the dental lead instructor for the team to review.

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

- Yes     No

(b) Instructional equipment.

- Yes     No

(c) Resources.

- Yes     No

(d) Personnel.

- Yes     No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

- Yes     No

(b) Well-defined instructional objectives.

- Yes     No

(c) The selection and use of appropriate and current learning materials.

- Yes     No

(d) Appropriate modes of instructional delivery.

- Yes     No

(e) The use of appropriate assessment strategies.

- Yes     No

(f) The use of appropriate experiences.

- Yes     No

#### **FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

- Yes     No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

- Yes     No

9.27 Is the size of the faculty appropriate to the total student enrollment?

- Yes     No

**FOR OCCUPATIONAL ASSOCIATE'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 NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes       No

- 9.31 What is the current student/teacher ratio?

The current student/teacher ratio is 10:1, which represents a combination of students from both the diploma and the occupational associate's degree programs as they were enrolled in the same courses during the time of the team visit.

- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes       No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes       No
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes       No       Not Applicable (no students in the second year)
- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes       No

**9. PROGRAM EVALUATION****Diploma in Cosmetology****Occupational Associate's degree in Salon 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*)

If *Yes*, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The experienced faculty use modern equipment and professional grade supplies to fully prepare students for a successful career in the cosmetology and salon management industry. The campus has curriculum specific classrooms and practical training areas for cosmetology and salon management that are designed to replicate a daily real-world work environment. The programs are designed to develop students' technical skills as well as offer personal professional development. The Euphoria Institute of Beauty Arts & Sciences is an open-to-the public facility where patrons come in for beauty services from the students.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes       No

If *Yes*, what is the minimum pass rate set by the federal or state licensing requirements?

The state pass rate for cosmetology is 75 percent.

*Add additional qualifiers if necessary:* There is no state or federal pass rate for salon management.

(b) What are this program's pass rates for the past three years?

Year: 2011      Pass Rate: 54.6

Not Available

Year: 2012      Pass Rate: 80.24

Not Available

Year: 2013      Pass Rate: 76.0

Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?

Yes       No       Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Crystal Burlingame is the cosmetology supervisor. Ms. Burlingame has a cosmetology license from the Department of Business and Professional Regulation Board of Cosmetology in the State of Florida. She holds a cosmetology teacher license from the Commonwealth of Pennsylvania Department of State Bureau of Professional Occupational Affairs in the State of Pennsylvania. Her employment experiences include working at: Laurel Technical Institute as a cosmetology instructor, The Academy of Cosmetology as the director, Tri-State Beauty Institute as a cosmetology instructor, and Alternatives Salon and Spa as a microdermabrasionist.

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:

Diploma in Cosmetology

(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)

Occupational Associate's Degree in Salon Management

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes     No     Not Applicable (there were no students enrolled in the program)

(b) Student placement rate of 70 percent?

Yes     No     Not Applicable (there were no graduates of the program)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The community resources used to enrich the programs are: field trips, advisory board, and guest speakers. These resources enrich the programs by including: a field trip to the Four Arts Society to encourage sculpted hairstyling, a bi-annual advisory board meeting, and a guest artist from Great Clips to share clipper cutting knowledge with 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 was made to employers or graduates for the following programs:

Diploma in Cosmetology: 9 and

Occupational Associate's degree in Salon Management: 1.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Diploma in Cosmetology: 9 and

**Occupational Associate's degree in Salon Management: 1.**

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All 10 of the calls where contact was made confirmed the employment of graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes     No     Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes     No (*Skip to question 9.24*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes     No     Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes     No     Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Evidence that out-of-class work or the equivalency is being evaluated was verified by examining the students' EnGrade app on their mobile phones, which showed posted homework grades. The out-of-class work being required is listed in the course syllabi.

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes     No

(b) Instructional equipment.

Yes     No

(c) Resources.

Yes     No

(d) Personnel.

Yes     No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes     No

(b) Well-defined instructional objectives.

Yes     No

(c) The selection and use of appropriate and current learning materials.

Yes     No

(d) Appropriate modes of instructional delivery.

Yes     No

(e) The use of appropriate assessment strategies.

Yes     No

(f) The use of appropriate experiences.

Yes     No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes     No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes     No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes     No

**FOR OCCUPATIONAL ASSOCIATE'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 NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes     No

9.31 What is the current student/teacher ratio?

The student/teacher ratio is 9:1 in the diploma program in cosmetology and 2:1 in the occupational associate's degree program in salon management.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes     No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes     No

9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes     No

9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes     No     Not Applicable (no students in the second year)

9.36 Are the second-year courses based upon appropriate first-year prerequisites?

Yes     No

## 9. PROGRAM EVALUATION

### Occupational Associate'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. Denise Carsillo, director of education, is assigned to administer the business administration academic program and is assisted by Ms. Mindy White, lead instructor for the business administration program. Ms. Carsillo holds a master's degree in human resource development and a bachelor's degree in organizational management from the Palm Beach Atlantic University. She also holds an associate's degree in medical assistant from Palm Beach Community College. Ms. Carsillo first joined New England Tech in September 2004 as director of academic services. Later LCT changed her title to associate dean. In October 2012, Ms. Carsillo was promoted to director of education and was also assigned the duties of ESE coordinator on March 2012. Prior to joining LCT, Ms. Carsillo served in various higher education leadership positions including: school president, vice president, and allied health director. Ms. Mindy White, the business administration lead instructor, received both a master's degree and a bachelor's degree in business education from Southern Illinois University. She also has a master certification in Microsoft Office from Microsoft Corporation and has successfully completed several human resource and workforce management training programs as well as continuing education courses through the HR Certification Institute and the Society for Human Resource Management (SHRM). Ms. White has been with LCT (formerly New England Tech) since March 1985 when she was hired as a business administration instructor. Ms. White also taught at other colleges prior to joining LCT in West Palm Beach.

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).