

## REPORT QUESTIONS

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

### 9. PROGRAM EVALUATION

Bachelor of Science in Criminal Justice (Residence and Online)

Bachelor of Science in Criminal Justice - Cyber Security (Residence and Online)

Associate of Applied Science in Criminal Justice (Residence and Online)

Associate of Applied Science in Criminology and Forensic Technology (Residence and Online)

Associate of Applied Science in Paralegal (Residence and Online)

Associate of Applied Science in Paralegal Studies (Residence and Online)

#### ALL PROGRAMS

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

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

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

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.adacs.org

**ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS**

Questions to specific standards for AAC and Campus  
**CAMPUS**

### 9. PROGRAM EVALUATION

[Name of Credential] in [Program Title]

#### ALL PROGRAMS

**Criteria is in paragraph preceding questions  
ACADEMIC ADMINISTRATIVE CENTER**

**Questions to specific standards for AAC and Campus  
CAMPUS**

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.

**2-1-809. STUDENT ACHIEVEMENT REVIEW**

The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of 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.

**3-1-512. PROGRAM PLANNING**

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

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

- Yes, all campuses       Yes, some campuses
- No

If *Yes*, list the relevant campuses.

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.

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

- Yes, all campuses       Yes, some campuses
- No

(b) If *Yes*, list the federal or state licensing agencies and their respective pass rates.

(c) What are this program's pass rates for the past three years? (*duplicate as needed*)

State:  
Year:  
Pass rate:  
Not Available

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.

Criteria is in paragraph preceding questions ACADEMIC ADMINISTRATIVE CENTER	Questions to specific standards for AAC and Campus CAMPUS
<p>State: Year: Pass rate: Not Available</p> <p>State: Year: Pass rate: Not Available</p> <p>State: Year: Pass rate: Not Available</p> <p>(d) Do the current year's program pass rates meet the minimum pass rate set by the council standard of 60%?</p> <p><input type="checkbox"/> Yes, all campuses   <input type="checkbox"/> Yes, some campuses <input checked="" type="checkbox"/> No</p> <p>List the campuses that fell below standard:</p> <p>If <i>No</i>, does the Institutional Effectiveness Plan (IEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?</p> <p><input type="checkbox"/> Yes   <input checked="" type="checkbox"/> No</p> <p>If <i>No</i>, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.</p> <p>Not applicable</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>9.02 Who is developed the academic program(s), and what are this person's qualifications?</p> <p>Mrs. Chastity Miller is the national chair responsible for curriculum development and oversight for all of the criminal justice and paralegal programs. Mrs. Miller received a Masters of Criminal Justice from South University and a Bachelor of Science in Organizational Leadership from Bluffton College.</p> <p>Mrs. Miller is a certified paralegal.</p> <p>Mrs. Miller has over seven years of professional</p>	<p>9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?</p>

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
<p>experience in both the paralegal and criminal justice fields.</p> <p>9.03 Does this individual possess appropriate academic or experiential qualifications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p> <p>9.04 Is there evidence that the program developer has sufficient authority and responsibility for the development and of the educational program(s)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p> <p>9.05 - reviewed at campus level</p>	<p>9.03 Does this individual possess appropriate academic or experiential qualifications? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p> <p>9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p> <p>9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>
<p><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.</p> <p>3-1-512. Program Planning. Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.</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 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.</li> <li>(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.</li> <li>(c) Resources of the community shall be utilized to enrich the program.</li> </ul>	
<p>9.06 Does the program meet the needs of its students and the requirements 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% at all campuses?</p>	<p>9.06 Does the program meet the needs of its students and the requirements 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%</p>

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Yes  No

(a) Student placement rate of 58% at all campuses?

Yes  No

If *No* for either item or if the data is not available, does the Institutional Effectiveness Plan (IEP) 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:

*Not Applicable for this institution.*

9.07 Is there a policy for developing community resource involvement at the campus level for this program?

Yes  No

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

Questions to specific standards for AAC and Campus  
**CAMPUS**

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:

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

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

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

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

**Glossary Definitions**

**Practicum.** 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.

**Independent Study.** 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

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

take independently should be limited.

**Syllabus.** 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.

- 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

If No, insert the section number in paren

theses 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:

- 9.12 Does the program use independent studies?

Yes  No (*Skip to Question 9.13.*)

- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

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

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Yes  No

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

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?

Yes  No

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

9.16 Is an appropriately detailed **master** syllabus on file for each course?

Yes  No

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

9.17 - reviewed at campus level

9.18 - reviewed at campus level

9.19 - reviewed at campus level (remotely, prior to visit)

Questions to specific standards for AAC and Campus  
**CAMPUS**

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?

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)

(a) How many calls to employers or graduates were attempted?

(b) How many calls to employers or graduates were successful?

(c) How many of the calls where contact was made with employers or graduates confirmed the

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

9.20 - reviewed at campus level

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:

**3-1-530—INSTRUCTION**

**3-1-531. Instructional Tools.** 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.

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

(a) Facilities

Yes  No  NA, reviewed at campus

(b) Instructional equipment

Yes  No  NA, reviewed at campus

(c) Resources

Yes  No

(d) Personnel

Yes  No  NA, reviewed at campus

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

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

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

**3-1-532. Instructional Components.** 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

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
<p>(f) the use of appropriate experiences.</p> <p>9.22 Are the following elements appropriately incorporated into the instructional components of the program?</p> <p>(a) Systematic planning. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(b) Well-defined instructional objectives. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(c) The selection and use of appropriate and current learning materials. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(d) Appropriate modes of instructional delivery. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(e) The use of appropriate assessment strategies. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(f) The use of appropriate experiences. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No for any item, insert the section number in parentheses and explain:</p>	<p>9.22 - reviewed at AAC</p>
<p><b>3-1-541. Faculty Preparation.</b> Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.</p> <p><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.</p> <p><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.</p> <p><b>3-2-104. Assignments.</b> 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>3-3-302. Assignments.</b> During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., 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.</p>	

**Criteria is in paragraph preceding questions  
ACADEMIC ADMINISTRATIVE CENTER**

**Questions to specific standards for AAC and Campus  
CAMPUS**

The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(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.

**3-4-302. Assignments.** 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.

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.

**3-5-302. Assignments.** 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.

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.

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

9.23 Is there a policy to address faculty assignments regarding teaching 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**

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

Yes  No

If *No*, insert the section number in parentheses, list the faculty

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

9.23 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**

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

Yes  No

If *No*, insert the section number in parentheses, list the faculty

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
---	---

and course, and explain:

and course, and explain:

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

9.25 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:

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

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

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

**3-3-304, 3-4-304, 3-5-304, & 3-6-504. Stability.** 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.

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  NA, hiring responsibility is at campus level

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  NA, hiring responsibility is at AAC

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

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

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

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

**3-4-303, 3-5-303, & 3-6-503. 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.

9.27 - reviewed at campus level

9.27 Are teaching loads reasonable?  
 Yes  No

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

**for nondegree programs AND occupational ASSOCIATE'S DEGREES only**

**for nondegree programs AND occupational ASSOCIATE'S DEGREES only**

INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.

3-2-100-FACULTY

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

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.

3-2-101 & 3-3-303. Teaching Load. 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.

9.28 Is there a policy addressing instructors teaching 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:

9.28 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:

**3-2-106 & 3-3-305. Student-Teacher Ratio.** 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:

- (a) the amount of lecture given by instructors in skills-building and practice classes;
- (b) the level of existing skills of the students;
- (c) 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
- (d) the use of technology in providing alternative instruction or evaluation.

9.29 - reviewed at campus level

9.29 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).

9.30 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:

9.30 - reviewed at AAC

**OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

**OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

3-3-200—EDUCATIONAL ACTIVITIES

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

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

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

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
<p>9.31 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?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.31 - reviewed at AAC</p>
<p><b>3-3-203. Curriculum.</b> 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> 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>	
<p>9.32 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.32 - reviewed at AAC</p>
<p>9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, (no students in the second year)</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.33 - reviewed at AAC</p>
<p>9.34 Are the second-year courses based upon appropriate first-year prerequisites?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.34 - reviewed at AAC</p>
<p><b><u>ACADEMIC ASSOCIATE'S DEGREES ONLY</u></b></p>	<p><b><u>ACADEMIC ASSOCIATE'S DEGREES ONLY</u></b></p>

**3-4-201. Objectives.** 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.

**3-4-202. Education Requirements.** The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

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.

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

Yes  No

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

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

Yes  No

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

9.35 - reviewed at AAC

9.36 - reviewed at AAC

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

**3-4-204. Enrollment.** 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.

- 9.37 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:

9.38 - reviewed at campus level

9.37 - reviewed at AAC

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

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

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

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

Yes  No  Not applicable

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

**BACHELOR'S DEGREES ONLY**

**BACHELOR'S DEGREES ONLY**

**3-5-201. Objectives.** The objectives of a bachelor's degree program reflect the application of an institution's mission to its constituencies. An institution applying

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

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.

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

There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses. . . .

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.

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

Yes  No

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

9.40 - reviewed at AAC

- 9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes  No

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

9.41 - reviewed at AAC

- 9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

Yes  No  NA, (institution offers all four years of the degree)

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

9.42 - reviewed at AAC

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

**3-5-204. Enrollment.** 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.

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

9.43 - reviewed at AAC

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p> <p>9.44 - reviewed at campus level</p> <p>9.45 Are the third- and fourth-year courses based upon appropriate prerequisites? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N A, (no students in the third and fourth years)</p> <p>If No, insert the section number in parentheses and explain:</p> <p>9.45 - reviewed at AAC</p>
<p><b><u>MASTER'S DEGREES ONLY</u></b></p> <p>3-6-100—NATURE OF GRADUATE EDUCATION</p> <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> <p>3-6-300—ORGANIZATION AND ADMINISTRATION</p> <p>3-6-301. Committee Oversight. The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.</p> <p>9.46 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? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p> <p><b>3-6-302. Program Administration.</b> 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> <p>9.47 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?</p> <p>9.48 Does this person have appropriate academic or experiential qualifications? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><b><u>MASTER'S DEGREES ONLY</u></b></p> <p>9.46 - reviewed at AAC</p> <p>9.47 - reviewed at AAC</p> <p>9.48 - reviewed at AAC</p>

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
<p>If No, insert the section number in parentheses and explain:</p> <p>9.49 Is the time devoted to the administration of the educational programs sufficient?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.49 - reviewed at AAC</p>
<p>3-6-4-400—EDUCATIONAL ACTIVITIES</p>	
<p>3-6-401. Objectives. 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>	
<p>9.50 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.50 - reviewed at AAC</p>
<p><b>3-6-402. Program Development.</b> 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>	
<p>9.51 Is there a policy to address graduate program faculty direct involvement in the development and modification of the master's degree policies, procedures, and curricula?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.51 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>
<p><b>3-6-403. Education Requirements.</b> 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>	
<p>9.52 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.?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.52 - reviewed at AAC</p>
<p><b>3-6-404. Curriculum.</b> 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</p>	

Criteria is in paragraph preceding questions ACADEMIC ADMINISTRATIVE CENTER	Questions to specific standards for AAC and Campus CAMPUS
<p>that curricular offerings require the appropriate use of library resources.</p> <p>9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>	<p>9.53 - reviewed at AAC</p>
<p><b>3-6-405. Enrollment.</b> 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> <p>9.54 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>	<p>9.54 - reviewed at AAC</p>
<p>9.55 Are the course prerequisites appropriate? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>	<p>9.55 Are the course prerequisites being followed? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-6-501. Preparation.</b> 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> 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> <p>Faculty who do not possess appropriate graduate degrees may be assigned to teach in master's degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.</p>	
<p>9.56 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? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, faculty hiring responsibilities are at campus level</p> <p>If <i>No</i>, insert the section number in parentheses, list the faculty and course, and explain:</p>	<p>9.56 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? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, faculty hiring responsibilities are at AAC</p> <p>If <i>No</i>, insert the section number in parentheses, list the faculty and course, and explain:</p>
<p>9.57 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, faculty hiring responsibilities are at campus level</p>	<p>9.57 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, faculty hiring responsibilities are at AAC</p>

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

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

9.58 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 campus level

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

GENERAL COMMENTS:

The institution uses technology to keep faculty and staff at all of its many locations involved in program development and review on a daily basis, with a designated national chair overseeing all of the programs in each of its career track "schools". In addition subject matter experts and professionals from the industry serve on the program review board.

Policies and procedures for all key academic activities are established and documented in the faculty portal. Retention, instructional evaluations, and career placement data are available for corporate-to-local review.

Questions to specific standards for AAC and Campus  
**CAMPUS**

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

9.58 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:

# REPORT QUESTIONS

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
<p><b>9. PROGRAM EVALUATION</b> See listing of programs in School of Information Technology in Section 1</p> <p><b>ALL PROGRAMS</b></p> <p>3-1-500-EDUCATIONAL ACTIVITIES</p> <p>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.</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> <p>(a) which programs hold specialized or programmatic accreditation;</p> <p>(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</p> <p>(c) any other requirements that are generally required for employment.</p> <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>2-1-809. STUDENT ACHIEVEMENT REVIEW</p> <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> <p>3-1-512. PROGRAM PLANNING</p> <p>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>9.01 Is licensure, certification or registration required to practice in the specific career field?</p> <p><input type="checkbox"/> Yes, all campuses    <input type="checkbox"/> Yes, some campuses <input checked="" type="checkbox"/> No</p> <p>If <i>Yes</i>, list the relevant campuses.</p> <p>If <i>Yes</i>, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to</p>	<p><b>9. PROGRAM EVALUATION</b> [Name of Credential] in [Program Title]</p> <p><b>ALL PROGRAMS</b></p> <p>9.01 See response from AAC</p> <p>(a) See response from AAC</p> <p>(b) See response from AAC</p> <p>(c) See response from AAC</p> <p>(d) See response from AAC</p> <p>If <i>No</i> for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data,</p>

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

practice in the specific occupational or professional area.

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

Yes, all campuses     Yes, some campuses  
 No

- (b) If *Yes*, list the federal or state licensing agencies and their respective pass rates.

- (c) What are this program's pass rates for the past three years? (*duplicate as needed*)

State:  
Year:  
Pass rate:  
Not Available

- (d) Do the current year's program pass rates meet the minimum pass rate set by the council standard of 60%?

Yes, all campuses     Yes, some campuses  
 No

List the campuses that fell below standard:

If *No*, does the Institutional Effectiveness Plan (IEP) 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-

Questions to specific standards for AAC and Campus  
**CAMPUS**

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.

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

111 in parenthesis and explain.

Questions to specific standards for AAC and Campus  
**CAMPUS**

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

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

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

Mr. Wen Liu is the national chair overseeing the information technology programs. Mr. Liu holds a Master of Science in Information and Communication Science and a Master of Arts in Student Personnel Administration in Higher Education from Ball State University. Mr. Liu has over 20 years professional experience in information technology curriculum development 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 developer has sufficient authority and responsibility for the development and of the educational program(s)?

Yes  No

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

9.05 - reviewed at campus level

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:

**2-1-809. Student Achievement Review.** The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of 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.

3-1-512. Program Planning. Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

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.

9.06 Does the program meet the needs of its students and the requirements 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% at all campuses?

Yes  No

(a) Student placement rate of 58% at all campuses?

Yes  No

If *No* for either item or if the data is not available, does the Institutional Effectiveness Plan (IEP) 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 Is there a policy for developing community resource involvement at the campus level for this program?

Yes  No

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

not applicable

9.06 Does the program meet the needs of its students and the requirements 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:

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

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

**Criteria is in paragraph preceding questions  
ACADEMIC ADMINISTRATIVE CENTER**

**Questions to specific standards for AAC and Campus  
CAMPUS**

externships, and internships are outlined in the Glossary.

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

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

**Glossary Definitions**

**Practicum.** 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.

**Independent Study.** 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.

**Syllabus.** 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.

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

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:

9.12 Does the program use independent studies?

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

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Yes  No (*Skip to Question 9.13.*)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes  No

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

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?

Yes  No

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

9.16 Is an appropriately detailed **master** syllabus on file for each course?

Yes  No

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

9.17 - reviewed at campus level

9.18 - reviewed at campus level

9.19 - reviewed at campus level (remotely, prior to visit)

Questions to specific standards for AAC and Campus  
**CAMPUS**

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?

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

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
---	---

9.20 - reviewed at campus level

- graduates)
- (a) How many calls to employers or graduates were attempted?
  - (b) How many calls to employers or graduates were successful?
  - (c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

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:

3-1-530—INSTRUCTION

3-1-531. Instructional Tools. 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.

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

- (a) Facilities  
 Yes  No  NA, reviewed at campus
- (b) Instructional equipment  
 Yes  No  NA, reviewed at campus
- (c) Resources  
 Yes  No
- (d) Personnel  
 Yes  No  NA, reviewed at campus

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

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

- (a) Facilities  
 Yes  No
- (b) Instructional equipment  
 Yes  No
- (c) Resources  
 Yes  No
- (d) Personnel  
 Yes  No

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

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

and explain:

Questions to specific standards for AAC and Campus  
**CAMPUS**

and explain:

**3-1-532. Instructional Components.** 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.

9.22 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:

9.22 - reviewed at AAC

**3-1-541. Faculty Preparation.** Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.

**3-2-102. Field Preparation.** 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.

**3-2-103. Subject Preparation.** 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.

**3-2-104. Assignments.** 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.
- (c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational

**Criteria is in paragraph preceding questions  
ACADEMIC ADMINISTRATIVE CENTER**

**Questions to specific standards for AAC and Campus  
CAMPUS**

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.

**3-3-302. Assignments.** 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.

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.
- (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.

**3-4-302. Assignments.** 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.

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.

**3-5-302. Assignments.** 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.

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.

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

9.23 Is there a policy to address faculty assignments regarding teaching 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**

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

9.23 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**

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

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

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

Yes  No

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

- 9.25 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:

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

**3-3-304, 3-4-304, 3-5-304, & 3-6-504. Stability.** 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.

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

Yes  No  NA, hiring responsibility is at campus level

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

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

**3-4-303, 3-5-303, & 3-6-503. 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.

9.27 - reviewed at campus level

Questions to specific standards for AAC and Campus  
**CAMPUS**

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

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

Yes  No

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

- 9.25 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:

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

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

Yes  No  NA, hiring responsibility is at AAC

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

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

- 9.27 Are teaching loads reasonable?

Yes  No

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

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

*for nondegree programs AND occupational ASSOCIATE'S  
 DEGREEs only*

*for nondegree programs AND occupational ASSOCIATE'S  
 DEGREEs only*

INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.

3-2-100–FACULTY

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.

3-2-101 & 3-3-303. Teaching Load. 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.

9.28 Is there a policy addressing instructors teaching 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:

9.28 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:

**3-2-106 & 3-3-305. Student-Teacher Ratio.** 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:

- (a) the amount of lecture given by instructors in skills-building and practice classes;
- (b) the level of existing skills of the students;
- (c) 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
- (d) the use of technology in providing alternative instruction or evaluation.

9.29 - reviewed at campus level

9.29 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).

9.30 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:

9.30 - reviewed at AAC

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

**OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

**OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

3-3-200-EDUCATIONAL ACTIVITIES

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

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

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

9.31 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

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

9.31 - reviewed at AAC

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

**3-3-204. Enrollment.** 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.

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

Yes  No

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

9.32 - reviewed at AAC

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

Yes  No  NA, (no students in the second year)

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

9.33 - reviewed at AAC

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

Yes  No

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

9.34 - reviewed at AAC

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

**3-4-201. Objectives.** 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.

**3-4-202. Education Requirements.** The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

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

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

Yes  No

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

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

Yes  No

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

9.35 - reviewed at AAC

9.36 - reviewed at AAC

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

**3-4-204. Enrollment.** 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.

9.37 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:

9.38 - reviewed at campus level

9.37 - reviewed at AAC

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

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

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

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

Yes  No  Not applicable

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

**BACHELOR'S DEGREES ONLY**

**3-5-201. Objectives.** 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.

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

There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses. . . .

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.

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

Yes  No

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

9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes  No

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

9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

Yes  No  NA, (institution offers all four years of the degree)

Questions to specific standards for AAC and Campus  
**CAMPUS**

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

**BACHELOR'S DEGREES ONLY**

9.40 - reviewed at AAC

9.41 - reviewed at AAC

9.42 - reviewed at AAC

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

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

Questions to specific standards for AAC and Campus  
**CAMPUS**

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

**3-5-204. Enrollment.** 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.

9.43 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:

9.44 - reviewed at campus level

9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?

Yes  No

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

**MASTER'S DEGREES ONLY**

**3-6-100—NATURE OF GRADUATE EDUCATION**

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.

**3-6-300—ORGANIZATION AND ADMINISTRATION**

**3-6-301. Committee Oversight.** The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.

9.46 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

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

9.43 - reviewed at AAC

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

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

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

9.45 - reviewed at AAC

**MASTER'S DEGREES ONLY**

9.46 - reviewed at AAC

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

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

9.47 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications? 9.47 - reviewed at AAC

9.48 Does this person have appropriate academic or experiential qualifications?  
 Yes  No 9.48 - reviewed at AAC

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

9.49 Is the time devoted to the administration of the educational programs sufficient?  
 Yes  No 9.49 - reviewed at AAC

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

3-6-4-400—EDUCATIONAL ACTIVITIES

**3-6-401. Objectives.** 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.

9.50 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?  
 Yes  No 9.50 - reviewed at AAC

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

**3-6-402. Program Development.** 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.

9.51 Is there a policy to address graduate program faculty direct involvement in the development and modification of the master's degree policies, procedures, and curricula?  
 Yes  No 9.51 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:

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

**3-6-403. Education Requirements.** 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.

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
<p>9.52 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.?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.52 - reviewed at AAC</p>
<p><b>3-6-404. Curriculum.</b> 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>	
<p>9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.53 - reviewed at AAC</p>
<p><b>3-6-405. Enrollment.</b> 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>	
<p>9.54 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.54 - reviewed at AAC</p>
<p>9.55 Are the course prerequisites appropriate?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.55 Are the course prerequisites being followed?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>
<p><b>3-6-501. Preparation.</b> 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> 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>	
<p>Faculty who do not possess appropriate graduate degrees may be assigned to teach in master's degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.</p>	
<p>9.56 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</p>	<p>9.56 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</p>

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

terminal degree?

Yes  No  NA, faculty hiring responsibilities are at campus level

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

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

Yes  No  NA, faculty hiring responsibilities are at campus level

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

9.58 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 campus level

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

**GENERAL COMMENTS:**

The institution uses technology to keep faculty and staff at all of its many locations involved in program development and review on a daily basis, with a designated national chair overseeing all of the programs in each of its career track "schools". In addition subject matter experts and professionals from the industry serve on the program review board.

Policies and procedures for all key academic activities are established and documented in the faculty portal. Retention, instructional evaluations, and career placement data are available for corporate-to-local review.

Questions to specific standards for AAC and Campus  
**CAMPUS**

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:

9.57 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:

9.58 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:**

## REPORT QUESTIONS

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
<p><b>9. PROGRAM EVALUATION</b></p> <p>Bachelor of Science in Project Management and Administration-Project Management and Administration Option (Residence Program)</p> <p>Bachelor of Science in Project Management and Administration- Construction Option (Residence Program)</p> <p>Bachelor of Science in Project Management and Administration- Information Technology Option (Residence Program)</p> <p>Bachelor of Science in Project Management and Administration (Residence Program)</p> <p><b>ALL PROGRAMS</b></p>	<p><b>9. PROGRAM EVALUATION</b></p> <p>[Name of Credential] in [Program Title]</p> <p><b>ALL PROGRAMS</b></p>
<p>3-1-500-EDUCATIONAL ACTIVITIES</p> <p>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.</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> <p>(a) which programs hold specialized or programmatic accreditation;</p> <p>(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</p> <p>(c) any other requirements that are generally required for employment.</p> <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>2-1-809. STUDENT ACHIEVEMENT REVIEW</p> <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>	

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

## 3-1-512. PROGRAM PLANNING

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

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

- Yes, all campuses     Yes, some campuses  
 No

If *Yes*, list the relevant campuses.

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.

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

- Yes, all campuses     Yes, some campuses  
 No

(b) If *Yes*, list the federal or state licensing agencies and their respective pass rates.

(c) What are this program's pass rates for the past three years? (*duplicate as needed*)

State:  
Year:  
Pass rate:  
Not Available

(d) Do the current year's program pass rates meet the minimum pass rate set by the council

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.

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
<p>standard of 60%?</p> <p><input type="checkbox"/> Yes, all campuses   <input type="checkbox"/> Yes, some campuses <input type="checkbox"/> No</p> <p>List the campuses that fell below standard:</p> <p>If <i>No</i>, does the Institutional Effectiveness Plan (IEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p>If <i>No</i>, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.</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>9.02    Who is developed the academic program(s), and what are this person's qualifications?</p> <p>The curriculum for these programs is developed by a curriculum committee which has members representing various ITT campuses at which these degree programs are offered. The curriculum committee is also responsible for continuous improvement of the curriculum, and also for dealing with any unscheduled upgrades/modification of the curriculum. The curriculum committee is headed by the national chair for the School of Business.</p> <p>Mr. Goldstein has been working as the National chair for the School of Business at ITT Technical Institutes since 2010. He was the associate dean for the School of Professional Studies from 2005 to 2008 at Indiana Institute of Technology. Mr. Goldstein was an associate professor from 2009 to 2010, and assistant professor from 2004 to 2009, at Indiana Institute of Technology. He worked as an adjunct faculty member at several institutions from 1979 to 2008.</p> <p>Mr. Goldstein received a Bachelor of Science degree in Mechanical Engineering from City</p>	<p>9.02    Who is assigned to administer the academic program(s), and what are this person's qualifications?</p>

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
<p>University of New York and a Master of Science degree in Mechanical Engineering from Massachusetts Institute of Technology. He received the Master of Business Administration (Finance) degree from Fairleigh Dickinson University.</p> <p>Mr. Goldstein is a licensed professional Engineer in Indiana, New York, New Jersey, and Ohio. He is an ACQ certified Quality Auditor and Six Sigma Green Belt professional.</p>	
<p>9.03 Does this individual possess appropriate academic or experiential qualifications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.03 Does this individual possess appropriate academic or experiential qualifications? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>
<p>9.04 Is there evidence that the program developer has sufficient authority and responsibility for the development and of the educational program(s)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain: Mr. Goldstein indicated that the curriculum committee has sufficient authority and responsibility for development of these educational programs.</p>	<p>9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>
<p>9.05 - reviewed at campus level</p> <p>The curriculum for these programs has input from campuses of ITT during the development process.</p>	<p>9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>

**2-1-809. Student Achievement Review.** The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of 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.

3-1-512. Program Planning. Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

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.

9.06 Does the program meet the needs of its students and the requirements 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% at all campuses?

Yes  No

(a) Student placement rate of 58% at all campuses?

Yes  No

If *No* for either item or if the data is not available, does the Institutional Effectiveness Plan (IEP) 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 Is there a policy for developing community resource involvement at the campus level for this program?

Yes  No

If *No* insert 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:

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

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

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
---	---

externships, and internships are outlined in the Glossary.

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

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

**Glossary Definitions**

**Practicum.** 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.

**Independent Study.** 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.

**Syllabus.** 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.

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

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:

█

9.09 - 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:

█

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

9.12 Does the program use independent studies?

Yes  No (*Skip to Question 9.13.*)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes  No

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

█

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?

Yes  No

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

█

9.16 Is an appropriately detailed **master** syllabus on file for each course?

Yes  No

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

9.17 - reviewed at campus level

9.18 - reviewed at campus level

9.19 - reviewed at campus level (remotely, prior to visit)

Questions to specific standards for AAC and Campus  
**CAMPUS**

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?

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

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
<p>9.20 - reviewed at campus level</p>	<p>the Council?  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, (there have been no graduates)                      (a) How many calls to employers or graduates were attempted?                       (b) How many calls to employers or graduates were successful?                       (c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.</p> <p>If No, insert "Section 3-1-303(a)" in parentheses and explain:</p> <p>9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable</p> <p>If No, insert "Section 3-1-303(a)" in parentheses and explain:</p>
<p>3-1-530—INSTRUCTION</p> <p>3-1-531. Instructional Tools. 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> <p>9.21 Are the following appropriate to adequately support the number and nature of the program?</p> <p>(a) Facilities  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, reviewed at campus</p> <p>(b) Instructional equipment  <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA, reviewed at campus</p> <p>(c) Resources  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(d) Personnel</p>	<p>9.21 Are the following appropriate to adequately support the number and nature of the program?</p> <p>(a) Facilities  <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(b) Instructional equipment  <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(c) Resources  <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(d) Personnel</p>

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Yes  No  NA, reviewed at campus

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

Questions to specific standards for AAC and Campus  
**CAMPUS**

Yes  No

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

**3-1-532. Instructional Components.** 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.

9.22 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:

9.22 - reviewed at AAC

**3-1-541. Faculty Preparation.** Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.

**3-2-102. Field Preparation.** 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.

**3-2-103. Subject Preparation.** 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.

**3-2-104. Assignments.** 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

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

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.

(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.

**3-3-302. Assignments.** 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.

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.

(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.

**3-4-302. Assignments.** 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.

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.

**3-5-302. Assignments.** 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.

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.

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

9.23 Is there a policy to address faculty assignments regarding teaching 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, AND OCCUPATIONAL  
ASSOCIATE'S DEGREES ONLY**

9.23 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:

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

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

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

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

9.25 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:

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

**3-3-304, 3-4-304, 3-5-304, & 3-6-504. Stability.** 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.

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  NA, hiring responsibility is at campus level

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

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

**3-4-303, 3-5-303, & 3-6-503. 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.

9.27 - reviewed at campus level

Questions to specific standards for AAC and Campus  
**CAMPUS**

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

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

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

9.25 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:

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

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  NA, hiring responsibility is at AAC

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

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

9.27 Are teaching loads reasonable?  
 Yes  No

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

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

for nondegree programs AND occupational ASSOCI-  
 ATE'S DEGREEs only

for nondegree programs AND occupational ASSOCI-  
 ATE'S DEGREEs only

INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.

3-2-100–FACULTY

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.

3-2-101 & 3-3-303. Teaching Load. 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.

9.28 Is there a policy addressing instructors teaching 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:

9.28 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:

**3-2-106 & 3-3-305. Student-Teacher Ratio.** 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:

- (a) the amount of lecture given by instructors in skills-building and practice classes;
- (b) the level of existing skills of the students;
- (c) 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
- (d) the use of technology in providing alternative instruction or evaluation.

9.29 - reviewed at campus level

9.29 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).



9.30 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:

9.30 - reviewed at AAC

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

**OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

**OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

3-3-200–EDUCATIONAL ACTIVITIES

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

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

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

- 9.31 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

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

9.31 - reviewed at AAC

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

**3-3-204. Enrollment.** 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.

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

Yes  No

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

9.32 - reviewed at AAC

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

Yes  No  NA, (no students in the second year)

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

9.33 - reviewed at AAC

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

Yes  No

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

9.34 - reviewed at AAC

Criteria is in paragraph preceding questions  
**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus  
**CAMPUS**

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

**3-4-201. Objectives.** 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.

**3-4-202. Education Requirements.** The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

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

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

Yes  No

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

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

Yes  No

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

9.35 - reviewed at AAC

9.36 - reviewed at AAC

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

**3-4-204. Enrollment.** 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.

9.37 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:

9.38 - reviewed at campus level

9.37 - reviewed at AAC

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

Yes  No  Not Applicable (no students in

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
<p>9.39 Are the second-year courses based upon appropriate first-year prerequisites?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable</p> <p>If No, insert the section number in parentheses and explain:</p> <p><b><u>BACHELOR'S DEGREES ONLY</u></b></p> <p><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.</p> <p>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.</p> <p><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.</p> <p>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. . . .</p> <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>	<p>the second year)</p> <p>If No, insert the section number in parentheses and explain:</p> <p><b><u>BACHELOR'S DEGREES ONLY</u></b></p>
<p>9.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.40 - reviewed at AAC</p>
<p>9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.41 - reviewed at AAC</p>
<p>9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA, (institution offers all four</p>	<p>9.42 - reviewed at AAC</p>

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
years of the degree)  If No, insert the section number in parentheses and explain:	
<b>3-5-203. Curriculum.</b> 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.	
<b>3-5-204. Enrollment.</b> 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.	
9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	9.43 - reviewed at AAC
If No, insert the section number in parentheses and explain:	
9.44 - reviewed at campus level	9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N A, (no students in the third and fourth years)  If No, insert the section number in parentheses and explain:
9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	9.45 - reviewed at AAC
If No, insert the section number in parentheses and explain:	
<u><b>MASTER'S DEGREES ONLY</b></u>	<u><b>MASTER'S DEGREES ONLY</b></u>
<b>3-6-100—NATURE OF GRADUATE EDUCATION</b>	
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.	
<b>3-6-300—ORGANIZATION AND ADMINISTRATION</b>	
<b>3-6-301. Committee Oversight.</b> 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.	
9.46 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?  <input type="checkbox"/> Yes <input type="checkbox"/> No	9.46 - reviewed at AAC

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
If <i>No</i> , insert the section number in parentheses and explain:  ■■■■	
<b>3-6-302. Program Administration.</b> 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.	
9.47 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?	9.47 - reviewed at AAC
9.48 Does this person have appropriate academic or experiential qualifications? <input type="checkbox"/> Yes <input type="checkbox"/> No	9.48 - reviewed at AAC
If <i>No</i> , insert the section number in parentheses and explain:	
9.49 Is the time devoted to the administration of the educational programs sufficient? <input type="checkbox"/> Yes <input type="checkbox"/> No	9.49 - reviewed at AAC
If <i>No</i> , insert the section number in parentheses and explain:	
<b>3-6-4-400—EDUCATIONAL ACTIVITIES</b>	
<b>3-6-401. Objectives.</b> 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.	
9.50 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives? <input type="checkbox"/> Yes <input type="checkbox"/> No	9.50 - reviewed at AAC
If <i>No</i> , insert the section number in parentheses and explain:	
<b>3-6-402. Program Development.</b> 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.	
9.51 Is there a policy to address graduate program faculty direct involvement in the development and modification of the master's degree policies, procedures, and curricula? <input type="checkbox"/> Yes <input type="checkbox"/> No	9.51 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula? <input type="checkbox"/> Yes <input type="checkbox"/> No
If <i>No</i> , insert the section number in parentheses and explain:	If <i>No</i> , insert the section number in parentheses and explain:
<b>3-6-403. Education Requirements.</b> 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	

Criteria is in paragraph preceding questions <b>ACADEMIC ADMINISTRATIVE CENTER</b>	Questions to specific standards for AAC and Campus <b>CAMPUS</b>
<p>the course numbering system.</p> <p>9.52 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.?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.52 - reviewed at AAC</p>
<p><b>3-6-404. Curriculum.</b> 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>	
<p>9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.53 - reviewed at AAC</p>
<p><b>3-6-405. Enrollment.</b> 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>	
<p>9.54 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.54 - reviewed at AAC</p>
<p>9.55 Are the course prerequisites appropriate?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>	<p>9.55 Are the course prerequisites being followed?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p>
<p><b>3-6-501. Preparation.</b> 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> 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>	
<p>Faculty who do not possess appropriate graduate degrees may be assigned to teach in master's degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.</p>	
<p>9.56 Do all faculty members possess a graduate degree in the field or related field of the courses they are</p>	<p>9.56 Do all faculty members possess a graduate degree in the field or related field of the courses they are</p>

Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

teaching, and do a sufficient number possess a terminal degree?

 Yes  No  NA, faculty hiring responsibilities are at campus level

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

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

 Yes  No  NA, faculty hiring responsibilities are at campus level

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

9.58 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 campus level

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

GENERAL COMMENTS:

■

**Questions to specific standards for AAC and Campus CAMPUS**

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:

9.57 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:

9.58 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:

■

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B751E-IHARAZDUK>  
**Sent:** 10/9/2012 4:26:34 PM -0400  
**To:** (b)(6)@verizon.net  
**Subject:** ITT Tech-Torrance: After Read-Through Reports  
**Attachments:** ITT-CCI 5 EducationalActivities rev Aug2012-Nick.doc; ITT-CCI 8 Library rev Aug2012-Nick.doc; ITT-CCI 9- IT Grabe.doc; ITT-CCI 9- KMarkowitz.doc; ITT-CCI 9- Nancy.doc; ITT-CCI 9- PMAO-Bus Mgt MEF rev.Sept2012.doc; ITT-CCI\_9\_Program-Tenishia Jackson.doc; SUMMARYBfor%20web[1].doc; 6\_EducationalFacilities.doc; Areas of Concern.docx; Final Report\_ITT Torrance, CA 1-3.doc; Harazduk.ITT-CCI 7 Publications.doc; ITT-CCI 4 StudentRelations rev.Sept2012-.doc

Barry,

Somewhat edited reports for ITT Tech-Torrance.

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

 Follow us on Facebook





## 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).

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

**Areas of Concern**  
ITT Tech-Torrance

Syllabi

- Missing: PM4799, NT2799, IT113
- No out of class hours designated: School of Design, Gen Ed, Business
- Pre-reqs: IS317, the pre-reqs do not match on the syllabus and the catalog

SAP

- Arcelia Granado appealed SAP however it is not clear whether she was placed on probation and her status with financial aid (Are students notified they are placed on probation)
- Are students notified of credits that transfer when they transfer programs at ITT?
- Similarly, the SAP policy does not seem to clearly indicate what occurs with students who are placed on probation (when they are dismissed) and if they remain on financial aid

Faculty Qualifications

- Kenneth Harrod, EG468, Ethics, qualified
- Diane Threadgill, Contemporary World Cultures qualified

Professional Development

- Sanam Lamborn, Seymour Levine, Pamela McGhee have no documentation of in-service activity
- Inamdar Kamal, Mohn Kahn, Tim Le, Pamela McGhee do not have professional growth documentation

Faculty Observations

- Question about these observations

Publications binder

Faculty

- CJ program: FT v. PT (no full-time instructors)
- Grievance policy for faculty?**

Catalog

- Lijana Morris has a foreign degree in catalog**
- Harrod, B.A. not B.S.**

## 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 (rkwon@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 (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.
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	1058	90	0/0	N/A	N/A	N/A	N/A

	Design							
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 PMA-27 Con - 12	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				

\* Program reviewed for the first time.

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

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

## INTRODUCTION

The 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 graduate pictures 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.

## 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.

The campus is presently utilizing 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 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*.

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 will undertake 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 will undertake the following specific activities to meet their placement goals:

- Create individual "game plans" for each pre-graduate to ensure maximum success.
- Optimize the use of social media as a tool in finding employment opportunities.

- Continue to improve the career planning calendar to target pre-graduates for career training.
- Conduct "reputation building" events to strengthen the college's relationship to the community.

1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

Yes  No

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

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

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

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

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

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

Yes  No

## 2. ORGANIZATION

2.01 (a) Response submitted by Academic Administrative Center

2.01 (b) Response submitted by Academic Administrative Center

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

(c) Names of the administrators.

Yes  No

2.02 Does the campus:

(a) Adequately train its employees?

Yes  No

(b) Provide them with constant and proper supervision?

Yes  No

- (c) Evaluate their work?  
 Yes  No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes  No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?  
 Yes  No
- (b) Know the person to whom they report?  
 Yes  No
- (c) Understand the standards by which the success of their work is measured?  
 Yes  No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?  
 Yes  No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?  
 Yes  No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?  
 Yes  No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?  
 Yes  No  Not Applicable (initial applicants only)
- 2.09 Response submitted by Academic Administrative Center

### 3. ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?  
 Yes  No
- 3.02 Are all staff well trained to carry out administrative functions?  
 Yes  No
- 3.03 Who is the on-site administrator, and what are this person's qualifications?  
 Mr. Richard Kwon, acting director, is the chief on-site administrator. As previously noted, Mr. Kwon holds a bachelor's degree in English from California State University - Long Beach, a master's degree in Education from Pepperdine University in Malibu, 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.
- 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

## REPORT QUESTIONS

### CAMPUS

#### 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

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:

**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:**



# REPORT QUESTIONS

## CAMPUS

### 4. RELATIONS WITH STUDENTS

#### ALL PROGRAMS

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

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?

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 advertisement created, produced and distributed by corporate staff in charge of advertising and promoting the campus. Once a contact is made based on the advertisement method observed, the information is passed on 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 taken the tour, the interested student will begin the enrollment process of taking the enrollment test and seeing the financial aid coordinator.

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?

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

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 administrator of satisfactory academic progress is the dean, Mr. Edgar Chavez. His background includes holding different positions in the ITT system since 1995. Mr. Chavez has an associate's degree and a 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

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?

Mr. Ruben Rivera is the director of student financial aid . Mr. Rivera began as a financial aid coordinator in 2008 and became the director in July 2012. He 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

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 financial aid office remains current on regulation and policy changes by participating in the California Association of Student Financial Administrators (CASFA), corporate webinars, e-mails, conference call, 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

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.

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 aptly 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

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?

Mr. Zohaib Samana is responsible for the oversight of counseling students on employment opportunities. Mr. Samana holds a bachelor's of arts 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)

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.

At the time of accepting financial aid for tuition payments, the student participates 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 the account. When a student 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:
  - o 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

**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:**

The students files were in an exceptionally organized method that allowed for easy evaluation and tracking of student activity throughout the enrollment.

It is recommended that probation letters with the requirements of how the student will reach satisfactory academic progress be placed in the student file as documentation that the student is aware of these requirements.

It is recommended that the student file be documented for transfer of credits as proof that the student is aware of the courses and credits transferred.

# 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?

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 beginning in 1995 as an instructor. Mr. Chavez was promoted to 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

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.

All program administrators report directly to the dean, Mr. Edgar Chavez. All general education faculty 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 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?

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.acics.org

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:

5.07- 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?

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

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 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.

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.

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 Faculty Collaboration online Portal. The faculty may make curriculum recommendations on a 24/7 basis through this portal.

- 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?

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

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:

**(Section 3-5-302):** Mr. Kenneth Herrod is currently teaching ethics (EG468). 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 from the University of California and a master's degree in Liberal Studies from Fort Hays State University. Mr. Herrod does not have a master's degree in ethics nor is there 18 hours of credit on the transcripts related to ethics. For example, neither of the transcripts reviewed documented any specific courses in ethical theories, ethical analysis, or development of one's own code of ethics.

**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:**

# 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?

The current year's budget for the virtual library resources is \$ 8,817.00. To date, \$ 443.80 has been spent primarily for on-

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**

line subscriptions.

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:**

# REPORT QUESTIONS

## CAMPUS

### 9. PROGRAM EVALUATION

Bachelor of Science in Information Systems and Cybersecurity

Bachelor of Science in Information Systems Security

Associate of Science in Network Systems Administration

Associate of Science in Information Technology - Computer Network Systems

#### 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?

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 Smiths Aerospace, he brings real work experience in IT. He is actively engaged in earning an Ed.D. at California State University in Fullerton.

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 of Information Technology utilizes numerous guest speakers. Recent speakers included the chief information officer of SpaceX who discussed internships and his company and an IT manager from the LA school district. These speakers put IT, and engineering professionals in front of students which adequately enrich the content of the program. Program advisory committees compiled of industry professionals meet twice a year to review the curriculum and make suggestions based on recent industry standards

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:

**(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

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 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

The other two programs reviewed did not have graduates.

How many calls to employers or graduates were successful?

The following number of calls, by program, were 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.

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:

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.

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.

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

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:**

# REPORT QUESTIONS

## CAMPUS

### 9. PROGRAM EVALUATION

AS in Electrical Engineering Technology (EET)

AS in Computer and Electronics Engineering Technology (CEET)

BS in Electrical Engineering and Communications Technology (EECT)

BS in Electronics and Communications Engineering Technology (ECET)

#### 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?

Mr. Vaughn Grigsby is assigned to administer the associate's degree in Computer and Electronics Engineering Technology program (CEET), the associate's degree in Electrical Engineering Technology program (EET), the bachelor's degree in Electrical Engineering and Communications Technology program (EECT), and the bachelor's degree in 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

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 team visit, evidence of community resources was discovered for the AS (CEET) and the BS (ECET) programs. Examples of guest speakers from industry were invited to speak on topics relevant to the students' programs. Field trips to perspective 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

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?

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 AS EET and BS EECT programs.

How many calls to employers or graduates were successful?

Academic associate's 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.

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.

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.

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 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

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:**

# REPORT QUESTIONS

## Campus

### 9. PROGRAM EVALUATION

Bachelor of Science degree in Construction Management

Bachelor of Science degree in Project Management and Administration, Construction Option

Academic Associate of Science degree in Drafting and Design Technology

Academic Associate of Science degree in Computer Drafting 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

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. Rebecca Schiebrel is assigned to administer the academic program. She 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 - Online. 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

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 reviewed evidence of guest speakers and field trips that took place in 2012. They were scheduled to enhance the students' experience, and expose them to subjects related to the curriculum and their field of study. There was also evidence of a Program Advisory Committee meeting held in April 2012 for the School of Drafting and Design.

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:

**(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

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?

8

5-Computer Drafting and Design

3-Construction Management

How many calls to employers or graduates were successful?

4

3 - Computer Drafting and Design

1-Construction Management

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.

4

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 institution 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.

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

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.

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

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:**



## REPORT QUESTIONS

### CAMPUS

#### 9. PROGRAM EVALUATION

Academic Associate of Science degree in Business Management

Bachelor of Science degree in Project Management and Administration - Project Management and Administration option

#### 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?

Ms. Rebecca Schiebrel, chair of the School of Drafting and Design, was assigned administrative responsibility for the School of Business. She holds a master's degree in Business Administration from ITT Technical Institute. Additionally, Ms. Schiebrel earned 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. He holds bachelor's and master's degrees in Computer Science from Michigan Technological University. As chair, Mr. Garrett was responsible for the Project Management degree that was offered through the School of Information Technology. Mr. Garrett 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

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:

Both of the degree programs reviewed did not have 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 improve the programs. In May 2012, Dr. Farideth Crowther, was a guest speaker who talked to business students about entrepreneurship and topics such as teamwork and motivation. In August 2012, Mohd Kahn, PMP, project management instructor, took the project management students to an event sponsored by the Project Management Institute (PMI) at the Hyatt in West Lake to learn about the project development process.

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:

**(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

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?

Both degree programs reviewed did not have any graduates.

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.

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's degree program, these students recently graduated with associate's degrees from various programs at ITT Torrance and students reported that regular homework was a part of each of their student experience.

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:**

The Dean reported that the administrative responsibility for the school of Business was assigned to Ms. Schiebrei, chair of the School of Drafting and Design, however it is a shared responsibility while the school is growing. The academic associate's degree in Business and the bachelor's degree in Project Management, Project Management and Administration Pption, are doing well under this shared responsibility. A strong cadre of experienced faculty is being 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. Students have been exposed to real life

application through experienced instructors and the use of community resources such as guest speakers and field trips. Both Ms. Schiebrel and Mr. Whelan noted that although there is currently no Program Advisory Council (PAC) members specific to business and project management, that was a focus area to build strong representation for the project management and business programs on the PAC. 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 instruction and support they have received at ITT Torrance.

## REPORT QUESTIONS

### Campus

#### 9. PROGRAM EVALUATION

Bachelor of Science in Criminal Justice;

Associate of Science in Criminal Justice;

Associate of Science in Paralegal Studies;

Associate of Science in Computer and Forensic 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

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. Lydia Liberio is assigned to administer the following academic programs:

- Associate of Science-Criminal Justice; Criminology and Forensic Technology; Paralegal Studies and Paralegal
- Bachelor of Science-Criminal Justice

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

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 program hosts 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

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?

There were five calls to employers or graduates attempted.

Four calls made is the associate's degree in Criminal Justice

One call made to bachelor's degree in Criminal Justice

How many calls to employers or graduates were successful?

There were four calls to employers or graduates 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.

There were four calls where contact was made with employers that confirmed the employment of the graduate as reported on the 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 institution 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.

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.

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.

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:**



Accrediting Council for  
Independent Colleges and Schools

750 First Street, NE, Suite 980  
Washington, DC 20002-4241  
TEL: (202) 336-6780  
FAX: (202) 842-2593  
[www.acics.org](http://www.acics.org)

**CREDENTIAL-INCLUSION REPORT**  
**Bachelor of Science in Information Systems Security**

**ITT Technical Institute**  
**4700 Richmond Road**  
**Warrensville Heights, OH 44128**  
**ACICS ID Code: 00021963**

**ITT Technical Institute**  
**9511 Angola Court**  
**Indianapolis, IN 46268**  
**ACICS ID Code: 00016040**

**ACICS ID Code: 00016040**

Gerald Kraatz (Gkraatz@itt-tech.edu)

[Regulatory055@itt-tech.edu](mailto:Regulatory055@itt-tech.edu)

October 9-10, 2012

**Date Program Began: June 2010**  
**Current Total Enrollment: 5**  
**Current AIR Program Retention: 100%**

David Teneyuca PhD, CISSP    Specialist    University of Texas at San Antonio    San Antonio, TX  
Maurice Wadlington    ACICS Coordinator    ACICS    Washington, DC

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

Yes  No

## RELATIONS WITH STUDENTS

C.02 Does the institution have appropriate admissions criteria for this program?

Yes  No

C.03 Does the admissions policy conform to the institution's mission?

Yes  No

C.04 Is the admissions policy administered as written?

Yes  No

C.05 Are there any admissions requirements unique to this program?

Yes  No

C.06 Are the institution'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 (institution 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 this program as reported on the last Annual Institutional Report?

Yes  No

Not Applicable (there have been no graduates)

## EDUCATIONAL ACTIVITIES

C.12 If applicable, does the new program provide students the necessary skills to obtain licensure, certification, or registration required to practice in the specific occupational or professional area?

Yes  No

Not Applicable (licensure, certification, or registration not required)

C.13 Who is assigned to administer all academic programs, and what are this person's qualifications?

Mr. Michael Carr is the dean for this campus. Before joining ITT, Mr. Carr held positions in Human Resource Management, in addition to Recruiting and Staffing. He joined ITT in June, 2005 as the associate dean in Columbus, Ohio. He transferred to Warrensville Heights in August 2009 as the Dean. His educational background consists of a master's degree in Business Administration (2004) and a bachelor's of science degree in Human Resource Management (2002). Both degrees were conferred by Franklin University in Columbus, Ohio. He has held numerous positions while employed by ITT. Such as an instructor, associate dean and program chair. Mr. Carr is qualified to administer all academic programs.

C.14 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

C.15 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?

Mr. William Kessler is assigned to administer the academic programs for information technology. He was appointed the program chair in 2009. Prior to the he served as an ITT instructor for 3 years. In his role as the chair, he manages the program and staff. He is the curriculum resource for students and faculty. Mr. Kessler communicates performance expectations to instructional staff, monitors performance, analyzes key performance indicators, provides coaching and feedback, and recommends corrective action. He is also a certified project manager, earning the certification from Project Management Institute in 2009. He earned a master's degree in Information Systems from Sacred Heart University (1998) and a bachelor's of science degree in Industrial Management (1985) from the University of Akron. To compliment his educational background, Mr. Kessler has an extensive work experience. And thus, is qualified to administer the program.

C.16 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

C.17 Is the program consistent with the institution's mission and the needs of its students?

Yes  No

C.18 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.19 Are sufficient community resources utilized to enrich the program?

Yes  No

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

**(Section 3-1-512(c))**: The campus had insufficient community resources utilized to enrich the program. After conferring with the program chair it was confirmed that no community resources were provided for the information technology program. No evidence of field trips or guest speakers were provided by the school. Mr. Kessler did indicate that this is a priority for him and will work to create a plan for utilizing community resources. While an advisory board is in place, it is not sufficient evidence.

C.20 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to the academic credential?

Yes  No

C.21 Does the catalog accurately describe the program and its objectives?

Yes  No

C.22 If the program includes a practicum, externship, or internship, 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)

C.23 If the program includes independent study courses, does the institution 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.24 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes  No

C.25 Are the courses available when needed by the student in the normal pursuit of this program of study?

Yes  No

C.26 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

Yes  No

C.27 Is an appropriately detailed syllabus on file for each course in the program?

Yes  No

C.28 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

C.29 Is credit appropriately converted in relation to total student contact hours in each class?

Yes  No

C.30 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes  No

C.31 Is the credential awarded by the institution in compliance with its accreditation approval and in compliance with applicable state laws?

Yes  No

C.32 Are the following appropriate to adequately support the new program?

- |  |   |                             |
|--|---|-----------------------------|
| (a) Facilities.                                  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| (b) Instructional equipment.                     | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| (c) Resources.                                   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| (d) Support for modes of instructional delivery. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| (e) Personnel.                                   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

C.33 Does the institution provide an environment for its faculty that is conducive to effective classroom instruction?

Yes  No

C.34 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the institution in compliance with applicable licensing and copyright laws?

Yes  No

C.35 Are the following elements appropriately incorporated into the instructional components of the program?

- |  |   |                             |   |
|--|---|-----------------------------|---|
| (a) Systematic planning.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |   |
| (b) Well-defined instructional objectives.                               | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |   |
| (c) The selection and use of appropriate and current learning materials. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| (d) Appropriate modes of instructional delivery.                         | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| (e) The use of appropriate assessment strategies.                        | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |   |
| (f) The use of appropriate experiences.                                  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |   |

C.36 Are official transcripts for all credentials on file for all instructors in the program?

Yes  No

C.37 Have all foreign transcripts been translated into English and evaluated by a member of NACES to determine the equivalency of the degree to degrees awarded by institutions in the United States?

Yes  No

C.38 Is there documented evidence of a systematic program of in-service training at the institution?

Yes  No

C.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

C.40 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?

Yes  No

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

C.41 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation 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.42 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.43 Is the size of the faculty appropriate?

Yes  No

C.44 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.45 Are teaching loads reasonable?

Yes  No

**FOR BACHELOR'S DEGREES ONLY**

C.67 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.68 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.69 Are all general education courses appropriate for the program and do they meet Council standards?

Yes  No

C.70 Are the courses that satisfy the concentration, general education, and upper division requirements identified in the catalog?

Yes  No

C.71 If the institution 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 (institution offers all four years of the degree)

C.72 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes  No

C.73 Is there evidence that curricular offerings require the appropriate use of library resources?

Yes  No

C.74 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.75 Are at least one-half of all lower-division subjects and all upper-division subjects that are part of this program 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 institution's established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes                       No

C.109 What is the amount of the current year's library budget?

The current year's library budget is \$70,000.

C.110 Does the new program require appropriate use of library resources?

Yes                       No

C.111 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.112 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes                       No

C.113 Are records of physical and/or online resources and circulation accurate and up to date?

Yes                       No

C.114 Are the library holdings for this program, including full-text online collections, up to date and adequate for the new program?

Yes                       No

C.115 Describe any full-text online collections available to students:

The ITT Technical Institute virtual library offers convenient access to online information, 7 days a week, 24 hours a day. Similar to a traditional library, the virtual library offers a variety of resources and services that support the ITT Technical Institute curricula. The students will use a login id and password to access the school portal and gain access to the virtual library. Students can use the library to access multiple collections of full-text online reference books and the periodical database to access abstracts and full-text articles from thousands of magazines, journals, and newspapers. The Learning Resource Center will continue to be upgraded with additional volumes for both the new program offerings and for existing programs. Additionally, the virtual library is continually upgraded to meet the needs of students, graduates, faculty, and staff. It is currently available to all parties through the Internet on campus as well as off-site. This will continue to be an area of expansion as new technologies and new applications emerge.

Not Applicable (online resources are not utilized)

C.116 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.117 Are the hours the library is open adequate to accommodate the needs of all students?

Yes  No

C.118 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.119 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 institution's curricular and educational offerings, and assist students in their use?

Yes  No

C.120 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Ms. Kathryn Closter, central administration National Librarian, holds a master's of Library Science degree from Indiana University. She has 22 years of professional library experience, specializing in reference services, online searching, and electronic resources, with fifteen years of library management experience. She is a member of the American Library Association, the Library and Information Technology Association, Special Libraries Association, Indiana Library Federation and the Midwest Collaborative for Library Services. Ms. Bonnie Maky is the on-site campus librarian. Her master's degree in Library Science was received from the University of Pittsburg and her bachelor's of arts degree in History was received from Denison University in Granville, Ohio. She provides information about ITT Technical Institute library resources and services to support day-to-day LRC and virtual library procedures, including Library of Congress cataloging, updates and changes in electronic resources, acquisitions, orientation and programming, information literacy, and reference services. She utilizes email, conference calls, Web casts, regular telephone and fax exchanges, online publishing and the periodic distribution of procedural and instructional materials. The information shared in these documents comes in part from professional publication sources and is intended to keep each LRC staff member aware of library-related services and resources available at other educational institutions and with new developments related to the library profession.

C.121 Is documentation on file to evidence the librarian participates in professional growth activities?

Yes  No

C.122 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

Yes  No

#### GENERAL COMMENTS:

Community resources can be better utilized to demonstrate effective and efficient use of the resources in the community. Guest speakers and field trips will add value to the business programs. Providing documented evidence will promote this initiative. For example, meeting minutes, sign in sheets, and the purpose of the event is appropriate. Documentation listing the group, speaker, location of the field trip will allow the evaluator to make contact and confirm the data that is provided by the school.

#### SUMMARY

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

<u>Number</u>	<u>Section</u>	<u>Summary Statement</u>
1.	3-1-512 (c)	The campus does not utilize sufficient community resources to enrich the program (p 3).

## TYPE OF REPORT - REEVALUATION

**ITT Technical Institute**  
**1628 Browning Road, Suite 180**  
**Columbia, SC 29210**  
**ACICS ID Code: 00023268**

Mr. David Tipps, Director ([gtippsIII@itt-tech.edu](mailto:gtippsIII@itt-tech.edu))  
[Regulatory106@itt-tech.edu](mailto:Regulatory106@itt-tech.edu)

### MAIN

**ITT Technical Institute**  
**9511 Angola Court**  
**Indianapolis, IN 46268**  
**ACICS ID Code: 00016040**

Dates of Visit (September 27-28, 2012)

Lonnie Echternacht	Chair - Mission, Organization, Admin., and Educ. Facilities	Prof. Emeritus of Business Educ., University of Missouri-Columbia	Columbia, MO
Edgar H. Krissler	Relations with Students	Former President, Krissler Business Institute	Newburgh, NY
John Mago	Educ. Activities and Library/ Project Management Specialist	Business Professor, Anoka Ramsey Community College	Andover, MN
Harpal S. Dhillon	Electrical/Electronic Engineering Technology Specialist	President, Intelligent Education Solutions, Inc.	Annandale, VA
Teresa Johnson	Computer Drafting and Design Technology Specialist	Director of Education, Vatterott Career College	Memphis, TN
Barry Phillips	Graphic/Visual Communications Specialist	Art Director/Designer, PBS, NBC, Showtime	Burleson, TX
Judith Bernstein	Criminal Justice and Forensic Technology Specialist	Higher Education Advisor, Higher Education Management	Denver, CO
David Teneyuca	Information/Network Systems and Cybersecurity Specialist	Professor, University of Texas at San Antonio	San Antonio, TX
Karly Zeigler	Publications	Senior Coordinator - Institutional Development, ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
COLUMBIA, SOUTH CAROLINA**

CREDENTIAL EARNED	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
				2011		2010	
				Ret.	Pla.	Ret.	Pla.
Associate of Applied Science Degree*	Computer Drafting and Design**	96	14/0	67.5	<b>42.9</b>	74.1	58.3
Associate of Applied Science Degree*	Drafting and Design Technology	90	14/4	--	--	--	--
Associate of Applied Science Degree*	Visual Communications**	96	8/2	65.6	<b>0.0</b>	76.1	n/a
Associate of Applied Science Degree*	Graphic Communications and Design	90	48/1	--	--	--	--
Associate of Applied Science Degree*	Computer and Electronics Engineering Technology**	96	22/0	71.0	66.7	75.9	66.7
Associate of Applied Science Degree*	Electrical Engineering Technology	90	35/7	--	--	--	--
Bachelor of Science Degree	Electrical Engineering and Communications Technology	180	9/0	--	--	--	--
Associate of Applied Science Degree*	Information Technology-Computer Network Systems**	96	36/3	72.0	83.3	77.6	77.3
Associate of Applied Science Degree*	Network Systems Administration	90	81/23	--	--	--	--
Bachelor of Science Degree	Information Systems and Cybersecurity	180	16/2	--	--	--	--
Associate of Applied Science Degree*	Criminal Justice**	96	26/2	67.8	<b>44.4</b>	68.7	100.0
Associate of Applied Science Degree*	Criminology and Forensic Technology	90	55/10	--	--	--	--
Bachelor of Science Degree	Criminal Justice**	180	6/0	86.2	n/a	85.7	n/a
Bachelor of Science Degree	Project Management and Administration	180	7/0	--	--	--	--
<b>TOTAL ENROLLMENT</b>			<b>431</b>				

Notes: Typed in bold are any retention rates below 62.0% and any placement rates below 58.0%.

\*The associate of applied science degree is an academic associate's degree.

\*\*The program is currently being phased out.

## INTRODUCTION

ITT Technical Institute is owned and operated by ITT Educational Services, Inc. (ITT/ESI), a private college system focused on technology-oriented programs of study. ITT/ESI operates more than 140 ITT Technical Institutes in 38 states. ITT/ESI has been actively involved in the higher education community in the United States since 1969. The Columbia, South Carolina campus opened in 2007. The campus is currently divided into five schools--School of Information Technology, School of Electronics Technology, School of Drafting and Design, School of Criminal Justice, and School of Business--and is presently offering ten academic associate's degree and four bachelor's degree programs. The campus was well-prepared for the ACICS new grant visit and provided the team with a well-organized complete set of materials. The administration responded to the team's requests for additional materials and information and provided clarification and explanations when needed during the visit.

## REPORT QUESTIONS

### CAMPUS

#### 1. MISSION

- 1.01 Response submitted by Academic Administrative Center (AAC)
- 1.02 Response submitted by AAC
- 1.03 Response submitted by AAC
- 1.04 Response submitted by AAC
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes  No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes  No

#### INSTITUTIONAL EFFECTIVENESS

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

Level of employer satisfaction.

Yes  No  Not Applicable (new branch only)

Student learning outcomes.

Yes  No

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

The data used to demonstrate student learning outcomes in the educational programs include information that supports the acquisition of appropriate skill sets, pertinent knowledge, and work-related attitudes--verifying that student learning has occurred, value has been added, and preparation for employability has occurred. The data that is gathered and analyzed by the campus to assess outcomes include capstone course grades and outcomes assessment based on rubrics, results of mid-term and final course exams provided from a corporate-generated curriculum and evaluation process, student success rates based on number of students who start and pass a course, student engagement level measured by student attendance and the ability to complete program courses, and employer satisfaction indices.

- 1.12 Are the following identified and described in the CEP?

The baseline data for each outcome.

Yes  No  Not Applicable

The data used by the campus to assess each outcome.

Yes  No  Not Applicable

How the data was collected.

Yes  No  Not Applicable

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

Yes  No  Not Applicable

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

Yes  No

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

Yes  No

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

Retention activities include:

- Implement attendance best practices by providing opportunities for early intervention meetings between students and the dean and/or program chair.
- Increase opportunities for students to develop a sense of community.
- Expand tutoring opportunities by increasing hours of peer tutoring.
- Encourage school chairs and the associate dean of general studies to use more coaching, counseling, and corrective action processes when interacting with students.
- Implement additional student development workshops and student appreciation week activities.
- Increase the use of guest speakers and field trips to generate a higher level of student motivation.

- Provide additional emphasis on effective teaching strategies, grade and attendance reporting, and student advisement during new instructor orientation.

Placement activities include:

- Conduct reputation-building events to strengthen the campus' relationship to the community.
- Increase the presence of employers on campus.
- Create individual career plans for each graduate to ensure maximum engagement success.
- Provide additional resume, portfolio, and salary negotiation workshops for graduates and students approaching graduation.

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 director, Mr. David Tipps, is ultimately responsible for implementation of the Campus Effectiveness Plan (CEP). The director utilizes a CEP team to collectively develop and monitor the CEP. The CEP team includes the director, dean, associate dean, director of finance, director of recruitment, director of career services, registrar, and faculty representatives from each school of study. The director assumes the responsibility of coordinating, organizing, and preparing the summary report of the plan. The CEP is reviewed at least twice a year 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 the Columbia campus.

**2. ORGANIZATION**

2.01 (a) Response submitted by AAC

2.01 (b) Response submitted by AAC

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

(c) Names of the administrators.

Yes  No

2.02 Does the campus:

(a) Adequately train its employees?

Yes  No

(b) Provide them with constant and proper supervision?

Yes  No

- (c) Evaluate their work?  
 Yes  No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes  No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?  
 Yes  No
- (b) Know the person to whom they report?  
 Yes  No
- (c) Understand the standards by which the success of their work is measured?  
 Yes  No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?  
 Yes  No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?  
 Yes  No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?  
 Yes  No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?  
 Yes  No  Not Applicable (initial applicants only)
- 2.09 Response submitted by AAC

**GENERAL COMMENTS:**

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

**3. ADMINISTRATION**

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?  
 Yes  No
- 3.02 Are all staff well trained to carry out administrative functions?  
 Yes  No
- 3.03 Who is the on-site administrator, and what are this person's qualifications?  
 Mr. David Tipps, director, is the on-site administrator for the Columbia, South Carolina campus. He holds a bachelor of arts degree in Elementary Education from Harding University located in Searcy, Arkansas and a master of arts degree in Management from Webster University located in St. Louis, Missouri. Mr. Tipps was hired by ITT September 24, 2012 as director of the Columbia campus. He previously worked in the private career college sector for approximately 17 years and served as director of education, campus director, and campus president. Mr. Tipps is qualified to serve as the on-site administrator.
- 3.04 Does the campus list degrees of staff members in the catalog?  
 Yes  No

- If Yes, is appropriate evidence of the degrees on file?  
 Yes  No
- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
- (a) Response submitted by AAC  
 Yes  No
- (b) Admissions.  
 Yes  No
- (c) Response submitted by AAC  
 Yes  No
- (d) Response submitted by AAC  
 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 Response submitted by AAC (*If No, skip to question 3.11*)
- 3.11 Do student files contain evidence of graduation from high school or the equivalent?  
 Yes  No
- 3.12 Are appropriate transcripts maintained for all students?  
 Yes  No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?  
 Yes  No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes  No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes  No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
 Yes  No

**GENERAL COMMENTS:**

The administrative functions at the campus are coordinated to achieve the educational mission. Records relative to administrative and academic operations are maintained appropriately.

**4. RELATIONS WITH STUDENTS****FOR ALL PROGRAMS**

4.01 How many student files were reviewed during the evaluation?

The team reviewed 41 selected student files.

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

The campus ensures a high level of ethical standards through ongoing surveys completed by both students and employees. This provides an opportunity for feedback to be given regarding all operations of the campus. Employees receive training through the e-learning campus system. District meetings are also held for key positions. Observations are performed to determine whether high ethical standards are being demonstrated and identify areas of needed training. All student complaints go directly to the campus director with oversight provided by the corporate office.

4.03 Does the campus have appropriate admissions criteria?

Yes  No

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

Yes  No

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

Yes  No

4.06 Response submitted by AAC

4.07 Is the admissions policy publicly stated?

Yes  No

4.08 Is the admissions policy administered as written?

Yes  No

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

Ms. Tanisha Andrews, director of student recruitment, is responsible for the oversight of student recruitment. Ms. Andrews has been director for over three years and previously worked as an admissions representative for two years. She holds a bachelor's degree in Psychology from Johnson Smith University and a master of business administration degree in Marketing from the University of Phoenix. Ms. Andrews is pursuing her doctoral degree in Business Administration with a concentration in Marketing from Walden University. She expects to graduate in December 2013. Ms. Andrews is well qualified to manage the admissions department consisting of 13 admissions representatives.

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, radio advertising, direct mail, representative-generated leads, and referrals. Admissions representatives make presentations to prospective adult and high school students. They discuss the programs available for study and assess the interest and capability of each prospective student. 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 the community relations specialist is to make presentations at local high schools, job fairs, and other related events.

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

Yes  No

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

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

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

Yes  No

If Yes, is the name of the institution clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?

Yes  No

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

Yes  No

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 Response submitted by AAC

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

Yes  No  Not Applicable

- 4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?  
 Yes  No

**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 (SAP) policy is published on pages 51-54 of the 2012-2013 catalog effective September 12, 2012.

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

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes  No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes  No

(c) Procedures for re-establishing satisfactory academic progress.

Yes  No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes  No

Incomplete grades.

Yes  No

Repeated courses.

Yes  No

Non-punitive grades.

Yes  No  Not Applicable (institution does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (institution does not offer)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (institution does not offer)

The effect when a student changes programs.

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

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

Yes  No  Not Applicable (institution only offers one credential)

The implications of transfer credit.

Yes  No

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

Yes  No

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

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

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

Yes  No

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

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

4.27 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

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

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

Yes  No

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

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

If Yes, is the student informed of this policy?

Yes  No

4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?

Yes  No

4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?

Yes  No  Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)

4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

Yes  No  Not Applicable (institution does not have extended enrollment)

4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

Yes  No  Not Applicable (there is no such student)

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

Yes  No

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

The dean is responsible for the administration of satisfactory academic progress. At the time of the team visit, this position had been vacant for over two months. Ms. Shannon Lambert is dean at the ITT-Greenville, South Carolina campus. Ms. Lambert is also the acting dean at the Columbia campus. She is on site two days per week. Ms. Lambert holds a bachelor's degree in Sociology from Furman University and a master's degree in Psychology and Counseling from Troy State University. Currently, Ms. Lambert is pursuing a doctoral degree in Higher Education at the University of North Texas. She has been dean at ITT-Greenville since August 2010. Ms. Lambert is qualified to be the acting dean at this campus.

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

Yes  No

4.37 Response submitted by AAC

4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?

Yes  No  Not Applicable (institution offers loans only)

4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes  No

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

(a) Charges.

Yes  No

(b) Dates for the posting of tuition.

Yes  No

(c) Fees.

Yes  No

(d) Other charges.

Yes  No

(e) Payments.

Yes  No

(f) Dates of payment.

Yes  No

(g) The balance after each transaction.

Yes  No

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

Yes  No

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

Yes  No  Not Applicable

4.42 Is the effective date listed on announcements of changes in tuition and fees?  
 Yes  No  Not Applicable (institution has not changed tuition or fees)

4.43 Is the institution's refund policy published in the campus catalog?  
 Yes  No

4.44 Is the refund policy fair, equitable, and applicable to all students?  
 Yes  No

4.45 Is the campus following its stated refund policy?  
 Yes  No

4.46 Does the campus offer financial aid?  
 Yes  No (Skip to Question 4.53.)

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

Mr. Benjamin Marks, director of finance, is responsible for administering student financial aid and the ongoing training of the financial aid staff. Mr. Marks holds a bachelor's degree in Business Administration from the University of North Carolina and is pursuing a master's degree in Business Administration from the University of South Carolina. He started as a financial aid representative over three years ago and has been director of finance since 2010. Mr. Marks is qualified to administer student financial aid and to oversee the three financial aid counselors.

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).

In order to keep up to date with financial aid changes, Mr. Marks participates in annual financial aid training seminars conducted by the central administration to keep current on changes occurring in the financial aid programs. In addition, he is an active member of the Southern Association of Student Financial Aid Administrators (SASF AA). T has over three years experience in financial aid starting as a financial aid representative at ITT. In addition, Mr. Marks has over eight years business related experience. he central administration's student financial services office regularly sends each campus 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 interested agencies involved in the financial aid process. Mr. Marks conducts regularly scheduled training sessions with the financial aid staff as part of his weekly staff meetings.

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. Multiple sessions are held before the beginning of each quarter. The campus director welcomes students and describes the world of postsecondary technical education and their potential for success. The dean, chairs, faculty, and functional managers then meet and greet new students and utilize the orientation to reinforce program expectations. Financial aid staff also meet with students, as needed, to ensure that financial paperwork and related requirements have been, or are being, completed. Career services personnel are available to answer questions about career choices and trends.

Tutoring from both faculty and peer tutors is available and organized by the education department. Faculty members offer a minimum of five hours of office time per week to assist students with tutoring if needed. A peer tutoring program is also available. Current students who excel in their programs offer their assistance to other students who need additional assistance or a “different” perspective on a course or subject. The students may meet at the campus or at another designated spot and time. This is especially helpful for students with transportation issues. While the campus does not currently employ a professional counselor, the acting dean assists students as she is able. Should students need further counseling they are referred to outside professional services in the local area.

- 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. Theresa Williams, director of career services, is responsible for the oversight of counseling students on employment opportunities. Ms. Williams holds a bachelor’s degree in Business Education from the University of South Carolina and a master of business administration degree from Claflin University. Ms. Williams also possesses a master’s degree in Education from Lesley University. She has been in this position since 2008 and has substantial business experience prior to working at ITT. Ms. Williams is qualified to oversee the career services office.
- 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. Each borrower is provided with a copy of his/her cost summary and payment addendum to the enrollment agreement which outlines the specific financial obligations for each academic year. Each student is advised during his/her initial interview and during the second week of class when an entrance interview is done. Finally, when the student leaves the campus, an exit interview is conducted covering responsibilities to student loans, an overview of balances due for loans, and 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 student loans. Contact numbers and e-mail addresses of lending institutions and other important offices are provided to students for 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).

Extracurricular activities include the following:

- Student clubs and professional organizations:
  - American Design Drafting Association (ADDA)
  - Electronic Technicians Association (ETA)
  - Association of IT Professionals (AITP)
  - Lambda Alpha Epsilon for the School of Criminal Justice
  - National Technical Honor Society (NTHS)
- Community blood drives
- Annual American Red Cross CPR classes
- Quarterly town hall sessions
- Seasonal activities/contests
- Constitution week
- Student council
- Quarterly student honors award certificates
- LRC tutoring services

**GENERAL COMMENTS:**

The administration is providing students an atmosphere conducive to academic learning. The campus is both appropriate and educationally viable. The staff works well together, and the students respect them. Students interviewed are generally positive about their relationship with the administration. The team is impressed with the sincerity of the staff, especially Ms. Amanda Truett, registrar; Ms. Tanisha Andrews, director of recruitment; and Mr. Benjamin Marks, director of finance. Ms. Truett's attention to detail is specifically evidenced by the documentation of admissions records. Documentation of all student records reviewed is exemplary.

## 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?

During the visit, the team discovered that the academic dean position has been vacant for approximately two months. However, the campus utilizes a distance oversight process and currently administers educational activities oversight using two people--Ms. Lachelle Green, district dean of academic affairs from the Charlotte, North Carolina campus and Ms. Shannon Lambert, dean of academic affairs from the Greenville, South Carolina campus. Both are qualified to provide oversight while the campus seeks a new academic dean. Each individual spends time at the campus throughout the quarter and also stays in daily

contact with program directors through e-mails and phone calls to help maintain continuity within the programs.

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 team found through interviews with program directors and a review of job descriptions, the administrators have sufficient authority and responsibility to develop and administer the programs.

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

Yes  No

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

Yes  No

5.07 Response submitted by AAC

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes  No

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

Yes  No (Skip to question 5.10)

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

Yes  No

5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes  No

5.12 What provisions are made for individual differences among students?

The campus provides tutoring, academic advising, and other academic provisions for students. Students identified with special needs are also provided with reasonable accommodations. Any student may ask for special assistance and those identified by staff and/or faculty are counseled according to their needs.

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

The system utilized by ITT Columbia campus coincides with the corporate curriculum review process. Any faculty member can request or suggest changes to the department chair. The department chair reviews the requests and then takes the requests to the corporate curriculum review committee that meets on a regular basis. Overall, the system provides for adequate revisions and evaluations of curriculum on a routine basis.

5.14 Does the faculty participate in this process?

Yes  No

5.15 Response submitted by AAC

5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

Yes  No  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
- If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:
- (Section 3-1-542):** The team found that there were two missing official transcripts for two faculty members: Mr. William Hayden (BA and BS from University of South Carolina) and Ms. Judy Williams (MA from Webster University).
- 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?

During the visit, the team reviewed a binder with the meeting minutes and signed signatures of faculty and staff who attended the in-service training sessions. This was also verified by talking with employees and documentation in faculty files.

- 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 3-1-543 and Glossary):** The team found missing documentation of professional growth activities for faculty members. Although some files contained suggested journal reading materials, the team determined this alone was insufficient and inadequate for professional growth. The following faculty files were missing documentation of professional growth activities: Ms. Nydia Burdick, Mr. William Cribb, Mr. Troy Green, Mr. Charles Hanson, Mr. Nayo Mack, and Mr. Norman Masters.

- 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:

**(Section 3-1-544):** The team found no evidence of regularly scheduled faculty meetings.

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

Yes  No

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

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

Yes  No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

5.31 Response submitted by AAC

5.32 Response submitted by AAC

- 5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes  No

**FOR BACHELOR'S DEGREES ONLY**

5.34 Response submitted by AAC

5.35 Response submitted by AAC

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

Yes  No

**6. EDUCATIONAL FACILITIES**

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

The campus is housed at 1628 Browning Road in Browning Center located in Columbia, South Carolina and consists of 26,000 square feet on the first floor of a two-story building. The facility contains work environments for administrative offices devoted to finance, recruitment, career services, and academic operations. A bookstore, a staff lounge, and conference rooms are also available. The main student areas are comprised of six labs, eight theory classrooms, a student lounge, and a learning resource center. Ample parking is available for students, staff, and visitors. The facility is well maintained and environmentally pleasing.

- 6.02 Does the campus utilize any additional space locations?  
 Yes  No
- 6.03 Does the campus utilize learning sites?  
 Yes  No
- 6.04 Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?  
 Yes  No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?
- (a) Equipment.  
 Yes  No
- (b) Instructional tools.  
 Yes  No
- (c) Machinery.  
 Yes  No
- 6.06 Is there evidence on file to show that all institutional facilities are in compliance with fire, safety, and sanitation regulations?  
 Yes  No  Not Applicable

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
 The ITT Technical Institute 2012 - 2013 Catalog, volume 14 for Columbia, South Carolina was reviewed on site.
- 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)

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

**(Section 3-1-701 and Appendix C):** One of the full-time faculty members (Ms. Judy Williams, MA from Webster University) did not have an official copy of one of her transcripts on file for her credentials as listed in the catalog.

7.05 Does the institution offer degree programs?

Yes  No

If Yes, does the catalog contain the following?

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

Yes  No (Skip to Question 7.08.)

If Yes, is it appropriate?

Yes  No

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

The current administration changes were reflected in the campus catalog addendum, dated September 28, 2012.

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 via print ads, brochures, television and radio commercials, billboards, and online via social media and its website.  
 Are the advertisements under acceptable headings?  
 Yes  No
- 7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?  
 Yes  No (Skip to Question 7.14.)  
 If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?  
 Yes  No
- 7.14 Does the campus utilize services funded by third parties?  
 Yes  No (Skip to Question 7.15.)
- 7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?  
 Yes  No
- 7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?  
 Yes  No  Not Applicable (institution does not participate in financial aid)

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

### **FOR ALL PROGRAMS**

- 8.01 Does the campus develop an adequate base of library resources?  
 Yes  No
- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?  
 Yes  No
- 8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No
- 8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?  
 Yes  No
- 8.05 Response submitted by AAC
- 8.06 Response submitted by AAC

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

- 8.07 Response submitted by AAC
- 8.08 Response submitted by AAC
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
The current year's expenditures from the library budget total \$3,164. The money allocated has been spent on books, videos, and other materials requested by faculty.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No
- 8.12 Response submitted by AAC
- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- 8.14 Response submitted by AAC
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?  
 Yes  No  Not Applicable (no interlibrary agreements)
- 8.16 Response submitted by AAC
- 8.17 Response submitted by AAC
- 8.18 Response submitted by AAC
- 8.19 Response submitted by AAC
- 8.21 Response submitted by AAC
- 8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?  
 Yes  No
- 8.23 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No
- 8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?  
 Yes  No

## 9. PROGRAM EVALUATION

**Academic Associate's Degree in Computer and Electronics Engineering Technology,  
Academic Associate's Degree in Electrical Engineering Technology, and  
Bachelor's Degree in Electrical Engineering and Communications Technology**

### FOR ALL PROGRAMS

- 9.01 Response submitted by AAC
- (a) Response submitted by AAC
- (b) Response submitted by AAC
- (c) Response submitted by AAC

(d) Response submitted by AAC

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

The three degree programs covered in this report are located in the School of Electronics Technology. The administrator for this school is Mr. Ernest Massaro, chair of the School of Electronics Technology. He was designated chair of this school in February 2011. Mr. Massaro has worked as an instructor at the Columbia, South Carolina campus since December 2010. He previously worked as a manager, IT manager, and director of sales at five companies between 1999 and 2008. Mr. Massaro holds a bachelor of science degree in Telecommunications Management and a bachelor of science degree in Electrical Engineering Technology from the State University of New York at Utica. Mr. Massaro has earned the General Radiotelephone Operator license issued by the Federal Communications Commission (FCC).

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 School of Electronics Technology go on field trips to the offices/facilities of local businesses, offices of state and local governments, and manufacturing/production facilities located in the Columbia, South Carolina region. These field trips provide students opportunities for exposure to the real-world work environment and could lead to internships/employment for some students. Every year, a few guest speakers come to the Columbia campus to address students in the School of Electronics Technology. These presentations are beneficial for students and faculty in the context of new learning and professional networking. The School of Electronics Technology has an active program advisory committee (PAC) with membership representing local businesses and the community. In addition to providing timely guidance pertaining to the content of degree programs, members of this committee often facilitate the employment of graduates. The nine external members of the PAC represent well-known entities like Insys, Inc., Michelin Tire, Bridgestone Tire, Aerotek, and Quality Electronics. The minutes of PAC meetings are recorded for future reference and were available to the team.

9.08 Are these resources sufficient?

Yes  No

9.09 Response submitted by AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes  No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

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

9.12 Response submitted by AAC

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

Yes  No  NA

9.14 Response submitted by AAC

9.15 Are course prerequisites being followed?

Yes  No

9.16 Is an appropriately detailed syllabus on file for each course 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 Electrical Engineering Technology associate's degree program and the Electrical Engineering and Communications Technology bachelor's degree program did not have any graduates during the time period covered by the 2011 CAR.

Ten telephone calls were made to validate the ITT placement data for graduates of the Computer and Electronics Engineering Technology associate's degree program on the 2011 CAR.

How many calls to employers or graduates were successful?

Nine of the ten attempted 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.

The nine successful contacts with employers confirmed the employment of the graduates of the Computer and Electronics Engineering Technology associate's degree program 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 43 of the campus' 2012 - 2013 catalog, volume 14, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

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

**(Section 2-2-503):** 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 Response submitted by AAC

**FOR 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

- 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

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

- 9.38 Response submitted by AAC

- 9.39 Response submitted by AAC

- 9.40 Response submitted by 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 Response submitted by AAC

**FOR BACHELOR'S DEGREES ONLY**

- 9.43 Response submitted by AAC

- 9.44 Response submitted by AAC

- 9.45 Response submitted by AAC

- 9.46 Response submitted by 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 Response submitted by AAC

**GENERAL COMMENTS:**

The facilities available for the academic programs in the School of Electronics Technology at the Columbia campus are impressive. The computer laboratories are well equipped and laid out properly for efficient utilization of the equipment by students and faculty. Students in the electronics technology programs interviewed during the site visit indicated that the quality of instruction is good and praised the instructors and administrators for being accessible and responsive.

**9. PROGRAM EVALUATION**

**Academic Associate's Degree in Criminal Justice,**

**Academic Associate's Degree in Criminology and Forensic Technology, and**

**Bachelor's Degree in Criminal Justice**

**FOR ALL PROGRAMS**

- 9.01 Response submitted by AAC
- (a) Response submitted by AAC
- (b) Response submitted by AAC
- (c) Response submitted by AAC
- (d) Response submitted by AAC
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
- Ms. Judy Williams is the program chair for the School of Criminal Justice programs. Ms. Williams holds an associate's degree in Public Service from Midlands Technical College, a bachelor's degree in Criminal Justice from Limestone College, and a master's degree in Human Resources from Webster University. Prior to joining the campus in March 2009, Ms. Williams was a juvenile corrections officer, a public safety officer, and a police officer. Ms. Williams received her Police Certification from the South Carolina Justice Academy in July 1999.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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 criminal justice department is a member of the American Criminal Justice Association, Lambda Alpha Epsilon. The criminal justice department participates in visits to the following community resources: Alvin Glen Detention Center, South Carolina Law Enforcement Computer Division, Lexington County Courthouse, South Carolina Department of Juvenile Justice, and Criminal Justice Academy. In addition, numerous guest speakers are invited to campus to address students.

9.08 Are these resources sufficient?

Yes  No

9.09 Response submitted by AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes  No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

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

9.12 Response submitted by AAC

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

Yes  No  NA

9.14 Response submitted by AAC

9.15 Are course prerequisites being followed?

Yes  No

9.16 Is an appropriately detailed syllabus on file for each course 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?

There were no graduates from the associate's degree program in Criminology and Forensic Technology and the bachelor's degree program in Criminal Justice during the time period of the 2011 CAR.

The team made four telephone calls to verify employment of graduates from the associate's degree program in Criminal Justice that was reported on the 2011 CAR.

How many calls to employers or graduates were successful?

There were three calls to employers that were successful of the four calls that were attempted for the associate's degree program in Criminal Justice reported on the 2011 CAR.

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 three of the successful calls made to employers confirmed the employment of the graduates from the associate of applied science degree program in Criminal Justice 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 43 of the campus' 2012-2013 catalog, volume 14, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503):** 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 Response submitted by AAC

**FOR 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

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

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Response submitted by AAC

9.39 Response submitted by AAC

9.40 Response submitted by 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 Response submitted by AAC

**FOR BACHELOR'S DEGREES ONLY**

9.43 Response submitted by AAC

9.44 Response submitted by AAC

9.45 Response submitted by AAC

9.46 Response submitted by 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 campus is currently phasing out the bachelor's degree program in Criminal Justice.

9.48 Response submitted by AAC

**GENERAL COMMENTS:**

The faculty members in the criminal justice programs are very knowledgeable, with the majority of the faculty having either worked, or are currently working, in the field. As a result, students benefit from their actual experiences that are often shared during classes.

**9. PROGRAM EVALUATION****Academic Associate's Degree in Graphic Communications and Design and****Academic Associate's Degree in Visual Communications****FOR ALL PROGRAMS**

9.01 Response submitted by AAC

(a) Response submitted by AAC

(b) Response submitted by AAC

(c) Response submitted by AAC

(d) Response submitted by AAC

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

Assigned to administer the academic programs of Visual Communications and Graphic Design and Communications is Ms. Daphne Brice. She has been with the institution since 2007 as an adjunct instructor and became program chair in 2010. Ms. Brice holds an associate's degree in Architectural Engineering from Midlands Technical College, a bachelor's degree in Business Administration from Southern Wesleyan University, and is currently pursuing a master's degree in Aviation from Daniel Webster College with an expected completion in 2013. She has professional membership in the National Association of Women in Construction (NAWIC). In addition to her teaching duties, Ms. Brice oversees five part-time instructors in the program. An advisor to Ms. Brice for these programs is lead instructor Ms. Brynley Farr. Ms. Farr holds a bachelor's degree in Graphic Design from the University of South

Carolina and has also completed some graduate study work in Graphic Design at the School of Visual Arts in New York. Professionally, she has worked as a design studio creative director, marketing director, and media graphics designer. Ms. Farr currently maintains her own free-lance design studio in the Columbia, South Carolina area.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%  
 Yes  No  Not applicable (new branch only)  
 (b) Student placement rate of 58%  
 Yes  No  Not applicable (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 campus is involved with professional job fairs in the area where students can go to meet with potential employers. The campus has a representative who visits high schools in the region and gives a presentation to students to acquaint them with the educational offerings of the campus. Many of the alumni of the institution are involved with various aspects of campus awareness through the March of Dimes, Habitat for Humanity, and various volunteer organizations that bring students into community awareness through non-profits. At these events, campus faculty and students wear co-ordinated t-shirts with the school logo to advertise the campus.
- 9.08 Are these resources sufficient?  
 Yes  No
- 9.09 Response submitted by AAC
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Response submitted by AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA

9.14 Response submitted by AAC

9.15 Are course prerequisites being followed?

Yes  No

9.16 Is an appropriately detailed syllabus on file for each course 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?  
 One call was made to the one graduate of the Visual Communications associate's degree program reported on the 2011 CAR.  
 There were no graduates of the Graphic Design and Communications associate's degree program.  
 How many calls to employers or graduates were successful?  
 The one call attempted for the Visual Communications associate's degree program graduate was 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.  
 The one call confirmed the employment of the one graduate of the Visual Communications associate's degree program 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 43 of the campus' 2012 - 2013 catalog, volume 14, the campus policy regarding homework is contained in the "Residence Courses" paragraph.
- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes  No  Not Applicable (Clock hour programs only)
- If *No*, insert the section number in parentheses and explain:  
**(Section 2-2-503):** 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 Response submitted by AAC

**FOR ACADEMIC ASSOCIATE'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

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 Response submitted by AAC

9.39 Response submitted by AAC

9.40 Response submitted by 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 Response submitted by AAC

**GENERAL COMMENTS:**

The Visual Communications associate's degree program is being phased out at this campus. As per interviews, students spoke highly of the faculty and their expertise in their particular field(s). Students also reported that they liked in particular the individual attention and one-on-one interaction with faculty.

**9. PROGRAM EVALUATION**

**Bachelor's Degree in Information Systems and Cybersecurity,**

**Academic Associate's Degree in Network Systems Administration, and**

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

**FOR ALL PROGRAMS**

9.01 Response submitted by AAC

(a) Response submitted by AAC

(b) Response submitted by AAC

(c) Response submitted by AAC

(d) Response submitted by AAC

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

Mr. Deron Dantzler is the chair for the School of Information Technology and is assigned to administer the academic programs. Mr. Dantzler is well qualified to perform these duties. He has earned an associate of science degree in Computer Technology from Orangeburg-Calhoun Technical College, a bachelor of science degree in Technology Management from DeVry University, and a master of science degree in Information Systems Management from the Keller Graduate School of Management. To compliment his education, Mr. Dantzler has related work experience. For example, prior to becoming the chair he was a web development consultant for the South Carolina Department of Social Services. He has served in this capacity since March 2011. Furthermore, he has worked as an adjunct instructor for ITT Technical Institute from 2007-2011. Mr. Dantzler also holds several highly recognizable certifications, including CompTIA A+ and Network+ as well as Microsoft Certified Professional (MCP).

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).

On February 14, 2012 the students in the information technology programs went on a field trip to IT-Ology. The objective was to provide students with a general idea of the many different jobs that are available in the field. In addition, guest speakers have visited the campus and provided presentations to students. To illustrate, on August 9, 2012 Mr. James Faas from Blue Cross and Blue Shield provided a presentation to students on employment acquisition. On July 5, 2012 Ms. JoAnne Sotata, a senior recruiter from the Tech Support Group, came to campus to discuss job searches and resumes.

9.08 Are these resources sufficient?

Yes  No

9.09 Response submitted by AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes  No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

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

- 9.12 Response submitted by AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Response submitted by AAC
- 9.15 Are course prerequisites being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course 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?

A total of 11 calls were made to employers of graduates of the associate's degree program in Information Technology-Computer Network Systems as reported on the 2011 CAR.

There are no graduates from the bachelor's degree program in Information Systems Cybersecurity and the associate's degree program in Network System Administration during the time period of the 2011 CAR.

How many calls to employers or graduates were successful?

Ten of the 11 calls to employers of graduates of the Information Technology-Computer Network Systems associate's degree program 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 ten calls where contact was made with employers confirmed the employment of graduates of the Information Technology-Computer Network Systems associate's degree program 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 43 of the campus' 2012-2013 catalog, volume 14, the campus' policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503):** After careful review of the documentation, it is determined that there is no evidence that out-of-class work or the equivalency is being evaluated in all courses by all 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 Response submitted by AAC

**FOR 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

While qualified because of professional certifications, instructor William Hayden has no transcripts (official or unofficial) on file.

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

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Response submitted by AAC

9.39 Response submitted by AAC

9.40 Response submitted by 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 Response submitted by AAC

**FOR BACHELOR'S DEGREES ONLY**

9.43 Response submitted by AAC

9.44 Response submitted by AAC

9.45 Response submitted by AAC

9.46 Response submitted by 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 Response submitted by AAC

**GENERAL COMMENTS:**

The associate's degree program in Information Technology-Computer Network Systems is being phased out. The three information technology programs reviewed are well structured and organized. The enrollment, retention, and placement of students are strong indicators that student education and skillsets are being appropriately provided. The information technology programs will benefit from the establishment of a program advisory committee (PAC). The input from and expertise of the PAC members will be valuable to the programs.

**9. PROGRAM EVALUATION**

**Academic Associate's Degree in Computer Drafting and Design and**

**Academic Associate's Degree in Drafting And Design Technology**

**FOR ALL PROGRAMS**

9.01 Response submitted by AAC

- (a) Response submitted by AAC  
 (b) Response submitted by AAC  
 (c) Response submitted by AAC  
 (d) Response submitted by AAC

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

The program chair, Ms. Daphe Brice, is assigned to administer the academic programs for the School of Drafting and Design. She holds an associate's degree in Engineering Technology from Midlands Technical College and a bachelor's degree in Business Administration from Southern Wesleyan University. Mrs. Brice is working on a master's degree in Aviation from Daniel Webster College.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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).  
 During the team visit, evidence was found in reference to field trips that had been conducted as well as guest speakers who had visited campus to speak to students. Other community resources used by the programs included interaction with individuals involved in the American Design and Drafting Association (ADDA) and the National Association of Women in Construction (NAWIC).
- 9.08 Are these resources sufficient?  
 Yes  No
- 9.09 Response submitted by AAC
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Response submitted by AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Response submitted by AAC
- 9.15 Are course prerequisites being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course 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?

Two calls were made to employers of the Computer Drafting and Design associate's degree program graduates reported on the 2011 CAR.

The Drafting and Design Technology associate's degree program did not have any graduates reported on the 2011 CAR.

How many calls to employers or graduates were successful?

The two calls made to employers of the Computer Drafting and Design associate's degree program graduates were both 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.

The two calls that were successful confirmed employment of the graduates of the Computer Drafting and Design associate's degree program 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 43 of the campus' 2012 - 2013 catalog, volume 14, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503):** 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 Response submitted by AAC

**FOR ACADEMIC ASSOCIATE'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

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 Response submitted by AAC

9.39 Response submitted by AAC

9.40 Response submitted by 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 Response submitted by AAC

## 9. PROGRAM EVALUATION

### Bachelor's Degree in Project Management and Administration

#### FOR ALL PROGRAMS

9.01 Response submitted by AAC

- (a) Response submitted by AAC
- (b) Response submitted by AAC
- (c) Response submitted by AAC
- (d) Response submitted by AAC

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

Ms. Daphne Brice, chair of the Project Management and Administration program, is the newly assigned administrator of the academic program. She holds an associate of applied science degree in Engineering from Midlands Technical College and a bachelor of science degree in Business Administration from Southern Wesleyan University. Ms. Brice is currently enrolled in a master of business administration degree program at Daniel Webster College in New Hampshire. She is also currently serving as the chair of the School of Drafting and Design, a position she has held since 2010.

9.03 Does this individual possess appropriate academic or experiential qualifications?

- Yes  No

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

- Yes  No

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

- Yes  No

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

- (a) Student retention rate of 62%  
 Yes  No  Not applicable (new program only)
- (b) Student placement rate of 58%  
 Yes  No  Not applicable (new program only)

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

The Project Management and Administration program is new to this campus. The team found through an interview with the newly assigned program chair, Ms. Daphne Brice, that a formalize process of recruiting project manager guest speakers, taking field trips, and developing community resources that reflect current and recent industry trends is being instituted and will be implemented within the program. She further stressed that continuity is important to this program and she plans on hiring faculty to help in this area.

9.08 Are these resources sufficient?

- Yes  No

- 9.09 Response submitted by AAC
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Response submitted by AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Response submitted by AAC
- 9.15 Are course prerequisites being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
  - (b) Course numbers  
 Yes  No
  - (c) Course prerequisites and/or corequisites  
 Yes  No
  - (d) Instructional contact hours/credits  
 Yes  No
  - (e) Learning objectives  
 Yes  No
  - (f) Instructional materials and references  
 Yes  No
  - (g) Topical outline of the course  
 Yes  No
  - (h) Instructional methods  
 Yes  No
  - (i) Assessment criteria  
 Yes  No
  - (j) Method of evaluating students  
 Yes  No
  - (k) Date the syllabus was last reviewed  
 Yes  No

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

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

Yes  No

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

Yes  No

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

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

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

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

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

In the "credit hour" section on page 43 of the campus' 2012 - 2013 catalog, volume 14, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503):** 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 Response submitted by AAC

**FOR 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

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

9.43 Response submitted by AAC

9.44 Response submitted by AAC

9.45 Response submitted by AAC

9.46 Response submitted by 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 Response submitted by AAC

**GENERAL COMMENTS:**

The bachelor's degree in Project Management and Administration is a new degree program offered at the ITT Columbia campus. The newly assigned department chair should provide continuity and development of the program as well as allow for future growth. During the visit, the program chair shared numerous ways that she plans to develop and maintain continued growth and to incorporate various community resources and a program advisory committee for future success.

## SUMMARY OF CITATIONS

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 27, 31, 35, 39, 44, and 47).
<b>Section 3-1-513(a) &amp; Glossary</b>	Course syllabi do not appropriately include out-of-class work assignments that support the learning objectives for most courses (pages 26, 30, 34, 39, 43, and 47).
<b>Section 3-1-542; Section 3-1-701 &amp; Appendix C</b>	Official transcripts of qualifying credentials are not maintained for all faculty members (pages 17 and 21).
<b>Section 3-1-543 &amp; Glossary</b>	Professional development plans do not contain appropriate documentation of professional growth activities (page 18).
<b>Section 3-1-544</b>	There is no record of discussions and attendance for regular faculty meetings (page 18).

## 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*):

### **Visual Communications and Graphic Communications and Design Programs:**

- Expand the library holdings of hard copy books in the areas of art history and the history of design to encourage increased student and faculty use of resources and to enhance the curriculum.

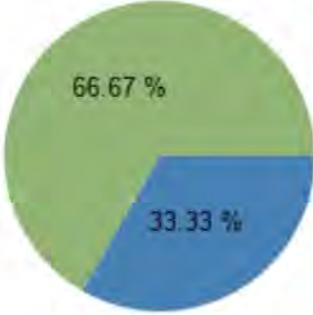
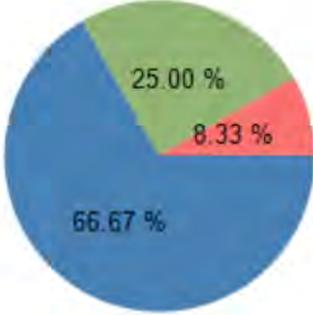
### **Information Technology Programs:**

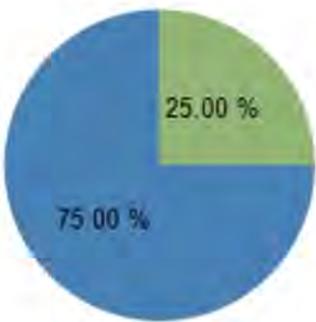
- Formulate and activate a program advisory committee for the information technology programs to provide valuable professional input and external review of the academic programs, to increase the number of potential employers on campus, and to better connect the campus with the local employment community.

### **Project Management and Administration Program:**

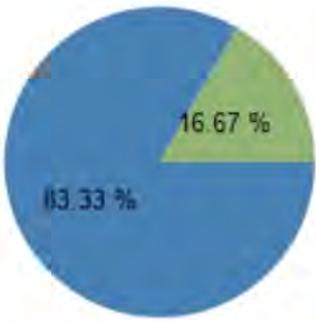
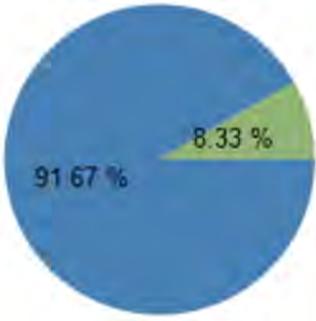
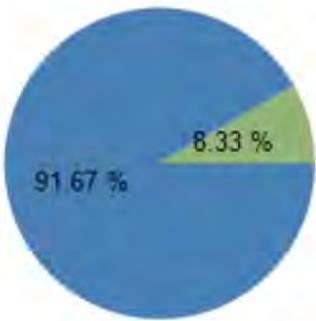
- Develop a strategic plan to utilize various community resources including guest speakers, field trips, and a program advisory committee to enhance the curriculum, increase student learning, and ensure the growth and future success of the bachelor's degree program.

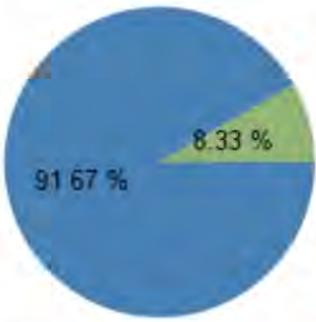
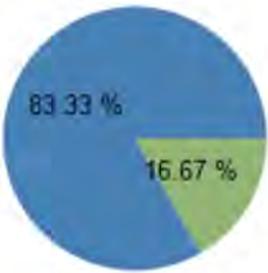
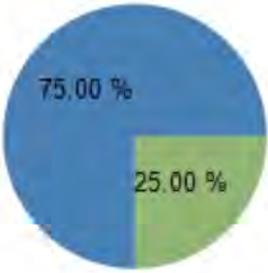
## Student Survey Response Summary Graph

Personify Id	Survey Question	Category	Count	
00023268				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	4	 <p>33.33 %</p> <p>66.67 %</p> <p>■ Yes ■ No</p>
		No	8	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	8	 <p>66.67 %</p> <p>25.00 %</p> <p>8.33 %</p> <p>■ Yes ■ No ■ N/A</p>
		No	3	
		N/A	1	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	12	 <p>100.00 %</p> <p>■ Yes</p>

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<p>Yes</p>	<p>12</p>	 <p>100.00 %</p>
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<p>Yes</p>	<p>12</p>	 <p>100.00 %</p>
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	<p>Yes</p>	<p>9</p>	 <p>75.00 % 25.00 %</p>
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<p>Yes</p>	<p>9</p>	 <p>75.00 % 25.00 %</p>
<p>No</p>	<p>3</p>			
<p>No</p>	<p>3</p>			

	<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>11</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	11	No	1		<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 91.67% and a smaller green slice representing 8.33%.</p>		
Yes	11									
No	1									
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>12</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	12	No	0	N/A	0		<p>A pie chart with a legend. The legend shows a blue square for 'Yes'. The chart shows a single blue slice representing 100.00%.</p>
Yes	12									
No	0									
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>11</td> </tr> <tr> <td>No</td> <td>1</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	11	No	1	N/A	0		<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 91.67% and a smaller green slice representing 8.33%.</p>
Yes	11									
No	1									
N/A	0									
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>12</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	12	No	0	N/A	0		<p>A pie chart with a legend. The legend shows a blue square for 'Yes'. The chart shows a single blue slice representing 100.00%.</p>
Yes	12									
No	0									
N/A	0									

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>10</td> </tr> </table>	Yes	10	<table border="1"> <tr> <td>No</td> <td>2</td> </tr> </table>	No	2	 <p>83.33 % 16.67 %</p> <p>■ Yes ■ No</p>		
Yes	10									
No	2									
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>11</td> </tr> </table>	Yes	11	<table border="1"> <tr> <td>No</td> <td>1</td> </tr> </table>	No	1	 <p>91.67 % 8.33 %</p> <p>■ Yes ■ No</p>		
Yes	11									
No	1									
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>11</td> </tr> </table>	Yes	11	<table border="1"> <tr> <td>No</td> <td>1</td> </tr> </table>	No	1	<table border="1"> <tr> <td>N/A</td> <td>0</td> </tr> </table>  <p>91.67 % 8.33 %</p> <p>■ Yes ■ No</p>	N/A	0
Yes	11									
No	1									
N/A	0									
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>12</td> </tr> </table>	Yes	12	<table border="1"> <tr> <td>No</td> <td>0</td> </tr> </table>	No	0	 <p>100.00 %</p> <p>■ Yes</p>		
Yes	12									
No	0									

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	Yes	11	 <p>91.67 % 8.33 %</p> <p>Yes No</p>
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	Disagree	2	 <p>83.33 % 16.67 %</p> <p>Disagree Agree</p>
	<p><b>5.2. I would recommend this school to others.</b></p>	Disagree	3	 <p>75.00 % 25.00 %</p> <p>Disagree Agree</p>
		Agree	9	

## REEVALUATION VISIT

**ITT TECHNICAL INSTITUTE**  
**2450 Rimrock Road, Suite 100**  
**Madison, WI 53713**  
**ACICS ID Code: 00023951**

**MAIN**  
**ITT Technical Institute**  
**Indianapolis, Indiana**  
**ACICS ID Code: 00016040**

**WILLIAM VINSON, DIRECTOR (WVinson@itt-tech.edu)**

**October 1-2, 2012**

Scot Ober	Chair	Words etc, Inc.	Tucson, Arizona
Jeanine Coursen	Student Relations Specialist	DuBois Business College	Ft. Lauderdale, Florida
Nancy Wright	Educational Activities Specialist	Wright Solutions	Helena, Alabama
Judee Timm	Business Management Specialist	Monterey Peninsula College	Carmel, CA 93923
Robert Roggio	Project Management Specialist	University of North Florida	Jacksonville, Florida
Charles McNeil	Criminal Justice/Paralegal Specialist	Prince Institute	Denver, Colorado
Owate Akeh Chujor	Electronics/Engineering Specialist	Minnesota School of Business	Brooklyn Center, Minnesota
Douglas Guare	Drafting and Design Specialist	TESST College	Stevensville, Maryland
David Hoehn	Network Specialist	Brown College	St. Peter, Minnesota
Melonie Vanderpool-Wyatt	Accreditation Coordinator	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
PROGRAMS OFFERED BY  
ITT Technical Institute  
Madison, WI**

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	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Associate of Applied Science	Academic Associate's	Information Technology – Computer Network Systems	96	16/14	76.1%	63.2%	75%	100%
Associate of Applied Science	Academic Associate	Software Development Technology	96	2/3	69.6%	N/A	N/A	N/A
Associate of Science	Academic Associate	Network Systems Administration	90	27/13	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's	**Information Systems Security	180	0/0	66.7%	N/A	100%	N/A
Bachelor of Science	Bachelor's	Project Management	180	13/5	90.0%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Computer and Electronics Engineering Technology	96	3/3	<b>57.6%</b>	66.7%	68.8%	N/A
Associate of Science	Academic Associate	Electrical Engineering Technology	90	16/6	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Electronics and Communications Engineering Technology	180	0/2	85.7%	N/A	100%	N/A
Associate of Applied Science	Academic Associate	Computer Drafting Design	96	17/8	64.1%	93.3%	70.6%	N/A
Associate of Applied Science	Academic Associate	Criminal Justice	96	13/5	65.1%	<b>18.8%</b>	79.9%	N/A
Associate of Applied Science	Academic Associate	Paralegal Studies	96	4/4	<b>39.4%</b>	N/A	65.6%	N/A
Associate of Science	Academic Associate	Criminology and Forensic Technology	90	7/2	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate	Paralegal	90	11/5	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's	**Criminal Justice	180	0/0	<b>43.8%</b>	N/A	<b>50%</b>	N/A
Bachelor of Science	Bachelor's	**Construction Management	180	0/0	N/A	N/A	100%	N/A
Associate of Science	Academic Associate	Business Management	90	8/5	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Project Management and Administration	180	13/4	N/A	N/A	N/A	N/A
<b>TOTAL ENROLLMENT</b>				229				

\*\* 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.  
The campus plans to offer these programs as soon a sufficient number of students enroll in them.

Please use this page to give an overall narrative of the institution and to explain any extenuating circumstances.  
The campus opened in Madison in its current location in 2008. Although the campus has enrolled more than 425 students in the past, its current population is 229 students. Almost all of its students are evening students and three-fourths are male. The School of Information Technology enrolls more than 36% of all students.

## REPORT QUESTIONS

### 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

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

**(Section 3-1-111):** The CEP does not meet Council requirements in that it does not include a discussion of the characteristics of the programs offered or expected outcomes of the plans to improve the educational processes.

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:

**(Section 3-1-111):** All of the required elements are not included in the CEP. Although satisfaction data is given for near graduates (from exit-interview data collected within five weeks of graduation), no data is provided for students who have actually graduated and already received their diplomas. The director noted the campus's problems in getting graduate questionnaires returned.

- 1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed. Student performance on capstone courses is the primary method used that actually documents student learning outcomes. Although assessment rubrics are also used for some courses, performance in some programs was so low that learning outcomes could not be documented. For example, for Electronics Technology, 14 of the 17 competencies listed indicated that only 57% of the students achieved that competency.
- 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:

**(Section 3-1-111):** Some of the required elements were missing from the CEP. Baseline data was not provided for student learning outcomes, so it could not be determined whether or not student performance on capstone courses met the campus's goals. Appropriate analysis was not provided for numerous required elements. The CEP analysis often stated that no major differences were found, when in fact, major differences were evident. For example, in the three-year average, faculty received a 93% positive rating, whereas career services received only a 65% positive rating for this three-year period--a difference of 28%; yet, this difference was not discussed and specific goals were not presented to remedy the problem. Elsewhere in the CEP, an update noted that the career services department had been one year without a director, undoubtedly affecting graduate satisfaction.

- 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.  
 Chairs now call any student who are absent on the day of the absence to determine if there are problems that need to be resolved. The new director of career services now calls 80-100 prospective employers each week, trying to identify possible placement prospects, and the campus is placing additional emphasis on the rigor of the portfolio and capstone classes, to better prepare students for employment.
- 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. William Vinson, campus director, is responsible for implementing and monitoring the CEP. He holds a bachelor's degree in Communication from the University of Wisconsin--Whitewater and a master's degree in Communication from the University of Wisconsin-Milwaukee. He began working at ITT in 2002 and opened the Madison campus as campus director in April 2008.

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

Yes  No

**GENERAL COMMENTS:**

Although the CEP contained several deficiencies, the team was impressed with the honest, objective analysis of the data provided at the local level.

## 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 (but see below)

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

**(Section 3-1-202(c)):** The campus is not following its academic freedom policy. The academic freedom policy specifically states that, "After all of the stated learning objectives of the course have been thoroughly covered, faculty members are encouraged to cover any additional information on the course subject matter that they have gained through their academic or work experience that will benefit their students." Instructors can now add or delete the suggested assignments on the course syllabus, based on their academic or work experience. Beginning next quarter, however, the campus gradebook will list all course assignments and the points available for each, and instructors will not be able to add or delete any assignments. Thus, even though the policy states that faculty are encouraged to cover additional information, the faculty cannot assign any grades based on the additional coverage. The team is concerned that if, for example, during the school term a major development or

issue in the subject area occurs, faculty will not be able to build this into the assignments for that course, thus restricting their academic freedom. Many faculty complained about this new restriction, and the academic dean confirmed that the restrictions will be in place next quarter.

- 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. William Vinson, campus director, is the on-site administrator. He holds a bachelor's degree in Communication from the University of Wisconsin-Whitewater and a master's degree in Communication from the University of Wisconsin-Milwaukee. He began working at ITT in 2002 and opened the Madison campus as campus director in April 2008.
- 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

**GENERAL COMMENTS:**

The team was impressed with the competence, energy, and dedication of the campus director.

**4. RELATIONS WITH STUDENTS**

- 4.01 How many student files were reviewed during the evaluation?  
 Thirty-three student files were reviewed during the evaluation.
- 4.02 How does the institution ensure that its student relations reflect high ethical standards?  
 The ITT Madison campus reflects high ethical standards by reflecting ITT's mission in the concern for the education and welfare of its students. The campus has initiated policies concerning academic honesty, alcohol and drug awareness, anti-harassment, sex crimes prevention, safety and security, and nondiscrimination and diversity.
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes  No
- 4.06 Response submitted by Academic Administrative Center
- 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. Nile McKibben, director of recruitment, is responsible for the oversight of student recruitment. Mr. McKibben has

worked in his current position at ITT Madison for three months. He has previous experience as the director of admission at Madison Media Institute for three years and as a recruiting manager for the United States Marine Corps for five years. Mr. McKibben holds a bachelor's degree in Business Administration from the University of Maryland and a master's degree in Business Administration from Edgewood College.

4.10 Describe the process for the recruitment of new students.

The process for recruitment of new students is as follows: initial contact of prospective student is made and an appointment is scheduled; a multimedia presentation explaining the programs is shown during the appointment; a tour of the campus is conducted; the admission representative discusses the prospective student's interests and motivations relating to the programs; a request for documentation for admission is made; possible testing for admission is administered; the campus online catalog and handbook are shown to the student; financial aid is explained; and an appointment and orientation date are set.

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 Response submitted by Academic Administrative Center

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

Yes  No  Not Applicable

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

Yes  No

4.20 Response submitted by Academic Administrative Center

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 (SAP) policy are published in the ITT Madison 2012-2013, Volume 11 catalog on pages 66-69.

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?  
 Mr. George Russell, dean of academic affairs, is responsible for the administration of satisfactory academic progress. He holds a master's degree in Business Leadership and a bachelor's degree in Business Administration from Upper Iowa University. He has been employed at ITT Madison for two years. Mr. Russell has been the academic dean for one year and has served as a full-time instructor in Information Technology for one year. He previously worked in the field of information technology for 20 years.
- 4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes  No
- 4.37 Response submitted by Academic Administrative Center
- 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. Jesse Zanon, director of finance, is responsible for administering student financial aid. He holds a bachelor's degree in Business Administration from St. Norbert College. Mr. Zanon has served in his current position for four years and was a financial aid coordinator at the ITT Green Bay campus for two years.

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 director stays current with regulation and policy changes by holding a membership in the Wisconsin Association of Student Financial Aid Administrators (WASFAA). The membership provides current publications regarding financial aid procedures. The financial aid director attends an annual WASFAA meeting. The financial aid office attends all ITT online financial aid training Webinars conducted by the field financial services from the ITT headquarters.

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 ITT Madison campus offers the following student services: career services, tutoring, financial aid, guidance and academic counseling, and new student orientation.
- 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 No, insert the section number in parentheses and explain:  
**(Section 3-1-441(c)):** Follow-up studies concerning graduate satisfaction have not been conducted by the campus. While evidence of satisfaction studies conducted of near-graduates was found, the team did not find any graduate satisfaction surveys after placement. Follow-up studies concerning employer satisfaction were available and reviewed by the team.
- 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. Julie Scalissi, director of career services, is responsible for the oversight of employment opportunities at the ITT Madison campus. Ms. Scalissi has worked at her current position for eight months. Previously, she worked in staffing for four years and in sales for thirteen years.
- 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.  
 Students are counseled concerning their loan repayment obligations by the following: a financial aid entrance guide is given to each new student and reviewed during the enrollment process; each student has an initial financial aid appointment where the process is explained; a financial aid presentation is conducted at orientation and during the second week of class; financial aid reviews each student obligation every nine months; and a financial aid exit interview is given to all students.
- 4.64 Describe the extracurricular activities of the institution (if applicable).  
 Students are encouraged to participate in the following extracurricular activities: Criminal Justice Club; Information Technology Club; Paralegal Club; Electronics Club; community blood drives; Halloween contests; and family picnics.

## 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. George Russell is the dean of academic affairs for the Madison campus. Mr. Russell holds a master's degree in Business Leadership and a bachelor's degree in Business Administration from Upper Iowa University. Mr. Russell also holds an associate's degree in Computer Information Systems/Programmer Analyst from Mid-State Technical College and holds the following certifications: Check Point Certified Administrator, Check Point Certified System Engineer, Microsoft Certified Professional, and Cisco Certified Network Administration. Prior to employment at ITT, Mr. Russell was the director of technical operations at the University of Wisconsin and was also the corporate project manager for Great Lakes Educational Loan Services. His instructional experience includes serving as adjunct instructor at Herzing College and as adjunct instructor for the ITT Madison 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.  
The duties and responsibilities of program administrators are included in the job description found in the faculty files. The program directors are budgeted a specific amount of time for program responsibilities. These times are noted in the ACICS data sheet located in the faculty files.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes  No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes  No
- 5.07 Response submitted by Academic Administrative Center
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
 Yes  No
- 5.09 Does the campus have any programs that carry specialized or programmatic accreditation?  
 Yes  No (Skip to question 5.10)
- 5.10 Are the educational programs consistent with the campus mission and the needs of its students?  
 Yes  No
- 5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes  No
- 5.12 What provisions are made for individual differences among students?  
The campus is committed to compliance with Section 504 of the Rehabilitation Act of 1973 and its regulations. The campus does not discriminate on the basis of disability, race, sex, sexual orientation, national origin, gender, or genetic information. The campus director is designated as the campus student disability coordinator and coordinates Section 504 compliance. Students with a disability may request an accommodation by contacting the campus director. Accelerated students are encouraged to undertake extra projects. Below-average performers are advised by their faculty and school chair whenever a problem is identified. Students are encouraged to attend tutoring sessions. The Madison campus develops Individual Education Plans for students with identified learning disabilities and offers accommodations in accordance with ITT/ESI policy.

- 5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
Each curriculum has a corporate curriculum manager who analyzes technical advancements and other matters of importance for the specific program assigned. Input is received and reviewed from academic and career services managers, specialists, and local advisory boards. The data is reviewed and evaluated by students and faculty at the corporate and local campus level. After evaluation of the data and approval by corporate, the changes are implemented corporatewide. ITT also has a Faculty Collaboration Portal where faculty can communicate directly with corporate staff or post an observation or a suggestion.
- 5.14 Does the faculty participate in this process?  
 Yes  No
- 5.15 Response submitted by Academic Administrative Center
- 5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes  No  NA (institution does not award such credit)
- If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?  
 Yes  No
- 5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes  No
- 5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)
- Facilities  
 Yes  No
- Instructional equipment  
 Yes  No
- Resources  
 Yes  No
- Personnel  
 Yes  No
- 5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes  No
- 5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes  No
- 5.21 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  
 Yes  No
- 5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes  No
- 5.23 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?  
 Yes  No  Not Applicable (no faculty members hold foreign credentials)
- 5.24 Is there documented evidence of a systematic program of in-service training at the campus?

Yes  No

If Yes, how is this documented?

The team reviewed in-service training agendas and sign-in attendance sheets.

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 Response submitted by Academic Administrative Center

5.32 Response submitted by Academic Administrative Center

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 Response submitted by Academic Administrative Center

5.35 Response submitted by Academic Administrative Center

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 Madison campus consists of 19,720 square feet, including all of the first floor and half of the second floor, which contain theory classrooms, laboratories, administrative offices, library, and bookstore. Ample parking is available for students, staff, and visitors. The facility is in compliance with the ADA as well as other federal, state, and local ordinances and regulations, including those relating to safety and health. The facility contains working environments for finance, recruitment, career services, and academic affairs. A student lounge, employee lounge, and conference rooms are also available. The main student areas are comprised of electronics labs, computer labs, theory classrooms, and the LRC. Classrooms and laboratories are well lit and comfortable. The labs have sufficient equipment to allow students ample experiential learning. The environment is designed to promote a friendly supportive place to work and learn.

6.02 Does the campus utilize any additional space locations?

Yes  No

6.03 Does the campus utilize learning sites?

Yes  No

- 6.04 Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?  
 Yes  No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?
- (a) Equipment.  
 Yes  No
- (b) Instructional tools.  
 Yes  No
- (c) Machinery.  
 Yes  No
- 6.06 Is there evidence on file to show that all institutional facilities are in compliance with fire, safety, and sanitation regulations?  
 Yes  No  Not Applicable

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
 The ITT Technical Institute in Madison utilizes the 2012-2013 catalog Volume 11, published September 18, 2012, and effective September 18, 2012, until September 18, 2013.
- 7.02 Does the self-study accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.  
 Yes  No
- (c) The names and titles of the administrators.  
 Yes  No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.  
 Yes  No
- (e) A statement of accreditation  
 Yes  No  Not Applicable (initial applicant)
- (f) A mission statement.  
 Yes  No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes  No
- (h) An academic calendar.  
 Yes  No
- (i) A full disclosure of the admission requirements.  
 Yes  No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.  
 Yes  No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise

description of the course contents, and any necessary prerequisites.

Yes  No

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

Yes  No

(m) A definition of the unit of credit.

Yes  No  Not Applicable (The institution does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes  No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes  No

(p) The transfer of credit policy.

Yes  No

(q) A statement of the tuition, fees, and any other charges.

Yes  No

(r) A complete and accurate listing of all scholarships offered.

Yes  No  Not Applicable (no scholarships offered)

(s) The refund policy.

Yes  No

(t) A statement describing the student services offered.

Yes  No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes  No  Not Applicable (initial applicants only)

7.05 Does the institution offer degree programs?

Yes  No

If Yes, does the catalog contain the following?

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

Yes  No (Skip to Question 7.08.)

If Yes, is it appropriate?

Yes  No

7.08 Is the catalog available online?

Yes  No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (Skip to Question 7.10.)

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

Yes  No

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

Yes  No

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

The campus advertises through its Web site, promotional materials such as flyers and program brochures, and direct mail. Media broadcasts are also utilized.

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)

#### **GENERAL COMMENTS:**

The campus catalog contains an incomplete statement in regard to the out-of-class assignments. The catalog does have a brief statement that discloses that there is homework in each course, but nothing is referenced to it being a requirement, part of course grading, etc.

## **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 Response submitted by Academic Administrative Center

8.06 Response submitted by Academic Administrative Center

- 8.07 Response submitted by Academic Administrative Center
- 8.08 Response submitted by Academic Administrative Center
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
The current library budget for the Madison campus is \$4,478.00. The campus has spent \$1298.00 this year on the following items: four cases of Blue Books totaling \$800.00, \$20.00 for periodical subscriptions, and \$478.00 for *Library World*. These figures do not include future costs for the virtual library.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No
- 8.12 Response submitted by Academic Administrative Center
- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- 8.14 Response submitted by Academic Administrative Center
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?  
 Yes  No  Not Applicable (no interlibrary agreements)
- 8.16 Response submitted by Academic Administrative Center
- 8.17 Response submitted by Academic Administrative Center
- 8.18 Response submitted by Academic Administrative Center
- 8.19 Response submitted by Academic Administrative Center
- 8.21 Response submitted by Academic Administrative Center
- 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 library on the Madison campus is staffed by Ms. Carol Hermann and Ms. Jenny Ryan. Ms. Hermann holds a master's degree in Library and Information Science from the University of Wisconsin-Milwaukee. Ms. Hermann or the library assistant, Ms. Ryan, are present in the library to assist faculty and students during all library hours. The library hours are Monday through Friday from 9:00 a.m. until 10:45 p.m. and on Saturday from 8:00 a.m. until 2:00 p.m.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Business Management

9.01 Response submitted by Academic Administrative Center

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

Mr. George Russell serves as the dean of academic affairs as well as the chair of the business department. Mr. Russell holds a master's degree in Business Leadership from Upper Iowa University and a bachelor's degree in Business Administration from the same institution. Mr. Russell has extensive business experience in the area of information technology and has been with ITT Madison since 2010, serving first as a full-time instructor before assuming his current position in September 2011. Assisting Mr. Russell as the Subject Matter Expert (SME) in the Business Management program is Mr. Roger Howerton. Mr. Howerton holds a bachelor's degree in Accounting from New Mexico State University and a master's degree in Business Administration from the Keller Graduate School of Business.

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

At this time, Mr. Russell's current roles as dean and department chair (with assistance from Mr. Howerton) for business programs are manageable since both academic programs are in their infancy. However, as the business program grows, there will be a need to assign a specifically appointed program chair.

9.06 Does the program meet the needs of its students and the requirements 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).

Community resources are currently being developed to incorporate into the business program offerings. Mr. Russell is in the process of recruiting business advisory members and Mr. Roger Howerton, the only business instructor at the time of the visit, has been tasked to identify guest speakers and field trip sites to incorporate into course offerings. At the time of the visit, however, these potential resources have not been utilized in the business management program.

9.08 Are these resources sufficient?

Yes  No

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

**(Section 3-1-512 (a) & (c)):** There are currently insufficient community resources for the School of Business. Although preliminary efforts have been made to form an advisory committee and identify guest speakers and field trips, the business management program has yet to utilize these resources for both program planning, evaluation, and educational enhancement.

9.09 Response submitted by Academic Administrative Center

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes  No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

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

9.12 Response submitted by Academic Administrative Center

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

Yes  No  NA

9.14 Response submitted by Academic Administrative Center

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) & 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)

- 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 58

#### 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.

A gradebook was provided to the team showing the compilation of graded assignments for the Introduction to Business class.

- 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 Response submitted by Academic Administrative Center

- 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:

**(Sections 3-1-541 & 3-4-302):** Ms. Katie Hartman does not meet minimal qualifications to teach Introduction to Business. She currently holds degrees in English Literature and in Philosophy. The team could not verify her any evidence of her professional or educational experience in business.

- 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 Response submitted by Academic Administrative Center

9.39 Response submitted by Academic Administrative Center

9.40 Response submitted by Academic Administrative Center

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 Response submitted by Academic Administrative Center

## 9. PROGRAM EVALUATION

**Bachelor 's Degree in Electronics Communications Engineering Technology (ECET)**

**Academic Associate's Degree in Computer and Electronics Engineering Technology (CEET)**

**Academic Associate's Degree in Electrical Engineering Technology (EET)**

9.01 Response submitted by Academic Administrative Center

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

Mr. Michael Reed is the chair of the School of Electronics Technology. He was originally hired as an instructor and was promoted to chair in September 2012. Mr. Reed holds bachelor's and master's degrees in Electrical Engineering from the University of Wisconsin-Madison and the Illinois Institute of Technology respectively. Prior to his employment with the campus, he had worked as an instructor and adjunct chair at Harper College in Palatine, 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 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 invited a guest speaker from Engum Enterprises in Madison to provide students with knowledge in programming and microprocessors. The program also has PAC meetings, with the most recent one held on May 13, 2012.

9.08 Are these resources sufficient?

Yes  No

- 9.09 Response submitted by Academic Administrative Center
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Response submitted by Academic Administrative Center
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Response submitted by Academic Administrative Center
- 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) & Glossary):** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

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

How many calls to employers or graduates were attempted?

The following number of calls was made to employers and graduates for the programs:

Bachelor's in Electronics Communications Engineering Technology (there have been no graduates)

Associate's degree in Computer and Electronics Engineering Technology (CEET): 4

Associate's degree in Electrical Engineering Technology (EET) (there have been no graduates)

How many calls to employers or graduates were successful?

Associate degree in Computer and Electronics Engineering Technology (CEET): 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 employers and graduates who were contacted 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 Yes, briefly describe the procedures.

As taken from the catalog page 58

#### 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 found sample homework on file for the ECET, CEET, and EET programs.

- 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 Response submitted by Academic Administrative Center

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 Response submitted by Academic Administrative Center

9.39 Response submitted by Academic Administrative Center

9.40 Response submitted by Academic Administrative Center

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 Response submitted by Academic Administrative Center

9.43 Response submitted by Academic Administrative Center

9.44 Response submitted by Academic Administrative Center

9.45 Response submitted by Academic Administrative Center

9.46 Response submitted by Academic Administrative Center

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 Response submitted by Academic Administrative Center

## 9. PROGRAM EVALUATION

### Bachelor 's Degree in Project Management

### Bachelor's Degree in Project Management and Administration

9.01 Response submitted by Academic Administrative Center

- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
Mr. George Russell serves as dean of academic affairs and School of Business chair. There are no program chairs within the School of Business, and thus Mr. Russell provides oversight for the Project Management and Administration program. Mr. Russell holds a bachelor's degree in Business Management and a master's degree in Business Leadership from Upper Iowa University.  
For the bachelor's degree in Project Management, Mr. Michael Sharp, School of IT chair, provides expertise for these courses. Mr. Sharp holds a bachelor's degree in Christian Education from Toccoa Falls College in Toccoa Falls, Georgia, and a master's degree in adult education from University of Georgia, Athens, 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 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 Technology Program Advisory Council (PAC) is established and documented two meetings, the last on April 28, 2012. Attendance lists, topics covered, and slides images were provided. Project Management IT has also had a field trip on March 28, 2012, to Epic Systems Corporation with the topic of "Evaluation of Team Setup" and met with Mr. Paul Logan to discuss quality management statistics for the 911 Center. Another field trip took place on August 20, 2012, with the objective of "Team Building Activity" prior to the start of Capstone II.  
Community resources are currently being developed to incorporate into the business program offerings. Mr. Russell is in the process of recruiting business advisory members, and Mr. Roger Howerton, the only business instructor at the time of the visit, has been tasked to identify guest speakers and field trip sites to incorporate into course offerings. At the time of the visit, however, these potential resources have not been utilized in the business management program.
- 9.08 Are these resources sufficient?  
 Yes  No
- If No, insert the section number in parentheses and explain:  
**(Section 3-1-512 (a) & (c)):** There are insufficient community resources for the project management and administration program. Although preliminary efforts have been made to form an advisory committee and identify guest speakers, the business management program has yet to utilize these resources for both program planning, evaluation, and educational enhancement.
- 9.09 Response submitted by Academic Administrative Center
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA (these elements are not part of the program or no student is far enough along in the program)

9.12 Response submitted by Academic Administrative Center

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA

9.14 Response submitted by Academic Administrative Center

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) & 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)

- 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 58

#### 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 was provided with sample graded homework assignments to show evidence of 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 Response submitted by Academic Administrative Center

- 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

- 9.43 Response submitted by Academic Administrative Center
- 9.44 Response submitted by Academic Administrative Center
- 9.45 Response submitted by Academic Administrative Center
- 9.46 Response submitted by Academic Administrative Center
- 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  NA (no students in the third and fourth years)
- 9.48 Reviewed at AAC

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Criminal Justice

### Academic Associate's Degree in Paralegal Studies

### Academic Associate's Degree in Criminology and Forensic Technology

### Academic Associate's Degree in Paralegal

- 9.01 Response submitted by Academic Administrative Center
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Susan Whitstone is assigned to administer the associate's degree in Criminal Justice and Paralegal Studies as well as the associate's degree in Paralegal and Criminology and Forensic Technology. Ms. Whitstone holds a master's degree in Criminal Justice from the University of Wisconsin and a bachelor's degree in Political Science from the University of Wisconsin in Green Bay. Moreover, Ms. Whetstone has over eight years of work experience in corrections with the Waukesha County Sheriff's Department.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- If No, insert the section number in parentheses and explain:  
**(Section 3-1-511):** Although Ms. Whitstone possesses the appropriate academic and experiential qualifications to administer the Criminal Justice and Criminology and Forensic Technology programs, she does not possess the appropriate academic or experiential qualifications to administer the Paralegal and Paralegal Studies programs. Furthermore, the team reviewed all of the paralegal instructors' personnel files and found there were no signed job descriptions for a subject-matter expert to assist Ms. Whitstone with the paralegal programs.
- 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 Criminal Justice utilizes various community resources to enrich the Criminal Justice and Paralegal programs. For example, in May of 2012, the school held a program advisory committee meeting in which industry leaders from the paralegal and criminal justice fields were in attendance to review the curriculum and offer recommendations for improvement. In addition, the School of Criminal Justice takes students on field trips to enrich the programs. For example, on May 9, 2012, the CJ 261 class went on a field trip to the Dane County courthouse, in which students were provided the opportunity to observe the key aspects of emergency management.
- 9.08 Are these resources sufficient?  
 Yes  No
- 9.09 Response submitted by Academic Administrative Center
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Response submitted by Academic Administrative Center
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Response submitted by Academic Administrative Center
- 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) & 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?

The team attempted two phone calls to employers to verify the backup documentation to support the placement rate for the criminal justice program (there were only two graduates).

How many calls to employers or graduates were successful?

The team was successful in contacting both employers.

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.

Both employers verified placement as stated in 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.

As taken from the catalog page 58

#### 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 was provided with sample graded homework assignments from various course in the School of Criminal Justice.

- 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 Response submitted by Academic Administrative Center

- 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 Response submitted by Academic Administrative Center

- 9.39 Response submitted by Academic Administrative Center

- 9.40 Response submitted by Academic Administrative Center

- 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 Response submitted by Academic Administrative Center

## 9. PROGRAM EVALUATION

### Academics Associate's Degree in Computer Drafting and Design

- 9.01 Response submitted by Academic Administrative Center

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

Mr. Michael Coonen has been the chair since December 2009. He holds a master's degree in Architecture from the University of Illinois-Champaign and a bachelor's degree in Architecture from the University of Arizona. He was employed as a project design architect at Potter Lawson in Madison, Wisconsin, from 2006 through 2009. He was employed as a project design architect at Marshall Erdman in Madison, Wisconsin, from 1993 through 2005.

- 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 campus held advisory board meetings on May 30, 2012, and November 29, 2011. The campus held a field trip on May 12, 2012, to Westfield Comics of Madison, Wisconsin, to understand graphic images for the Basic Design Theory and Methods class. The campus held a field trip on July 12, 2012, to Wisconsin Dells Auto Exhibit at Bara Boo, Wisconsin, to work with photography for the Basic Design Theory Methods class. The campus had a guest speaker on September 21 and September 25, 2012. The speaker was Mr. Robert Wheat of Senektects Company of Monroe, Wisconsin, who spoke on the history of international architecture from 1920 through 1950.
- 9.08 Are these resources sufficient?  
 Yes  No
- 9.09 Response submitted by Academic Administrative Center
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Response submitted by Academic Administrative Center
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Response submitted by Academic Administrative Center
- 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) & 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?  
 Eight calls were attempted.

How many calls to employers or graduates were successful?  
 Seven 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.  
 All of the calls where contact was made confirmed the employers of the graduates as reported on the 2011 AIR.-7

- 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 58

#### 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 interviewed students and faculty and reviewed course syllabi to verify out-of-class work by students. Faculty made available to the team homework assignments submitted by students and graded. Also, students interviewed by the team provided access to their 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 Response submitted by Academic Administrative Center

- 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 Response submitted by Academic Administrative Center

- 9.39 Response submitted by Academic Administrative Center
- 9.40 Response submitted by Academic Administrative Center
- 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 Response submitted by Academic Administrative Center

**GENERAL COMMENTS:**

The staff of the Computer Drafting and Design was very professional and helpful. The students responded in a positive manner regarding this campus.

**9. PROGRAM EVALUATION****Academic Associate's Degree in Information Technology-Computer Network Systems (AASITCNS)****Academic Associate's Degree in Network Systems Administration (AASNSA)****Academic Associate's Degree in Software Development Technology (AASSDT)**

- 9.01 Response submitted by Academic Administrative Center
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Michael Sharp is assigned to administer these academic programs. He holds a bachelor's degree in Christian Education from Toccoa Falls College of Toccoa, Georgia, and a master's degree in Adult Education from the University of Georgia, Athens, Georgia. In addition Mr. Sharp's experiential qualifications include employment with the Greater Madison Convention and Visitors Bureau as an IT manager from June 2000 to January 2002. During the visit, supporting documentation was provided to the team from the Greater Madison Convention and Visitors Bureau validating Mr. Sharp's employment.
- 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 April 11, 2012, and was attended by representatives of several local companies. Additionally, documentation shows guest speakers and field trips regularly occur. Documentation provided shows that students in the AASITCNS course, IT331 Network Development Capstone Project, participated in a field trip to the Black Hawk Church in February of 2012. A guest speaker, Mr. Fred Glock, an IT director, spoke with students of the same class in September 2012.

- 9.08 Are these resources sufficient?  
 Yes  No
- 9.09 Response submitted by Academic Administrative Center
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Response submitted by Academic Administrative Center
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Response submitted by Academic Administrative Center
- 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) & 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 seven attempted calls to employers and graduates of the AASITCNS program.

How many calls to employers or graduates were successful?

Of the seven 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

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 58

#### 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 campus provided the team with sample graded assignments for a number of 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 Response submitted by Academic Administrative Center

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:

**(Sections 3-1-541 & 3-4-302):** The preparation of one faculty member is not academically and experientially appropriate to the subject matter he teaches. There is insufficient evidence to demonstrate that an instructor in the School of Information Technology, Mr. Richard Pastore, has sufficient academic or experiential qualifications appropriate to the subject matter he teaches. Documentation provided for Mr. Richard Pastore shows he has associate's, bachelor's, and master's degrees in Chemistry. These degrees are insufficient preparation for the field of information technology as they do not pertain to the field. Additionally, there is no evidence the instructor holds any professional certifications appropriate to the field. Finally, there are no experiential qualifications beyond his employment at ITT Technical Institute that qualify him to teach in the School of Information Technology.

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 Response submitted by Academic Administrative Center

9.39 Response submitted by Academic Administrative Center

9.40 Response submitted by Academic Administrative Center

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 Response submitted by Academic Administrative Center

**GENERAL COMMENTS:**

The ITT Technical Institute campus in Madison, Wisconsin, is a modern and clean, making it conducive to learning. The AASDT and AASITCNS programs are being taught out. The AASNSA program is replacing the AASITCNS program in the curriculum. Currently, there is no replacement for AASDT. In interviews with the team, students in the course entitled IT321 Network Technology and Service Integration, taught by instructor Robert Porter, stated that equipment provided during their tenure in the AASITCNS program at this campus frequently did not function correctly. Consequently, course objectives were not always met. In its research, the team found a variety of issues. The computers used in the computer labs had only two gigabytes of physical RAM, which may have caused issues with labs, particularly in courses that require multiple vmware servers to be installed on a single system. The team was provided documentation showing these computers were upgraded over the summer of 2012, so they currently have four gigabytes of physical RAM. Based on the implementation of vmware

servers at this campus, this upgrade will likely remedy some of these problems. In addition, Mr. Sharp told the team that the Internet connection at the campus has been inadequate and provided documentation from the campus Internet provider, AT&T, showing a work order in process. The service date provided for this upgrade is November 5, 2012. This upgrade should further mitigate classroom issues.

## 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>(Section 3-1-111)</b>	The CEP is not in compliance with Council <i>Criteria</i> (pp. 3 & 4)
<b>(Section 3-1-202(c))</b>	The campus is not following its academic freedom policy (p. 5).
<b>(Section 3-1-441(c))</b>	Appropriate follow-up studies concerning graduate satisfaction have not been conducted (p. 12).
<b>(Section 3-1-511)</b>	The program administrator for the School of Criminal Justice does not have adequate documented experience to oversee the paralegal program (p. 30).
<b>(Section 3-1-512(a) &amp; (c))</b>	Insufficient community resources are used in the School of Business (pp. 20 & 27).
<b>(Section 3-1-513(a) &amp; Glossary)</b>	Course syllabi do not include, as appropriate, out-of-class work assignments and the appropriate time allocation (pp. 21, 24, 28, 32, 35, & 39).
<b>(Sections 3-1-541 &amp; 3-4-302)</b>	There is no documentation on file to show that all instructors are qualified to teach the courses they are assigned (pp. 22 & 40).

## **RECOMMENDATION**

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

Based on students' interview and to enhance experiential learning objectives, more field trips for the students to electronics and electronics-related industries should be conducted.

## NEW GRANT VISIT

**ITT Technical Institute**  
**2810 Dupont Commerce Court**  
**Ft. Wayne, IN 46826**  
**ACICS ID Code: 00016076**

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

Regulatory014@itt-tech.edu

Mr. Alois Johnson, Campus Director (AJohnson@itt-tech.edu)

October 4-5, 2012

Mr. Billy Ferrell	Chair	Remington College	Dallas, TX
Dr. Darlene Minore	Student-Relations Specialist	Minore Educational Strategies	Bainbridge Island, WA
Mr. Tim Peterson	Educational Activities	Brooklyn Center Campus	Minneapolis, MN
Mr. David Hoehn	Information Technology Specialist	IT Security Specialist	Saint Peter, MN
Dr. Debra Rocha	Criminal Justice Specialist	Brandman University	Irvine, CA
Mr. Owate Akeh Chujor	Electronics Specialist	Minnesota School of Business	Brooklyn Center, IL
Mr. Terry Owens	Computer Drafting Specialist	Design Specialist	Carbondale, IL
Mr. Charles Saunders	Digital Entertainment Specialist	Design Specialist	Owens Cross Roads, AL
Mr. Michael Bleacher	Construction Specialist	Westwood College	Westminster, CO
Dr. Richard Lynch	Business Specialist	University of Georgia	Athens, GA
Ms. Marie Berry	Nursing Specialist	Education Affiliates	Pensacola, FL

Mr. Chad Hartman

Accreditation Coordinator

ACICS

Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
FT. WAYNE, INDIANA**

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	CAR Retention & Placement			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Bachelor's	Business Administration**	1860	180	0/0	100%	100%	81.0%	75.0%
Bachelor's	Business Management	1896	180	0/0	NA	NA	NA	NA
Bachelor's	Construction Management*	2090	180	1/1	81.3%	100%	94.1%	100%
Bachelor's	Criminal Justice*	1880	180	6/1	83.3%	<b>33.3%</b>	84.0%	<b>20.0%</b>
Bachelor's	Digital Entertainment & Game Design*	2100	180	15/4	82.2%	<b>16.7%</b>	87.9%	<b>20.0%</b>
Bachelor's	Electrical Engineering & Communications Technology	2116	180	8/1	NA	NA	NA	NA
Bachelor's	Electronics Communications & Engineering Technology*	2110	180	1/0	80.0%	100%	89.0%	100%
Bachelor's	Industrial Automation Engineering Technology*	2100	180	8/2	76.9%	80.0%	79.2%	85.7%
Bachelor's	Information Systems & Cybersecurity	2164	180	4/1	NA	NA	NA	NA
Bachelor's	Information Systems Security*	2090	180	2/2	80.6%	100%	97.7%	87.5%
Bachelor's	Project Management**	2040	180	0/0	100%	100%	70.0%	NA
Bachelor's	Project Management and Administration – Construction Option	2039	180	3/1	NA	NA	NA	NA
Bachelor's	Project Management and Administration – Information Technology Option**	2050	180	0/0	NA	NA	NA	NA
Bachelor's	Project Management and Administration – Project Management and Administration Option	1940	180	12/0	NA	NA	NA	NA
Bachelor's	Software Applications Development**	2090	180	0/0	100%	NA	NA	NA

Associate's***	Business Management	970	90	7/6	NA	NA	NA	NA
Associate's***	Computer & Electronics Engineering Technology*	1130	96	7/9	65.7%	89.5%	62.7%	87.0%
Associate's***	Computer Drafting & Design*	1140	96	7/6	67.6%	75.0%	63.8%	<b>47.1%</b>
Associate's***	Criminal Justice*	1020	90	11/4	<b>57.7%</b>	<b>56.3%</b>	63.8%	<b>25.0%</b>
Associate's***	Criminology and Forensic Technology**	981	90	0/0	NA	NA	NA	NA
Associate's***	Drafting & Design Technology	1058	90	14/13	NA	NA	NA	NA
Associate's***	Electrical Engineering Technology	1058	90	25/8	NA	NA	NA	NA
Associate's***	Graphic Communications & Design**	1058	90	0/0	NA	NA	NA	NA
Associate's***	Information Technology - Computer Network Systems*	1120	96	6/5	68.7%	63.0%	73.9%	89.5%
Associate's***	Information Technology: Software Applications and Programming**	1120	96	0/0	100%	100%	93.8%	80.0%
Associate's***	Mobile Communications Technology**	1047	90	0/0	NA	NA	NA	NA
Associate's***	Network Systems Administration	1058	90	34/21	NA	NA	NA	NA
Associate's***	Nursing	1589	105.5	7/9	NA	NA	NA	NA
Associate's***	Nursing*	1575	109	60/34	80.4%	70.4%	NA	NA
Associate's***	Paralegal	1071	90	12/2	NA	NA	NA	NA
Associate's***	Paralegal Studies**	1030	96	0/0	<b>37.5%</b>	NA	65.4%	NA
Associate's***	Software Development Technology*	1120	96	0/1	<b>50.0%</b>	NA	60.0%	NA
Associate's***	Visual Communications*	1120	96	9/5	66.4%	<b>29.4%</b>	66.2%	<b>25.0%</b>
	TOTAL ENROLLMENT		<b>395</b>					

Notes: Type in bold any retention rate below 62.0% and any placement rate below 58.0%.

\* According to the campus administration, program is currently in teach-out mode.

\*\* According to the campus administration, program has been taught out and is no longer enrolling new students. Program was not evaluated for this report.

\*\*\* All associate's degrees are associate of applied science (academic) degrees.

## INTRODUCTION

The ITT Technical Institute located in Ft. Wayne, Indiana was established in 1967 under the name of Sams Technical Institute. In September 1970, the name of the school was officially changed to ITT Technical Institute, and moved to its current location in May of 2005. Presently, it is an additional location of the ITT Technical Institute located in Indianapolis, Indiana. The campus offers various associate's and bachelor's degree programs in the general fields of Information Technology, Electronics Technology, Drafting and Design, Business, Nursing & Health Sciences, and Criminal Justice. At the time of the visit, there were 395 students enrolled at the campus, with the majority being full-time evening students. According to the Campus Effectiveness Plan dated October 2012, 57% of the students are male. Further demographic breakdown reveals that 9% of the students are African-American, 85% are Caucasian, 4% are Hispanic, and the remaining 2% are labeled as Asian, American Indian or Undisclosed.

According to the 2012-2013 catalog, the college's mission is "to offer quality undergraduate and continuing education locally, nationally, and worldwide to students of diverse backgrounds, interests and abilities. The institution offers educational programs that integrate life-long learning with knowledge and skills to help students pursue their personal interests and objectives; develop intellectual, analytical and critical thinking abilities; and provide service to their communities." The school's programs emphasize hands-on training, are relevant to local employers' needs, and focus on areas that offer strong long-term employment opportunities.

The campus is located in a modern one-story building and occupies approximately 100 percent of the building. The facility has approximately 33,000 square feet of instructional and administrative space. Classrooms are clean and comfortable, and environmentally safe for students and faculty. All classrooms are equipped with permanent audio-visual equipment for lectures and presentations. There are student and faculty break areas and comfortable, well-equipped offices and cubicles for admissions, career services, and financial aid employees. There are three computer laboratories equipped with Internet-accessible computers for student and faculty utilization. The facilities are aesthetically pleasing and help contribute to a quality environment for teaching and learning.

Current campus director, Mr. Alois Johnson, has been with the college for the past 18 years. Mr. Johnson began his tenure with career education at ITT Technical Institute and has never worked anywhere else. Before being promoted to campus director in 2004, he was both a financial aid officer and the Director of Financial Aid.

## REPORT QUESTIONS

### 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.

The CEP review process for student learning outcomes includes:

- capstone courses to determine the level of the students' understanding of their respective program's objectives;
- a comparison of capstone assessment data to review proficiency levels achieved by campus graduates;
- student engagement, measured by student attendance and the ability to successfully complete program courses;
- the utilization of a student success formula, which divides the number of passing students by the number of student attempts; and
- input from surveys, instructional supervision, and student evaluations.

The CEP is designed to systematically assess and continuously improve the educational programs and services provided to students, and address the campus' ability to meet its career education objectives.

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' annual retention rate is reported as 67.7%, according to the 2011 Campus Accountability Report. According to the current CEP (labeled October 2012), the annual retention goal for the Ft. Wayne campus is 72%. The campus has identified factors affecting retention and has initiated a plan to enhance retention by implementing an attendance improvement plan; monitoring instructor performance using a Weekly Engagement Rate report; increasing student activities and student clubs; and providing student recognition as a reward for students displaying excellence in academics and attendance.

The campus' annual placement rate is reported as 68.9% for 2011, with a goal of 75% for 2012. Steps have been taken to identify factors affecting the placement rate and to improve future placement rates by providing additional training for departmental staff in the career services' department; assisting students in networking by attending local career fairs and community meetings; implementing training to improve students' core and soft skills; developing and implementing a campus-wide Career Services Effectiveness plan; and developing closer relationships with the business community and major corporations in the greater Ft. Wayne area who could offer job opportunities for graduates. As part of the overall CEP, there is a specific improvement plan outlined for three programs with a programmatic placement rate below 58% for the 2011 reporting period. These programs are the bachelor's degree program in Criminal Justice, the bachelor's degree program in Digital Entertainment and Game Design, and the associate's degree program in Visual Communications. The plans specifically focus on both historical data relating to possible causes of the low programmatic placement percentages, as well as goals and initiatives to improve the placement rates for each of the three programs in the coming year.

According to the 2011 CAR, the retention rate for the associate's degree program in Paralegal Studies is 37.5% and the retention rate for the associate's degree program in Software Development Technology is 50%. Although these rates fall below the ACICS retention benchmark of 62%, there are currently no students in the Paralegal Studies program and only one active student in the Software Development Technology program. Since there are fewer than ten students in each of these programs, ACICS standards do not require the campus to develop and implement a programmatic improvement plan. However, the 2011 CAR retention rate for the associate's degree program in Criminal Justice is 57.7% and the placement rate for the same program is listed as 56.3%; both rates falling below the respective benchmarks of 62% for retention and 58% for placement. The campus reported that there are 15 students currently enrolled in the program. The team found no evidence for an improvement plan for the associate's degree program in Criminal Justice for their retention or placement percentages (See Criminal Justice Specialist's report).

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 falls under the authority of the campus director, Mr. Alois Johnson. Mr. Johnson leads the CEP committee, which is comprised of the director, dean, associate dean of general studies, director of finance, director of recruitment, director of career services, registrar, school chairs, student representatives from each academic program and faculty representatives. The CEP committee meets regularly to address specific campus effectiveness goals and their implementation. The team verified meeting minutes of the CEP committee that indicated a campus environment dedicated to planning, assessing, and improving the overall campus effectiveness for the ultimate benefit of the Ft. Wayne campus student body.

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?

As previously stated, Mr. Alois Johnson serves as campus director. He has a bachelor's degree in Financial Planning and Consulting from Purdue University and a master's degree in Education from Indiana University. Mr. Johnson has been with ITT Technical Institute for 21 years in total, with the last 18 years at the Ft. Wayne campus. He began his tenure at the Ft. Wayne campus as a financial aid officer, was promoted to Director of Financial Aid in 1996, and moved to his current position as campus director in June 2004.

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

Yes  No

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

Yes  No

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

(a) 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?

The team reviewed forty files of matriculated, graduated and withdrawn students while on site.

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

The ITT Technical Institute campus in Ft. Wayne hires the most qualified candidates for the departments that comprise student relations. It is important to the campus director that his management team be compliance-driven and willing to participate in training programs. The director feels this philosophy ensures high ethical standards for student relations on his campus.

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?

Ms. Jennifer Garver is the director of recruitment for the campus. She joined the management team in March of 2012. Ms. Garver has spent most of her professional career in healthcare operations and recruitment. She holds professional certificates as a certified practice manager and a compliance consultant. Ms. Garver earned an associate's degree in Computer Science from Sheiddegger Technical College in Buckinghamshire, England.

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/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 ITT Technical Institute. Calls from prospective students rotate through nine educational representatives. The representatives make an appointment for the student to formally interview at the campus. The representative meets with the student and presents the student with an informational multimedia presentation. At the end of the presentation, the student undergoes the testing dictated by the program of interest. If the student's score meets the testing threshold, they are given a tour of the campus and complete admissions paperwork. After, an appointment with financial aid is scheduled. If the financial package permits the student to attend the program of their choice, they officially enroll in the school.

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

Educational representatives are licensed in both the states of Indiana and Ohio.

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 is published in the 2012-2013 campus catalog on pages 89-94.

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)

Most programs are two years or less. Even if a bachelor's degree is offered in a subject area, students are encouraged to enter at the associate's level so they are eligible for the President's Scholarship as an ITT graduate when they enter the bachelor's program. If the student insists, they are entered as a bachelor's degree student and SAP would be evaluated at the end of the second year, and at the end of each subsequent year of the program.

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. Thomas Brown, Jr. has been the dean at the Ft. Wayne campus since May of 2012. He is the person responsible for reviewing student records, and ensuring that each student not making satisfactory academic progress is advised as to the campus' satisfactory progress requirements. Mr. Brown earned a bachelor's degree in Communication and a master's degree in Administrative Science, both from the University of Wisconsin in Green Bay. He served as the dean of students for Virginia College for two years, director of learning services at Colorado Technical College for three years, as well as the Providence Saint Mel School as the executive director of admissions.
- 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

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

Ms. Christian Terber is the director of finance. She has worked for ITT in this capacity since 2008. Prior, Ms. Terber worked as a community manager overseeing property management. She holds a bachelor's degree in Public Relations from Purdue University and a master's degree in Professional Communication from Indiana University.

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

Yes  No

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

Yes  No

4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes  No

4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Christian Treber, as the campus director of finance, is responsible for the ongoing training of the financial aid coordinators at the Fort Wayne campus. The central administration's student financial services department 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 interested agencies involved in the financial aid process. Ms. Treber conducts regularly scheduled training sessions with the financial aid coordinators as part of her weekly staff meetings. Ms. Treber is a member of the Indiana State Financial Aid Administrators (ISFAA), and has attended their annual conference for the past two years. Title IV regulatory changes are presented in workshops at the ISFAA annual meeting.

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.

The campus holds student orientation sessions every term. The orientation is normally held three weeks before classes begin. Family and friends are invited to accompany new students to this orientation event. The campus director welcomes students and describes the world of post-secondary technical education and their potential for success. The dean, associate dean of general studies, school chairs, faculty, and functional managers then meet and greet new students and utilize the orientation to reinforce program expectations. Financial aid staff also meet with students, as needed, to ensure that financial paperwork and related requirements have been, or are being, completed. Peer tutoring, instructor office hours, and formally structured tutoring are available to students as deemed necessary by the course instructor. Study skills support is offered by the dean. The campus does not currently employ a professional counselor, so the staff limits assistance to referrals to outside professional services. There are many human/social services and mental help agencies in the area and a comprehensive listing of agencies and offices that can offer aid to students at little or no cost is available in the office.

- 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. Robert Joseph (Joe) Michael is the director of career services for this campus. He earned a bachelor's degree in Recreation Education from The Ohio State University. He worked as a financial aid administrator for ITT for three years before he was promoted in 1999 to director of career services.
- 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 when enrolling. Further, each borrower is provided with a copy of his/her *Cost Summary and Payment Addendum to Enrollment Agreement* (CSPA), which outlines the specific financial obligations for the three quarter academic year for which financial aid can be offered. 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 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;
- community blood drives;
- quarterly American Red Cross CPR classes;
- quarterly enrollment Student Appreciation Week;
- quarterly student honors award certificates; and
- LRC tutoring services.

## 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. Thomas Brown is the dean for the academic programs on campus. Mr. Brown earned a bachelor's degree in Communication and a master's degree in Administrative Science, both from the University of Wisconsin in Green Bay. Mr. Brown noted to the team that he also has extensive experience in the area of student affairs and student services over the last 20 years. It was very apparent to the team that Mr. Brown has the knowledge, experience, and education to function well in his role as 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 campus has an organizational structure that allows for the duties and responsibilities to be shared by various individuals at the campus. The campus utilizes the dean and the school chairs, along with input from instructors to facilitate the development and administration of the academic programs.

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

Yes  No

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

Yes  No

The academic governance policy (which is listed in the faculty handbook) has been adopted by the faculty. The team found through discussion with the faculty that they are aware of the policy.

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 team found in interviewing the dean, that the campus does have provisions in place to identify and assist students with learning differences. If the student has a documented learning disability, the school has the resources to provide reasonable accommodations to that person. It was also noted by the team that students who are having difficulties with learning have the opportunity to receive tutoring from the faculty at the school. The process is done through the Learning Resource Center (LRC) and the assistant dean. The student signs up in the LRC and then the assistant dean will assign a faculty member to that individual.

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

ITT - Ft. Wayne campus has a very detailed curriculum structure that provides for a streamlined process for curriculum revision, evaluation, and administration. Faculty members from all disciplines at the campus are encouraged to participate in this process. After interviewing faculty members, the team determined that all the faculty were aware of this process and some had been involved in submitting suggestions. The curriculum system has a detailed policy on the process for curriculum change in the faculty handbook. This policy provides consistency by having prescribed syllabi and outcomes and provides academic freedom to allow faculty to enhance the curriculum.

- 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 team found evidence of an active in-service program for faculty at the campus. This was verified through various professional development plans which provided evidence that all faculty participate in the program. The institution makes sure that in-service opportunities are available to all instructors by offering in-service at times when the faculty would be available to attend. Other evidence of faculty participation included a review of minutes from academic meetings and interviews with individual faculty members.
- 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

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

**GENERAL COMMENTS:**

The team found that the dean, Mr. Tom Brown, was very enthusiastic toward student success and has the background to assist the students at the Ft. Wayne campus.

## 6. EDUCATIONAL FACILITIES

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

The campus is located in Ft. Wayne, Indiana, and occupies 100 percent of a stand-alone, modern one-story building. The facility has 33,000 square feet of instructional and administrative space. There are ample spaces for parking, including spaces for the physically-disabled. Classrooms are clean and comfortable, and environmentally safe for students and faculty. All theory and laboratory classrooms are equipped with permanent audio-visual equipment for lectures and presentations. There are student and faculty break areas and modern, comfortable departmental offices and cubicles for admissions, career services, and financial aid. There are ten theory and eight laboratory classrooms and all computer laboratories are equipped with Internet-accessible computers for student and faculty utilization. In summary, the facilities are aesthetically pleasing and designed to offer both bachelor's and associate's degree programs, contributing to a quality environment for teaching and 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 Fort Wayne, IN 2012-2013 catalog, volume 77 dated September 18, 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

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

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, 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

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

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 team was provided the information for the library budget by Mr. Alois Johnson, the campus director. The annual library budget for this campus is \$1000. At the time of the visit, the campus had spent \$844.00 of this amount on periodicals for the campus library.

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)

In interviews with the library assistant, the team learned that the Ft. Wayne campus has an interlibrary agreement with the State of Indiana called Indiana Share. The team was given documentation indicating various books and DVDs that were received from Indiana Share for both faculty and student utilization.

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

**GENERAL COMMENTS:**

The campus provides its students and staff with the Virtual Library, which supports their learning, research, and instructional needs. The Virtual Library provides access to over 86,000 books and 20,000 full-text magazines and professional journals through databases such as Ebrary, ProQuest, EBSCOhost, Criminology, and Lexisnexis Academic. In addition, the Virtual Library provides traditional library services in the online environment, such as the *Ask a Librarian* reference service, curriculum-specific research guides, and a section with frequently asked questions and answers. The system is accessible either on or off campus for the benefit of the ITT-Fort Wayne students and staff.

## 9. PROGRAM EVALUATION

### Bachelor's degree in Project Management and Administration - Construction Option

### Bachelor's degree in Project Management and Administration - Project Management and Administration Option

### 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

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

Mr. Gregory R. Shade has been chair of the School of Business since April of 2012. He has been an adjunct instructor at this campus since 2006. Mr. Shade holds a bachelor's degree in Supervision from Purdue University in Fort Wayne and a master's degree in Education from Indiana University in Fort Wayne. He has over 20 years of experience in banking. His final banking position was as executive director of community development at National City Bank in Ft. Wayne. Mr. Shade was also executive director for the Metro Human Relations Commission, city of Ft. Wayne.

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 campus utilizes a Program Advisory Committee (PAC) to advise the campus faculty and staff on various components of the business-related programs. There was also documentation of the use of guest speakers from finance, accounting, and consulting. There are plans to bring representatives from the Small Business Administration to interact with students on various entrepreneurial functions and from the purchasing department of a local firm to discussion negotiating government contracts. Further, all adjunct faculty has considerable occupational experience and academic training related to the courses they teach, and they draw heavily on these experiences to enrich their instruction.

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

(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

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 80 of the campus 2012-2013 catalog, volume 77, the campus policy regarding homework is contained in the “Residence Courses” paragraph.

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

Yes     No     Not Applicable (Clock hour programs only)

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

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not 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

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 appreciated the great assistance and cooperation from Mr. Shade, the school chair. The faculty and students in these programs were quite positive about their experiences with the campus.

## 9. PROGRAM EVALUATION

### Bachelor's degree in Construction Management

### Associate's degree in Computer Drafting and Design

### 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?

Ms. Rupreet Shimmi Sikand is the school chair of Drafting and Design. The school houses associate's programs in Computer Drafting and Design, Drafting and Design Technology, Graphic Communications and Design and Visual Communications and a bachelor's program in Construction Management. Ms. Sikand holds a bachelor's of Fine Arts and a bachelor's of Education from the University of Windsor in Ontario, Canada, and a master's of Fine Arts from Cranbrook Academy of Art. She holds teaching certificates in Ontario and Michigan and has received several awards for her creative activities. Ms. Sikand has completed continuing education courses in several graphics-related software applications and maintains membership in several design-related professional organizations. She has over 17 years of profession-related and education experience.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

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

Community resources include program specific advisory committees, guest lectures, and field trips. In addition to serving as program resources for local employment needs, the advisory committees participate in follow-up surveys conducted by the national director of curriculum development. The data from these surveys are used to identify and justify curriculum revisions and enhancements. Guest lectures are used to enhance regular classroom instruction and field trips are used to demonstrate topics discussed in class and provide the students the opportunity to develop profession-related employment contacts.

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

(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 and 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 a 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 Drafting and Design Technology program has not yet produced graduates.

The 2011 Campus Accountability Report (CAR) identifies a total of fifteen graduates from the Computer Design and Drafting (CDD) program, eight of which were placed directly in the field and one placed in a related field.

According to the CAR, only one student graduated from the Construction Management (CM) program during the reporting period and this graduate was placed directly in the field.

All of the employers were called. Six CDD employers confirmed placement and the single CM employer confirmed placement.

How many calls to employers or graduates were successful?

Seven calls were made to employers.

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.

Seven calls confirmed the placement of the graduates.

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

All calls were successful and verified 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

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 80 of the campus 2012-2013 catalog, volume 77, the campus policy regarding homework is contained in the “Residence Courses” paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not 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

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

Yes  No

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

Yes  No

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

Yes  No  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

Yes  No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

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

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

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

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 school chair of Drafting and Design, Ms. Rupreet Shimmi Sikand, displays good leadership skills and appears to have the respect and confidence of the faculty and students.

## 9. PROGRAM EVALUATION

### Bachelor's degree in Criminal Justice Associate's degree in Criminal Justice Associate's degree in Paralegal

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

**(Sections 2-1-809, 3-1-512, & 3-1-111):** The campus did not include a program specific plan of student achievement improvement within the CEP for the academic associate's in Criminal Justice degree program. The team determined that the campus was out of compliance within the Council's standards for student achievement by not including an improvement plan within its Campus Effectiveness Plan. In the academic associate's degree program in criminal justice, the student retention rate was 57.7% which fell below the Council standard of 62%. The student placement rate was 56.3% which fell below the Council standard of 58%.

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

Ms. Elaine Agee has served as the school chair in the school of Criminal Justice from June 2011 to present. Ms. Agee holds a master's degree in Criminal Justice Administration Policy and a bachelor's degree in Criminal Justice from Indiana Purdue University in Fort Wayne, Indiana. Ms. Agee worked as a family case manager for fourteen years and as an adjunct instructor teaching criminal justice and paralegal courses for five years prior to her current assignment as school chair for the Ft. Wayne campus. The team found official transcripts and other documentation on file to support Ms. Agee's credentials.

Dr. Ragna Urberg has served as the lead instructor, subject matter expert in the paralegal program since October 3, 2012. Dr. Urberg hold a juris doctorate degree from the University of Iowa College of Law, a master's degree in History from the University of Notre Dame and a bachelor's degree in History from Luther College in Decorah Iowa. Dr. Urberg is a member of the Indiana and Iowa state bar and has served as an adjunct instructor on this campus since June 2011. The team found official transcripts and other documentation on file to support Dr. Urberg's credentials.

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:

**(Section 2-1-809, Section 3-1-512, & Section 3-1-111):** The campus did not include a program specific plan of student achievement improvement within the CEP for the academic associate's in Criminal Justice degree program. The team determined that the campus was out of compliance within the Council's standards for student achievement by not including an improvement plan within its Campus Effectiveness Plan. In the academic associate's degree program in criminal justice, the student retention rate was 57.7% which fell below the Council standard of 62%. The student placement rate was 56.3% which fell below the Council standard of 58%.

The student enrollment was under 10 students in the bachelor's of science in Criminal Justice degree program, and the Paralegal program is new to the Ft. Wayne campus. Therefore the campus was not required to provide an improvement plan within its Campus Effectiveness Plan (CEP) for those programs.

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

The Criminal Justice and Paralegal programs have an active professional advisory committee (PAC) made up of community professionals. The team found evidence of PAC meetings held on 11/16/2011 and 05/03/2012. Field trips and guest speakers were utilized in the programs to enhance real-life experience instruction. During the visit, the team was provided supporting documentation for guest speakers and field trips. The program also has adjunct faculty members who work concurrently in the industry. This was brought to the team's attention during the interviews with 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

(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 and 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 a 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 programs:

Academic Associate's in Paralegal- no graduates 0 calls

Academic Associate's in Criminal Justice -4

Bachelor's degree in Criminal Justice- 1

How many calls to employers or graduates were successful?

Academic Associate's in Paralegal- no graduates 0 calls

Academic Associate's in Criminal Justice -4

Bachelor's degree in Criminal Justice- 1

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

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No

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 80 of the campus 2012-2013 catalog, volume 77, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not 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

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

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

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 found a highly regarded faculty tasked with the instruction of students in this program. The team also found that the school chair does an excellent job as the administrator of the program. She is committed to the success of the program and puts the students first.

## 9. PROGRAM EVALUATION

### Bachelor's degree in Digital Entertainment and Game Design

### 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

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. Rupreet Shimmi Sikand is the school chair for the School of Drafting and Design. Both the Visual Communications and the Digital Entertainment & Game Design programs are included under the School of Drafting and Design. Ms. Sikand holds a bachelor's of arts degree in Fine Arts from The University of Windsor, a master's degree in Fine Arts-Printmaking from Cranbrook Academy of Art, a bachelor's degree in Education from The University of Windsor, and a certificate in Computer Graphics from Sheridan College.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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 Digital Entertainment and Gaming Design and Visual Communications programs have representatives on the campus' Program Advisory Committee (PAC). Both programs have guest speakers and take their classes on field trips to companies doing business in these fields in the Fort Wayne, Indiana area.

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

(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 and 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 a 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?

Digital Entertainment & Game Design - 4

Visual Communications - 2

How many calls to employers or graduates were successful?

Digital Entertainment & Game Design - 2

Visual Communications - 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.

Digital Entertainment & Game Design - 2

Visual Communications - 1

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No

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 80 of the campus' 2012-2013 catalog, volume 77, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not 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

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 was impressed, from an academic and governance standpoint, with both the associate of applied science in Visual Communications and the bachelor's of science in Digital Entertainment and Gaming programs. The 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.

## 9. PROGRAM EVALUATION

**Bachelor's degree in Electronics Communications & Engineering Technology (ECET)**

**Bachelor's degree in Electrical Engineering & Communications Technology (EECT)**

**Bachelor's degree in Industrial Automation Engineering Technology (IAET)**

**Associate's degree in Computer and Electronics Engineering Technology (CEET)**

**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

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. Kent Walker is the school chair of Electronics Technology at the Ft. Wayne campus. He was originally hired as an instructor in September 1991, and was promoted to chair in November, 2009. Mr. Walker holds an academic associate's degree in Electronics Engineering Technology and a bachelor's degree in Industrial Automation Engineering Technology, both from ITT Tech, Fort Wayne. He completed four CISCO networking courses from Ivy Tech Community College in Indiana (though no certification was ultimately obtained). He possesses industry certifications in Computer Service Technician (Electronics Technicians Association International), Computer Technical Support (Brainbench) and Deploying Microsoft Windows 2000 Professional (Micro Computer Solutions).

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 invited a guest speaker from Brevard Technical Management on April 4, 2012. The students went on field trips to electronics and electronic-related industries in the local community, which include AccuGear Inc. on January 26, 2012; TV39 WFWA on February 1, 2012; and Tenneco on August 13, 2011; all in Fort Wayne, Indiana. The objective of this community relationship is to provide students with knowledge and current innovations in electronics.

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

(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 and 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 a 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) - 4

Bachelor 's degree in Electrical Engineering & Communications Technology (EECT) - NA (there have been no graduates)

Bachelor 's degree in Industrial Automation Engineering Technology (IAET) - 7

Associate's degree in Computer and Electronics Engineering Technology (CEET) - 4

Associate's degree in Electrical Engineering Technology (EET) - NA (there have been no graduates)

How many calls to employers or graduates were successful?

Bachelor 's degree in Electronics Communications & Engineering Technology (ECET) - 3

Bachelor 's degree in Industrial Automation Engineering Technology (IAET) - 4

Associate's degree in Computer and Electronics Engineering Technology (CEET) - 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 employers and graduates that were 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

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 80 of the campus 2012-2013 catalog, volume 77, the campus policy regarding homework is contained in the “Residence Courses” paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not 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

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

**Associate's degree in Information Technology-Computer Network Systems (AASITCNS)**

**Associate's degree in Network Systems Administration (AASNSA)**

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. Kent Walker is the school chair of Electronics Technology at the Ft. Wayne campus. He was originally hired as an instructor in September 1991, and was promoted to chair in November, 2009. Mr. Walker holds an academic associate's degree in Electronics Engineering Technology and a bachelor's degree in Industrial Automation Engineering Technology, both from ITT Tech, Fort Wayne. He completed four CISCO networking courses from Ivy Tech Community College in Indiana (though no certification was ultimately obtained). He possesses industry certifications in Computer Service Technician (Electronics Technicians Association International), Computer Technical Support (Brainbench) and Deploying Microsoft Windows 2000 Professional (Micro Computer Solutions).

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

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

**(Section 3-1-511):** The program administrator does not have adequate time to administrate the School of Information Technology. Mr. Kent Walker is both the school chair for the School of Electronics, and the interim school chair for the School of Information Technology that include a combined student population of 145. According to Mr. Walker, he has held the position of interim school chair of the School of Information Technology for approximately one year. Both the dean, Mr. Thomas Brown, and the campus director, Mr. Alois Johnson, have indicated that a search is underway to fill this position. However, they currently have no candidates for the position and in interviews with the team, were not able to say when the position might be filled. In addition, Mr. Walker has been assigned to teach three courses, ET1210 DC-AC Electronics, IT321 Network Technology and Service Integration, and NT1110 Computer Structure and Logic. In an interview with the team, Mr. Walker stated that in the current term, approximately 40% of his time is spent teaching and 60% of his time is spent serving as administrator of these two programs. The team concludes the program administrator does not have sufficient time to administer the School of Information Technology based on several factors:

- Instructors in the program state that the lack of a full time school chair for the School of Information Technology has resulted in a lack of direction, confusion and frustration;

- Students in the program state they have no one to whom to go when they have concerns, (e.g. when graded homework assignments or grades are not posted in a timely manner). Further, students are not informed if an instructor is unable to make it to

a class or if a course is cancelled (due to low enrollment) on the first day of a quarter;

•There is evidence that Mr. Walker is having difficulty fulfilling some of his instructional obligations. For example, the team reviewed several student evaluations of Mr. Walker's teaching. On the evaluation instrument, question 11 reads: "The instructor updated me regularly (a minimum of every two weeks) with the grade report on my performance in the course." Mr. Walker's success in updating students was disconcerting to the team. For course IT255, eight of nine students indicated that they were not updated regularly. For course NT1330, two of two students indicated they were not updated regularly. Finally, for course ET145, two of four students indicated they were not updated regularly.

\*A lack of community resource opportunities for students indicates that Mr. Walker has been unable to facilitate community resource initiatives.

Additionally, other Schools at this campus have had program advisory board meetings between April and May of 2012, while the School of Information Technology has not. There is evidence that Mr. Walker is an able and diligent instructor and administrator as is evidenced by his success with the School of Electronics. Consequently, the team has concluded there is not sufficient time for Mr. Walker to successfully complete the duties as interim chair of the School of Information Technology.

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

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

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

The team found no evidence of community resources.

9.08 Are these resources sufficient?

Yes  No

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

**(Section 3-1-512(c)):** Resources of the community are not utilized to enrich the program. The team found no evidence of community resources being utilized in the School of Information Technology.

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

(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 and 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 a 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 eight attempted calls to employers and graduates of the AASITCNS program.

How many calls to employers or graduates were successful?

Of the eight 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

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.

In the “Credit Hour” section on page 80 of the campus 2012-2013 catalog, volume 77, 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.

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not 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

- 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. PROGRAM EVALUATION

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

**Bachelor's degree in Information Systems Security**

**Associate's degree in Software Development Technology**

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

As previously stated, Mr. Kent Walker is the school chair of Electronics Technology at the Ft. Wayne campus. He was originally hired as an instructor in September 1991, and was promoted to chair in November, 2009. Mr. Walker holds an academic associate's degree in Electronics Engineering Technology and a bachelor's degree in Industrial Automation Engineering Technology, both from ITT Tech, Fort Wayne. He completed four CISCO networking courses from Ivy Tech Community College in Indiana (though no certification was ultimately obtained). He possesses industry certifications in Computer Service Technician (Electronics Technicians Association International), Computer Technical Support (Brainbench) and Deploying Microsoft Windows 2000 Professional (Micro Computer Solutions).

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

**(Section 3-1-511):** The administration of the academic programs is not assigned to individuals whose academic or experiential qualifications are related to the programs of study. Mr. Kent Walker has no experience or academic training in the area of Information Security. Student evaluations clearly reflect Mr. Walker's inexperience and inability to teach Networking and Information Systems Security courses. Acceptable evidence of qualifications would include an industry-standard certification or academic coursework in Network Security. Additionally, the campus has not designated an expert to advise the school chair on proper administration of the 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

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

**(Section 3-1-511):** The program administrator does not have adequate time to administrate the School of Information Technology. Mr. Kent Walker is both the school chair for the School of Electronics, and the interim school chair for the School of

Information Technology that include a combined student population of 145. According to Mr. Walker, he has held the position of interim school chair of the School of Information Technology for approximately one year. Both the dean, Mr. Thomas Brown, and the campus director, Mr. Alois Johnson, have indicated that a search is underway to fill this position. However, they currently have no candidates for the position and in interviews with the team, were not able to say when the position might be filled. In addition, Mr. Walker has been assigned to teach three courses, ET1210 DC-AC Electronics, IT321 Network Technology and Service Integration, and NT1110 Computer Structure and Logic. In an interview with the team, Mr. Walker stated that in the current term, approximately 40% of his time is spent teaching and 60% of his time is spent serving as administrator of these two programs. The team concludes the program administrator does not have sufficient time to administer the School of Information Technology based on several factors:

- Instructors in the program state that the lack of a full time school chair for the School of Information Technology has resulted in a lack of direction, confusion and frustration;

- Students in the program state they have no one to whom to go when they have concerns, (e.g. when graded homework assignments or grades are not posted in a timely manner). Further, students are not informed if an instructor is unable to make it to a class or if a course is cancelled (due to low enrollment) on the first day of a quarter;

- There is evidence that Mr. Walker is having difficulty fulfilling some of his instructional obligations. For example, the team reviewed several student evaluations of Mr. Walker's teaching. On the evaluation instrument, question 11 reads: "The instructor updated me regularly (a minimum of every two weeks) with the grade report on my performance in the course." Mr. Walker's success in updating students was disconcerting to the team. For course IT255, eight of nine students indicated that they were not updated regularly. For course NT1330, two of two students indicated they were not updated regularly. Finally, for course ET145, two of four students indicated they were not updated regularly.

- \*A lack of community resource opportunities for students indicates that Mr. Walker has been unable to facilitate community resource initiatives.

Additionally, other Schools at this campus have had program advisory board meetings between April and May of 2012, while the School of Information Technology has not. There is evidence that Mr. Walker is an able and diligent instructor and administrator as is evidenced by his success with the School of Electronics. Consequently, the team has concluded there is not sufficient time for Mr. Walker to successfully complete the duties as interim chair of the School of Information Technology.

9.06 Does the program meet the needs of its students and the requirements 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 is no evidence of community involvement in the Information Systems and Cybersecurity or Information Systems Security programs.

9.08 Are these resources sufficient?

Yes  No

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

**(Section 3-1-512(c)):** Resources of the community are not utilized to enrich the program. The team found no evidence of community resources being utilized in the School of Information Technology.

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
  - (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 and 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 a 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?

Associate's degree in Software Development Technology - 0 (No graduates)

Bachelor's degree in Information Systems and Cybersecurity - 0 (No graduates)

Bachelor's degree in Information Systems Security - 6 calls were made.

How many calls to employers or graduates were successful?

Associate's degree in Software Development Technology - 0 (No graduates)

Bachelor's degree in Information Systems and Cybersecurity - 0 (No graduates)

Bachelor's degree in Information Systems Security -3 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.

Associate's degree in Software Development Technology - 0 (No graduates)

Bachelor's degree in Information Systems and Cybersecurity - 0 (No graduates)

Bachelor's degree in Information Systems Security -all 3 calls verified employment of 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

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 80 of the campus 2012-2013 catalog, volume 77, the campus policy regarding homework is contained in the “Residence Courses” paragraph.

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

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

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not 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

- 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

### Associate's degree in Nursing (105.5 Credit Hours)

### Associate's degree in Nursing (109 Credit 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?

Dr. Franchesca Pawlowicz was hired as school chair of the Breckenridge School of Nursing on September 24, 2012. Dr. Pawlowicz holds a bachelor's degree in Nursing, a master's degree in Nursing from the University of Texas at El Paso, and a doctor of philosophy degree in Nursing from the University of Kansas Medical Center. She has five years of experience as a faculty member and department chair, and over ten years of experience as a staff nurse. Per Indiana Online Verification, Dr. Pawlowicz's application for a registered nurse license in Indiana is pending and she was issued a temporary RN license. Her curriculum vitae indicates that she is currently licensed in Kansas and Missouri.

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 program has an advisory board, and their names and employers are included in the college catalog on page 138. Guest

speakers from the community have been utilized for several courses. During the last two terms, the campus invited a trauma nurse to discuss management of emergencies, a firefighter to discuss the use of fire extinguishers and fire safety, and a perfusion nurse to discuss blood transfusions.

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

(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 and 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 a 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?

Five calls were attempted.

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.

All three calls verified employment of campus 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

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 80 of the campus 2012-2013 catalog, volume 77, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

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

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not 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

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

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

**(Section 3-1-541 & Section 3-4-302):** One faculty member's experiential qualifications do not meet the minimum requirements outlined in the Accreditation Criteria. Ms. Gretchen Jenkins does not identify experience on her résumé that is relevant to mental health nursing. Ms. Jenkins is assigned to teach course NU 250 Mental Health Nursing for the September 2012 term on Tuesdays. During the interview with Ms. Jenkins, she indicated that she had a minor degree in Psychology. However, upon review of her academic transcripts, it was found that her minor was in biological sciences. After reviewing both her bachelor's degree and master's degree transcripts, the team found only the following subjects in the field of Psychology: PSYC 101 General Psychology I, 3 credits; PSCY 102 General Psychology II, 3 credits; and PSYC 204 Developmental Psychology, 3 credits. Thus, the team determined that Ms. Jenkins has neither the academic nor experiential qualifications to teach the program's course in Mental Health Nursing.

- 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:**

Nursing students interviewed were very happy with the support and encouragement they received from the faculty.

## SUMMARY

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

<b>1</b>	<b>Sections 2-1-809, 3-1-512, and 3-1-111</b>	One program does not meet Council standards for retention and placement and does not have a program specific plan in the CEP (pgs. 42-43).
<b>2</b>	<b>Section 2-2-503</b>	There is no evidence that out-of class work or the equivalency is being evaluated in all courses (pgs. 35, 40,45,51,56,61,67 and 72).
<b>3</b>	<b>Section 3-1-511</b>	One school chair does not have the academic or experiential qualification to lead the department (pgs. 58, and 63-64).
<b>4</b>	<b>Section 3-1-511</b>	One school chair does not have adequate time to devote to the administration of the department (pgs. 58, and 63-64).
<b>5</b>	<b>Section 3-1-512 (c)</b>	One School does not utilize adequate community resources (pgs. 59 and 64).
<b>6</b>	<b>Section 3-1-513(a) and Glossary</b>	Course syllabi did not include out-of-class work assignments for most courses (pgs. 34, 39, 44, 50, 55, 60, 66 and 71).
<b>7</b>	<b>Sections 3-1-541 and 3-4-302</b>	One faculty member did not have the academic or experiential qualifications to teach an assigned course (pg. 72).

## RECOMMENDATIONS

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

### **Information Technology:**

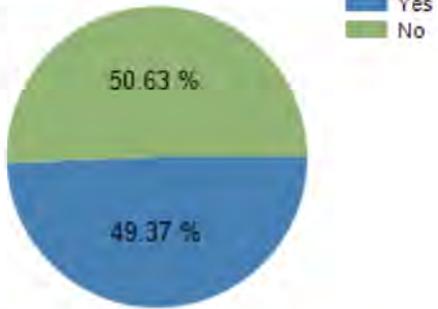
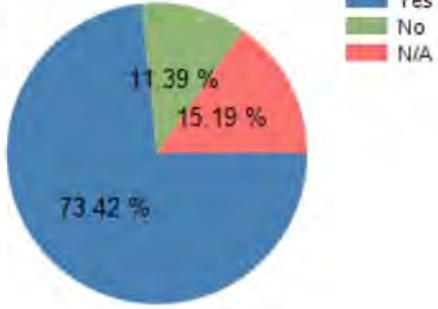
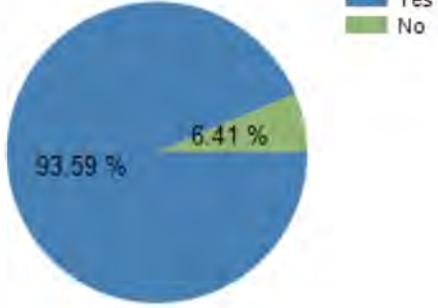
- That theory and lab portions of classes that rely on access to computers be scheduled in the same dedicated computer lab as opposed for example to scheduling the theory portion in one room and the lab portion in the mega lab. Scheduling of both the theory and lab portions of classes in the same dedicated computer lab will allow better interaction between the students and instructor and allow students to directly follow complex software applications demonstrated during the theory portion of the class.

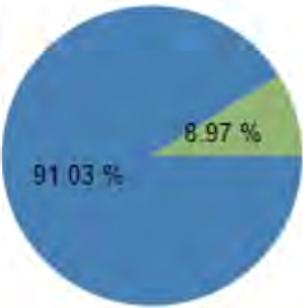
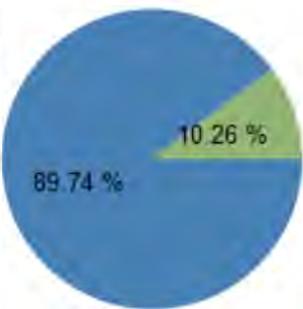
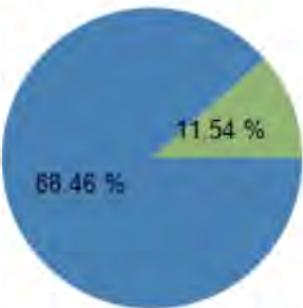
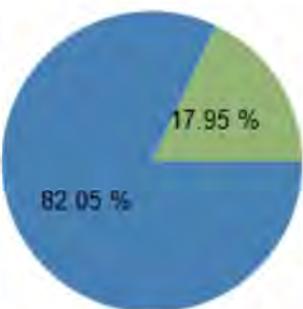
### **Nursing:**

- There were no official National Council Licensure Exam - Registered Nurse (NCLEX) scores for the Nursing program. However, the Nursing program administrative assistant has been tracking the first-time pass rates and overall pass rates for graduates. The NCLEX first-time pass rates for the twenty-eight graduates listed in the Annual Institutional Report (now referred to as the Campus Accountability Report) showed that 19 graduates passed the NLCEX exam on their first attempt and 9 failed. The campus' pass rate is 67.86%. It is recommended that this be addressed in both the Campus Effectiveness Plan and Nursing Systematic Plan for Program Improvement and a plan for improvement.

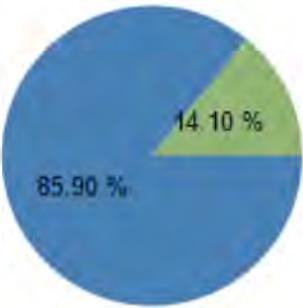
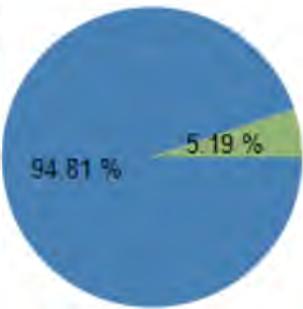
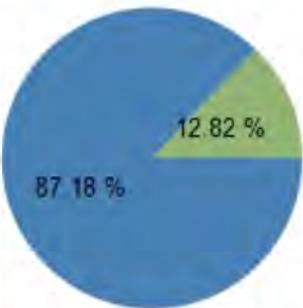
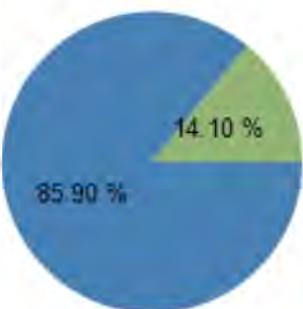
Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs:

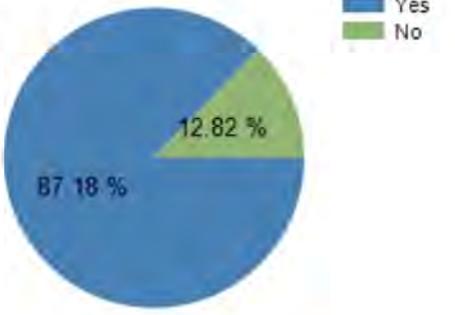
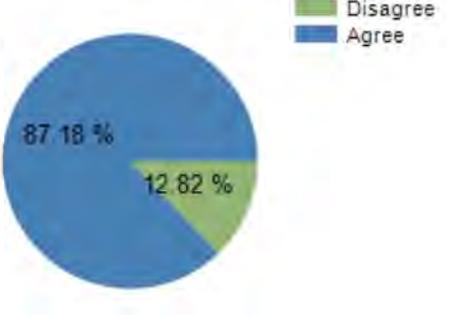
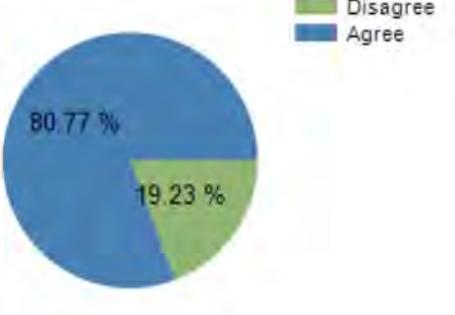
### Student Survey Response Summary Graph

Personify Id	Survey Question	Category	Count	
00016076	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	39	
		No	40	
	<b>1.2. Did your admission’s representative describe the transfer of credit policies and procedures accurately?</b>	Yes	58	
		No	9	
		N/A	12	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	73	
		No	5	

	<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>71</td> </tr> </table>	Yes	71	 <p>91.03 % 8.97 %</p>		
Yes	71						
	<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>70</td> </tr> <tr> <td>No</td> <td>8</td> </tr> </table>	Yes	70	No	8	 <p>89.74 % 10.26 %</p>
Yes	70						
No	8						
	<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>69</td> </tr> <tr> <td>No</td> <td>9</td> </tr> </table>	Yes	69	No	9	 <p>68.46 % 11.54 %</p>
Yes	69						
No	9						
	<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>64</td> </tr> <tr> <td>No</td> <td>14</td> </tr> </table>	Yes	64	No	14	 <p>82.05 % 17.95 %</p>
Yes	64						
No	14						

	<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>69</td> </tr> <tr> <td>No</td> <td>8</td> </tr> </table>	Yes	69	No	8	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>69</td> <td>89.61 %</td> </tr> <tr> <td>No</td> <td>8</td> <td>10.39 %</td> </tr> </table>	Response	Count	Percentage	Yes	69	89.61 %	No	8	10.39 %					
Yes	69																				
No	8																				
Response	Count	Percentage																			
Yes	69	89.61 %																			
No	8	10.39 %																			
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>66</td> </tr> <tr> <td>No</td> <td>10</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	66	No	10	N/A	2	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>66</td> <td>84.62 %</td> </tr> <tr> <td>No</td> <td>10</td> <td>12.82 %</td> </tr> <tr> <td>N/A</td> <td>2</td> <td>2.56 %</td> </tr> </table>	Response	Count	Percentage	Yes	66	84.62 %	No	10	12.82 %	N/A	2	2.56 %
Yes	66																				
No	10																				
N/A	2																				
Response	Count	Percentage																			
Yes	66	84.62 %																			
No	10	12.82 %																			
N/A	2	2.56 %																			
	<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>61</td> </tr> <tr> <td>No</td> <td>9</td> </tr> <tr> <td>N/A</td> <td>8</td> </tr> </table>	Yes	61	No	9	N/A	8	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>61</td> <td>78.21 %</td> </tr> <tr> <td>No</td> <td>9</td> <td>11.54 %</td> </tr> <tr> <td>N/A</td> <td>8</td> <td>10.26 %</td> </tr> </table>	Response	Count	Percentage	Yes	61	78.21 %	No	9	11.54 %	N/A	8	10.26 %
Yes	61																				
No	9																				
N/A	8																				
Response	Count	Percentage																			
Yes	61	78.21 %																			
No	9	11.54 %																			
N/A	8	10.26 %																			
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>62</td> </tr> <tr> <td>No</td> <td>6</td> </tr> <tr> <td>N/A</td> <td>9</td> </tr> </table>	Yes	62	No	6	N/A	9	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>62</td> <td>80.52 %</td> </tr> <tr> <td>No</td> <td>6</td> <td>7.79 %</td> </tr> <tr> <td>N/A</td> <td>9</td> <td>11.69 %</td> </tr> </table>	Response	Count	Percentage	Yes	62	80.52 %	No	6	7.79 %	N/A	9	11.69 %
Yes	62																				
No	6																				
N/A	9																				
Response	Count	Percentage																			
Yes	62	80.52 %																			
No	6	7.79 %																			
N/A	9	11.69 %																			

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>67</td> </tr> <tr> <td>No</td> <td>11</td> </tr> </table>	Yes	67	No	11	 <p>85.90 % 14.10 %</p>		
Yes	67								
No	11								
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>73</td> </tr> <tr> <td>No</td> <td>4</td> </tr> </table>	Yes	73	No	4	 <p>94.81 % 5.19 %</p>		
Yes	73								
No	4								
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>68</td> </tr> <tr> <td>No</td> <td>10</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	68	No	10	N/A	0	 <p>87.18 % 12.82 %</p>
Yes	68								
No	10								
N/A	0								
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>67</td> </tr> <tr> <td>No</td> <td>11</td> </tr> </table>	Yes	67	No	11	 <p>85.90 % 14.10 %</p>		
Yes	67								
No	11								

	<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>68</td> </tr> </table>	Yes	68			
Yes	68						
	<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>10</td> </tr> <tr> <td>Agree</td> <td>68</td> </tr> </table>	Disagree	10	Agree	68	
Disagree	10						
Agree	68						
	<p><b>5.2. I would recommend this school to others.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>15</td> </tr> <tr> <td>Agree</td> <td>63</td> </tr> </table>	Disagree	15	Agree	63	
Disagree	15						
Agree	63						

## NEW GRANT

**ITT Technical Institute  
6270 Park South Drive  
Bessemer, Alabama 35022  
ACICS ID CODE: 00045221**

**Campus Email: Regulatory082@itt-tech.edu  
Mr. Richard Hart, Director: RHart2@itt-tech.edu**

MAIN  
ITT Technical Institute  
Indianapolis, Indiana 46268  
ACICS ID Code: 16040

October 4-5, 2012

Thomas Duff	Chair, Mission, Organization, Administration, and Facilities	(Retired) University of Minnesota Duluth	Duluth, MN
Michelle Edwards	Student Relations	Delta School of Business& Tech	Lake Charles, LA
Tommy Mosley	Educational Activities and Library	(Retired) Alabama Dept of Ed	Gadsden, AL
Fepi Paramarti	Business Management Program	Westwood College	Aurora, IL
DeWayne Johnson	Computer Networking Programs	Westwood College	Los Angeles, CA
Aprille Campbell	Criminal Justice Programs	South University	Conyers, GA
Silvia Gimbutas	Drafting and Design and Game Development Programs	Westwood College	Chicago, IL
Randy Roof	Electronics and Engineering Technology Programs	Consultant, Education & Technology	Hendersonville, TN
Barry Phillips	Graphic and Visual Communications Programs	Art Director/Designer	Burleson, TX
Carlton Lawrence	Information Systems Security and Software Development Programs	New York Life	Denver, CO
Beverly Harchick	Paralegal Program	Attorney	Pittsburgh, PA
Mary Gail Lowery	Project Management Programs	(Retired) Alabama Dept of Ed	Sevierville, TN
Kathryn Sellers	ACICS Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
BESSEMER, ALABAMA**

CREDENTIAL EARNED (from the institution)	ACICS CREDEN- TIAL LEVEL	APPROVED PROGRAM TITLE	Contact Hrs.	Qtr. Crs.	Enroll- ment FT/PT	CAR Retention & Placement *			
						2011		2010	
						Ret.	Pla.	Ret.	Pla.
Assoc of Applied Sci	Acad Assoc	Business Management	1896	90	10 / 8	NA	NA	N/A	N/A
Assoc of Applied Sci	Acad Assoc	Computer Drafting & Design	1140	96	9 / 8	68.2	57.1	68.3	42.5
Assoc of Applied Sci	Acad Assoc	Computer & Electronics Engineering Technology	1120	96	28 / 9	59.8	85.4	60.7	61.8
Assoc of Applied Sci	Acad Assoc	Criminal Justice	1020	96	28 / 7	60.1	62.5	64.5	50
Assoc of Applied Sci	Acad Assoc	Criminology and Forensic Tech	981	90	25 / 9	NA	NA	N/A	N/A
Assoc of Applied Sci	Acad Assoc	Drafting and Design Technology	1058	90	30 / 6	NA	NA	N/A	N/A
Assoc of Applied Sci	Acad Assoc	Electrical Engineering Technology	2127	90	29 / 12	NA	NA	N/A	N/A
Assoc of Applied Sci	Acad Assoc	Graphic Communications Design	1058	90	23 / 6	NA	NA	N/A	N/A
Assoc of Applied Sci	Acad Assoc	Info Technology—Comp Network Systems	1058	90	31 / 7	68	63	66.6	70.5
Assoc of Applied Sci	Acad Assoc	Network Systems Administration	1058	90	39 / 27	NA	NA	N/A	N/A
Assoc of Applied Sci	Acad Assoc	Nursing	1537	104	3 / 20	NA	NA	N/A	N/A
Assoc of Applied Sci	Acad Assoc	Paralegal Studies	1040	96	6 / 5	NA	NA	N/A	N/A
Assoc of Applied Sci	Acad Assoc	Software Development Technology	1120	90	9 / 4	67.5	0%	65.1	0
Assoc of Applied Sci	Acad Assoc	Visual Communications	1120	96	11 / 7	68.4	73.7	65.2	50
Bachelor of Science	Bachelor's	Criminal Justice	1880	180	20 / 3	62.8	66.7	63.9	77.8
Bachelor of Science	Bachelor's	Digital Entertainment and Game Design	2110	180	2 / 2	89.2	69.2	81.5	29.4
Bachelor of Science	Bachelor's	Electrical Engineering and Communications Technology	2127	180	3 / 5	NA	NA	N/A	N/A
Bachelor of Science	Bachelor's	Information Systems and Cybersecurity	2164	180	11 / 1	NA	NA	N/A	N/A
Bachelor of Science	Bachelor's	Information Systems Security	2090	180	9 / 1	82.3	30.8	81.8	81.8
Bachelor of Science	Bachelor's	Project Management	2040	180	2 / 8	71.7	33.3	77.8	0%
Bachelor of Science	Bachelor's	Project Management and Administration	1940	180	33 / 1	NA	NA	N/A	N/A
Bachelor of Science	Bachelor's	Software Applications Development	2090	180	2 / 2	66.7	NG	100	NG
The following three programs are listed in the catalog but had no enrollment at the time of the visit.									
Bachelor of Science	Bachelor's	Business Management**	1896	180	0	0	0	N/A	N/A
Bachelor of Science	Bachelor's	Electronics & Communications Tech**	2110	180	0	71.4	50	95.5	88.9
Bachelor of Science	Bachelor's	Software Engineering Technology**	2090	180	0	100	100	100	40

<b>TOTAL ENROLLMENT = 521</b>
-------------------------------

\*\*Campus administration informed the team that enrollment in these programs will start again when feasible.

NA = No enrollment in program during this CAR period

NG = No graduates from program during this CAR period

**Bold** = Retention rates below 62% and placement rates below 58% for 2011 CAR column

## INTRODUCTION

The ITT Technical Institute in Bessemer, Alabama, is one of a network of co-educational, non-denominational private postsecondary educational institutions owned and operated by ITT Educational Services, Inc., (ITT/ESI) a Delaware corporation, headquartered in Carmel, Indiana. According to its web site, ITT Technical Institute currently has “over 130 campuses in 38 states in the United States.”

ITT Technical Institute opened in Birmingham in April 1994 and began offering an associate of applied science degree program of study in Electronics Engineering Technology in June 1994. Campus operations were moved to the current location in Bessemer, AL, in April 2005.

As shown in the table on the preceding page, at the time of the visit, the campus had a total enrollment of 521 students enrolled in 14 different academic associate’s degree programs and 8 bachelor’s degree programs. Approximately 78% of those enrolled are full-time students, 22% are part-time; 78% of the students are classified as evening students, 22% as day students. The campus started seven new associate’s level programs and three new bachelor’s level programs in September 2011 and started an associate’s level Nursing program in June 2012.

The Campus Effectiveness Plan (CEP) updated in September 2012, reports that approximately 69% of the current student population is male, 31% female. This male/female ratio is consistent with other campuses offering a relatively high concentration of technical programs. Based on information self-reported by current students, the ethnic composition is roughly 32% African-American or Black, non-Hispanic; 28% Caucasian or White, non-Hispanic; and 2% Hispanic. However, about 38% of the students did not disclose ethnicity.

The campus had two programs that did meet student achievement requirements for retention during the 2011 CAR period and three programs that did not meet the placement rate requirement for the period. Following is a listing of the programs and the retention and placement rates reported on the 2011 CAR:

### Retention Rate Below 62% for 2011 CAR

Associate’s degree in Computer & Electronics Engineering Technology = 59.8%

Associate’s degree in Criminal Justice = 60.1%

### Placement Rate Below 58% for 2011 CAR

Associate’s degree in Computer Drafting and Design = 57.1%

Bachelor’s degree in Information Systems Security = 30.8%

Bachelor’s degree in Project Management = 33.3%

The 2011 CEP included an appropriate Program Improvement Plan for each of these programs.

Finally, the team was informed that there were 112 Bessemer campus students enrolled in 23 different ITT online courses at the time of the visit. All of the courses except for two are general education courses. Additionally, 71 students are enrolled in 20 different hybrid online courses.

## 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

### CAMPUS 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 CEP identifies and describes the following as measures of student learning outcomes that will be used for all students in all programs:

- Capstone Courses: Most of the programs use a capstone course to determine the level of students' understanding of the program objectives. The CEP includes the three-year grade average and the average grade for the capstone courses completed in March 2011 and December 2011.

- Capstone Assessment Data: For some programs, specific learning outcomes assessment is carried out through the application of assessment rubrics. The CEP contains capstone assessment data for capstone courses that have been offered during December 2011 and March 2012.
- Student Engagement: Student engagement is measured by student attendance and ability to complete program courses. Student engagement data is included in the CEP for Schools of Study for the December 2011 and March and June 2012 terms.
- Student Success: Student success is a measurement of the number of passing students divided by the number of student attempts. Student success data for the most recent year is included in the CEP.

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

The CEP indicates that the campus placement rate goal for the 2013 CAR period is 68% and the retention rate goal for the period is 69%.

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 help achieve the placement rate goal of 69% for the campus, the career services team will:

- Focus on increased community awareness by continuing to participate in various activities of area chambers of commerce and encouraging faculty and staff to join and participate in the activities of appropriate field-related professional organizations.
- Provide resume, portfolio, and salary negotiation workshops for pre-graduates and graduates and will take the lead in facilitating visits of local employers to campus as guest speakers and PAC members and sponsors of field trips.
- Attend School chair and faculty meetings and functions and conduct presentations as requested to increase student and faculty awareness of the many resources and help available from career services as students near graduation and begin the job search.

Following are some of the activities to be undertaken to achieve the campus retention rate goal of 69%:

- Conduct a rotation of visits and communication endeavors with first-year students, the "Right Track Initiative."
- Compile reports identifying students with challenges and intervene with student support services, the "Show We Care Initiative."
- Continue to offer and promote specific tutoring schedules for students, the "Tutoring Initiative."

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 (Sean) Hart, director, is responsible for monitoring and implementation of the Campus Effectiveness Plan (CEP). He holds both bachelor's and master's in Communication from Auburn University, Auburn, AL. Mr. Hart has been director of the ITT Bessemer since April 2012. Prior to starting in his current position, for three years in the private education industry as a district manager and regional director of operations for four years field director and area manager for two other organizations.

The director works with a CEP team to develop, review, analyze, maintain, and monitor the CEP. The team consists of the director, dean, associate dean, director of finance, director of recruitment, director of career services, registrar, faculty representatives from each School of Study, and management trainees.

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

Yes  No

**GENERAL COMMENTS:**

A template for preparing the CEP at each campus is provided from the ITT corporate office to ensure CEPs are structured in standard format and consistent information and data related to outcomes is included. Most of the narrative for various sections of the CEP and virtually all of the tables/charts for reporting data are also standard and common to all campuses. The CEP becomes a "campus" plan because data in tables/charts throughout the standard template is unique to each campus. Of course, the summary and analysis of the data collected and presented in tables and charts for each campus is unique and specific to the campus, as are the action plans developed by the CEP team to respond to the findings of data collected for various outcome measures.

The team commends the campus director and CEP team for the quality of the current CEP. The team found the Bessemer CEP to be well done and evidenced the high level of effort and commitment the campus director and the CEP team have put into making the document reflective of campus plans and goals. The group has met regularly to work on the CEP and the outcome of their efforts is a very usable plan that reflects the current campus environment. As stated on page 2 of in the document, the "CEP process is a systematic and ongoing process to implement continuous improvement, determine internal effectiveness, assess progress and change, communicate outcomes, and demonstrate regulatory compliance. This is accomplished by collecting analyzing, and acting on data and information related to the goals and initiatives developed to support the ITT Technical Institute's mission and philosophies."

## 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**

### **GENERAL COMMENTS:**

As noted in the self-study narrative, all campuses owned and operated by ITT have the same management structure. A director acts as the general manager with the directors of academic affairs, career services, finance, and recruitment and the registrar reporting directly to that individual. The campus director reports to a district manager, who in turn reports to the senior vice president of operations at ITT. The Bessemer senior campus administrators are all relatively new in their current positions. However, based on review of materials and spending time reviewing and observing operations during the visit, the team feels there is a spirit of mutual respect between and among the campus administrators, faculty, staff, and students, and staff that leads to a collaborative effort in developing and implementing processes and procedures to better serve and achieve the Bessemer campus and ITT institutional mission and goals.

### 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 (Sean) Hart, director, is the on-site administrator for the Bessemer campus. As reported in the previous section, he holds both bachelor's and master's in Communication from Auburn University, Auburn, AL. Mr. Hart has been director of the ITT Bessemer since April 2012. Prior to starting in his current position, for three years in the private education industry as a district manager and regional director of operations for four years field director and area manager for two other organizations.
- 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) 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**  
 The campus does not admit ability-benefit-students.
- 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:**

Virtually all of the policies and procedures used to administer the many campuses of ITT come from the corporate level. Based on review and observation of operations while on the campus, the team feels the current functional area leaders and staff are well prepared and trained to carry out the administrative functions they are assigned. Administrative functions at the campus are generally coordinated and carried out to serve the educational mission and objectives of ITT as well as to meet the needs of the students and others involved in the educational activities at the Bessemer campus.

**4. RELATIONS WITH STUDENTS**

- 4.01 How many student files were reviewed during the evaluation?  
 The team reviewed 50 files during the evaluation.
- 4.02 How does the institution ensure that its student relations reflect high ethical standards?  
 A student complaint and grievance policy is presented to each student at enrollment. Students are made aware of whom to express and address any concerns that may arise. The campus responds immediately and if not resolved at the first level, concerns are escalated to the campus dean, campus director and/or the campus' corporate office. The campus utilizes an ethics hotline which is confidential and anonymous for all. The campus asks their students about their experiences by way of numerous surveys. The staff is committed to excellence in customer service and works to ensure that students are satisfied with their experience at the campus.
- 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. Derek Thomas is the manager of recruitment at the campus. He earned a bachelor's degree in Humanities/Social Sciences from Auburn University, Montgomery, AL and a master's degree in Education, specializing in Enrollment Management from Capella University. Mr. Thomas joined the ITT Technical College (ITT) Birmingham campus in July of 2012. Prior to joining ITT, Mr. Thomas had four and a half years experience in admissions at several different proprietary schools.
- 4.10 Describe the process for the recruitment of new students.  
 The academic administrative center (AAC) and the campus market to prospective students through a number of methods including internet, television and radio advertising, direct mail, representative-generated personally developed leads and referrals. Individual inquires are directed to the school from the AAC. At that point, the leads are contacted by a representative who engages them in a series of consistent explorative questions. At that point the individual is invited to the campus for a meeting with one of the representatives, a tour of campus and if the individual has an interest in applying; they then proceed to the application paperwork. The campus also employs a representative who focuses on developing relationships with high school administrators, faculty, and other key influencers within the community to raise the awareness of the programs of study.

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 standards of satisfactory academic progress (SAP) policy is published on pages 76-81 of the catalog in effect and used during the evaluation visit.
- 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?  
 Mr. R. Carlo Romano, the dean, is responsible for the administration of SAP at the campus. Mr. Romano holds bachelors and master's degrees in Communications from University of Alabama at Birmingham. He has management experience from General Electric, served as a lobbyist in Washington, DC for nearly three years and owned and operated a software firm for 12 years. Mr. Romano served on advisory boards for several colleges in the Birmingham area since 1998. He joined ITT in 2009 as an adjunct instructor, moved to the role of full time instructor, school chair and into his current role as the dean in 2011.
- 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. Pamela Conard is the director of finance at the campus. She is currently pursuing a bachelor's degree in Elementary Education from Victory College. Ms. Conard has 12 years of retail sales and management experience, as well as, 9 years of financial aid experience from several proprietary schools. She joined ITT as the director of finance in April of 2012.

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).

In order to keep up to date with financial aid changes, the director of finance and financial aid representatives participate in financial aid training seminars and quarterly conference calls conducted by the AAC. Ms. Conard is also a current member of the Alabama Association of Student Financial Aid Administrators and participates in yearly conferences. She and her team view the Department of Education's Information for Financial Aid Professionals (IFAP) website and attend Federal Student Aid conferences.

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

Yes  No

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

Yes  No (Skip to Question 4.54.)

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

The campus offers a variety of student services. Tutoring is offered to all students and can be scheduled in the learning resource center (LRC), with any instructor or by the program chair as needed. An orientation is held for all new students. During this time there are introductions to all of the department chairs and a discussion from academic affairs regarding such items as the campus catalog, academic policies and graduation. The students are then separated into groups by program. During this overview by the program chairs the discussion focuses on an overview of the program, SAP and attendance policies and discusses the campus catalog in further detail. Academic and attendance counseling is conducted by instructors, program chairs or deans as needed or requested.

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. Courtney Waldron is the director of career services. She holds a bachelor's degree in Organization Management from Roberts Wesleyan College and is currently pursuing a master's degree in Business Management from ITT. Ms. Waldron has 13 years of retail sales, management and training experience. She also worked in a call center; training on selling, customer service, and interview and development techniques prior to joining ITT as the director of career services in January of 2012.
- 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. Each borrower completes student loan entrance counseling utilizing smart forms. At the time a student separates from 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 a review of the different payment options. 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. The campus sponsors several student clubs and professional organizations such as Electronics Technology Association (ETA), Criminal Justice (CJ) and student ambassadors. The campus also focuses on community development initiatives such as blood drives and participation with United Way. They also sponsor different activities for students such as fall fest and student appreciation weeks throughout the year.

## 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
- th
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?  
 Mr. Carlo Romano, dean of academic affairs, oversees the educational activities of all academic programs at the campus. He holds a bachelor's degree in Communication Studies and a master's degree in Communication Management, both from the University of Alabama-Birmingham. Mr. Romano has served as dean at the campus since January of 2011. Prior to his current position, he was a chair and instructor at the campus for two years. Prior to starting at ITT Bessemer, Mr. Romano owned a drafting and design business for 11 years and worked as a lobbyist for 2 years. Mr. Romano is supported and works directly with Ms. Dawn Powers, associate dean, and the five School program chairs to direct and carry out the academic and educational activities.

- 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 of academic affairs, Mr Carlo Romano, is assigned fulltime to the position and is primarily responsible for student relations, curriculum implementation, teacher evaluations, professional growth and inservice activities, assistance with employment of academic staff, and the library services. Mr. Romano's job description clearly indentifies his role and responsibility in regard to academic operations. The associate dean, Ms. Dawn Powers, and school chairs assist him in the administration of academic programs. The associate dean and school chairs teach two classes per term with sufficient time allocated to assist with academic issues.
- 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  
 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
- 5.12 What provisions are made for individual differences among students?  
 Students with disabilities are encouraged to meet with the campus Student Disabilities Coordinator to discuss and/or learn about accommodations. The decision to use these services is voluntary and a matter of student choice. In the past, several reasonable accommodations had been made. The faculty utilizes a variety of teaching strategies and methods to accommodate diverse learning styles and individual differences among students. The campus has an extensive tutoring program that can be accessed by both teachers and students. Tutoring sign up sheets are located in the Learning Resource Center. The tutoring is conducted by faculty in the content area. Every 3<sup>rd</sup>, 6<sup>th</sup>, and 9<sup>th</sup> week of the term, a grade assignment report is given to each student to assist them in determining the need for tutoring. In addition, students are offered the opportunity to take online courses in general education.
- 5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 Curriculum development and revision are conducted under the guidance and oversight of the National Curriculum Committee (NCC). ITT corporate has a district chair for each program area. Each district has one member on the NCC. The district committee holds scheduled conference calls to gain input from individual campuses and instructors. Mr. Jason Noah, composition instructor, is a member of the district NCC in general education/composition. Each faculty member has access to the faculty collaboration portal to communicate with other instructors or corporate staff in the same field. Faculty members are encouraged to make suggestions and recommendations to campus chairs and deans. In addition, ITT has a policy to allow a faculty member to add up to 20% additional course content to the prescribed course syllabus and outcomes.
- 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

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

- 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?

Faculty members sign an attendance sheet at the inservice in which they participate. This information is transferred to the faculty members professional development plan and filed in their personnel folder. If a meeting is missed, the instructor is required to complete an e-campus course on the topic presented. The dean and/or associate dean assist the instructors in making up any required topics.

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

Yes  No

- 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
- .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
- 5.34 **reviewed at AAC**
- 5.35 **reviewed at AAC**
- 5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes  No

## 6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).  
The campus conducts operations in approximately 34,000 square feet of space in a single-story, brick building in Bessemer, west of Birmingham, near the Morgan Road Exit at Interstate 459. The educational space in the building consists of 13 theory classrooms, 5 general computer labs, 3 electronics labs, 1 lab designated for Criminal Justice and science generally, a dedicated lab for the new Nursing program, and relatively large library (LRC) space. Administrative offices and open work space are located in the front part of the building near the reception area for ease of access to the various student service offices. There is ample parking conveniently located adjacent to the building.
- 6.02 Does the campus utilize any additional space locations?  
 Yes  No
- 6.03 Does the campus utilize learning sites?  
 Yes  No
- 6.04 Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?  
 Yes  No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?
- (a) Equipment.  
 Yes  No
- (b) Instructional tools.  
 Yes  No
- (c) Machinery.  
 Yes  No
- 6.06 Is there evidence on file to show that all institutional facilities are in compliance with fire, safety, and sanitation regulations?  
 Yes  No  Not Applicable

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
The catalog used during the evaluation is the ITT Bessemer, AL, 2012 -2013 Catalog, Volume 45, published September 19, 2012 with an effective date of 9/19/2012 – 9/19/2013.
- 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.)

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:

While this campus does not offer courses and/or programs via distance education, the institution does offer online courses through their location in Carmel, Indiana.

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 on the internet, radio, direct mail and television.

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 2012 budget is \$12,995.00. As of the date of the visit, \$10,995.00 was allocated for the virtual library for the ITT-Bessemer campus. The campus has spent \$471.35 for publications this year.

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

Yes  No

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

Yes  No

8.12 **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

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 campus does not currently have a program director identified for the Business Management program. Mr. Roy Carlos Romano, academic affairs dean, is performing as an interim program director in Business Management Program. Mr. Romano has a bachelor's degree in Communication Studies from University of Alabama at Birmingham and master's degree in Management from University of Alabama at Birmingham, Alabama. Mr. Romano has more than ten year experience in business and management. He started as an instructor at UAB in 2001 to 2008; Virginia College in 2007 to 2008; and an academic affair dean at ITT Technical Institute, Bessemer, Alabama in 2008 to present.

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:  
 There were no graduates on the 2011 CAR.
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 As noted above, the first classes were offered in the program in March 2012, about six months before the visit; and students have been completing primarily general education courses to date. Thus, the use of community resources has been a function of activities in those courses and whether or not students take advantage of attending career fairs and other campus activities provided for all students.
- 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.

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 campus definition of a credit hour is included in the “Credit Hour” section on page 66 of the catalog in effect and used during the evaluation visit.

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 not satisfactory evidence that out-of-class work or the equivalency is being evaluated appropriately in some 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

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

Yes  No

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

**(Section 3-4-302):** The instructor assigned to teach AC1320 Accounting Principles II at the time of the visit does not have appropriate qualifications to teach that course. The instructor, Ms. Loviessa Butler, holds a bachelor's degree in English, General Studies, and Communication Studies and a master's degree in Business Administration. However, her academic transcripts do show that she has completed 18 semester credits or equivalent hours of coursework in accounting, and there is no evidence that she has any professional certification in accounting

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. PROGRAM EVALUATION

### Academic Associate's Degree in Graphic Communications 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. Scott Autry, chair of the School of Drafting and Design, is assigned to administer these programs. He has been at ITT Bessemer for approximately two years and in his current position for 18 months. Mr. Autry holds a bachelor's degree in Visual Design from American Intercontinental University online and an associate's degree in Multimedia from ITT Technical Institute. His professional experience includes being a director of multi-media for a medical business, art director, newspaper production manager, and a special effects supervisor. He currently is director of the Birmingham Vaudeville Company that presents stage show performances in the area.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%  
 Yes  No  Not applicable (new branch only)  
 (b) Student placement rate of 58%  
 Yes  No  Not applicable (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:  
 There have been no graduates in the Graphic Communications Design program. Visual Communications is currently in teach out mode.
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 The campus utilizes designers, web developers and other industry professionals to come to the campus as guest speakers. Field trips include visiting design studios, print houses and service bureaus geared to the graphic arts and animation industry in the community. These community resources are documented in a folder with field trip and speaker description sheets as well as student sign-in sheets.
- 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 from these programs have enrolled for independent study 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):** For most courses, the syllabi do not include, as appropriate, out-of-class work assignments that support the course learning objectives. Although the campus provided samples of some syllabi with appropriate information and some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required or how homework and other elements would be weighted in determining the final course 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?

As stated previously, there have been no graduates from the Drafting and Design Technology program.  
A total of 8 calls were attempted for the Visual Communications program

How many calls to employers or graduates were successful?

Of the 8 calls attempted, 7 were successful for the Visual Communications 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.

All 7 of the successful calls resulted in confirmation of placement 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 definition of a credit hour is included in the “CREDIT HOUR” section on page 66 of the catalog in effect and used during the evaluation visit.

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 School chair, Mr. Scott Autry, presented the team with some samples of homework assignments completed by students and the corresponding grade sheets documenting the recording of grades. These homework samples were student drawing exercises in rapid visualization which is a timed drawing assignment of various subject matters. The particular drawings presented were executed in graphic pencil on paper with models or photographic subjects. Student portfolios of both current and graduated students were also reviewed by the team. These portfolios displayed a collection of various visual, print and animation assignments assembled during the tenure of the students while at the campus.

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 reviewed three student portfolios from current and graduated students and found them to be well-rounded and complete in the aspects of design and potential for consideration for employment. Students who were interviewed stated they were very pleased with their instructors and with the quality of the services provided the education they are receiving at the campus.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Nursing

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. Barbara Moore, chair of the Breckenridge School of Nursing at the campus, is assigned to administer the Nursing program.. She holds a doctorate of science in Nursing from the University of Alabama at Birmingham, a master's degree in Nursing from the University of Kentucky, a bachelor's degree in Nursing from Spalding University, in Louisville, KY, and a bachelor's degree in History from Georgetown College, Georgetown, KY. Dr. Moore has been active in nursing education in various positions since 2005. At the time of the visit, she had been in her current positin at the Bessemer campus less than two weeks. Dr. Moore is fully qualified for the position of chair of the Breckenridge School of Nursing.

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 Nursing program was started in June 2012; therefore, no data was included in the 2011 CAR for it.

- 9.07 List the community resources and how they are utilized to enrich the program(s).  
This program is very new, having enrolled the first students in June of 2012. The nursing program has a viable advisory board and has held two meetings, both of which were very well attended. The signed clinical agreements are appropriate. There have been no field trips or guest speakers, which is reasonable considering this program is so new.
- 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:  
No students from this program have been enrolled in 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): For most courses, the syllabi do not include, as appropriate, out-of-class work assignments that support the course learning objectives. Although the campus provided samples of some syllabi with appropriate information and some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required or how homework and other elements would be weighted in determining the final course 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 campus definition of a credit hour is included in the “CREDIT HOUR” section on page 66 of the catalog in effect and used during the evaluation visit.

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 not satisfactory evidence that out-of-class work or the equivalency is being evaluated appropriately in most of the 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

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. PROGRAM EVALUATION  
 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. Ryan Schwoebel, chair of the School of Criminal Justice, since August of 2012, is assigned to administer all of the programs in the School. As noted previously, he has a strong academic and experiential background in the criminal justice area. However, because his academic and experiential credentials focus on criminal justice and not on paralegal studies, Mr. Schwoebel is supported by Ms. Betsy Whitfield, instructor and subject matter expert on paralegal curriculum, on matters of curriculum. Ms. Whitfield holds a bachelor's degree in Paralegal Studies from Samford University in Homewood, AL. She has worked as a paralegal for 11 years and has taught for 2 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)
- 9.07 List the community resources and how they are utilized to enrich the program(s).

Students have taken field trips to a law library, city council, and a law office. Guest speakers have included a court reporter and paralegals. The instructor in the program has worked in four law offices in the community. A program advisory board meets twice per year. Some students in the program have participated in the National Association of Legal Assistants (NALA) meetings.

- 9.08 Are these resources sufficient?  
 Yes  No
- 9.09 Reviewed at AAC
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA  
 No students from the program have completed independent studies.
- 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 the 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.

The campus definition of a credit hour is included in the “CREDIT HOUR” section on page 66 of the catalog in effect and used during the evaluation visit.

- 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 not satisfactory evidence that out-of-class work or the equivalency is being evaluated appropriately in most of the 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

- 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 eight students who were interviewed expressed a high level of satisfaction with the program and a very high level of satisfaction with their instructor.

**9. PROGRAM EVALUATION**

**Academic Associate's Degree in Computer Drafting and Design**  
**Academic Associate's Degree in Drafting and Design Technology**  
**Bachelor's Degree in Digital Entertainment and Game Design**

- 9.01 See response from AAC  
 (a) See response from AAC  
 (b) See response from AAC  
 (c) See response from AAC  
 (d) See response from AAC
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Scott Autry, chair of the School of Drafting and Design, is assigned to provide administrative leadership for all programs in the School. As noted elsewhere in the report, hHe has been at ITT Bessemer for approximately two years and in his current position for 18 months. Mr. Autry holds a bachelor's degree in Visual Design from American Intercontinental University online and an associate's degree in Multimedia from ITT Technical Institute. His professional experience includes being a director of multi-media for a medical business, art director, newspaper production manager, and a special effects supervisor. He currently is director of the Birmingham Vaudeville Company that presents stage show performances in the area.
- Mr. Paul Goldman is designated as program chair to oversee the Drafting and Design Technology and the Computer Drafting and Design programs. He reports to Mr. Autrey administratively; however, his subject matter expertise is utilized to guide the development and maintenance of the two drafting programs. Mr. Goldman holds an associate's dewgree in Drafting Computer/Aided Design from Lawson State Community College in Birmingham, AL, a bachelor's degree in English from Hamilton College in Clinton, NY; and a master's degree in Architecture from The State University of New York , Buffalo, NY..Mr. Goldman is a certified mechanical drafter by the ADDA (American Design Drafting Association), and he is also an Associate member of the AIA ( American Institute of Architects). Mr. Goldman was hired as the program chair at the campus in February 1999.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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 placement rate of 57.5% reported on the 2011 CAR for the Computer Drafting and Design program did not meet Council requirements. The retention rates for the other two programs exceeded the standard required

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 CEP includes an appropriate Program Improvement Plan for placement in the Computer Drafting and Design program.

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

Drafting and Design Students went on a site visit to Alabama's first LEED (Leadership in Energy and Environmental Design) Certified library building. This visit was a good case for study review on sustainable construction and finishing materials. There was also another field trip to Albridge Gardens during the summer 2012. There was also a career fair for all the design students in fall 2012, where students practice being interviewed and were asked questions about their field of 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

No students from these programs were enrolled for independent study 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):** For most courses, the syllabi do not include, as appropriate, out-of-class work assignments that support the course learning objectives. Although the campus provided samples of some syllabi with appropriate information and some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required or how homework and other elements would be weighted in determining the final course 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)

**There have been no graduates for the associate's degree in Drafting and Design Technology.**

How many calls to employers or graduates were attempted?

Ten (10) calls were attempted for the associate's degree in Computer Drafting and Design program

Nine (9) calls were attempted for the bachelor's degree in Digital Entertainment and Game Design program

How many calls to employers or graduates were successful?

Six (6) calls for the associate's degree in Computer Drafting and Design were successful.

Only one (1) call for the bachelor's degree in Digital Entertainment and Game Design was 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 seven (7) of the successful calls confirmed employment of the graduates as reported on the CAR.

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

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 definition of a credit hour is included in the “CREDIT HOUR” section on page 66 of the catalog in effect and used during the evaluation visit

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 written assignments, findings from virtual library /internet researches, and quizzes as evidence of out-of-class work being evaluated. This material was provided and filed under “homework samples School of Drafting and Design”

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:**

All of the students in these programs who were interviewed were pleased with their faculty and other aspects of their programs. Almost all of the students interviewed said they would recommend that friends and family members enroll at this campus.

**9. PROGRAM EVALUATION****Academic Associate's Degree in Computer & Electronics Engineering Technology****Academic Associate's Degree in Electrical Engineering Technology****Bachelor's Degree in Electrical Engineering and Communications Technology**

- 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. Brian Gosnell, chair of the School of Electronics Technology, is assigned to administer the three programs listed above. He holds an associate's degree in Computer and Electronics Engineering Technology and a bachelor's degree in Electronics and Communications Engineering Technology from this campus, ITT Technical Institute in Bessemer, AL. Mr. Gosnell started as an adjunct instructor at the campus in September 2009, moved to fulltime instructor March 2010, and was promoted to School in September 2012. In addition to his three years of experience teaching at the campus, he has four years of experience working in electronics career fields.
- 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)

The retention rate reported on the 2011 CAR for the associate's degree program in Computer & Electronics Engineering Technology was 59.8%. The retention rates reported on the 2011 CAR for the other two programs both exceeded the Council's requirements.

(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 are involved in hosting Federal Communication Commission (FCC) GROL (General Radio and Telephone License) preparation workshops. Guest speakers have included a presentation on Fiber Optic cable termination by Dan Bates of Graybar electrical supply. There also three adjunct instructors who work fulltime in their career fields in the community and provide valuable real life input to students in the programs. Finally there is a School program advisory committee (PAC) that meets on a biannual bases. The team reviewed documentation for the next PAC meeting that is scheduled for 15 October 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 from these programs has enrolled for independent studies 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):** For most courses, the syllabi do not include, as appropriate, out-of-class work assignments that support the course learning objectives. Although the campus provided samples of some syllabi with appropriate information and some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required or how homework and other elements would be weighted in determining the final course grade. The team found that some syllabi for courses in the associate's degree Electrical Engineering Technology program did meet the homework and out-of-class requirements. This seemed to be the case for syllabi 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)

No students graduated from the associate's degree in Electrical Engineering Technology program during the 2011 CAR period.

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

Associate's degree program in Computer & Electronics Engineering Technology = 8

Bachelor's degree program in Electrical Engineering and Communications Technology = 1 of 2 graduates

How many calls to employers or graduates were successful?

The following number of calls was successful:

Associate's degree program in Computer & Electronics Engineering Technology = 8

Bachelor's degree program in Electrical Engineering and Communications 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 Yes, briefly describe the procedures.

The campus definition of a credit hour is included in the "CREDIT HOUR" section on page 66 of the catalog in effect and used during the evaluation visit.

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 not satisfactory evidence that out-of-class work or the equivalency is being evaluated appropriately in most of the 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

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:**

Students who were interviewed spoke highly of the Electronics program faculty as well as campus staff and the ITT Bessemer campus generally. The team complements the Electronics program faculty and campus staff on the excellent working relationship that has been developed with the student population.

**9. PROGRAM EVALUATION**

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

**Academic Associate's Degree in Criminology and Forensics Technology**

**Bachelor's Degree in Criminal Justice**

9.01 **See response from AAC**

**(a) See response from AAC**

**(b) See response from AAC**

**(c) See response from AAC**

**(d) See response from AAC**

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

Mr. Ryan Schwoebel, chair of the School of Criminal Justice, is assigned to administer the three programs listed above. He holds a bachelor's degree in Psychology from the University of Montevallo in Montevallo, AL, and a master's degree in Criminal Justice from the University of Alabama at Birmingham. Mr. Schwoebel started in his current position in August 2012. Prior to that he worked as a law enforcement officer for a span of eight years for the Pelham Police Department, the Tuscaloosa Police Department, and the Naval Criminal Investigative Service. Additionally, he served as program director for Criminal Justice department at Virginia College.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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)  
 The retention rate for the associate's degree program in Criminal Justice was reported as 60.1% on the 2011 CAR. The retention rates for the other two programs exceeded requirements of the Council.
- (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 CEP includes an appropriate program improvement plan for the associate's degree Criminal Justice program.
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 There is a program advisory committee (PAC) for the three programs that meets twice a year. Documentation for the most recent meeting was reviewed. The next meeting is scheduled for November 16, 2012. The advisory board collectively advises the programs regarding their educational efforts, related employment and potential internship opportunities, and community and career placements. In addition, the programs use numerous guest speakers and have documented field trips to Sanford Law Library, Pelham Police Department, Bessemer Fire Department, and the Bessemer Gun Range.
- 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 from these programs have been enrolled in independent study 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):** For most courses, the syllabi do not include, as appropriate, out-of-class work assignments that support the course learning objectives. Although the campus provided samples of some syllabi with appropriate information and some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required or how homework and other elements would be weighted in determining the final course 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)

**There were no graduates from the Criminology and Forensics Technology program during the 2011 CAR period.**

How many calls to employers or graduates were attempted?

A total of 2 calls was attempted for graduates from the associate's degree in Criminal Justice program.

A total of 6 calls was attempted for graduates from the bachelor's degree in Criminal Justice program.

How many calls to employers or graduates were successful?

Of the 12 calls made, 2 calls to employers were successful for graduates from the associate's degree program.

Of the 6 calls made, 1 call to an employer was successful for a graduate from the bachelor's degree program.

Unsuccessful calls resulted from no answers, machine answers, and wrong numbers and/or there being no one at the number who was willing or able to verify placement

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 employment of 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 definition of a credit hour is included in the “CREDIT HOUR” section on page 66 of the catalog in effect and used during the evaluation visit.

- 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 not satisfactory evidence that out-of-class work or the equivalency is being evaluated appropriately in most of the courses. The team did review one assignment from the PM3225 Project Management Tools and Technology class that was appropriately evaluated. However, the team found that some of the syllabi for courses in Criminology and Forensic Technology program did identify required out-of-class work 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**

- 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 Criminal Justice programs at the Bessemer campus offer real-world knowledge and skill development in the field of study. The programs allow for students to learn concepts and techniques whereby they can take control of their professional careers upon graduation. The courses are designed to empower students with the knowledge and skills needed to be effective in the classroom and the field. The program is flexible enough to accommodate working adults, and instructors in the program are effective and engaging while delivering the course materials. Many students have described instances of positive interactions with their instructors and the program and campus administration. Overall, students were very positive about the quality of their education and their experience working with campus personnel.

**9. PROGRAM EVALUATION**

**Academic Associate's Degree in Information Technology—Computer Network Systems**

**Academic Associate's Degree in Network Systems Administration**

**Academic Associate's Degree in Software Development Technology**

**Bachelor's Degree in Software Applications Development**

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. Shun Sheffield, chair of the School of Information Technology, is assigned to administer the programs listed above. He holds a bachelor's degree in Social Sciences from Tulane University in New Orleans, LA, and also holds Certified Cisco Systems Instructor certification. Mr. Sheffield was hired in March of 2012 as an instructor and was promoted to School Chair in August of 2012. He has 11 years of teaching experience in the field of technology prior to joining ITT. Mr. Sheffield is supported by faculty members who are well qualified academically and experientially in the various program fields

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).  
Programs offered in the School of Information Technology utilize a variety of community resources to enrich curriculum activities for the students. Guest speakers from various industries and the community are invited to speak in relevant classes. They are also invited to be part of the IT School advisory committees and/or guest speakers at graduation. In addition guest speakers, field trips to industry locations and technical exhibitions are used to enhance the learning experience within programs of study. Following are some examples of community resources that have been used: a Spring 2012 career fair; guest speaker, Mr.Marcus Lundy, Vice President - Education & Workforce Development; an ITT Technical Institute networking event; American Diabetes Awareness event; and a Fall 2012 career fair
- 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 from these programs completed independent study 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):** For most courses, the syllabi do not include, as appropriate, out-of-class work assignments that support the course learning objectives. Although the campus provided samples of some syllabi with appropriate information and some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required or how homework and other elements would be weighted in determining the final course 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)

No students graduated from the associate's Computer Network Administration program during the 2011 CAR period.  
 No students graduated from the bachelor's Software Applications Development program during the 2011 CAR period.

How many calls to employers or graduates were attempted?

The following number of calls were made to employers for the programs listed:

Associate's degree in Computer Network Systems = 8

Associate's degree in Software Development Technology = 2, of 3 graduates

How many calls to employers or graduates were successful?

The following number of calls were successful:

Associate's degree in Computer Network Systems = 5

**Associate's degree in Software Development 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.

I

- 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 was not available to verify Joshua Terry Bailey being classified as "not available for placement" due to 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 Yes, briefly describe the procedures.

The campus definition of a credit hour is included in the "CREDIT HOUR" section on page 66 of the catalog in effect and used during the evaluation visit.

- 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 not satisfactory evidence that out-of-class work or the equivalency is being evaluated appropriately in most of the 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**

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

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

**(Section 3-4-302):** One faculty member teaching courses in the School of Information Technology does not have satisfactory evidence that he has appropriate academic or experiential qualifications to teach the courses he is assigned this term. Mr. Billy Gravitt is assigned to teach courses in the associate's degree Network Systems Administration program; specifically, he is assigned to teach NT1430 Linux Networking this term. He holds a bachelor's degree in Environmental Science: Biology from the University of Tennessee in Chattanooga, TN. Thus, he does not have a major or minor in the field he is teaching, and the academic transcript for the degree does not show that 18 semester credits or the equivalent have been completed in information technology courses. Mr. Gravitt and campus administration informed the team that he was assigned to teach the IT courses based on his "related experience." However, the team was not provided with satisfactory documentation of an acceptable level of related experience to qualify Mr. Gravitt to teach courses offered by the School of Technology .

- 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 Information Systems and Cybersecurity Bachelor's Degree in Information Systems Security**

- 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. Shun Sheffield, chair of the School of Information Technology, is responsible for overall administration of all of the School's programs. He started as an instructor at the campus in March 2012 and was promoted to his current position in August 2012. Mr. Sheffield holds a bachelor's degree with a major in Social Science from Tulane University and is a Cisco Certified Systems Instructor. He is the subject matter expert for network systems programs and has administrative responsibility for the Information Systems and Cybersecurity and Information Systems Security programs.

Ms. Ann Miller supports Mr. Sheffield as the subject matter expert for the two systems security programs.. She holds an associate's degree in Electronics from DeVry University, a bachelor's degree in Sociology from the University of Missouri at Kansas City, and a master's degree in Computer Information Systems from the University of Phoenix. Ms. Miller has been an instructor with ITT since 2006 and has five years of information tech industry work experience.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%  
 Yes  No  Not applicable (new branch only)  
 (b) Student placement rate of 58%  
 Yes  No  Not applicable  
 There were no graduates from the Information Systems and Cybersecurity program during the 2011 CAR period.  
 The retention rate reported on the 2011 CAR for the Information Systems Security program was 30.8%
- 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  
 A program improvement plan for placement in the Information Systems Security program is included in the CEP.
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 Programs offered in the School of Information Technology utilize a variety of community resources to enrich curriculum activities for the students. Guest speakers from various industries and the community are invited to speak in relevant classes. They are also invited to be part of the IT School advisory committees and/or guest speakers at graduation. In addition guest speakers, field trips to industry locations and technical exhibitions are used to enhance the learning experience within programs of study. Following are some examples of community resources that have been used: a Spring 2012 career fair; guest speaker, Mr.Marcus Lundy, Vice President - Education & Workforce Development; an ITT Technical Institute networking event; American Diabetes Awareness event; and a Fall 2012 career fair.
- 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 from these programs has enrolled in independent study 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  NoIf *No*, insert the section number in parentheses, list the courses, and explain:

**(Section 3-1-513(a) and Glossary):** For most courses, the syllabi do not include, as appropriate, out-of-class work assignments that support the course learning objectives. Although the campus provided samples of some syllabi with appropriate information and some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required or how homework and other elements would be weighted in determining the final course 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?

No students graduated from the Information Systems and Cybersecurity program during the 2011 CAR period.  
A total of 8 calls was attempted to confirm placement of graduates from the Information Systems Security program.

How many calls to employers or graduates were successful?

Of the 8 calls, only 2 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.

Both of the successful calls confirmed placement 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 definition of a credit hour is included in the “CREDIT HOUR” section on page 66 of the catalog in effect and used during the evaluation visit.

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 not satisfactory evidence that out-of-class work or the equivalency is being evaluated appropriately in most of the 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**

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

9.43 **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

### Bachelor's Degree in Project Management and 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?

As previously noted, Mr. Roy Romano, dean of academic affairs, oversees the educational activities of all academic programs. He is also interim chair of the two Project Management programs, so he is assigned direct oversight responsibility for them. Mr. David Puckett supports the dean as the subject matter specialist for the programs. He holds a bachelor's degree in Political Science from Georgia State University and a master's degree in Business Administration from Auburn University. Mr. Puckett has also earned a master's certificate in Project Management from The George Washington University School of Business and Public Management in Washington, D.C.

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 utilizes a variety of community resources, which include guest speakers, quarterly career fairs, and incorporation of work assignments and projects with community experts in the field. Students acknowledge that they have had opportunities to meet and work with community members while completing enrichment assignments that also involve utilizing the ITT Virtual Library to find present and future trend forecasting projects. Some of the students also affirmed that they had participated in career fairs and other activities involving community members coming to 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  
No students from these programs completed independent study 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): For most courses, the syllabi do not include, as appropriate, out-of-class work assignments that support the course learning objectives. Although the campus provided samples of some syllabi with appropriate information and some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required or how homework and other elements would be weighted in determining the final course 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)  
 There were no graduates from the Project Management and Administration program during the 2011 CAR period.

How many calls to employers or graduates were attempted?

A total of 2 calls to employers of the 3 Project Management graduates were attempted.

How many calls to employers or graduates were successful?

Both 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.

Both calls where contact was made confirmed 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 definition of a credit hour is included in the “Credit Hour” section on page 66 of the catalog in effect and used during the evaluation visit.

- 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 not satisfactory evidence that out-of-class work or the equivalency is being evaluated appropriately in most of the courses. The team did review one assignment from the PM3225 Project Management Tools and Technology class that was appropriately 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

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

9.43 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:

Faculty members teaching in the two Project Management programs are extremely enthusiastic and highly credentialed. They have the skills, knowledge, experience, and talent to motivate and lead their students and ensure the continual development and achievement of learning outcomes of students as prescribed in the Project Management programs.

**SUMMARY**

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

<b>2-2-503</b>	There is not sufficient evidence that homework or out-of-class work or the equivalency is being evaluated for many courses ( <b>pages 28, 36, 40, 44, 50, 55, 59, 64, 68</b> ).
<b>3-1-303(a)</b>	Documentation not available to verify one student classified as “not available for placement” due to continuing education for the 2011 CAR ( <b>page 59</b> ).
<b>3-1-513(a)</b>	Many course syllabi do not identify appropriate homework or out-of-class assignments that support the course learning objectives ( <b>pages 27, 31, 35, 39, 43, 49, 54, 58, 63, 67</b> ).
<b>3-4-302</b>	Two instructors do not have appropriate qualifications to be assigned to teach the courses they are assigned during the current term ( <b>pages 28 and 60</b> ).

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration.

*(These recommendations are not included in the report seen by the Council)*

- Although the team did not end up including citations for the lack of use of community resources for any of the programs, all members feel strongly that campus administration should try to establish some type of system to encourage and monitor the use of community resources in all programs. It was found that the use of community resources was very minimal in almost all of the other programs. It is understood that it may not be possible, feasible or appropriate to integrate the use of speakers, field trips, or other community-based activities in every course. However it does seem to be possible and desirable to expect that students in each program have at least one connection to or encounter with community resources at least once during each quarter or semester. And, it is important to note that each use of a community resource should be documented with written evidence, video evidence, or whatever, including a listing and sign-in sheet for all students who attended or participated in the activity.
- Now that the enrollment in the five business and accounting programs has increased to 129, approximately 22% of the total student enrollment, the team feels it is time to appoint a program director for to administer these programs. It appears that the academic dean is pretty much the administrator for these programs in "name only," while the one full-time instructor in the programs is actually performing the responsibilities of a program chair. Thus, it is recommended that Mr. Fagan or someone with appropriate qualifications be appointed as program chair for Accounting and Business as soon as possible.
- The team had a relatively difficult time verifying placement overall. The number of successful calls was limited. Therefore, the team recommends that career services staff make a more concerted effort to keep up with graduates and employers. A relatively high number of phone numbers that were provided to call for placement were not reachable.



## NEW GRANT

### ITT TECHNICAL INSTITUTE

1001 Magnolia Avenue

Webster, TX 77598

ACICS ID Code: 00016094

Ms. Leslie Scott, Campus President (lscott@itt-tech.edu)

Regulatory087@itt-tech.edu

### Academic Administrative Center

9511 Angola Court

Indianapolis, IN 46268

ACICS ID Code: 00016040

Regulatory011@itt-tech.edu

October 1-2, 2012

Dr. Joyce Caton	Chair	Retired Educator	Wentzville, MO
Ms. Dee Ann Kerr	Student-Relations Specialist	Broadview University	Midvale, UT
Mr. Alex Yarbrough	Educational Activities Specialist	Virginia College	Chelsea, AL
Mr. Paul Ryal	Graphics Communications & Design and Visual Communications Specialist	Retired Remington College	Colorado Springs, CO
Ms. Beverly Harchick	Paralegal Specialist	Attorney at Law	Pittsburgh, PA
Mr. Frederick Hampton	Drafting and Design Specialist	Design Collaborative	Tampa, FL
Mr. Elton Li	Information Technology Specialist	Northwestern Polytechnic University	Fremont, CA
Ms. Linda Tibbetts	Project Management Specialist	Miami University - Oxford, Ohio	Eaton, OH
Ms. Erica Boothe	Publications Specialist and ACICS Staff Representative	ACICS	Washington, D.C.

**PROGRAMS OFFERED BY**  
**ITT TECHNICAL INSTITUTE**  
**WEBSTER, TX**

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	Qtr. Hrs.	Enrol l: Full-time/ Part-time	CAR			
					Retention & Placement			
					2011		2010	
Ret.	Pla.	Ret.	Pla.					
Bachelor of Science	Bachelor's	*Information Systems and Cyber Security	180	28/4	NA	NA	NA	NA
Bachelor of Science	Bachelor's	Information Systems Security	180	1/0	90.00 %	83.00%	93.75%	NA
Bachelor of Science	Bachelor's	Project Management	180	6/1	85.79 %	NA	50%	NA
Associate of Applied Science	Academic Associate's	*Network Systems Administration	90	54/10	0.00%	0.00%	0.00%	0.00%
Associate of Applied Science	Academic Associate's	Computer Network Systems	96	22/7	75.09 %	74.42%	78.17%	77.78%
Bachelor of Science	Bachelor's	***Electrical Engineering and Communications Technology	180	5/3	NA	NA	NA	NA
Bachelor of Science	Bachelor's	***Electronics Communications Engineering Technology	180	5/1	90%	50%	91.67%	NA
Associate of Applied Science	Academic Associate's	***Electrical Engineering Technology	90	45/7	NA	NA	NA	NA
Associate of Applied Science	Academic Associate's	***Computer and Electronics Engineering Technology	96	14/1	65.32 %	71.43%	69.37%	65%
Associate of Applied Science	Academic Associate's	*Drafting and Design Technology	90	39/9	NA	NA	NA	NA
Associate of Applied Science	Academic Associate's	*Graphic Communications and Design	90	4/2	NA	NA	NA	NA
Associate of Applied Science	Academic Associate's	Computer Drafting and Design	96	27/6	72.49 %	58.54%	66.8%	71.05%
Associate of Applied Science	Academic Associate's	Visual Communications	96	0/1	65.22 %	NA	70.59%	NA
Bachelor of Science	Bachelor's	*Project Management Administrative Option	180	8/2	NA	NA	NA	NA
Bachelor of Science	Bachelor's	*Project Management Construction Option	180	1/1	NA	NA	NA	NA

Bachelor of Science	Bachelor's	*Project Management Information Technology Option	180	3/1	NA	NA	NA	NA
Associate of Applied Science	Academic Associate's	*Business Management	90	7/1	NA	NA	NA	NA
Associate of Applied Science	Academic Associate's	*Paralegal	90	1/0	NA	NA	NA	NA
Associate of Applied Science	Academic Associate's	*Paralegal Studies	96	8/1	69.23 %			
Bachelor of Science	Bachelor's	**Construction Management	180	0/0	100%	80%	75%	NA

**TOTAL  
ENROLLMENT**

336

\*Program started September, 2011

\*\*This program has been discontinued and surrendered

\*\*\*These programs will be evaluated at a later date

## INTRODUCTION

ITT Technical Institute, Webster, Texas opened in June 1995 in the Houston, Texas (Bay Area), offering an associate of applied science degree program of study in Electronics Engineering Technology. The campus moved to its present location in September 2006 and has grown to offer a number of associate and bachelor degrees. Webster is on State Highway 3 twenty miles south of Houston and three miles west of the Lyndon B. Johnson Space Center in extreme southern Harris County. Webster is in close proximity to Houston, Sugar Land, and Baytown. Within this community there are opportunities for employment related to management, design, sales, accounting, engineering, IT, and media. A large majority of the student population is full-time male students attending evening classes. The majority of the students are Hispanic followed by Caucasian and African-American; however, it should be noted that 42% of the students did not report their race for use in the CEP statistics. It should also be noted that a large number of the current programs offered were initiated in September, 2011 due to major changes in curriculum throughout the corporation resulting in a few students being taught out in pre-existing programs.

## 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.

Key instruments used to assess student learning outcomes include the following:

- Capstone Courses: Many of the ITT Technical Institute programs utilize a capstone course to solidify the student's overall learning process and to determine the level of the students understanding of the program objectives. Beginning in 2009, the Dean began tracking class average grades for capstone courses. This will develop a history of data to be used for analyzing student learning outcomes in future CEPs.
- 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 reviews proficiency levels achieved by graduates with respect to specific outcomes and takes improvement actions 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 (a student attempt is counted when a student sits for a section).

- 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.

Initiatives to improve retention include:

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

- The Dean, through the assistance of the registrar, maintains a watch list of students with excessive tardiness and/or absences. The Dean and the instructors are responsible for follow-up with students who have excessive absenteeism.
- 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. Instructors will also be held accountable for contacting students who are absent from class.
- School Chairs will assist with teaching initial classes in an attempt to improve student success.

Initiatives to improve placement rates include:

- The director of career services will create individual career game plans for each pre-graduate to ensure maximum success.
  - The director of career services will optimize the use of social media as a tool in finding career opportunities for students prior to graduation.
  - The campus director will conduct reputation building events to strengthen the colleges' relationship with the community.
  - The director will attend chamber meetings and invite members to use the campus for meetings/trainings.
- 1.16 Does the campus have documentation to show the following?
- (a) That the IEP has been implemented.  
 Yes  No
- (b) That specific activities listed in the plan have been completed.  
 Yes  No
- (c) That periodic progress reports have been completed.  
 Yes  No
- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Ms. Leslie Scott, director, is responsible for implementing and monitoring the CEP. She holds a bachelor's degree in Physical Education from Texas A & M University and has held management positions since 1994 in Timberline 1 Management, Sylvan Learning Center, and ITT Technical Institute in Austin, Texas prior to coming to the Webster site as campus director in 2010. The CEP team consists of: director, dean, associate dean, director of finance, director of recruitment, director of career services, registrar, and faculty and staff representatives.

- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?  
 Yes  No

**GENERAL COMMENTS:**

The team commends the campus for the quality of the CEP, especially the specificity of the data collected and how it is tracked and used.

**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

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

**(Section 3-1-202(b)):** There was no documentation that a school chair has been appointed for The School of Business or School of Criminal Justice even though the dean, Ms. Charity Lanier, indicated that she was fulfilling those duties for Criminal Justice and Mr. David Belton indicated that he was fulfilling the duties of subject matter expert for Business/Project Management. In addition Mr. Joe Scott introduced himself to the team as the school chair for IT and Business. In the School of Drafting and Design, Mr. Jesse Shelton indicated that he was the subject matter expert for Visual Communications and Graphic Communications and Design. The team was also provided a copy of an undated memo that had been posted indicating that the following were serving as "program experts": Mr. David Belton for Business/Project Management, Mr. Jesse Shelton for Visual Communications/Graphic Communications, and Ms. Charity Lanier for Paralegal. In all of these cases the faculty files did not contain the following: data sheets with time allotted for these responsibilities, job descriptions, evidence of training and preparation, nor professional development plans. The campus needs to clarify the job titles and document these relationships and responsibilities on ACICS data sheets and other related documents in faculty files.

- 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

**GENERAL COMMENTS:**

The team noted that in spite of the confusion among job titles and responsibilities faculty and staff appeared willing to do whatever they thought necessary to take care of students.

### 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?  
 Ms. Leslie Scott, director, is the chief on-site administrator. As previously stated, she holds a bachelor's degree in Physical Education from Texas A & M University and has held management positions since 1994 in Timberline I Management, Sylvan Learning Center, and ITT Technical Institute in Austin, Texas prior to coming to the Webster site as campus director in 2010.
- 3.04 Does the campus list degrees of staff members in the catalog?  
 Yes  No  
 If Yes, is appropriate evidence of the degrees on file?  
 Yes  No
- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
- (a) Response submitted by Academic Administrative Center  
 Yes  No
- (b) Admissions.  
 Yes  No
- (c) Response submitted by Academic Administrative Center  
 Yes  No
- (d) Response submitted by Academic Administrative Center  
 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
- 3.11 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?

There were 61 total student files reviewed during the evaluation.

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

All students are surveyed each quarter to identify how well the campus and the instructors are meeting their needs and achieving its mission. The administration conducts observations of instructors to assess their performance in the classroom and to ensure they are meeting the course requirements. In addition, the campus utilizes advisory board members to review curriculum to ensure the programs remain current and meet the demands of the job market. Lastly, the employers and graduates of ITT are surveyed to ensure the quality of graduate preparedness to perform their career related skills.

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?

Ms. Keeley Medlow is the director of recruitment since November 2011; prior to this position she was the director of finance from August 2010-November 2011. Ms. Medlow also held the position of financial aid coordinator from August 2009-August 2010.

4.10 Describe the process for the recruitment of new students.

The central administration develops leads for prospective students through a number of methods including the Internet, television and radio advertising, direct mail, representative-generated personally developed leads, and referrals. Once a student inquires about the programs, they are invited to the campus for a personal interview to determine if they meet the requirements of admission. If so, a presentation of the programs and a tour of the campus are provided.

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

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

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

**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 are published on pages 59-64 of the September 14, 2012 – September 14, 2013 volume 49 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)

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. Charity Lanier, dean, is responsible for the administration of satisfactory academic progress. Ms. Lanier holds a bachelor's degree in Religion and also holds a juris doctorate degree. She has been the dean at ITT since March 2010; prior to joining ITT, she was the director of education at MedVance Institute from May 2009-March 2010. Ms. Lanier has also been an academic dean at Everest University for four years and the program chair of Legal Studies from October 2003-October 2005.

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)

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

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)

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

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. Kevin Hodge is the director of finance and holds a bachelor's degree in Business Administration from Coker College. Mr. Hodge has been with ITT since December 2011. Prior to ITT he was at Corinthian College as the director of finance from September 2010-December 2011 and he was also the director of student accounts from October 2008-September 2010. Mr. Hodge was also the director of finance at the Culinary Institute of Alain and Marie LeNotre from January 2007-September 2008.

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. Hodge participates in monthly subject matter expert calls with the ITT corporate office. The conference calls are followed by meeting minutes via email and PowerPoint presentations. Mr. Hodge also holds membership in TASFAA.

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.

Ms. Charity Lanier, dean, is responsible for academic counseling. Ms. Lanier monitors SAP on a quarterly basis and meets with those students who need assistance to determine what steps are necessary to achieve their academic goals. Academic tutoring is also done by program chairs and instructors. Students who are in need of personal counseling as it relates to their academic needs can also meet with the dean. New student orientation is provided once every quarter, and every department in the campus participates in the activity. All departments meet with students to discuss the responsibilities of their respective departments and how they can assist the students in meeting their academic goals.

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. Alicia Gutierrez is the director of career services and has been in the position since August 2010. Ms. Gutierrez holds a bachelor's degree in Psychology from Lamar University. Prior to her current position Ms. Gutierrez was in the management trainee position for ITT from June 2007-August 2010. Ms. Gutierrez also served as the student assistant in career services at Lamar University from June 2006-May 2007.

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 (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, and deadlines in addition to repayment rights and responsibilities. In addition, each borrower is 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 available. 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
- ADDA (American Design Drafting Association)
- ETA (Electronic Technicians Association)
- NALA (Association for Legal Assistants and Paralegals)
- NTHS (National Technical Honor Society Quarterly Student Honors Award Certificates)
- Learning Resource Center- Tutoring Services

## 5. EDUCATIONAL ACTIVITIES

### FOR ALL PROGRAMS

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

Yes  No

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

Ms. Charity Lanier is the academic dean for ITT-Webster, Texas. She holds an associate's degree from the University of Florida, a bachelor's degree in Religion from the University of Florida and a juris doctorate degree in Law from the Levin College of Law, University of Florida.

Ms. Lanier has worked at various positions in education since 1998. Ms. Lanier has been the academic dean at ITT-Webster since March of 2010.

- 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 description for program chairs, under duties and responsibilities, gives a detailed list explaining 18 provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

Each academic chair is assigned to be responsible for curriculum implementation, professional growth, instructor evaluation and assists with in-service activities and employment of the academic staff.

- 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?

As state on page 66, of the 2012-2013 Catalog, Volume 49, Entitled: Disabled Applicants and Students.

The school is in compliance with section 504 of the rehabilitation act of 1973 and its regulations. The school director is designated the school's student disability coordinator and coordinates section 504 compliance. Applications or students with a disability may request an accommodation by contacting the school director. In addition, the faculty and staff participated in an in-service program on handling disabilities.

Free tutoring is also available to all students by requesting an assigned time to meet with the instructor. Tutoring takes place in the learning resource center.

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

Curriculum evaluation, revision and change are conducted under the guidance and oversight of the National Curriculum Committee (NCC). ITT corporate has a district chair for each program area. Each district has one member on the NCC. Each faculty member has access to a faculty collaboration portal to communicate with other teachers, chairs and corporate staff regarding issues and questions pertaining to specific curriculum matters. ITT also has a policy where faculty members can add up to 20% additional content to their course(s).

- 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
- Faculty files contained professional development plans that verified attendance at regularly scheduled in-service activities. Sign-in sheets and agendas of topics provided further documentation of these events. Faculty, administration, and staff also have access to online training and in-service as well.
- 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 ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

- 5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation *Criteria*?  
 Yes  No

#### **FOR 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 campus consists of 31,000 square feet that contain theory classrooms, laboratories, administrative offices, library, and bookstores. The facility also has a student lounge, employee lounge, learning resource center and conference rooms. The facility has a capacity for 1200 students and staff. Ample parking is available for students, staff, and visitors. The facility is in compliance with the ADA as well as other federal, state, and local ordinances and regulations, including those relating to safety and health.

- 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

### GENERAL COMMENTS:

The team found the practice of color coding instructional areas to designate areas for specific programs to be not only attractive, but functional as well.

## 7. PUBLICATIONS

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

During the time of the evaluation, Catalog Effective Date: September 14, 2012 – September 14, 2013 volume 49 was used. The date of publication is September 14, 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

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.)  
 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
- 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, brochures and promotional literature, all of which are truthful and dignified.

Are the advertisements under acceptable headings?

Yes  No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes  No (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?

Yes  No (Skip to Question 7.15.)

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

Yes  No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?

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

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

### 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 2012 library budget is \$2,140.07. At the time of the visit \$2,066.00 has been spent on books, \$393.00 has been spent on publications and \$231.07 on supplies.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No

### 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 (BSPM)**

**Bachelor's Degree in Project Management and Administration, Management and Administration Option (BSPMA)**

**Bachelor's Degree in Project Management and Administration, Construction Option (BSPMC)**

**Bachelor's Degree in Project Management and Administration, Information Technology Option (BSPMIT)**

**Academic Associate's Degree in Business Management (ASBMG)**

### 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?

**(Section 3-1-511):** No evidence was found to document who is formally assigned to administer the programs under the School of Business. Mr. Joe Scott is the chair of the School of Information Technology (IT) and introduced himself to the team as chair of both the School of IT and the School of Business. He holds both a bachelor's degree and a master's degree in Computer Information Systems, both from Southern University at New Orleans. In addition to concerns about the relatedness of these degrees to the project management and business programs, Mr. Scott has responsibility for four IT programs in addition to the BSPM, which is being taught out. His data sheet shows that he is assigned 75% to teaching and 25% to administration. He is teaching 4 classes. If Mr. Scott were the documented chair of the Business School he would add another five (5) programs to his responsibility, including a newly introduced Bachelor's in Business Management, which currently has no students. The time and resources dedicated to the programs in this situation are not sufficient. In interviews, Mr. Scott stated that he utilizes Mr. David Belton as subject matter expert (SME) and that he utilizes him three hours per day. Mr. Belton holds a bachelor's degree in Psychology from Xavier University in New Orleans and was awarded a Master of Project Management and a graduate certificate in Project Management (PM) from DeVry University. Mr. Belton would be qualified as a SME, but there is no documentation in Mr. Belton's file to indicate that he has formally been given administrative responsibilities; there is no job description, professional development plan and no indication of the amount of administrative release time. He is listed in the catalog as part-time adjunct faculty and is teaching five classes (20.5 hours). An undated posting to students in the hallway lists Mr. Belton as the "program expert" if students have questions. In interviews, Mr. Belton indicated that he spends a significant amount of time mentoring business faculty and has developed the mentorship program for students. He estimates that he is spending 30-40 hrs. per week on activities outside of the classroom. The responsibility for the programs must be clearly and formally evident and documented in the form of a job description, professional development plan, data sheet information with duties and release time to make it clear who is responsible for the program and its development. The catalog should also list the person assigned to each program.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

**(Section 3-1-511):** See 9.02 above. This question is not applicable since no one has been officially assigned as program administrator for the business school programs.

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

Yes  No

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

**(Section 3-1-511):** See 9.02 above. This question is not applicable since no one has been officially assigned as program administrator for the business school programs.

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

Yes  No

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

**(Section 3-1-511):** See 9.02 above. This question is not applicable since no one has been officially assigned as program administrator for the business school programs.

9.06 Does the program meet the needs of its students and the requirements 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 (Program started March 2012 – no data on 2011 CAR)

The student retention rate for the BSPM, which is being taught out is 87.79%. The other programs were new as of 3/12.

(b) Student placement rate of 58%

Yes  No  Not applicable (Program started March 2012 – no data on 2011 CAR)

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

All Project Management (PM) programs are relatively new, but the beginnings of community resources are being developed. For the official opening of the School of Business programs in March 2012, Ms. Aneesah Baker and Jasmine Smith from Bethune-Cookman University and students from other institutions conducted a series of presentations called "Opening Doors, Building Futures." Students in PM are involved in a live project working to assist a Detroit, Michigan non-profit organization for battered and abused women and teens, aged 14-21, with ongoing communication via teleconference.

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.

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

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 Team was shown an email from ITT corporate that provided the definition of and procedures for determining credit hours for Title IV funding purposes. We compared the email with section 2-2-503 of the Accreditation Criteria and found it in compliance.

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, 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.

**(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, 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

**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:

**(Section ((3-2-104(b)):** All faculty members' qualifications are not academically and experientially appropriate to the subject matter they teach. Dianna Preteroti is teaching AC1320 Accounting Principles II, an unspecified core course in the School of Business programs. She has a bachelor's degree in Marketing from University of Phoenix, with no coursework in accounting. Her ACICS data sheet indicates that she is working on a master's in Psychology from Capella University. She has two years of experience as a financial/retirement planner according to her data sheet. No resume is on file. Ms. Preteroti has no accounting experience.

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)

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

9.48 Reviewed at AAC

**GENERAL COMMENTS:**

Students and faculty in the BSPMA program options in the School of Business have developed a mentoring program, with a project charter, which gives students experience in mentoring students at lower levels in the program. The mentoring program is designed to address a number of risks: students dropping, getting behind, getting jobs or becoming incapacitated, leaving school or needing support, and other issues like cultural misunderstandings, communication, or assessing project team knowledge. Students are assigned to teams and positions and are responsible for keeping in contact with those they mentor throughout their programs. Contracts are used to increase student commitment to performance expectations. If there are performance issues within the team the student manager is expected to document problems and address the problems, with faculty oversight. Chronic non-performers can be fired if performance doesn't meet expectations following a progressive documentation process and are then responsible for doing team projects on their own. This is a great model for both project management and business students to get supervisory experience and to understand the issues in business management.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Drafting and Design Technology

### Academic Associate's Degree in Computer Drafting 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?
- Mr. Christopher McDaniel is the chair of the School of Drafting and Design. Mr. McDaniel holds a bachelor's degree in Industrial Technology from Texas Southern University and a master's degree in Architecture from Prairie View A & M University. Mr. McDaniel has five years of experience in the field of architecture, beginning as a draftsman and finishing as a principal designer and construction manager. His academic career began in 2009 as an adjunct instructor, a position he held for two and a half years. In April 2012 he was promoted to school chair. Based on his academic and experiential qualifications, Mr. McDaniel is qualified to hold his current position.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
- Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
- (a) Student retention rate of 62%
- Yes  No  Not applicable (new branch only)
- (b) Student placement rate of 58%
- Yes  No  Not applicable (new branch only)
- 9.07 List the community resources and how they are utilized to enrich the program(s).
- The team found evidence that the program utilizes: professional advisory committees, company visits and field trips to enrich their programs.
- 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.

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

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 team placed eleven calls to employers.

How many calls to employers or graduates were successful?

The team reached five employers.

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 five employers contacted confirmed placement 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 team was shown an email from ITT corporate that provided the definition of and procedures for determining credit hours for Title IV funding purposes. The team compared the email with section 2-2-503 of the Accreditation *Criteria* and found it in compliance.

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, 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.

**(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

**GENERAL COMMENTS:**

The team found that the students were extremely pleased with the instructors, facilities and equipment at the campus.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Graphic Communications and Design

### Academic Associate's Degree in Visual Communications

#### 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. Christopher McDaniel is the chair of the School of Drafting and Design and administers the Visual Communications (VC) and Graphic Communications and Design (GCD) programs. Mr. McDaniel holds a master's degree in Architecture from Prairie View A&M University, a bachelor's degree from Texas Southern University in Industrial Technology and Design Technology. Mr. McDaniel has served in private industry since 2006 as a design drafter, intern architect and principal designer and construction manager; he is a member of the American Design Drafting Association (ADDA). Mr. McDaniel was hired in September of 2009 as an adjunct instructor and IN April of 2012 became the chair of the School of Drafting and Design. He works 25-30 hours fulfilling administrative duties and 10-15 hours in the classroom depending on the need for classroom instruction.

Mr. Jesse Shelton is considered the "program expert" for Visual Communications and Graphic Communications and Design. Mr. Shelton holds a master's degree Education from American Intercontinental University, a bachelor's degree in Christian Ministry from the College of Biblical Studies and an associate's degree from the Art Institute of Houston. Mr. Shelton is a member of ADDA, holds certificates in Adobe Digital Publishing. He has ten years' experience in private industry as a media and technology director, graphics and ad designer, broadcast developer, web developer, and streaming video developer.

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:

Mr. McDaniel is qualified and has sufficient authority and responsibility for the administration of the School of Drafting and Design..

**(Section 3-1-511):** An undated memo posted throughout the school identifies Mr. Jesse Shelton as a program expert, and the chair of the school of Drafting and Design mentioned that Mr. Shelton was the subject matter expert for VC and GCD. When asked, Mr. Shelton mentioned he was the subject matter expert of both programs. There is no documented evidence in the form of a job description or ACICS data sheet showing that Mr. Shelton has any hours slotted to administer these programs.

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

Yes  No

See 9.04 above regarding Mr. Jesse Shelton.

9.06 Does the program meet the needs of its students and the requirements 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 Webster campus uses field trips and guest speakers to enhance the student educational experience. Documents are on file to show students attended recent field trips to the "Ceramic & Pottery Center" to expand student knowledge of different materials and how they are processed into consumer products. Students meet at the campus for attendance prior to the field trip and return to campus afterwards. ITT Webster participates in both on- and off-campus Job fairs, and has many local business leaders as guest speakers. ..

The school has a program advisory committee consisting of 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 4/25/2012, and one towards the end of the year scheduled for October 2012. The PAC members represent a good cross section of businesses that might hire ITT graduates, including Burns & McDonnell a company that has hired over 20 ITT students.

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.

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

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:

**Note:** All interviewed students had copies of the current class syllabus.

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)

9.21 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 team was shown an email from ITT corporate that provided the definition of and procedures for determining credit hours for Title IV funding purposes. We compared the email with section 2-2-503 of the Accreditation *Criteria* and found it to be in compliance.

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, 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.

**(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

**GENERAL COMMENTS:**

Students in the GCD program are very positive, and over 100% of the students interviewed have or will recommended the school to friends or family. Students had very positive things to say about instructors and the school in general.

## 9. PROGRAM EVALUATION

**Bachelor's Degree in Information Systems and Cyber Security**

**Bachelor's Degree in Information Systems Security**

**Academic Associate's Degree in Network Systems Administration**

**Academic Associate's Degree in Computer Network Systems**

### 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. Joe Scott is the school chair, Information Technology, who administrates the Information Systems and Cyber Security program, Information Systems Security program, Network Systems Administration program, and Computer Network Systems program. He has master's degree and bachelor's degree both in computer information system from Southern University at New Orleans, LA. He holds a certificate of Microsoft Certified IT Professional (MCITP) and a certificate of Microsoft Certified Technology Specialist (MCTS).

Before Mr. Joe Scott joined ITT in 2009, he has been working for Comcast Cable and Cox Communications from 1999.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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).

Community resources are the integral part of the programs and services offered at the campus. Guest speakers are invited to give presentations. Field trips are arranged to observe the trend of IT industry. Additionally, various community leaders and experts in the field of network security serve as PAC members on improving teaching methods as well as helping placement.

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.

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

- 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?

7

How many calls to employers or graduates were successful?

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.

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.

The Team was shown an email from ITT corporate that provided the definition of and procedures for determining credit hours for Title IV funding purposes. The team compared the email with section 2-2-503 of the Accreditation Criteria and found it in compliance.

- 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, 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

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

- 9.48 Reviewed at AAC

**GENERAL COMMENTS:**

Based on the documents, records, and feedback from faculty and students, the programs have been very successful in terms of delivering knowledge and helping students get placed.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Paralegal

### Academic Associate's Degree in Paralegal Studies

#### 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?

**(Section 3-1-511):** The administration of the programs has not been assigned to an individual whose academic or experiential qualifications are related to the programs of study. The catalog does not list a chair for the programs. When asked who is in charge of the programs, Ms. Charity Lanier, dean, stated that she has acted as chair of the programs since the prior chair left the position in February of 2012. At that time Ms. Lanier announced to the students in the programs that she had become the chair of the programs. Ms. Lanier holds a juris doctorate degree and a bachelor's degree in Religion from University of Florida. She has practiced law for four years, has taught for ten years, has worked in administrative positions for nine years, and has worked in proprietary education for ten years. She is qualified to serve as chair of the programs. Ms. Lanier advises students, approves instructor assignments, monitors instructors, evaluates instructors, communicates performance expectations to instructors, and all other tasks expected to be performed by chairs, with the exception of completing professional development activities that are specifically applicable to the role of chair. An undated memorandum which is posted on the premises informs students that "students needing to have questions answered regarding specific program expertise should see the following individuals: . . . Paralegal-Charity Lanier, J.D.." According to the director, there is no chair for the programs because the enrollment in the programs has dropped below 20 students and the institution's policy is to have chairs only in programs with student enrollments of 20 or greater. A review of Ms. Lanier's file indicates that there is: 1) no job description for program chair, 2) no evidence of training and preparation for the position of chair, and 3) no professional development plan. Although in actuality the role of chair is being effectively handled by Ms. Lanier, the institution has not officially assigned the role of chair to Ms. Lanier or any other individual.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

(Section 3-1-511): See response to Question 9.02 above. 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

Yes  No

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

(Section 3-1-511): See response to Question 9.02 above.

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 have taken field trips to district court, the county courthouse, the county law library, the University of Houston law library, and the state capitol. Guest speakers have included a medical litigation paralegal, a real estate paralegal, and a representative of the Equal Employment Opportunity Council (EEOC). All of the instructors in the program currently work in law or law-related offices in the community. A program advisory board meets twice per year. Students in the program have joined the National Association of Legal Assistants (NALA) and have participated in NALA meetings and a state conference.

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.

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

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 team was shown an email from ITT corporate that provided the definition of and procedures for determining credit hours for Title IV funding purposes. The team compared the email with section 2-2-503 of the Accreditation *Criteria* and found it in compliance.

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 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.

**(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

**GENERAL COMMENTS:**

Students who were interviewed expressed a favorable view of the programs, but indicated that they would like to have had more hands-on experiences in the courses.

## SUMMARY

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

<b>3-1-202(b) and 3-1-511</b>	The campus does not maintain documentation on file describing duties and responsibilities for program experts, program chairs and subject matter experts. There are neither official job descriptions nor evidence of the time allocated for administrative duties (pages 7, 28, 29, 46).
<b>3-1-513(a) and Glossary</b>	The campus does not evidence that all syllabi contain appropriate out of class work assignments that support the learning objectives (pages 30, 31, 34, 35, 38, 40, 43, 48, 49).
<b>3-2-104 (b)</b>	The campus does not provide sufficient documentation to qualify faculty members for the classes they are assigned. (page 31).
<b>3-2-503</b>	The campus does not maintain evidence that out-of-class work equivalency is being evaluated in all courses (pages 30, 31, 34, 35, 38, 40, 43, 48, 49).

## RECOMMENDATIONS

### **School of Business:**

1. It is recommended that the chair position in the School of Business be filled with a candidate with a strong project management background in both education and teaching. Project Management Institute or American Association of Project Management certification would be desirable and would strengthen program credibility and student networking placement opportunities.
2. Some students expressed concern that technology should be integrated into classes to a greater extent in that ITT being a “technical institute” sets up the expectation that technology should be on the leading edge. One student indicated that she would be leaving ITT because in her work life she seldom touches paper, but too many classes focus on the manual ways to do things rather than teaching the technology tools she expected to be learning. The team heard from faculty that they, too, would like more and better software. Keeping up with the plethora of software packages and new versions available is a universal issue in education and in business, but is also an issue that, in technically based programs, can seriously impact competitiveness and needs to be given consideration in these project management programs.
3. Although the corporate curriculum development does not allow for differentiation based on regional only career fields, the faculty and PAC committees alluded to the fact that there are many opportunities in the oil/piping fields. However, faculty is allowed some leeway in course content and is encouraged to incorporate content and projects that would prepare students in Project Management programs for this regional opportunity.

### **School of Drafting and Design:**

1. The team recommends the development of more community resources such as guest speakers, professional organizations, volunteer time, and cultural events that would contribute to the development of the student. Furthermore, the team recommends that in addition to being utilized as an employment tool, the PAC could also serve as an effective tool in curriculum development.
2. Based upon a review of PAC minutes and instructor comments, the team supports the need for a course on piping at this campus as these comments indicated that the oil industry in Texas uses CAD systems to design their piping layouts. Currently, students are not developing this skill.
3. The team surveyed software loaded on the PCs and MACs and determined that some computers have Adobe CS 5 (5.5) loaded, but other machines including the MACs are still loaded with AdobeCS3. The team recommends that all machines be loaded with the Adobe CS 5 (5.5) Suite.

### **School of Information Technology:**

The team suggests that the campus add one network rack to let students gain hands-on experience.

### **General Recommendation:**

Lastly, the team recommends that the administration review the positions of program expert, subject matter expert, and school chairs with a goal toward developing job descriptions that differentiate among these positions and the time allowed to fulfill these responsibilities. Appointment to these positions should be documented in the faculty files and supported by an appropriate ACICS data sheet, job description and professional development plans.

## REEVALUATION

**ITT TECHNICAL INSTITUTE**  
**4500 South 129<sup>th</sup> East Avenue, Suite 152**

**Tulsa, OK 74146**

**ACICS ID Code: 00022051**

Ms. Karen Selby, Director (kselby@itt-tech.edu)

**MAIN**

**ITT TECHNICAL INSTITUTE)**

ITT EDUCATIONAL SERVICES, INC

1300 N. MERIDAN STREET

CARMEL, IN.

ACICS ID CODE 00066531

October 1-2, 2012

Mr Glen E. Miller	Chair	Southwestern College, retired	Cincinnati, Ohio 45244
Ms. Edna Murugan	Student-Relations Specialist	American Institute-College of Health Professions	Davenport, FL 33897
Mr. Keith Reed	Educational Activities/Project Management	Lincoln College of Technology	Cincinnati, OH 45039
Mr. Reid W. Chave	Criminal Justice Specialist	Park University	Mount Pleasant, SC 29464
Dr. David Pak	Network/ IT Systems Specialist	Ivy Christian College	Ashburn, VA 20147
Dr. Norbert J. Thomes	Visual Communications/Software Design Specialist	Winona State University	Clear Lake, IA 50428
Eva Skuka	Nursing Specialist	Allied Health	New York, NY 10001
Mr Timothy Peterson	Electronics Specialist	Brown College, retired	Minneapolis, MN 555407

## PROGRAMS OFFERED BY

ITT Technical Institute

Tulsa, OK

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	Electrical Engineering Technology	1058	90	41/19	69.12%	73.68%	75.0%	<b>57.14%</b>
Academic Associate's	Criminology and Forensic Technology	981	90	39/8	63.04%	<b>57.14%</b>	62.99%	<b>33.33</b>
Academic Associate's	Network Systems Administration	1058	90	55/13	65.49%	87.1%	75.25%	81.48%
Academic Associate's	Drafting and Design Technology	1058	90	43/19	69.43%	<b>57.14%</b>	72.46%	<b>45.45%</b>
Academic Associate's	Paralegal	981	90	10/5	<b>53.85%</b>	NA	85.71%	NA
Academic Associate's	Graphic Communications and Design	1058	90	5/4	73.68%	<b>54.55%</b>	73.68%	<b>37.5%</b>
Academic Associate's	Mobile Communications Technology	1058	90	12/9	96.77%	NA	NA	NA
Academic Associate's	Software Development Technology	1058	90	8/4	66.67%	NA	72.41%	NA
Academic Associate's	Nursing, OK Bd Nursing -2015	1575	109	119/52	86.81%	NA	86.67%	NA
Bachelor's	Project Management and Administration: Information Technology Option; Project Management and Administration Option.	1940	180	16/7	81.82%	71.43%	85.71%	NA
Bachelor's	Electrical Engineering and Communications	2127	180	19/3	76.19%	NA	100%	NA

	Technology							
Bachelor's	Criminal Justice	1880	180	27/5	97.1%	66.67%	92.31%	<b>28.57%</b>
Bachelor's	Information Systems and Cybersecurity	2164	180	13/5	79.49%	80.0%	80.0%	85.71%
	TOTAL ENROLLMENT			560				

*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.

ITT Technical Institute, Tulsa, is a modern institution with 24,703 square feet. The ITT Tulsa campus includes ten theory rooms, three computer labs, two electronics labs, one nursing classroom, one science lab, and one invasive lab. The area is well maintained and centrally located between north and south Tulsa.

The institution offers a variety of technical programs designed to train students for available jobs in a contemporary market. The staff and faculty are well trained and the administration is committed to operating a class institution.

The largest program is Nursing, a day time only program, predominately female. The other programs are night only, predominately male. Staff, faculty, and students were very positive about the institution. The administration was positive, very aware of campus needs, and committed to offering quality training.

## 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.

Goals and initiatives related to student learning outcomes include:

- Improve student success results by a minimum 2%
- Core instructors will be tasked with increasing the relevance of their material through increased application of knowledge (increasing the use of community resources through field trips and guest speakers).
- School chairs conduct one-on-one follow-up advising with quarter one and high-risk students.

To improve student success, the school will need to keep students engaged and focused on their goals, graduation and a new career. The best way to accomplish this is by getting guest speakers to speak about their industry and jobs in their field of study. What this does is energize the student and motivate the student. Field trips are another means of motivating the student and energizing the student, for field trips allow the student to see what he or she will be doing. Lastly, to improve student success, the school will create school spirit and a sense of belonging. For this reason, clubs are important. Students who make friends in class and feel a sense of belonging tend to have better attendance, higher engagement, and better grades.

For students who are struggling, the school will identify them, create a plan for them, and monitor their progress. The retention committee will spend time speaking about at-risk students and how they can help them.

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 encourages student activities to help develop individual initiative, group leadership, and cooperation. Examples of student activities include:

- field trips
- guest speakers
- program specific professional chapters such as
  - o National Technical Honor Society (NTHS)
  - o Visual Communications Club for the School of Drafting and Design
  - o Lambda Alpha Epsilon/ American Criminal Justice Association for the School of Criminal Justice
  - o International System Automation for the School of Electronics
  - o Student Nursing Association

The campus' career services department is focused on the successful employment of graduates in their field of study. Using available resources at its disposal, the career services department works with graduates and employers to maximize placements in applicable fields of study. Career Services maintain records on the following activities to ensure students are prepared and successful in placement:

Career services records

- Student employment documents:
  - o Acknowledgement for employment assistance
  - o Student employment assistance waiver (if applicable)
- Graduate employment documents:
  - o Acknowledgement for employment assistance
  - o Graduate employment assistance waiver (if applicable)
  - o Resume
  - o Simulated mock interview evaluation sheet
  - o Release form – educational and employment
  - o Graduate employment information (GEI) document
  - o Graduate exit surveys
  - o Employer survey re: graduate

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 steering team.

The CEP Team consists of:

- Director, Ms Karen Selby
- Dean, Dr Jerri Schoats-Stoutermire
- Director of Finance, Mr Brian Zinn
- Director of Recruitment, Mr Wynter Hill
- Director of Career Services, Mr Ric Favors
- Registrar, Ms Jennifer Chrest

The functional directors' work within their departmental teams to perform the actions included in the CEP. The campus Director has the ultimate responsibility to ensure the implementation of the CEP and the director has been selected to assume the responsibility of coordinating, organizing, and preparing the summary report of the plan.

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?

The campus director, Karen Selby, is the on-site administrator for the ITT Technical Institute, Tulsa, Oklahoma, campus. Ms. Selby joined ITT Technical Institute on July 27, 2005, and assumed responsibility for opening the school on that date. Ms. Selby brings 31 years of corporate leadership, human resource and financial management, business and marketing, operations and compliance leadership in both publicly and privately held corporations in the educational sector. She is a graduate of Southwest Oklahoma University and has a master of the art of teaching from Oklahoma City University. She has directed schools and colleges in Santa Barbara, California, Portland, Oregon, and Cincinnati, Ohio. In addition, she began her career as a high school teacher with Putnam City Schools, Oklahoma City, Oklahoma, transitioning to an instructor and later a department head for Oklahoma State University, Oklahoma City campus, before moving to Santa Barbara.

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

## RELATIONS WITH STUDENTS

### ALL PROGRAMS

- 4.01 How many student files were reviewed during the evaluation?

The team reviewed 50 student files.

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

The campus has strict policies and procedures that help to guide its daily operations to include its student relations. The staff and faculty follow these policies and procedures carefully to ensure that its student relations reflect high ethical standards. These are clear and consistent with the mission and purposes, and available to all students and prospective students electronically and through other appropriate publications.

- 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?

Ms. Wynter Hill is responsible for the oversight of student recruitment at the campus. She holds a bachelor's degree in Political Science from the University of Tulsa, OK. Ms. Hill worked as an admissions representative with the institution and excelled in her field which resulted in her being promoted to the director of recruitment position. Prior to her employment with ITT, she worked as director of admissions for two years at Casablanca. There is evidence in her file that she attended several trainings to help prepare her for her current position.

4.10 Describe the process for the recruitment of new students.

The institution's process for the recruitment of new students are as follows: The student visits the campus and the admissions representative follows the standardized, scripted presentation to inform the prospect of all necessary information including but not limited to the school's history, accrediting body and transferability of credit policy. It also covers the tuition amount as well as basic information about the federal aid programs that students may apply for during the financial aid process. The representative will help the student match their interests with the available degree programs offered. The prospective student has a tour of the school.

The prospective student is sent home with program specific information and guided through how to access the catalog, student handbook and other important information through the institution's webpage. If the student selects to move forward in the process, they will apply through the student success system or "S3". "S3" is a web-based tracking system which ensures all admissions criterion are satisfied prior to moving forward including the minimum age and required high school or general education diploma.

After applying for the selected program and term, the prospective student will then take the admissions exam. Upon passing the entrance exam, the student will meet with a Financial Aid administrator to discuss the financial aid process, review the documents that will be needed to complete this process and schedule a time for the prospective student to return.

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

**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 institution's standard of satisfactory academic progress policy is published in its 2012-2013 catalog volume 20 on page 74.

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

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes  No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes  No

(c) Procedures for re-establishing satisfactory academic progress.

Yes  No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes  No

Incomplete grades.

Yes  No

Repeated courses.

Yes  No

Non-punitive grades.

Yes  No  Not Applicable (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?  
Dr. Jerri Schoats-Stoutermere is the dean of education for ITT, Tulsa location. Dr. Schoats-Stoutermere holds a bachelor's in business administration from the University of Central Oklahoma, a master's degree in Education from Langston University, and a doctorate degree in education from Oklahoma State University. In addition, the team has found numerous courses Dr. Schoats-Stoutermere has taken in order to enhance her management and teaching skills.
- 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. Brian Zinn is responsible for the administration of student financial aid at the campus. He holds a bachelor's of science degree in Project Management from ITT Technical Institute in Indianapolis, IN. Mr. Zinn worked in the financial aid department with the institution since 2009. There is evidence in his file that he attended several trainings to help prepare him for his current position.

- 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. Brian Zinn, who is the director of finance, is a current member of the Oklahoma Association of Student Financial Aid Administrators (OASF AA). Representatives of the institution's corporate office attend meetings, trainings and seminars on regulations and policy changes in financial aid and pass the information on to the campus director of finance. In addition to this information, Mr. Zinn attended in-house financial aid trainings as evidenced in his employee file.
- 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 institution has a strong student services support system which is managed by the department managers, program chairs, learning resource center director, registrar and other key personnel. The campus dean and program chairs arrange and supervise the structured tutoring, and academic or personal counseling. The campus director is responsible for the student orientation and the registrar helps students with their class schedules. The learning resource center director assists students with library related or personal research needs.
- 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. Ricci Favors is responsible for the oversight of counseling students on employment opportunities. He worked as an admissions representative with the institution from October 2011 to September 2012 and recently in his current position. Prior to his employment with ITT, he worked as a staff recruiter for 7 years with his previous employment. There is evidence in his file that he attended several trainings to help prepare him for his current position.

Mr. David Lawrence works with Mr. Favors as his assistant. Mr. Lawrence holds a bachelor's degree in English from Texas A&M University. He held his position in career services at the institution from 2009 to present. Prior to working for ITT, he worked as a recruiter and job placement personnel for 5 years. There is evidence in his file that he attended several trainings to help prepare him for his current position.

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.

When a student enrolls into a program at the institution, he or she meets with Mr. Brian Zinn, the director of finance. Mr. Zinn explains the various types of loans and grants available to students and discusses the details of loan repayment. He then provides each student with a copy of the student Entrance Counseling Guide which further explains the student loan repayment obligations.

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

The institution ensures that students are involved in extracurricular activities and offers several opportunities for doing so. These include but not limited to membership in the National Technical Honors Society, clubs that are program specific, seasonal activities such as food, toy and coat drives. Students are also encouraged to get involved in community blood drives. The nursing students are encouraged to be part of the Student Nursing Association.

**GENERAL COMMENTS:**

While reviewing the student relations activities, the team found that several important documents were missing from the students' files.

Upon further review, the team was able to verify that these documents were stored in their campus management system, IRIS.

The team would like to recommend that these documents be printed and placed in the students' files for easier review. Examples of some of these documents include credit transfers, refund summary, SAP warning letters and dismissal letters.

## 5. EDUCATIONAL ACTIVITIES

**FOR ALL PROGRAMS**

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

Yes  No

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

Dr. Jerri Schoats-Stoutermere is the dean of education for ITT, Tulsa location. Dr. Schoats-Stoutermere holds a bachelor's in business administration from the University of Central Oklahoma, a master's degree in Education from Langston University, and a doctorate degree in Education from Oklahoma State University. In addition, the team has found numerous courses Dr. Schoats-Stoutermere has taken in order to enhance her management and teaching skills.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes  No

5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The team has found provisions for program administrators and educational chairs to have sufficient authority and responsibility for the development and administration of the programs. While the ITT system has handbooks, programs, and protocols for making changing in corporate syllabi, and administrative procedures, each campus is allowed the academic freedom to evaluate the needs of their own students and facility. The Tulsa campus of ITT has faculty on the corporate curriculum committee and which allows for integral enhancements. An informal network is also in place where faculty, both full time and part-time can visit with their program chair and advise for enhancements and improvements.

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?

The team has found the school does make provisions for individual differences between students. The dean personally reviews satisfactory academic progress (SAP) process for each student and helps to build a plan for improved performance.

There are a number of academic clubs and programs on campus to allow many of the disciplines on campus to grow in their own professionalism.

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

The team has found ITT, Tulsa, to have a system in place to make changes to the curriculum. The faculty representative on the committee will put in writing the prospective changes and submit to the department chair, who will review, sign off, and send to the campus director for approval and submission to the appropriate home office committee.

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?  
The team has found evidence of in-service training programs through sign-in sheets for each meeting. In addition, during the faculty meeting, the faculty expressed knowledge of these events.
- 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

**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).

With 24,703 square feet, the ITT Tulsa campus includes ten theory rooms, three computer labs, two electronics labs, one nursing classroom, one science lab, and one invasive lab. The area is well maintained and centrally located between north and south Tulsa. There is ample parking; however the campus is located in a hidden area and not easily assessable or viewable from the main road leading to the campus.

6.02 Does the campus utilize any additional space locations?

Yes  No

6.03 Does the campus utilize campus additions?

Yes  No

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

Yes  No

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

(a) Equipment

Yes  No

(b) Instructional tools

Yes  No

(c) Machinery

Yes  No

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

Yes  No  Not Applicable

## 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 Tulsa, OK 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)

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

**(Section 3-1-701 Appendix C)** The campus' catalog does not accurately detail all the prerequisites students must take to satisfy their course requirements. The language is ambiguous and has great potential to cause confusion to students. There are several courses in the Software Development Technology program that do not fully reflect prerequisites in the catalog. These courses list old versions of prerequisites and do not include the courses that are part of the Software Development Technology program. For example, CS111 Client-Side Web Scripting lists "CS100 Introduction to Programming or equivalent" as one of the prerequisites, but the students do not take CS100, they take IT104 Introduction to Computer Programming. The pre requisites should be updated to specify "CS100, IT104, or equivalent" to clarify the prerequisites for the students. The following courses in the catalog require this change, with the pre requisites to add in braces: CS111 [IT104], CS120 [IT104], CS140 [IT104], CS210 [IT104], CS220 [IT203], CS240 [IT218], CS250 [IT203, IT218], and CS290 [CS210].

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 several modes of advertisement including newspaper publications, television, Yellow Pages, high school recruitment and online mediums.

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 team has found that ITT charges each school a flat amount of \$7648 per year for the virtual library. In addition to the virtual library, the school has spent \$1,352 for additional books and periodicals. All of this amount has been spent on the nursing program.

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

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

This information should have been reviewed at AAC.

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

Associate of Science in Nursing

### 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 Loerke is the chair of the nursing program. Ms. Loerke joined the campus as a faculty member in January 2011, and was assigned to administer the program in October of the same year. Ms. Loerke holds a master's of science in Nurse Education degree from University of Oklahoma Health Sciences Center, and a bachelor's of science in Nursing from the University of Tulsa. Ms. Loerke holds an active license as a Registered Nurse from Oklahoma Board of Nursing. Ms. Loerke is an active member of the Sigma Theta Tau International Honor Society of Nursing, based in Indianapolis. Ms. Loerke has over 15 years of field experience working as a registered nurse.

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 program has had many guest speakers, field trips to healthcare facilities, and a program advisory board, which meets twice a year.
- 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):** 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.

**(Section 3-1-513, 3-1-513(a) and Glossary)**

There is not a description in the syllabus of the minimum amount of time a student is expected to spend on completion of the work 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)

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 64 of the campus' 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Course syllabi do not indicate the out-of-class work is included as a component of final course grade and that is 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

**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:**

The Oklahoma Board of Nursing has set a required pass rate for first-time takers of the NCLEX-RN (National Council Licensure Examination-Registered Nurse) to fall not more than ten (10) percentage points below the national average and at least ten candidates should take the examination (based on a calendar year). The national average pass rates as reported by the National Council of State Boards of Nursing (NCSBN) are as follows:

-For the 2011 calendar year 84.50% for 4 quarters

-For 2012 calendar year 91.10% for 2 quarters (January-June).

According to Oklahoma Board of Nursing, the pass rate standard is based on data gathered for a full calendar year. The Nursing program at the campus has not yet had a full year of data on the NCLEX exam pass rates, for the team to be able to determine whether they meet the pass rates. Campus graduated the first nursing class on December of 2011, and has collected only two quarters of data for 2012 calendar year.

## 9. PROGRAM EVALUATION

Academic Associate of Science in Mobile Communications Technology  
Academic Associate of Science in Software Development 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

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

James Tiffie is the chair of the School of Information Technology at ITT Tech in Tulsa, Oklahoma. Mr. Tiffie holds a bachelor's of science degree in Industrial - Electronics Technology from Northeastern State University. He possesses extensive experience in consulting and computer programming outside of academia.

Mr. Jerel Byrd serves as the subject matter expert for Software Development Technology and Mobile Communications Technology. Mr Byrd holds an associate's of applied science degree in Electronics Technology from Tulsa Community College and a bachelor's of science and master's degree in Information Technology from the University of Phoenix.

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).

Mobile Communications Technology students took field trips to St. Francis Hospital to observe networking and server operations and to Tulsa Connect for networking demonstrations.

There was not evidence of field trips for the Software Development Technology students.

There was no evidence of guest speakers in either program.

There was evidence of PAC meetings for the program. A PAC meeting was held in May, 2012 for the Information Technology department, not specifically for these two programs.

9.08 Are these resources sufficient?

Yes  No

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

**(Section 3-1-512(c)):** While the students in the Mobile Communications Technology were exposed to community resources in the form of field trips, the students in Software Development Technology were not. This is not sufficient to give the students in Software Development Technology exposure to the community and the workplace.

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:

**(Section 3-1-513 (a) Glossary):**

There are several courses in the Software Development Technology program that do not fully reflect prerequisites in the catalog. These courses list old versions of prerequisites and do not include the courses that are part of the current version of the Software Development Technology program. For example, CS111 Client-Side Web Scripting lists "CS100 Introduction to Programming or equivalent" as one of the prerequisites, but the students do not take CS100, they take IT104 Introduction to Computer Programming. The pre requisites should be updated to specify "CS100, IT104, or equivalent" to clarify the prerequisites for the students. The following courses in the catalog require this change, with the pre requisites to add in braces: CS111 [IT104], CS120 [IT104], CS140 [IT104], CS210 [IT104], CS220 [IT203], CS240 [IT218], CS250 [IT203, IT218], and CS290 [CS210]. Similar prerequisite issues exist in the syllabi for this set of courses.

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

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

**((Section 3-1-513n (b)):** Review of student records found evidence of prerequisites not being met before enrollment in courses.

Joshua Proper (#09803480) Enrolled in CS210 before completing CS111, a prerequisite for CS210.

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 and Glossary):** The syllabi and catalog do not detail an adequate description of the amount of time a student is expected to spend on completion of work assignments.

**Section 3-1-513 (a) and Glossary:** The syllabi don not contain language the addresses out-of work assignments that support the learning objectives for the course

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

If 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:

Associate of applied science degree in Software Development Technology - 1

Associate in applied science degree in Mobile Communications Technology - 0

How many calls to employers or graduates were successful?

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

Associate of applied science degree in Software Development Technology- 1

Associate in applied science degree in Mobile Communications Technology - 0

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

All of the calls where contact was made confirmed the employment of the graduates as reported on the CAR. No calls were made to verify employment of Mobile Communications Technology as no graduates were listed for 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 64 of the campus 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

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

(Section 2-2-503, 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. There is no evidence that out-of-class work or the equivalent 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

If

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

If

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

9.33 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)

9.42 Reviewed at AAC

9.48 Reviewed at AAC

**GENERAL COMMENTS:**

Update the course listings for Software Development Technology on the ITT Tech web site. The web site lists CS100, CS130, CS200, and CS201 as requirements of the program while the catalog lists IT104, IT203, IT218, and IT219.

Interviews with students revealed the following issues:

- Students reported that during the transition to new software applications, books were often weeks late in the term.
- Hard drives required for software configuration training came as late as 10 weeks into the term.
- Faster computers in the labs are needed to create the virtual machines required in class.
- Students do not like Saturday classes and prefer meeting only during the week. Many cited weekends as the only time they have with family.

## 9. PROGRAM EVALUATION

Associate Science in Information Technology.

Bachelor of Science in Information Security.

Bachelor of Science in Project 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?

James Tiffie assigned program chair of information technology, information security and project management. He has bachelor's degree from Northeastern State University and has Microsoft certificate of technology specialist. He is a technology professional with over 10 years of experience in the information technology industry as an owner of Tiffie Products. He has substantial knowledge of standard and enterprise Microsoft windows server: efficiently utilize a personal computer and related software including Microsoft office, course management system software, and internet proficiencies.

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).  
Through interviews with faculty members, and administrative staff, it was revealed to the team that community resources used were used to enrich the information technology, information security and project management program and included guest speakers, field trips to appropriate industrial/commercial sites, and advisory board members from the community. Furthermore, the student council provides extracurricular activities on campus. The team reviewed documentation of minutes for the last student field trips, both of which took place in 2011 and 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.

**(Section 3-1-513 and Glossary)** There is not a description in the syllabus of the minimum amount of time a student is expected to spend on completion of the work assignments for several courses.

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:

Associate's degree in information technology - 4

Bachelor's degree in information security - 5

Bachelor's degree in project management - 3

How many calls to employers or graduates were successful?

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

Associate 's degree in information technology - 3

Bachelor 's degree in information security- 1

Bachelor's degree in project management - 1

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

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

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

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

The campus uses the federal conversion formulas to convert clock hours to credit hours. The team was provided documentation to verify this information. In the "credit hour" section page 64 of the campus' 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503)** 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

9.33 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)

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**

Associate of Science in Visual Communications

Associate of Science in Graphic Communication 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?

Mr. Troy Bettridge is the chair of the School of Drafting and Design at ITT Tech in Tulsa, Oklahoma. Mr. Bettridge studied architecture at Boise State, a program heavy in art and design classes. He completed his bachelor's degree in architecture at the University of Nevada - Las Vegas. He followed this with a master's degree in Urban Design from Oklahoma University.

Mr. James Candy serves as the subject matter expert. Mr. Candy holds an associate's degree in Visual Communications from ITT Technical Institute and a bachelor's/master's degree in composition from the University of Tulsa.

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 in Visual Communications and Graphic Communication and Design went on several field trips including visits to Cyntergy AEC, (a web design firm), Resource One (a print shop), and Fab Lab (a 3D printer).

Students in these programs were also offered membership in the Visual Communication Club. This organization is very active and holds events that include designing the campus newsletter and holding logo design contests.

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

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

**(Section 3-1-513 (b))** Review of student records found evidence of prerequisites not being met before enrollment in courses.

James O'Hara (#07622484) Enrolled in VC250 before completing 76 credit hours and while enrolled in VC230, a prerequisite for VC250.

Sarah McDonald (#10492363) Enrolled in VC210 before taking CD140, a prerequisite for VC210.

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 and Glossary):** The syllabi and catalog do not detail an adequate description of the amount of time a student is expected to spend on completion of work assignments.

**Section 3-1-513 (a) and Glossary:** The syllabi don not contain language the addresses out-of work assignments that support the learning objectives for the course

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 programs:

Associate's of science degree in Visual Communications - 4

Associate's of science degree in Graphic Communications and Design - 0

How many calls to employers or graduates were successful?

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

Associate's of science degree in Visual Communications - 3

Associate's of science degree in Graphic Communications and Design - 0

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

All of the calls where contact was made confirmed the employment of the graduates as reported on the CAR. No calls were made to verify employment of Graphic Communications Design as there were no graduates at the time of 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 64 of the campus 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503 and 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. There is no evidence that out-of-class work or the equivalent 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**

Associate's of Science in Electrical Engineering Technology

Associate's of Science in Computer and Electronics Technology

Bachelor's of Science in Electrical Engineering and Communications Technology

Bachelor 's of Science in Electronics and Communications Engineering 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

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

Mr. Hamid Nazari-Robati is the chair assigned to administer the academic program for Electronics Technology for both the associate's and the bachelor's degree programs. He possesses a bachelor's of science degree in Technical Education from Oklahoma State University and an associate's of science degree in Electronics from Southern Technical College. Mr. Nazari-Robati does have the qualifications to administer the academic program for 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).

There were two listed field trips taken by a class in electronics, however, on one of the trips there were no participants listed, and there was no description of the activity and how it benefited those students that did participate. The team was also given information during the visit regarding a group of high school students that were given a demonstration in the electronics department; however the team did not see this as use of community resources. There also was not adequate participation at the Program Advisory Committee (PAC) held in May of 2012. There was one person that attended from outside, the team could not vet the qualifications of this person with the information given.

9.08 Are these resources sufficient?

Yes  No

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

**(Section 3-1-512(c))** Community resources are not adequately utilized for the electronics department. Documentation provided to the team did not provide sufficient evidence that the program was utilizing community resources for the program. \*See response to 9.07

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 the learning objectives for most courses.

**(Section 3-1-513 and Glossary):** There is not a description in the syllabus of the minimum amount of time a student is expected to spend on completion of the work assignments.

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

- 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?

Seven calls were made to employers are graduates of the associate's in Electrical Engineering Technology.

How many calls to employers or graduates were successful?

Five calls were successfully made to employers are graduates of the associate's in Electrical Engineering Technology. The other above listed programs did not have graduates at the time of the 2001 CAR.

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 confirmations were made to graduates and employers. The discrepancy between confirmations between and successful contacts was a denial from human resources to confirm employment without written consent.

The following programs did not have graduates' at the time of the 2011 CAR: associate's of science in Computer and Electronics Technology, bachelor's of science in Electrical Engineering and Communications Technology and bachelor's of science in Electronics and Communications Engineering Technology

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 64 of the campus' 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503):** 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 of Science Degree in Criminal Justice

Associate's of Science Degree in Criminal Justice

Associate's of Science Degree in Criminology and Forensic 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
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
- Mr. Leo R. Willey began employment as an adjunct faculty member at the Tulsa campus of ITT Technical Institute in September 2007. Shortly thereafter in December 2007, he was promoted to the full-time position as chair, school of criminal justice.
- Mr. Willey earned associate's and bachelor's degrees in Criminal Justice, respectively, from Wichita State University, Wichita, KS. He holds a master's degree in Business Administration from Oklahoma Wesleyan University, Bartlesville, OK. He also has prior teaching experience as an adjunct faculty member at Oklahoma Wesleyan University.
- Mr. Willey has an extensive background in the field of law enforcement. From 1969 to 1974, he was a police officer in Kansas City, KS, as well as a police officer in Wichita, KS, from 1974 to 1994. During the period 1993 to 1994, he was appointed as the U. S. Marshall for the District of Kansas. He was certified as a peace officer by the State of Kansas.
- From 1994 until 2000, he served as chief of police at the Okmulgee Police Department, Okmulgee, OK, and later as police chief from 2000 to 2007 at Bartlesville Police Department, Bartlesville, OK.
- 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 associate's degree in Criminal Justice had a placement of 57.1% and did not meet Council standards. However, there was a suitable plan in the CEP to address corrective action.

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 team verified that the student retention rates reported in the 2011 Campus Accountability Report (CAR) for both the associate's and bachelor's degree programs in Criminal Justice met Council standards. The placement rate for the bachelor's degree program also met Council standards. Inasmuch as the new associate's degree program in Criminology and Forensic Technology did not start until March 19, 2012, placement and retention data will be reported in the next CAR.

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

The team reviewed documentation on file and verified through instructor and student interviews that community resources are being utilized to support and enrich the Criminal Justice degree programs. The institution's Program Advisory Committee (PAC) convened on May 18, 2012, as a resource for Mr. Willey, program chair. Recent field trips for criminal justice students include visits to the Tulsa Digital Forensic Center on August 27, 2012, and to the Tulsa County Sheriff's Department on August 29, 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 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:

Associate's degree in Criminal Justice – 6

Bachelor's degree in Criminal Justice - 4

There have been no graduates from the associate's degree in Criminology and Forensic Technology.

How many calls to employers or graduates were successful?

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

Associate's degree in Criminal Justice – 4

Bachelor's degree in 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.

All the calls where contact was 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.

The definition and application of the U. S. Department of Education's credit hour requirements are explained on page 64, volume 20, of the institution's 2012 - 2013 catalog.

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 criminal justice degree programs.

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)

The team determined that the associate's degree program in Criminal Justice is in a teach-out status since September 2011. Enrollments are being accepted for the new associate's degree in Criminology and Forensic Technology.

- 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)

The team learned that the bachelor's degree program in Criminal Justice has been in teach-out status since September 2011. Prospective students for the Criminal Justice program are now being enrolled to the associate's degree in Criminology and Forensic Technology.

- 9.48 Reviewed at AAC

**GENERAL COMMENTS:**

While there was evidence on file recording 2012 field trips and a Program Advisory Committee meetings for the Criminal Justice degree programs; the team found there was no such documentation regarding guest speakers.

The team observed that Mr. Leo R. Willey, chair, school of criminal justice, is academically and experientially well qualified for the position he holds, and that he is attentive and knowledgeable in the administration of his programs.

**SUMMARY** for ITT Technical Institute, Tulsa OK

Visit Dates: 1-2 Oct 12

*The team has found 6 areas of non compliance*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: 3-1-513 (a) and glossary)</b>	The syllabi does not contain language specific to out-of-work assignments that support the learning objectives for several courses.
<b>Section: 3-1-513 (b)</b>	Pre-requisites for students in the Visual Communications program were not being followed.
<b>Section 2-2-503</b>	There is no evidence that out of class work or the equivalency is being evaluated in all courses.
<b>Section: 3-1-513 and glossary</b>	There is not a description in the syllabus of the minimum amount of time a student is expected to spend on completion of the work assignments for several courses
<b>(Section 3-1-701 Appendix C)</b>	The campus' catalog does not accurately detail all the pre requisites students must take to satisfy their course requirements.
<b>(Section 3-1-512(c))</b>	There are insufficient community resources to support two programs.



**NEW GRANT****ITT TECHNICAL INSTITUTE****1980 Metro Court, S.W.****Grand Rapids, MI 49519****ACICS ID Code: 00016088****Main Campus****ITT Technical Institute****Indianapolis, IN****ACICS ID Code: 00016040****Regulatory 036@itt-tech.edu**

Mr. Dennis Hormel, Director (dhormel@itt-edu)

October 1-2, 2012

Mr. Paul Lacroix	Chair	Johnson & Wales University	Providence, RI
Dr. Darlene Minore	Student-Relations Specialist	Minore Educational Strategies	Bainbridge Island, WA
Mr. Jeffrey Bodimer	Educational Activities	Kaplan Higher Education	Reno, NV
Mr. Dean Pedersen	Visual Communications/Graphic Communications Specialist	Producer	Minneapolis, MN
Mr. Terry Owens	Drafting & Design Specialist/Computer Drafting & Design Specialist	Southern Illinois University	Carbondale, IL
Mr. Michael Bleacher	Information systems & Cybersecurity/Information Systems Security/Project Management Administration Specialist	Westwood College	Westminster, CO
Mr. Syedintakhab Zaidi	IT Computer Network Systems/Network Systems Administration/Software Development Technology Specialist	New York Institute of Business and English	Flushing, NY

Mr. Richard Lynch	Business Administration/Business Management Specialist	University of Georgia	Athens, GA
Dr. Debra Rocha	Criminal Justice/Paralegal/Criminal & Forensic Technology Specialist	Brandman University	Irvine, CA
Mr. Fawzi Ben Messaoud	Electrical Engineering & Communications/Electrical Engineering Technology/Computers & Electronic Engineering Specialist	Wonderlic, Inc	Carmel, IN
Mr. Chad Hartman	Accreditation Coordinator	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
WYOMING, MI**

CREDENTIAL EARNED  (Academic Associate's, Bachelor's)	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 Administration	1020	96	6/4	<b>58.6%</b>	75%	69.3%	80%
Academic Associate's	Business Management*	970	90	15/11	100%	na	na	Na
Academic Associate's	Computer Drafting & Design	1140	96	11/8	69.4%	<b>51.7%</b>	72.4%	<b>38.5%</b>
Academic Associate's	Computer & Electronics Engineering Technology	1120	96	14/5	70.8%	<b>62.2%</b>	66.6%	89.5%
Academic Associate's	Criminology & Forensic Technology*	981-1071	90	9/5	na	na	na	na
Academic Associate's	Criminal Justice	1020	96	21/7	<b>56.5%</b>	<b>25%</b>	71.1%	<b>39.1%</b>
Academic Associate's	Drafting & design Technology*	1050	90	22/6	na	na	na	na
Academic Associate's	Electrical Engineering Technology*	1058	90	45/16	na	na	na	na
Academic Associate's	Graphic Communications & Design*	1058	90	6/0	na	na	na	na
Academic Associate's	Information Technology (Computer Network Systems Option)	1120	96	19/13	69.6%	<b>64.2%</b>	76.5%	68.9%
Academic Associate's	Network Systems Administration*	1058	90	63/12	na	na	na	na
Academic Associate's	Paralegal*	981	90	10/3	na	na	na	na
Academic Associate's	Paralegal Studies	1020	96	4/0	<b>47.9%</b>	na	68.4%	na
Academic Associate's	Software Development Technology	1120	96	1/4	<b>43.3%</b>	na	75.5%	na
Academic Associate's	Visual Communications	1120	96	8/11	67.2%	<b>9.5%</b>	74.5%	<b>38.5%</b>
Academic Associate's	IT – Multimedia**	1120	96	0/0	na	na	100%	<b>50%</b>
Academic Associate's	IT-Software Application &	1120	96	0/0	na	na	85.7%	83.3%

	Programming**							
Academic Associate's	IT- Web Design**	1120	96	0/0	na	na	100%	<b>60%</b>
Academic Associate's	Mobile Communication Technology**	1058	90	0/0	na	na	na	na
Bachelor's	Business Administration	1860	180	0/4	80%	na	71.4%	na
Bachelor's	Criminal Justice	1880	180	4/1	62.9%	<b>33.3%</b>	<b>57.7%</b>	75%
Bachelor's	Electronics & Communications Engineering Technology	2100	180	1/1	76.2%	100%	90%	66.7%
Bachelor's	Electrical Engineering & Communications Technology*	2127	180	3/3	na	na	na	na
Bachelor's	Information Systems & Cybersecurity*	2164	180	13/2	na	na	na	na
Bachelor's	Information Systems Security	2090	180	3/4	73.3%	75%	72.4%	<b>50%</b>
Bachelor's	Project Management & Administration (Project Management & Administration Option)*	2040	180	15/2	68.4%	33.3%	92.9%	na
Bachelor's	Construction Management**	2100	180	0/0	75%	na	100%	na
Bachelor's	Digital Entertainment & Game Design**	2100	180	0/0	na	na	100%	Na
Bachelor's	Software Application Development**	2090	180	0/0	100%	75%	100%	Na
Bachelor's	Technical Project Management**	1970	180	0/0	100%	50%	91.7%	100%
	TOTAL ENROLLMENT		<b>414</b>					

Notes: Type in bold any retention rate **below 60.0%** and any placement rate below **65.0%**.

\* Program reviewed for the first time.

\*\* The programs with no enrollment were not evaluated. The campus is developing a plan to teach out some of the programs and will notify ACICS as required.

The campus has made some program and title changes, some of which are already being offered. These are listed above.

<u>Level</u>	<u>Old Program Title</u>	<u>New Program Replacement Title</u>
Academic Associate's	Business Administration	Business Management
Academic Associate's	Computer Drafting & Design	Drafting & Design Technology
Academic Associate's	Computer & Electronics Engineering Technology	Electrical Engineering

Academic Associate's	Visual Communications	Graphic Communications & Design
Academic Associate	Information Technology – Computer Network Systems	Network Systems Administration
Academic Associate's	Paralegal Studies	Paralegal
Academic Associate's	Criminal Justice	Criminology & Forensic Technology
Bachelor's	Information Systems Security	Information Systems & Cybersecurity
Bachelor's	Electronics & Communications	Electronics Engineering & Communications

Although the campus opened its doors in 1968 under the name of United Electronics Institute, ITT purchased the school in 1979 and officially changed the name to ITT Technical Institute in 1980. The campus moved to its present location in 2008 and now offers associate of applied science and bachelor degrees in a variety of professional and business programs. The typical ITT-Wyoming student is a Caucasian male student in his mid-twenties pursuing evening classes in IT-Computer Network Systems. The campus serves the population of the southern Grand Rapid, MI area.

**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 programs emphasize career-oriented or 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 course grades & assessment of capstone rubrics;
- Mid-term and final grades;
- Student Success (students starting and passing courses);
- Faculty communication & student engagement; and
- Employer surveys to measure student skills and proficiency.

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 several initiatives. Some of these are listed below:

- Implement best practice;
- Conduct quarterly review with school chairs;
- Use the instructor engagement & success rates;
- Be pro-active in hiring and training of adjunct instructors; and
- School chairs to focus on the weekly poor engagement reports.

To support placement efforts, the campus has undertaken some of the following initiatives:

- Create individual career game plans for each pre-graduate;
- Optimize the use of social media to find career opportunities;
- Conduct reputation-building events;
- Build on classroom visits with college tours; and
- Train career service's team on salary negotiation techniques.

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 team is responsible for monitoring and gathering, as well as analyzing the data gathered for this purpose. The team consists of the director, the dean, the associate dean, the director of finance, director of recruitment, the director of career services, the registrar, the school chairs and faculty representatives from each school of study. The functional directors work within their departmental teams to perform the actions included in 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?

Mr. Dennis Hormel, director, is the on-site administrator. Mr. Hormel earned a bachelor's degree in Psychology from Oakland University, a master's degree in Guidance and Counseling from the University of Detroit and a master's degree in Management and Supervision from Oakland University. Prior to coming to ITT in 1988 as a program manager, he administered training programs, served as an account coordinator and marketing representative. Mr. Hormel completed a long series of ITT e-courses related to his position. He is currently a member of the Better Business Bureau, the Grand Rapids Chamber of Commerce, the Michigan Chamber of Commerce and is president of the Caledonia Education Foundation. He attended the ACICS workshop in November 2011 in Savannah, GA.

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

Yes  No

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

Yes  No

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

(a) Response submitted by Academic Administrative Center

(b) Admissions.

Yes  No

(c) Response submitted by Academic Administrative Center

(d) Response submitted by Academic Administrative Center

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No

3.06 Response submitted by Academic Administrative Center

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

Yes  No

3.12 Are appropriate transcripts maintained for all students?

Yes  No

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

Yes  No

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

Yes  No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes  No

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

Yes  No

## 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

Fifty files of matriculated, graduated and withdrawn students were reviewed while the team was on-site.

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

ITT Technical Institute, Wyoming, MI ensures that its students relations reflect the highest ethical standards by hiring the most qualified candidates to lead these departments 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?

Ms. Stephanie McKinnon is the director of recruitment at ITT Technical Institute, Wyoming, MI. She began her tenure on this campus in 2006, was promoted to manager of recruiting in 2010 and began her current position in August of 2011. Ms. McKinnon worked in sales and management outside career education for eight years prior to joining ITT. She earned a bachelor's degree in Marketing and a master's degree in Business Administration from Davenport University, Grand Rapids, MI

4.10 Describe the process for the recruitment of new students.

The central administration markets to prospective students through a number of methods:

- 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 ITT Technical Institutes. Representatives make presentations to prospective adult and high school students. They discuss the programs available for study, 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 representatives enroll 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 the community relations specialist is to make presentations at local high schools, job fairs, and other related events. Calls to interested students are returned and interest is determined. The goal of these first calls are to schedule a one-on-one meeting with an admissions representative as well as a campus tour. A multi-media presentation begins the visit. Half way through the presentation the student is given a tour. After the tour, if the student is still interested, the Wonderlic is administered if ACT or SAT scores are not available or do not meet the threshold published in the catalog. If the interested student test scores meet the admissions criteria, the student meets with both the admissions representative and a financial aid representative. The student is given a list of documents that they need to bring to their financial meeting and provide the school. After the financial aid meeting, the student makes a decision if they want to enroll and the enrollment contract is signed. The student is scheduled for orientation three weeks prior to the start of the term the student expects to enroll.

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 standards of satisfactory academic progress policy is published in the catalog on pages 75-79.**
- 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)

Most programs are two years or less in length. Even if a bachelor's degree is offered in a subject area, student's are encouraged to enter at the associate's level so they are eligible for the President's Scholarship as an ITT graduate when they enter the bachelor's program. If the student insists, they are entered as a bachelor's student and SAP would be evaluated at the end of the second year and at the end of each subsequent year of the program.

4.27 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

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

- 4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes  No
- 4.29 Are students allowed to remain on financial aid during the probationary period?  
 Yes  No  Not Applicable (institution does not participate in financial aid)  
If Yes, is the student informed of this policy?  
 Yes  No
- 4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?  
 Yes  No
- 4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes  No  Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)
- 4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (institution does not have extended enrollment)
- 4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes  No  Not Applicable (there is no such student)
- 4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes  No
- 4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?  
The dean, Mr. Ron Hessman, is responsible for reviewing student records and ensuring that each student not making satisfactory academic progress is advised as to the campus' satisfactory academic progress requirements. Mr. Hessman earned an associate's degree and bachelor's degree in Electronics Engineering Technology from ITT Technical Institute, as well as, a bachelor's degree in Automated Manufacturing. Mr. Hessman also earned a master's degree in Executive Management from Bristol University, Bristol, TN. Mr. Hessman worked as an engineer for six years prior to being hired as an electronics faculty member at ITT in 1983. In 1984, he was promoted to master electronics instructor and then education supervisor in 1992. He began his tenure as dean of academic affairs in 1996.
- .36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes  No
- 4.37 reviewed at the institution level

- 4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?  
 Yes  No  Not Applicable (institution offers loans only)
- 4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?  
 Yes  No
- 4.40 Do the financial records of students clearly show the following?
- (a) Charges.  
 Yes  No
- (b) Dates for the posting of tuition.  
 Yes  No
- (c) Fees.  
 Yes  No
- (d) Other charges.  
 Yes  No
- (e) Payments.  
 Yes  No
- (f) Dates of payment.  
 Yes  No
- (g) The balance after each transaction.  
 Yes  No
- 4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?  
 Yes  No  
If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?  
 Yes  No  Not Applicable
- 4.42 Is the effective date listed on announcements of changes in tuition and fees?  
 Yes  No  Not Applicable (institution has not changed tuition or fees)
- 4.43 Is the institution's refund policy published in the campus catalog?  
 Yes  No
- 4.44 Is the refund policy fair, equitable, and applicable to all students?  
 Yes  No

4.45 Is the campus following its stated refund policy?

Yes  No

4.46 Does the campus offer financial aid?

Yes  No (Skip to Question 4.53.)

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

Ms. Gail Prentice is the campus director of finance. She holds a diploma in Stenography, an associate's degree of General Business, an associate's degree in Paralegal Studies and a bachelor's degree in Paralegal Studies from Davenport University, Grand Rapids, MI. Additionally, Ms. Prentice earned a master's degree in Business Administration from Grand Valley State University. Ms. Prentice has worked as the director of finance at this campus for 12 years. Prior to her tenure at ITT, she held the positions of financial aid director and business analyst at Davenport University for 17 years.

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).

In order to keep up to date with financial aid changes, the director of finance participates in annual financial aid training seminars conducted by the central administration. Additionally, there are monthly finance phone conferences with central administration. Ms. Prentice is a member of the Michigan Student Financial Aid Association (MSFAA) and attends its annual meeting. Title IV training sessions for Region 5 are offered at the MSFAA annual meeting. The central administration's student financial services 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 interested agencies involved in the financial aid process. Ms. Prentice conducts regularly scheduled training sessions with the FACs as part of her weekly staff meetings. She also completed five financial aid seminars provided by USA Funds University in 2007.

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. The first session is normally held during the evening with a separate session held on a Saturday. Family and friends are invited to accompany new students to this orientation event. The director welcomes students and describes the world of postsecondary technical education and their potential for success. The dean, associate dean, school chairs, faculty, and functional managers then meet and greet new students and utilize the orientation to reinforce program expectations. Financial aid staff also meet with students, as needed, to ensure that financial paperwork and related requirements have been, or are being, completed. Career Services personnel are available to answer questions about career choices and trends. It is the objective of the campus that every student understands the campus and program expectations, all questions have been answered, and the student is confident about starting a new program of study. The campus does not currently employ a professional counselor; the staff limits assistance to advisement. Any need for further counseling is referred to outside professional services. There are many social service and mental help agencies in the area and a comprehensive listing of agencies and offices that can offer aid to students at little or no cost is available in the office. Structured tutoring and group tutoring is available to students as needed and requested.

- 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. Rebecca Willis is the director of career services for ITT Technical Institute, Wyoming, MI. She joined the management team in this capacity in 2011. She has three years prior experience in career education recruitment at Corinthian College in Grand Rapids, MI. Ms. Willis worked in a variety of recruiting and sales positions since 2001. She earned her bachelor's in Education from The University of Michigan, Ann Arbor, MI and is currently attending Davenport University, Caledonia, MI, pursuing a diploma in Paralegal Studies.

- 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.

Each borrower is 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 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 the following student clubs and professional organizations:

- Business Club;
- Microsoft Certification Club;
- Web Design Club;
- Software Development Club;
- Linux Club;
- Job Application Club;
- Project Management Certification Club;
- Cisco Certification Club;
- School of IT Community Service Club;
- Game Design Club;
- Graphics Club;
- Android Club (Mobile Communication Technology);
- Lambda Alpha Epsilon;
- Electronics Technicians Association- International (ETA-1) for the School of Electronics Technology Preparation for Certification;
- Community Blood Drives;
- Quarterly Student Honors Award Certificates; and
- Summer Fest.

**GENERAL COMMENTS:**

The team thanks all of the student services departments for their efforts to provide all the information requested promptly and with a smile. The team also thanks, Mr. Dirk Hughes, registrar, and his staff for compiling the student files for review in such an organized and timely manner. He is to be commended for the excellent documentation and record keeping of the students' academic files. The team also thanks Ms. Gail Prentice for the excellent financial records at this 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

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

Mr. Ron Hessman is the schools Dean of Academic Affairs. Mr. Hessman has been with ITT for 28 years and served as dean since February 1996. Mr. Hessman has an associate's degree in Electronics Engineering Technology; a bachelor's degree in Electronics Engineering Technology and a bachelor's degree in Automated Manufacturing Technology from ITT Technical Institute. Mr Hessman also holds and a master's degree in Executive Management from Bristol University.

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 supervises the school chairs who oversee the faculty. Faculty, program chairs and the dean all have access and capability to recommend changes and/or improvements to the curriculum and equipment. Additionally, faculty can utilize a "blog" type environment for administrative support for course and program delivery. Campuses use the Program Advisory Committees on a regional level to recommend improvements to the curriculum and equipment. Once approved by the corporate office, the school implements the changes.

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?

Teaching methodology is reviewed at each instructor in-service. Student accommodations and learning styles are taught to faculty during the in-services, as well as, to students during the students first term. Students are taught to understand their learning style to help them better understand how they learn. Instructors understand the students learning style and are provided examples of how to adapt to students through the in-service training.

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

Recommendations to update and/or change the curriculum can occur at any time. The school utilizes a feedback system whereby any educational staff member can request an update to the curriculum or equipment in the classroom through the dean of Academic Affairs. Additionally, faculty can utilize a “blog” system whereby they can post questions or comments about a particular course and receive feedback from other ITT campuses. Finally, the campus relies on its PAC members to make recommendations to the curriculum and equipment. The campus, in conjunction with the other campuses in the region, will compare information from the PAC and submit recommendations for changes to the corporate office.

- 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?  
**The in-service meeting minutes and sign-in sheets were available for the team's review.**
- 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

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 Wyoming campus consists of 30,767 square feet. The facility contains seven laboratories and thirteen theory rooms, a student lounge, an LRC, faculty work area, employee break area, and administrative offices. The facility was built in 2008 and there are no capital improvements planned for the next 24 months. Students at the campus learn in a clean, environmentally comfortable, well lighted, safe, and educationally appropriate atmosphere. Classrooms and labs have adequate space with up-to-date equipment. The laboratory settings, along with the equipment used, help prepare the students for a smooth transition from school to work.

- 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 Wyoming, MI 2012-2013 catalog, volume 62 dated September 10, 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?

The schools current year's library budget is \$12,837, which includes \$8,753 for the virtual library, which is a corporate assessment. For campus purchases, the budget is \$4,084 and the campus has spent \$1,500 year to date.

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 Business Administration

Academic Associate's in Business Management

Bachelor's in Business Administration

Bachelor's in Project Management and Administration ( Project Management and Administration Option)

9.01 See response from AAC

- (a) See response from AAC
- (b) See response from AAC
- (c) See response from AAC
- (d) See response from AAC

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

Mr. Charles T. Stevens is chair of the School of Business. He has been employed as an adjunct instructor since October of 2008 and promoted to chair of the school in October of 2011. Mr. Stevens holds an associate's degree from Grand Rapids Community College, a bachelor's degree in Psychology from The Grand Valley State Colleges, and a master's degree in Business from Grand Valley State University. He is also the principal in ASC (A Sales Company) LLC as sales director for commercial business development and has many years experience as an account manager and in business development.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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 in the School of Business are advised through use of a program advisory committee (PAC ) comprised of 20 professionals from a variety of businesses throughout the geographical area. Faculty in the various programs and courses also documented several field trips and guest speakers. Of note, is the addition in 2012 of the ITT Advantage Leadership Series, which brings speakers from various businesses and nonprofits in the area to speak and interact with students.

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  
 (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?

Eight calls were attempted to employers of graduates from the associate's program in Business Administration.

There are no graduates in the other three programs.

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

Seven calls were successful to employers of graduates in the associate's in Business Administration.

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 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 67 of the campus 2012-2013 catalog, volume 62, the campus policy regarding homework is contained in the “Residence Courses” paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in every course. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not 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

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

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

**(Section 3-4-303 and 3-5-303):** The teaching load for one faculty member in the business programs is not reasonable. Mr. Bart J. Demeter is teaching BU 222 (Business Law and Regulations) along with 6 other courses at this campus: ENGL 1320 (Composition I), two sections of GS 1145 (Strategies for the Technical Professional), PL 106 (Legal Research and Writing I), PL 1240 (Research and Writing for the Paralegal I), and TB 332 (Professional Procedure and Portfolio Development). The courses he teaches are in both academic associate's and bachelor's degree programs. The total current enrollment in the seven courses is 127. In addition to this heavy teaching load, Mr. Demeter also has extensive advising and student tutoring responsibilities. The team concluded that Mr. Demeter's overall instructional responsibilities far exceeded the normal expectations for college faculty.

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 was impressed with the qualifications of the adjunct faculty currently assembled to teach in the Business programs. The students, too, were very complimentary of their faculty and the school chair, Mr. Stevens.

## 9. PROGRAM EVALUATION

Academic Associate's in Paralegal Studies

Academic Associate's in Criminal Justice

Bachelor's 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?

Dr Ricardo Larks has served as the school chair in the School of Criminal Justice from October 2008 to March 2009 and from July 2010 to present. Dr. Larks holds a bachelor's degree in Criminal Justice from Allentown College of St. Francis de Sales in Center Valley, PA and a juris doctorate degree from Vermont Law School in South Royalton VT. Dr Larks worked as an attorney at the Nelson Law Firm in Grand Haven, MI, as an adjunct Criminal Justice and Paralegal instructor on this campus for 3 years and presently works an attorney in the Larks Law Firm in Grand Haven, MI. The team found documentation on file to support Dr. Larks' 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

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

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 04/28/2011 and 10/27/11. Guest speakers were utilized in the classroom in the paralegal and Criminal Justice programs to enhance “real life experience” instruction. During the visit the team was provided supporting documentation for guest speakers. 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
- (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 associate's program in Paralegal Studies had no graduates  
 Six calls were made to employers in the associate's program in Criminal Justice.  
 Two calls were made to employer of graduates in the bachelor's program in Criminal Justice.
- How many calls to employers or graduates were successful?  
 Six calls were successful to employers of graduates in the associate's program in Criminal Justice.

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

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 67 of the campus 2012-2013 catalog, volume 62, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not 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

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

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

**(Section 3-4-303, 3-5-303)** The teaching load for one faculty member in the Criminal Justice and Paralegal program is not reasonable. Ms. Jaclyn Jelsema is assigned to teach four paralegal courses PL 1250 Law Office Technology, PL 201 Family Law and PL 2525, Fundamentals of Contract Law and LE 1410 Criminal Law, and 3 criminal justice courses CJ 1210 Criminology, CJ 445 Special Aspects of Crime, and LE 1430 Fundamentals of Criminal Law. Ms. Jelsema is a full-time faculty member and is assigned more than five preparations in different subjects within the same field during one academic term. The courses she teaches are in both academic associate's and bachelor's degree programs. In addition to this heavy teaching load, Ms. Jelsema also has extensive advising and student tutoring responsibilities. The team concluded that Ms. Jelsema's overall instructional responsibilities far exceeded the normal expectations for college faculty.

**(Section 3-5-303):** The teaching load for one faculty member in the Paralegal Studies program is not reasonable. Mr. Bart J. Demeter is teaching ENGL 1320 (Composition I), two sections of GS 1145 (Strategies for the Technical Professional), PL 106 (Legal Research and Writing I), PL 1240 (Research and Writing for the Paralegal I), and TB 332 (Professional Procedure and Portfolio Development). and BU 222 (Business Law and Regulations) at this campus. The courses he teaches are in both academic associate and bachelor's degree programs. The total current enrollment in the seven courses is 127. In addition to this heavy teaching load, Mr. Demeter also has extensive advising and student tutoring responsibilities. The team concluded that Mr. Demeter's overall instructional responsibilities far exceeded the normal expectations for college faculty.

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 Computer Drafting and Design

Academic Associate's 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. Thomas Mejeur is the chair of the School of Drafting and Design, which includes both the Computer Drafting and Design and the Drafting and Design Technology programs. His qualifications include a bachelor 's degree in Business Administration and a master's degree in Health and Hospital Administration. He is certified by the Construction Specifications Institute as a Construction Documents Technologist. Transcript documentation indicates he has completed numerous professional development courses in Drafting, Engineering and Construction Management. He has fourteen years of industry experience primarily focused on tooling engineering. Mr. Mejeur has twelve years of academic experience with ITT which includes both teaching and administration.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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).

Community resources include a program specific advisory committee (PAC) , guest lectures, and field trips. The PAC participates in follow-up surveys conducted by the national director of curriculum development. The data from these surveys are used to identify and justify curriculum revisions and enhancements. Guest lectures are used to enhance regular classroom instruction and field trips are used to demonstrate topics discussed in class and provide the students the opportunity to develop profession-related employment contacts.

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
- (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 and 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?

Five calls were made to the employers of graduates from the Computer Drafting and Design 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 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 67 of the campus' 2012-2013 catalog, volume 62, the campus policy regarding homework is contained in the "Residence Courses" paragraph

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

Yes  No  Not Applicable (Clock hour programs only)

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

(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not 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

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

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

**(Section 3-4-303 and 3-5-303):** The teaching load for two faculty members in the computer design and drafting and drafting and design technology programs are not reasonable.

Mr. Bradford Potter is teaching CD 230 (Architectural Drafting II), DT 1110 (Introduction to Drafting and Design Technology), DT 1230 (Cad Methods), DT 1320 (Building Information Modeling), DT 2510 (Advanced CAD Methods), DT 2520 (3D Civil Drafting), and VC 210 (Modeling 3D). The seven courses total 32.5 contact hours per week not including course preparation, grading, and student interaction.

Mr. Bart Demeter is teaching ENGL 1320 (Composition I) along with 6 other courses at this campus: BU 222 (Business Law and Regulations), two sections of GS 1145 (Strategies for the Technical Professional), PL 106 (Legal Research and Writing I), PL 1240 (Research and Writing for the Paralegal I), and TB 332 (Professional Procedure and Portfolio Development). The courses he teaches are in both academic associate and bachelor's degree programs. The total current enrollment in the seven courses is 127. In addition to this heavy teaching load, Mr. Demeter also has extensive advising and student tutoring responsibilities. The team concluded that Mr. Demeter's overall instructional responsibilities far exceeded the normal expectations for college faculty.

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

9.48 Reviewed at AAC

## 9. PROGRAM EVALUATION

### Academic Associate's in Graphic Communications & Design

### Academic Associate's 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?

Thomas W. Mejeur is the school chair for the Visual Communications program and the Graphic Communications and Design program. He earned a bachelor's degree in Business Administration from Andrews University in 1980 and a master's degree in Hospital and Health Administration from Xavier University in 1992. He is a Certified Construction Document Technician from Construction Specifications Institute and from 2009 to 2010 he has participated in coursework pertaining to construction management at Ferris State University. Mr. Mejeur is a member of the ITT National Curriculum Committee and the Advisory Committee for the School of Drafting and Design. He is also an active member of American Institute for Architects. He has adequate technical skills and administrative experience to support his role at ITT Technical Institute in Wyoming, Michigan.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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 in the School of Drafting are advised by Program Advisory Committees (PAC). The members of the PAC are industry specific professionals and provide guidance and advice for the enrichment of the program. ITT is implementing a new initiative called Student Professional Experience (SPE). This initiative is intended to provide students with work experience by providing services to non-profit organizations in the community. The goal is for each student to attain 135 hours of SPE experience over two years. The Visual Communication and Graphic Communication Design programs have provided services for a variety of local organizations including the YMCA and Campfire organizations. The program conducts a number of field trips to graphic design businesses, printing companies and the local Fox television affiliate. The students also participate in the Art Prize event which is an open art contest based in Grand Rapids, Michigan. The Graphic Communication Design and Visual Communications programs are utilizing community resources to enrich the student's educational 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

(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?

Five calls were made to employers of the graduates from 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 verified employment of the 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.

In the “Credit Hour” section on page 67 of the campus 2012-2013 catalog, volume 62, the campus policy regarding homework is contained in the “Residence Courses” paragraph.

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

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

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not 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

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

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

**(Section 3-4-303):** The teaching load for one faculty member in the Graphic Communications & Design program and the Visual Communications program is not reasonable. Mr. Bart J. Demeter is teaching ENGL 1320 (Composition I) along with 6 other courses at this campus: BU 222 (Business Law and Regulations), two sections of GS 1145 (Strategies for the Technical Professional), PL 106 (Legal Research and Writing I), PL 1240 (Research and Writing for the Paralegal I), and TB 332 (Professional Procedure and Portfolio Development). The courses he teaches are in both academic associate and bachelor's degree programs. The total current enrollment in the seven courses is 127. In addition to this heavy teaching load, Mr. Demeter also has extensive advising and student tutoring responsibilities. The team concluded that Mr. Demeter's overall instructional responsibilities far exceeded the normal expectations for college faculty.

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 in Information Systems and Cybersecurity

**Bachelor's in Information Systems Security**

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. Regina Mays is chair of the School of Information Technology. She reports to the dean of academic affairs, Mr. Ron Hessman. Ms. Mays holds a master's degree in Business Administration from Cornerstone University in Grand Rapids, Michigan; and a bachelor's of applied science degree in Network Engineering from Davenport University in Grand Rapids, Michigan. Ms. Mays received a Project Management Professional Certification from the Project Management Institute (PMI) in 2008; an industry-standard certification which expires in October of 2014. She is also a current member of PMI in good standing. Ms. Mays has an extensive experiential background in systems networking and security extending back more than ten years. She has been with ITT since June of 2010 and in her role as chair since December, 2010.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

- 9.07 List the community resources and how they are utilized to enrich the program(s).  
Program advisory meetings were convened during the reporting period which included members of the local community working in industry related to the subject matter of the programs. There was evidence of attendance by the chair and faculty as well. In addition, evidence of field trips and guest speakers was plentiful.
- 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

(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?

There are no graduates reported on the 2011 CAR for the bachelor's in Information Systems and Cybersecurity.

~~Two~~ calls were attempted to employers of graduates from the bachelor's in Information Systems Security.

How many calls to employers or graduates were successful?

Five 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.

Five calls confirmed 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 *Yes*, briefly describe the procedures.

In the "Credit Hour" section on page 67 of the campus' 2012-2013 catalog, volume 62, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not 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

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

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

**(Section 3-5-303):** The teaching load for one faculty member in the Information Systems Security programs is not reasonable. Mr. Bart J. Demeter is teaching ENGL 1320 (Composition I) along with 6 other courses at this campus: BU 222 (Business Law and Regulations), two sections of GS 1145 (Strategies for the Technical Professional), PL 106 (Legal Research and Writing I), PL 1240 (Research and Writing for the Paralegal I), and TB 332 (Professional Procedure and Portfolio Development). The courses he teaches are in both academic associate and bachelor's degree programs. The total current enrollment in the seven courses is 127. In addition to this heavy teaching load, Mr. Demeter also has extensive advising and student tutoring responsibilities. The team concluded that Mr. Demeter's overall instructional responsibilities far exceeded the normal expectations for college faculty.

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 the dedication of librarian, Mr. John Potter. Mr. Potter's library is well-stocked and he was recognized by faculty, staff, and students as being responsive to their academic materials needs in an outstanding manner. The team further commends program chair Ms. Regina Mays. Ms. Mays was unable to procure networking equipment for the purpose of teaching two simultaneous classes. She then purchased the needed equipment with her own money for use by her students. We find this action to be above and beyond her duties; showing particular dedication to her students and the mission of ITT.

## 9. PROGRAM EVALUATION

Academic Associate's in Computer Network Systems Option

Academic Associate's in Network Systems Administration

Academic Associate's in Software Development Technology

9.01 See response from AAC

- (a) See response from AAC
- (b) See response from AAC
- (c) See response from AAC
- (d) See response from AAC

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

As previously stated, Ms. Regina Mays is chair of the School of Information Technology. She reports to the dean of academic affairs, Mr. Ron Hessman. Ms Mays holds a master's degree in Business Administration from Cornerstone University in Grand Rapids, MI and a bachelor's degree in Network Engineering from Davenport University in Grand Rapids, MI. Ms Mays received a Project Management Professional Certification from the Project Management Institute (PMI) (an industry –standard certification which expires in October of 2014. She is also a current member of PMI in good standing. Ms. Mays has an extensive experiential background in systems networking and security extending back more than 10 years. She has been with ITT since June of 2010 and in her role as chair since December 2010.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

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 Information Technology fully utilizes the community resources including field trips to offices/facilities of local businesses, local government and manufacturing facilities located in the Wyoming, MI region. These field trips provide students exposure to the real-world work environment and lead them toward internships and employment opportunities. During the last year, students made field trips to several locations including Business Strategy, Inc.'s Data Center to review the infrastructure and design of the network. Students also visited Heritage Academy to experience Information System Project Management and the Grand Rapids Police Station. Students went to career fairs held by Spirited Presentations. The school invited multiple guest speakers from industry leaders to discuss current trends and remediation techniques. The school has an active program advisory committee (PAC) which meets formally twice per year. The 19 members of this committee represent local businesses, employers and community services. The PAC committee has facilitated the placement of students in this school as full time/part time employees and also as unpaid interns in organizations which are relevant to the academic programs. The career services department works closely with the companies represented on the PAC to arrange career fairs and on campus interviews.

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

(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?

Eight calls were attempted to employers of the graduates of the associate programs in Computer Network Systems

There are no graduates from the Network System Administration and Software Development programs

How many calls to employers or graduates were successful?

Eight 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.

Eight calls to employers confirmed employment 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.

In the “Credit Hour” section on page 67 of the campus 2012-2013 catalog, volume 62, the campus policy regarding homework is contained in the “Resident Courses” paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

(Section 2-2-503) There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not 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

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

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

**(Section 3-4-303):** The teaching load for one faculty member is not reasonable. Mr. Bart J. Demeter is teaching ENGL 1320 (Composition I) along with 6 other courses at this campus: BU 222 (Business Law and Regulations), two sections of GS 1145 (Strategies for the Technical Professional), PL 106 (Legal Research and Writing I), PL 1240 (Research and Writing for the Paralegal I), and TB 332 (Professional Procedure and Portfolio Development). The courses he teaches are in both academic associate and bachelor's degree programs. The total current enrollment in the seven courses is 127. In addition to this heavy teaching load, Mr. Demeter also has extensive advising and student tutoring responsibilities. The team concluded that Mr. Demeter's overall instructional responsibilities far exceeded the normal expectations for college faculty.

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 in Electronics and Communications Engineering Technology

Bachelor's in Electrical Engineering and Communications Technology

Academic Associate's in Electrical Engineering Technology

Academic Associate's in Computer and Electronics 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. Palanisamy Aravindan, chair of the School of Electronics Technology, is assigned to administer the academic programs. Mr. Aravindam hold a master's degree in Business Administration from ITT Technical Institute in Carmel, IN, a master's degree in Computer Engineering from Western Michigan University in Kalamazoo, MI and a bachelor's degree in Electronics and Communication Engineering from the University of Madras in Chennai, India. Mr. Aravindan also holds certifications in Computer & Electronic Technician (ACET) and as Senior Electronics Technician issued by the Electronic Technician Associate (ETA). He joined ITT in October 2001 as an adjunct electronics instructor and became a full time faculty member before being promoted as the chair in June 2005. Prior to joining ITT, Mr. Aravindan taught computer programming courses and worked in the field as a network administrator for more than 5 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)

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

The school chair puts forth an ongoing effort to identify opportunities to expose students to real world experience, work environments, and subject matter experts in their field. Using feedback and assistance from the programs advisory committee (PAC), Mr. Aravindam started a soldering club that provides 3 weeks of hand-on activities for all students in the Electronic programs. Use of community resources to enrich the curriculum includes guest speakers and field trips, most recently to Gentex and Johnson Controls INC (JCI). Additional, field trips are planned this year to the Consumer Energy and to Gentex companies. Interviews with students and faculty confirmed the use of field trips and guest speakers. The campus documented supporting evidence.

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

(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?

Ten calls were attempted to employers of graduates from the Computer and Electronics Engineering Technology program.

Two calls were attempted to employers of graduates from the Electronics and Communications Engineering Technology program.

How many calls to employers or graduates were successful?

Eight calls were successful in the Computer and Electronics Engineering Technology program

Two calls were successful in the Electronics and Communication Engineering Technology 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.

All of the contact 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.

In the “credit hour” section on page 67 of the campus 2012-2013 catalog, te campus policy regarding homework is contained in the “Residence Courses” paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

(Section 2-2-503) There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with student and faculty provided some evidence that out of class work was being evaluated in some, but not 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

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

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

**(Section 3-4-303 and 3-5-303):** The teaching load for one faculty member in the business programs is not reasonable. Mr. Bart J. Demeter is teaching BU 222 (Business Law and Regulations) along with 6 other courses at this campus: ENGL 1320 (Composition I), two sections of GS 1145 (Strategies for the Technical Professional), PL 106 (Legal Research and Writing I), PL 1240 (Research and Writing for the Paralegal I), and TB 332 (Professional Procedure and Portfolio Development). The courses he teaches are in both academic associate and bachelor's degree programs. The total current enrollment in the seven courses is 127. In addition to this heavy teaching load, Mr. Demeter also has extensive advising and student tutoring responsibilities. The team concluded that Mr. Demeter's overall instructional responsibilities far exceeded the normal expectations for college faculty.

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>1</b>	<b>2-2-503</b>	There is no evidence that out-of class work or the equivalency is being evaluated for all courses. (pages 36, 41, 47, 52, 57, 62, and 67)
<b>2</b>	<b>3-1-513(a) and Glossary</b>	Course syllabi do not include out-of-class work assignments for most courses. (pages 35, 40, 46, 51, 56, 61 and 66)
<b>3</b>	<b>3-4-303 and 3-5-303</b>	Three faculty members do not have appropriate teaching loads. (pages 37, 42, 48, 53, 58, 63 and 68)

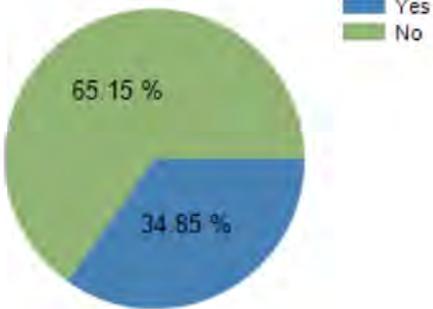
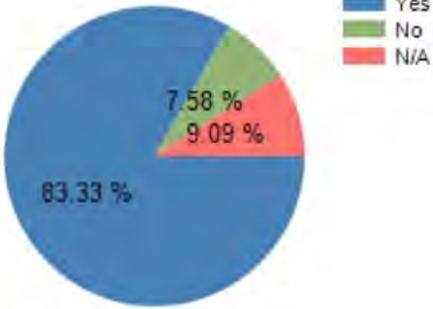
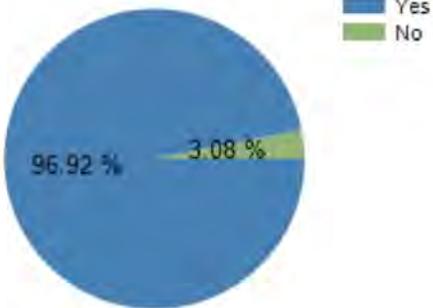
## RECOMMENDATIONS

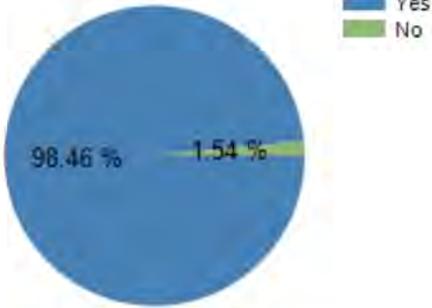
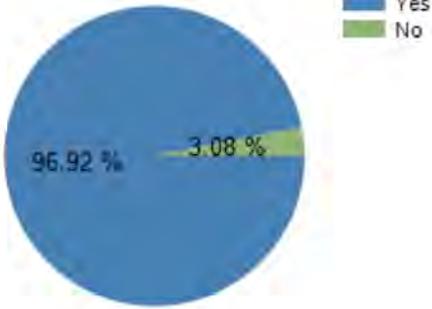
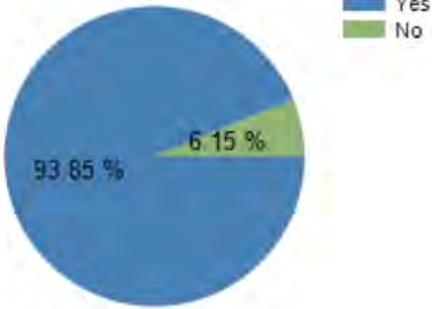
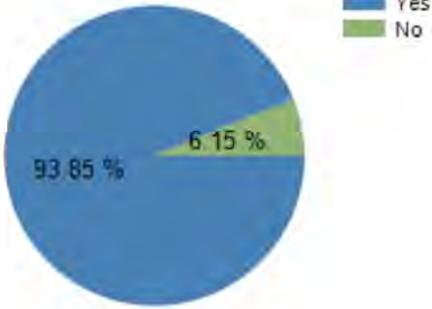
The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

|

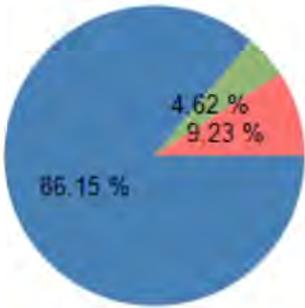
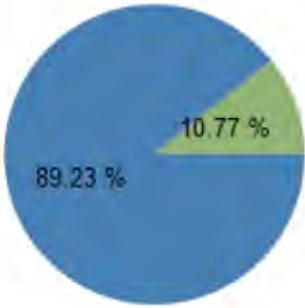
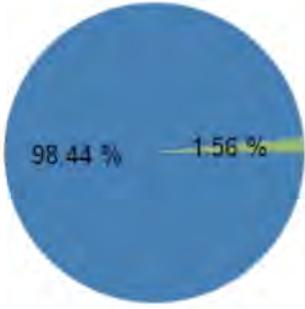
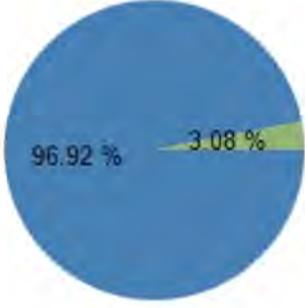
- That the campus offer DC & AC electronics in two courses instead of both foundational topics combined into one course. This would allow more ample time to cover all objectives, including the fundamentals of electronics more in-depth and give student more opportunities for hands-on activities.

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:

Personify Id	Survey Question	Category	Count	
00016088				
	<p><b>1.1. Do you have other postsecondary or college education?</b></p>	Yes	23	
	<p><b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b></p>	Yes	55	
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b></p>	Yes	63	
		No	2	

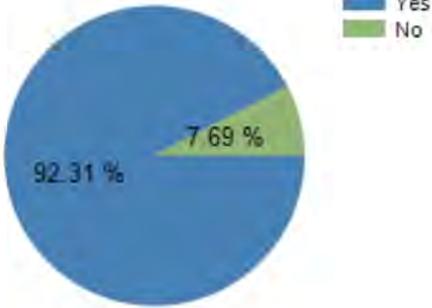
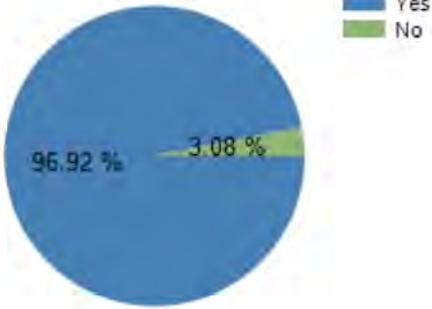
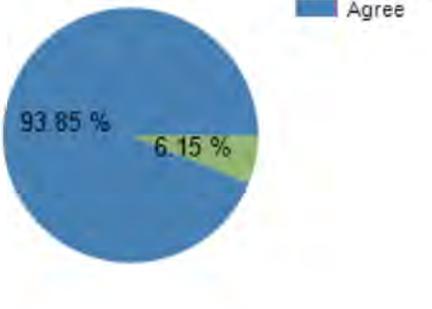
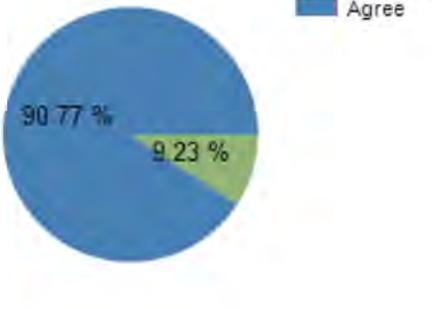
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	Yes	64	 <p>98.46 % 1.54 %</p>
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	Yes	63	 <p>96.92 % 3.08 %</p>
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	Yes	61	 <p>93.85 % 6.15 %</p>
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	Yes	61	 <p>93.85 % 6.15 %</p>
		No	1	

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>62</td> </tr> </table>	Yes	62	<table border="1"> <tr> <td>No</td> <td>3</td> </tr> </table>	No	3	<p>Legend: Yes (Blue), No (Green)</p> <table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>62</td> <td>95.38 %</td> </tr> <tr> <td>No</td> <td>3</td> <td>4.62 %</td> </tr> </table>	Response	Count	Percentage	Yes	62	95.38 %	No	3	4.62 %					
Yes	62																					
No	3																					
Response	Count	Percentage																				
Yes	62	95.38 %																				
No	3	4.62 %																				
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>58</td> </tr> </table>	Yes	58	<table border="1"> <tr> <td>No</td> <td>4</td> </tr> </table>	No	4	<table border="1"> <tr> <td>N/A</td> <td>3</td> </tr> </table> <p>Legend: Yes (Blue), No (Green), N/A (Red)</p> <table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>58</td> <td>89.23 %</td> </tr> <tr> <td>No</td> <td>4</td> <td>6.15 %</td> </tr> <tr> <td>N/A</td> <td>3</td> <td>4.62 %</td> </tr> </table>	N/A	3	Response	Count	Percentage	Yes	58	89.23 %	No	4	6.15 %	N/A	3	4.62 %
Yes	58																					
No	4																					
N/A	3																					
Response	Count	Percentage																				
Yes	58	89.23 %																				
No	4	6.15 %																				
N/A	3	4.62 %																				
	<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>54</td> </tr> </table>	Yes	54	<table border="1"> <tr> <td>No</td> <td>6</td> </tr> </table>	No	6	<table border="1"> <tr> <td>N/A</td> <td>4</td> </tr> </table> <p>Legend: Yes (Blue), No (Green), N/A (Red)</p> <table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>54</td> <td>84.38 %</td> </tr> <tr> <td>No</td> <td>6</td> <td>9.38 %</td> </tr> <tr> <td>N/A</td> <td>4</td> <td>6.25 %</td> </tr> </table>	N/A	4	Response	Count	Percentage	Yes	54	84.38 %	No	6	9.38 %	N/A	4	6.25 %
Yes	54																					
No	6																					
N/A	4																					
Response	Count	Percentage																				
Yes	54	84.38 %																				
No	6	9.38 %																				
N/A	4	6.25 %																				

	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>56</td> </tr> </table>	Yes	56	<table border="1"> <tr> <td>No</td> <td>3</td> </tr> </table>	No	3	<table border="1"> <tr> <td>N/A</td> <td>6</td> </tr> </table>	N/A	6	 <p>86.15 % 4.62 % 9.23 %</p> <p>■ Yes ■ No ■ N/A</p>
Yes	56										
No	3										
N/A	6										
	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>58</td> </tr> </table>	Yes	58	<table border="1"> <tr> <td>No</td> <td>7</td> </tr> </table>	No	7	 <p>89.23 % 10.77 %</p> <p>■ Yes ■ No</p>			
Yes	58										
No	7										
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>63</td> </tr> </table>	Yes	63	<table border="1"> <tr> <td>No</td> <td>1</td> </tr> </table>	No	1	 <p>98.44 % 1.56 %</p> <p>■ Yes ■ No</p>			
Yes	63										
No	1										
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>63</td> </tr> </table>	Yes	63	<table border="1"> <tr> <td>No</td> <td>2</td> </tr> </table>	No	2	<table border="1"> <tr> <td>N/A</td> <td>0</td> </tr> </table>  <p>96.92 % 3.08 %</p> <p>■ Yes ■ No</p>	N/A	0	
Yes	63										
No	2										
N/A	0										

--	--

--

	<p><b>4.4. Were textbooks available when you started classes?</b></p>	Yes	60	 <p>92.31 % 7.69 %</p>
	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	Yes	63	 <p>96.92 % 3.08 %</p>
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	Disagree	4	 <p>93.85 % 6.15 %</p>
	<p><b>5.2. I would recommend this school to others.</b></p>	Disagree	6	 <p>90.77 % 9.23 %</p>
		Agree	61	
		Agree	59	



---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B751E-IHARAZDUK>  
**Sent:** 11/2/2012 2:54:04 PM -0400  
**To:** Earline Simons <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/5fe02f7f69c24758875869be6d16e72d-ESimons>  
**Subject:** More Reports  
**Attachments:** 22403.ITT Tech-Lexington NG.doc; 24233.ITT Tech-Concord, CA NG.doc; 16043.ITT Tech-Lathrop NG.doc; 11243.ITT Tech-Youngstown NG.doc

Miss E,

Here are 4 more...save on the M:/drive and attached here.

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



Follow us on Facebook





## REEVALUATION

### ITT TECHNICAL INSTITUTE

1030 N. Meridan Rd.  
Youngstown, OH 44509  
ACICS ID Code: 00011243

### MAIN CAMPUS

ITT Technical Institute  
Indianapolis, IN  
ACICS ID Code: 00069154

Mr. Frank Quartini, Director ([fquartini@itt-tech.edu](mailto:fquartini@itt-tech.edu))

[Regulatory024@itt-tech.edu](mailto:Regulatory024@itt-tech.edu)

October 24-27, 2012

William Winger	Chair	American International College of Arts and Sciences Antigua	Denver, CO
Richard Travis Murphree	Student-Relations Specialist	Effectual Business Solutions	Eagle, ID
Charles McNeil	Educational Activities	Prince Institute	Thornton, CO
Syrri Terry Donn	Computer Network Systems	Hewlett-Packard (retired)	Saratoga, CA
Alfred Lee Harwell	Drafting and Design	Baker College	Evans, GA
Samy Maurice Hanna	Electronics Engineering Technology	Engineering Consultant	Danville, CA
Patricia L. Patterson	Nursing	Sawyer School (retired)	Marco Island, FL
Chip Snyder	Paralegal	Kaplan University	Hagerstown, MD
Scott Moline	Criminal Justice	Kaplan University	Ankeny, IA
Barry Phillips	Graphic and Visual Communications	Art Director, Designer, Producer	Burleson, TX
Christine Kiely-Granstaff	Staff Representative	ACICS	Princeton, KY

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
YOUNGSTOWN, OH**

CREDENTIAL EARNED	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	20/6	N/A	N/A	N/A	N/A
Academic Associate's	Business Administration	1020	96	0/3	69.80%	86.90%	65.30%	85.70%
Academic Associate's	Criminal Justice	1100	96	30/7	68.71%	<b>56.25%</b>	71.46%	<b>50.79%</b>
Bachelor's of Science	Criminal Justice	1880	180	25/3	75.00%	N/A	95.83	N/A
Academic Associate's	Computer and Electronics Engineering Technology	1120	96	11/8	63.96%	82.14%	71.15	60.00%
Academic Associate's	Electrical Engineering Technology	1058	90	38/8	N/A	N/A	N/A	N/A
Bachelor's of Science	Electronics and Communications Engineering Technology **	2110	180	0/0	71.86%	0.00%	N/A	N/A
Academic Associate's	Computer Drafting and Design	1140	96	4/6	73.53%	72.00%	67.36%	<b>62.5%</b>
Academic Associate's	Drafting and Design Technology	1058	90	14/4	N/A	N/A	N/A	N/A
Academic Associate's	Graphic Communications and Design	1958	90	15/2	N/A	N/A	N/A	N/A
Academic Associate's	Visual Communications	1120	96	6/3	70.54%	57.14%	75.93%	<b>27.27%</b>
Bachelor's of Science	Construction Management **	2090	180	0/0	66.67%	0/0%	N/A	N/A
Academic Associate's	Information Technology-Computer Network Systems	1120	96	14/3	71.04%	91.67%	77.67%	65.71
Academic Associate's	Network Systems Administration	1058	90	55/11	N/A	N/A	N/A	N/A
Academic Associate's	Software Development Technology	1120	96	2/4	70.73%	N/A	N/A	N/A
Bachelor's of Science	Information Systems Security **	2081	180	0/0	<b>55.56 %</b>	0.0%	N/A	N/A
Academic Associate's	Paralegal	1071	90	6/2	N/A	N/A	N/A	N/A
Academic Associate's	Paralegal Studies	1110	96	5/6	67.11%	66.67%	72.22%	0.0%
Academic Associate's	Nursing	1548	109	94/49	95.56	N/A	N/A	N/A
	TOTAL ENROLLMENT		<b>495</b>					

\*\* The above programs with no enrollment are expected to either attain students for the programs within the required time frame for ACICS or be surrendered and not offered in the future.

## INTRODUCTION

The Youngstown campus of ITT is one of the original campuses first purchased by ITT in 1966. The campus has served the community for approximately 50 years and now has over 5,000 alumni. The campus offers both the academic associate's degree and a bachelor's degree. Currently the campus has a population with approximately 500 students. From the last CAR, the campus demographics showed an approximate even mix of female and male students with almost 80% attending evening classes. Most students are not the typical college-aged students but tend to be more mature, with approximately 50% of the students listed as Caucasian and 50% of undisclosed race or minority.

The campus facility is located right off an Interstate and is convenient from all of the Youngstown metropolitan area. The facility is approximately 30,000 square feet with classrooms, labs, resource center, faculty office space, administrative office space and student break area. There is adequate parking for students, faculty and staff.

## 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 uses capstone courses, student engagement and student success as measurements of outcomes in all curriculums. Capstone course grades and outcomes assessment are indicators of program success or failure. Each capstone course is analyzed for each student's individual success in the capstone course. The capstone results are then analyzed to determine if courses or faculty need remediation. Student success is measured by grades earned at midterm and at the conclusion of each course. Engagement is measured by completion of individual programs and course completion and daily attendance.
- 1.12 Are the following identified and described in the CEP?

The baseline data for each outcome.

Yes     No     Not Applicable

The data used by the campus to assess each outcome.

Yes     No     Not Applicable

How the data was collected.

Yes     No     Not Applicable

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

Yes     No     Not Applicable

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

Yes     No

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

Yes     No

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

The goals are to increase retention 3-5% by implementing the following activities:

- increasing use of outside speakers;
- introduction of new teaching techniques;
- further assessment of student feedback;
- additional faculty observations; and
- having school chairs teach initial classes.

Placement goals are specific to programs offered and the goals vary by program. The campus is also endeavoring to raise starting salaries for its graduates. These goals are to be met by more employer contact and the teaching of negotiating skills to the campus' graduates to assist them in negotiating an initial salary.

- 1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

Yes     No

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

Yes     No

(c) That periodic progress reports have been completed.

Yes     No

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

The campus director, Mr. Frank J. Quartini, is the person on the Youngstown campus of ITT Technical Institute who is responsible for the implementing and monitoring of the CEP. He is assisted by his management committee which consists of the managers who report directly to him to act as the CEP committee for this campus. Mr. Quartini has been employed by ITT Tech since 1996 both as the director and as the director of recruitment. Mr. Quartini holds a bachelor of arts degree in Social Studies and a master's degree in Education Administration, both from Youngstown State University.

- 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. Frank Quartini is the on-site administrator of the Youngstown ITT campus. Mr. Quartini has been employed by ITT Tech since 1996 both as the director and as the director of recruitment. Mr. Quartini holds a bachelor of arts degree in Social Studies and a master's degree in Education Administration, both from Youngstown State University.

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

**GENERAL COMMENTS:**

The campus provides a warm and friendly atmosphere for the benefit of its student body.

## 4. RELATIONS WITH STUDENTS

### ALL PROGRAMS

- 4.01 How many student files were reviewed during the evaluation?  
During the visit the team reviewed 48 student files.
- 4.02 How does the institution ensure that its student relations reflect high ethical standards?  
All student relations activities are controlled by corporate headquarters to ensure that recruitment efforts reflect a high ethical standard consistent with the mission statement. Each admissions recruiter has numerous pre-written presentation guides to assist him or her with each aspect of the recruiting process.
- 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. Michael Sekol, director of recruitment, is responsible for the oversight of student recruitment. Mr. Sekol has an associate's degree in Web Design from ITT Technical Institute. He has been the director of recruitment since December of 2010. Mr. Sekol has been in student recruitment with the campus since December of 2008. Prior to that, he was in sales management since 2001.
- 4.10 Describe the process for the recruitment of new students.  
Recruitment is done with multiple and different marketing strategies. The campus uses print, TV and radio commercials, and the internet. Either students will call in to schedule a personal interview with an admissions representative or the admissions representatives will call the prospective student to schedule a personal interview. The interview provides the prospective student with information regarding the programs of interest and the facility.
- 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

**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 policy are published in the 2012-2013 Volume 68 catalog on page 66-70.

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?

Mr. Joseph DeRamo, dean of academic affairs, is responsible for the administration for satisfactory academic progress. Mr. DeRamo holds a bachelor's degree in Criminal Justice from Youngstown State University and a master's in Administration of Justice from Mercyhurst College. Mr. DeRamo has been the dean of academic affairs at this campus since December of 2009. He has been with ITT Technical Institute since March of 2006. Previously, Mr. DeRamo was in law enforcement and loss prevention.

- 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. William Beach, director of finance, is responsible on-site for administering of student financial aid. Mr. Beach has a

bachelor's degree in Communication from Slippery Rock University. He has been the director of finance at this campus since 2005. Mr. Beach has been with ITT Technical Institute since 2000. Previously, he was in banking management. He is a member of the Ohio Association of Student Financial Aid Administrators (OASFAA).

- 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 with regulations and policy changes in financial aid by attending a variety of trainings and holding appropriate memberships in professional organizations. The financial aid office has a membership with the Ohio Association of Student Financial Aid Administrators (OASFAA). Additionally, the financial aid office has attended multiple trainings in the last year on different financial aid topics.
- 4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes     No
- 4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes     No (Skip to Question 4.54.)
- 4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
 The campus offers and encourages participation in the following activities:
- new student orientation;
  - new student mixer;
  - Constitution Day;
  - tutoring; and
  - academic advising.
- 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. Arthur Daly, director of career services, is responsible for the oversight of counseling students on employment opportunities. Mr. Daly has a bachelor's in Finance from Youngstown State University. He has been the director of careers services at this campus since 2009 and with ITT Technical Institute since 2008. Previously, Mr. Daly was in human resource recruitment and various restaurant management positions.
- 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 training, where they are required to view a video and complete a test to support completion of this process. 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. The team viewed a variety of reports supporting this process, which is managed on a weekly basis.
- 4.64 Describe the extracurricular activities of the institution (if applicable).  
The campus offers and encourages participation in programmatic clubs, community volunteering time and as on campus blood mobile.

## 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?  
 Joseph DeRamo was hired as the dean of academic affairs in December of 2010 and he is assigned to oversee the educational activities of all programs at the campus. Mr. DeRamo holds a bachelor's degree in Criminal Justice from Youngstown State University and a master's degree in the Administration of Justice from Mercyhurst College. Mr. DeRamo began his tenure with ITT as program chair for the school of Criminal Justice in March of 2006. In addition to his academic training, Mr. DeRamo has over 14 years' occupational experience in law enforcement, in which he held various administrative and supervisory positions.
- 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 team reviewed the program administrator's personnel files to verify that they have the appropriate job descriptions and confirmed that they were executed. Upon review, it was revealed that the job descriptions listed specific duties and responsibilities that indicated that the program administrators have sufficient authority and responsibilities for the development and administration of their respective programs. In addition, the program administrator's ACICS data sheets listed the percentage of time they have dedicated for their administrative tasks.
- 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 campus provides tutoring for students who need extra academic support. The team found signs posted on campus in which faculty in conjunction with the librarian are available to meet with students at designated times for extra help. In addition, the exceptional students are encouraged to undertake extra projects to enhance their academic training, whereas students that are not making satisfactory academic progress must meet with the dean of academic affairs for academic advising and to create a remedial plan for academic success.
- 5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 The campus has a corporate curriculum manager who analyzes technical advancements and occupational considerations for the specific program assigned. The faculty and program advisory committee members are encouraged to make recommendations to the curriculum. The recommendations are evaluated at the corporate level and if they are approved, the revisions are implemented corporate wide. ITT also has a Faculty Collaboration Portal where faculty can communicate directly with the corporate curriculum managers to post observations or make recommendations.
- 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 non-degree 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 requires the faculty to attend the quarterly faculty in-service training. Documentation was on file to verify their agendas, minutes and sign-in sheets of the attendees. In addition, the campus provides faculty with certificates of attendance for their in-service training which is placed in their faculty file folders as evidence of professional development.

- 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

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

- 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**

- 5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes  No

**6. EDUCATIONAL FACILITIES**

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).  
The campus facility is located right off an Interstate and is convenient from all of the Youngstown metropolitan area. The

facility is approximately 30,000 square feet with the following spaces:

- classrooms;
- labs;
- resource center;
- faculty office space;
- administrative office space; and
- student break area.

There is adequate parking for students, faculty and staff.

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

**GENERAL COMMENTS:**

The facility is suitably located for its student body. The campus is well maintained, bright and airy and is conducive to the campus' mission.

**7. PUBLICATIONS**

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

The team reviewed the 2012-2013, volume 68 catalog published on October 10, 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
- 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.)

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

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 via the following mediums:

- direct mail;
- company Web site;
- the Yellow Pages; and
- broadcast advertising.

Are the advertisements under acceptable headings?

Yes       No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes       No (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?

Yes       No (Skip to Question 7.15.)

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

Yes       No

7.16 Is the phrase “for those who qualify” properly referenced in all advertising that mentions financial aid?

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

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY 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 ITT-Youngstown campus has been allocated \$7,861.00 for their 2012 library budget. The campus has spent 80% of the budget towards their virtual library, periodicals and textbooks in the areas of electronics, information technology, general education, business, criminal justice, visual communications, allied health in addition to drafting and design.
- 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

**GENERAL COMMENTS:**

While on-site, the team discovered that the librarian's administrative assistant resigned on Friday, October 19, 2012. In the interim, the campus has assigned adjunct instructor, Michael Pozega to assist with coverage of the LRC while the campus interviews for a new administrative assistant for the LRC. In addition, it was revealed that Mr. Michael Pozega did not have documentation evidencing that he completed the "LRC Service Provider Training". However, during the visit the team was provided with documentation evidencing that Mr. Pozega completed the LRC Service Training on October 23, 2012.

**9. PROGRAM EVALUATION**

Bachelor of Science 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

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. Bruce Simeone is the chair of the bachelor's degree program in Criminal Justice. Mr. Simeone earned a bachelor's degree in Corrections and a master's degree in Police Administration from Youngstown State University. Mr. Simeone joined the Niles Police Department in Niles Ohio in 1970 and was appointed chief of police of that agency in 1996, retiring in 2011. Mr. Simeone has attended numerous law enforcement training seminars and conferences under the oversight of the Ohio Police Officer Training Association to include supervision and management courses. He became an instructor in the Criminal Justice program at this campus in 2010 and was appointed chair in March of 2012.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes       No

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

Yes       No

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

Yes       No

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

(a) Student retention rate of 62%  
 Yes       No       Not applicable (new branch only)

(b) Student placement rate of 58%  
 Yes       No       Not applicable (new branch only)

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

The chair reported that classes have participated in tours of two correctional facilities; one private and one state. A career fair was recently conducted in which Criminal Justice students were able to interact with vendors representing various facets of the criminal justice career field. Speakers invited to address classes represented area law enforcement agencies and correctional practitioners. Finally, a Deputy U.S. Marshall also addressed the class discussing duties and responsibilities of the U.S. Marshall's Office and employment opportunities.

- 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 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

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 57 of the campus' 2012-2013 catalog, volume 68, the campus policy regarding homework is contained in the "Residence Courses" paragraph reads as follows: “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.

There is 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

**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 reinstated bachelor of science in Criminal Justice program is staffed with a chair and faculty that all have advanced degrees in the field and extensive field/practitioner experience. The program advisory committee is represented by a wide array of criminal justice practitioners. Off-campus activities consist of tours to criminal justice and correctional facilities to enhance both student awareness of these agencies as well as employment opportunities. On-campus activities have included a career fair and practitioner guest speakers all of which represent most positive exposure to the criminal justice career field.

## **9. PROGRAM EVALUATION**

Associate of Applied Science Degree in Paralegal Studies

**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. Bruce Simeone, chair of Criminal Justice, is assigned to administer the Paralegal Studies program. He holds a bachelor's degree in Corrections from and a master's degree in Police Administration from Youngstown State University. Mr. Simeone started as chair with ITT in December of 2010. Prior to starting at ITT in 2010, he served as chief of police in Niles, Ohio for 15 years. Mr. Simeone is assisted in the Paralegal Studies program by Dennis Sarisky, adjunct instructor in Paralegal Studies. He holds a bachelor's degree in Accounting and Finance from Mount Union College in Alliance, OH, and a juris doctor from Capital University in Columbus, OH. Mr. Sarisky has been an adjunct instructor since June of 2007. Since April of 2006, he has served as magistrate for the General Division of the Mahoning County Common Pleas Court. Previously, he was a magistrate of the Domestic Relations Court from 2004-2005. From 1998-2004, he was self-employed in a private law practice and assistant prosecutor.

- 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 have taken field trips to Mahoning County courthouse and law offices. There have also been guest speakers including a family law attorney. In addition, there have been program advisory committee meetings.

- 9.08 Are these resources sufficient?

Yes  No

- 9.09 Reviewed at AAC

- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes  No

- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes  No  NA, (these elements are not part of the program or no student is far enough 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?

There were two calls made to employers.

How many calls to employers or graduates were successful?

There were two 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 2 calls that 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)

In the "credit hour" section on page 57 of the campus' 2012-2013 catalog, volume 68, 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.

Faculty made available to the team homework assignments submitted by students and graded. Also, students interviewed by the team provided access to their 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 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:**

The adjunct instructor's knowledge and experience in a variety of legal disciplines provides the students with an education that incorporates real life relevance with subject matter content.

## 9. PROGRAM EVALUATION

Associate of Applied Science Degree in Network System Administration  
Associate of Applied Science Degree in Computer Network Systems

## Associate of Applied Science Degree in Software Development 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
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. David Smith is assigned to administer the information technology programs. He holds a bachelor's of science degree in Business Administration and a master's degree in Computing and Information Systems from Youngstown State University. Mr. Smith has been an instructor in ITT since 2000 and the Chair of the School of Information Technology since 2003. He also had many years of prior experiences in the information technology industry.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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).  
 A field trip was organized recently to allow students to see the latest information technologies first hand. A guest speaker is scheduled to give a talk in November. Additional guest speakers will continue to be sought in the future. Program Advisory Committee meetings were held to help ensure the programs remain current and meet the needs of the current job market.
- 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, the minimum amount of time expected to complete out-of-class 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 eight calls made to employers for the Computer Network Systems program. No calls were made for Software Development Technology and Network System Administration programs since there were no graduates.

How many calls to employers or graduates were successful?

There were seven 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 seven calls that confirmed the employment of nine 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)

In the "credit hour" section on page 57 of the campus' 2012-2013 catalog, volume 68, 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.

Samples of graded homework assignments were provided by the chair and an instructor as 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

**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

Associate's degree in Computer and Electronics Engineering Technology (CEET)

## Associate's degree in Electrical Engineering Technology (ELCT)

**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. David Brett is assigned to administer the CEET and the ELCT programs as the chair of the School of Electronics Technology. He holds a bachelor's degree and a master's degree both in Education from Youngstown State University. Mr. Brett has more than 30 years of experience in the fields of Electronics and Communications working in industry and teaching. Mr. Brett is qualified for his current position.
- 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)
- No retention or placement data were included in the Campus Accountability Report (CAR) for the new program Associate's degree in Electrical Engineering Technology (ELCT) which started June 2011.
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 The School of Electronics provides for students in the CEET and ELCT programs the following community resources:
- The campus has a Program Advisory Committee (PAC) advising the School of Electronics on how to enhance the interaction with the community and how can students benefit from the resources available in the community;
  - Students in these programs participated in two presentations by guest speakers in the field of electronics;
  - Students in these programs participated in field trips to manufacturing plants of Ajax-Tocco, Duferco Steel, and Delphi;
  - An optional workshop was offered by the School of Electronics over four Saturdays on Emergency Communications and was attended by interested students in the School of Electronics as well as interested engineers and technicians from 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 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 new program associate's degree in Electrical Engineering Technology (ELCT) started June 2011 and has no placement data in the CAR. Calls were made to verify placement data for the CEET program.

How many calls to employers or graduates were successful?

There were 8 call made to employers.

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 5 calls completed.

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

There were 5 confirmed placements.

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)

In the "credit hour" section on page 57 of the campus' 2012-2013 catalog, volume 68, 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 has been provided documentations verifying 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

**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

Associate of Science Degree in Nursing

**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. Keisha Clark is the chair for the Nursing program at ITT-Youngstown Ohio. She holds an associate of science degree in Nursing from Owens State Community College; a bachelor's of science degree in Biology from Mount Union College; and a master of science degree in Nursing from the University of Phoenix. Ms. Clark has been an instructor at this campus for one year prior to being named as program chair. She has over 10 years of work experience as a staff/charge nurse, nursing instructor and clinical teaching assistant. The team was provided documentation for 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)
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 The Nursing program at ITT Youngstown Ohio has an advisory board that is comprised of members from the medical community and campus faculty that meet twice a year, and several medical sites that are used for student clinical rotations. There have been three field trips to Job and Family Services, Medical Museum at Youngstown State University and Rescue Mission. In addition, two guest speakers are planned for November for NU240, Gerontologic Nursing class. There is a student nursing association on campus that has plans to get involved with the local women's shelter.
- 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)

In the "credit hour" section on page 57 of the campus' 2012-2013 catalog, volume 68, 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.

There 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

**GENERAL COMMENTS:**

The team interviewed 83 current students. They all expressed satisfaction with their faculty and are very pleased with the Nursing chair, Ms. Clark. The team observed 4 Nursing classes in which the instructor demonstrated the knowledge and understanding of the material being presented and interacted in a positive manner with the students.

**Recommendation:** The team would like to recommend the addition of an electronic charting program such as Sim EMR or any other similar program. The team also recommends a medicine dispensing system such as a Demo Dose or any other similar system. These additions will make the graduates more prepared for today's hospitals and skilled nursing facilities.

## 9. PROGRAM EVALUATION

**Associate of Applied Business Degree in Business Administration and  
Associate of Applied Science Degree in Business Management**

**FOR 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. D. Albert Rouan, chair of the School of Business, was hired by ITT Technical Institute in September of 2012 and is assigned to administer the two business programs at the Youngstown campus. He also serves as chair of the Drafting and Design programs. He holds an associate's degree in Civil and Construction Engineering Technology; a bachelor's degree in Civil Engineering Technology; and a master's degree in Business Management and Leadership from Thomas Edison State College in Trenton, New Jersey. Mr. Rouan is pursuing a doctorate of business administration degree in Public Administration from Northcentral University in Prescott Valley, Arizona. For the past five years, he has taught graduate Business courses for the University of Phoenix. He has also worked as a civil engineer in leadership positions in county and state governments as a director of planning and zoning, fiscal officer, and director of administration for over 20 years. He holds a current professional licensure from the American Institute of Certified Planners (AICP) and is a member of the American Planning Association (APA).
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?  
 Yes       No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes       No
- 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%  
 Yes       No       Not applicable (new program only)  
 (b) Student placement rate of 58%  
 Yes       No       Not applicable (new program only)
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 The Business instructors utilize guest speakers, field trips, and a PAC to enhance the Business programs. Guest speakers used included a regional marketing director for Borders Bookstores and a local businessperson who spoke on time management practices and techniques needed in today's workplace. Field trips have been conducted to the Youngstown Business Incubator located in the greater Mahoning Valley, a technical energy expo, and a business training seminar. The campus also utilizes a Business PAC to provide feedback and suggestions from local business representatives relative to the programs of study offered and being considered 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 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?

There were no graduates from the associate's degree program in Business Management reported on the 2011 CAR.

Eight telephone calls were made to validate the placement data for graduates in the Business Administration associate's degree program submitted on the 2011 CAR.

How many calls to employers or graduates were successful?

Five of the eight attempted 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.

The five successful contacts with employers confirmed the employment of the associate's degree graduates in Business Administration 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)

In the "credit hour" section on page 57 of the campus' 2012-2013 catalog, volume 68, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

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

There is 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

**FOR ACADEMIC ASSOCIATE'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
- 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. PROGRAM EVALUATION

Academic Associate of Applied Science in Drafting and Design Technology  
Academic Associate of Applied Science in Computer Drafting 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

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. David Rouan is assigned to administer the associate's program in Drafting and Design Technology, and the associate's program in Computer Drafting and Design. Mr. Rouan holds a bachelor's in Applied Science and Technology and a master's degree in Management from Thomas Edison State College. Additionally, Mr. Rouan is ABD pursuing a doctorate in Business Administration from Northcentral University. To complement the educational background, Mr Rouan has 19 years experience as fiscal officer for Weathersfield Township; 2 years as director of administration and governmental affairs for Trumbull County, Ohio; and 4 years as associate faculty member - online campus for the University of Phoenix. The educational foundation and diversity in work experience provides Mr. Rouan with excellent qualifications to administer these 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%  
 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 Drafting and Design Technology and Computer Drafting and Design plans to utilize both guest speakers and field trips to augment the programs in the coming year. This year Mr. Wade Smith spoke to the GS1145, Strategies for the Technical Professional, about effective time management. In addition, there have been 2 Advisory Committee meetings this year. These types of activities significantly enrich the programs' effectiveness.

- 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 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?  
Four employers of graduates were called.

How many calls to employers or graduates were successful?  
All four of the calls were successful contacts.

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 four calls verified graduate employment.

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)

In the "credit hour" section on page 57 of the campus' 2012-2013 catalog, volume 68, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

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

**(Section 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.

9.24 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

Associate of Applied Science degree in Graphic Communications and Design  
Associate of Applied Science degree in Visual Communications

**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. David Rouan is program chair of Visual Communications and Graphic Communications and Design at the ITT Youngstown campus. He has been in this position for approximately five weeks. Mr. Rouan holds three degrees from Thomas Edison University State College: an associate's degree in Civil and Construction Engineering Technology, a bachelor's degree in Civil Engineering Technology, and a master's degree in Management. He is currently in the final stages of completing a doctorate in Business Administration from Northcentral University in Prescott, Arizona with an expected completion of late 2012. Mr. Rouan has an extensive professional background in local and regional road construction for county government. He has membership in the professional organization American Planning Association (APA) and is licensed by the American Institute of Certified Planners (AICP). As program chair, he oversees one full-time and two part-time instructors in the Visual Communications and the Graphic Communications Design programs.

Technical subject matter expert in the Visual Communications and Graphic Design programs is full-time instructor Mr. Nicholas Barbush. Mr. Barbush has been at the campus for approximately four and one-half years with two years as lead instructor. He holds a bachelor's degree in Media Arts and Animation from the Art Institute of Pittsburgh. His field of expertise is in the areas of graphic design/animation, 3D Studio Max and CS 5.

- 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 campus invites speakers from design firms and there are also planned field trips to various locations that feature design studio and professional working situations in the corporate visual communications area to enrich the programs at the ITT Youngstown campus. The program advisory committee is made up of members from various aspects of the local design community. They meet twice a year to make suggestions and recommendations to faculty about improvement of the educational experience for the students. Once a year, a portfolio review night is held at the campus for professionals to come to review student work and network with students about professional job opportunities in the area. Students in the past have found career entry level employment at local television stations in producing commercials, broadcast graphics and design and other media-focused businesses such as Accent Media.
- 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 in the program)

9.12 Reviewed at AAC

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

Yes       No       NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

Yes       No

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

(a) Title and course descriptions

Yes       No

(b) Course numbers

Yes       No

(c) Course prerequisites and/or corequisites

Yes       No

(d) Instructional contact hours/credits

Yes       No

(e) Learning objectives

Yes       No

(f) Instructional materials and references

Yes       No

(g) Topical outline of the course

Yes       No

(h) Instructional methods

Yes       No

(i) Assessment criteria

Yes       No

(j) Method of evaluating students

Yes       No

(k) Date the syllabus was last reviewed

Yes       No

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

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

Yes       No

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

Yes       No

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

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

assignments were not included as any percent of the final grade.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

Visual Communications program - 8

There were no graduates/placements during the corresponding CAR period in the Graphics Communications Design program.

How many calls to employers or graduates were successful?

In the Visual Communications program, 6 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.

In the Visual Communications program, 6 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.

On page 57 of the ITT 2012-2013 catalog volume 68, the following is stated: 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 was presented examples of homework that was graded and evaluated by the instructor. The samples were typical visual assignments for various projects of animation, type design, graphic design and composition layout. The assignments were returned to the students with grades and notes of assessment of the projects.

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

- (d) Personnel  
 Yes     No

9.25 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:**

The team reviewed four student portfolios and found them to qualify visually for suitable representation for entry into the work force. The portfolios, of both past and present students, represented areas of animation, logo design, cinematic layout and production design, green screen shooting, web design and type compositing. The display case in the main hallway continually shows demo reels of previous graduates in an ongoing loop for students and visitors to the campus to see.

## SUMMARY

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

Citation	Summary Statement (followed by report page number)
<b>3-1-513(a) and Glossary</b>	Course syllabi do not include, as appropriate, out-of-class work assignment (pages 29, 33, 37, 41, 45, 49, 50 & 54)

### **RECOMMENDATIONS:**

The team recommends that more attention be given to the grammar and spelling that students use in the presentation of their

portfolios. The team found multiple misspelled words, capitalization errors and grammatically incorrect sentence structures in some portfolio presentations.



## NEW GRANT

**ITT Technical Institute**  
**16916 South Harlan Road**  
**Lathrop, CA 95330**  
**ACICS ID Code: 00016043**

Mr. Dennis Kelley, College Director (DGKelley@itt-tech.edu)

[regulatory093@itt-tech.edu](mailto:regulatory093@itt-tech.edu)

## MAIN

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

October 1-2, 2012

Dr. Donna Stewart	Chair	University of Southern Mississippi, Retired	Hattiesburg, MS
Ms. Angela March	Student-Relations Specialist	DC Education Licensure Commission, Former Education Compliance Specialist	Havre de Grace, MD
Mr. Khaled Sakalia	Educational Activities, Computer Drafting & Design, Project Management (Construction option), Construction Management, Drafting & Design Technology	International Academy of Design & Technology	Sammamish, WA
Ms. Megan Cole	Criminal Justice, Library, Criminology/Forensic Technology, Facilities	Glove Education Network	Woodbury, MN
Dr. Harpal Dhillon	Engineering Technology	Intelligent Education Solutions, Inc.	Annandale, VA
Mr. Mark Baldwin	Graphic Communications & Design, Visual Communications, Digital Entertainment & Game Design	Baldwin Consulting	Golden, CO
Dr. David Teneyuca	Information Systems & Cybersecurity, Information Systems Security, Business Administration, Project Management (Administration option)	University of Texas – San Antonio	San Antonio, TX
Mr. Bill Wu	Information Technology - Computer Network Systems, Network Systems Administration	Northwestern Polytechnic University	Fremont, CA
Ms. Billie Joy Langston	ACICS Staff		Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
LATHROP, 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	Business Administration	1896	180	9/0	74.2%	100.0%	67.2%	85.7%
Bachelor's	Criminal Justice	1880	180	12/1	82.4%	75%	91.7%	<b>31.3%</b>
Bachelor's	Construction Management	2100	180	5/0	82.2%	71.4%	85.7%	81.8%
Bachelor's	Digital Entertainment & Game Design	2100	180	1/1	95.9%	<b>40%</b>	89.6%	<b>37.5%</b>
Bachelor's	Electronics & Communications Engineering Technology	2110	180	14/0	87%	66.7%	92.0%	92.9%
Bachelor's	Electrical Engineering & Communications Technology	2127	180	31/0	0%	0%	0%	0%
Bachelor's	Information Systems & Cybersecurity	2164	180	24/2	0%	0%	0%	0%
Bachelor's	Data Communication Systems Technology	2100	180	0/0	80.8%	90.0%	87.5%	80.0%
Bachelor's	Information Systems Security	2080	180	9/0	74.3%	75%	71.4%	0%
Bachelor's	Project Management & Administration (Administration option)	1940	180	23/3	0%	0%	0%	0%
Bachelor's	Project Management Administration (Construction option)	1940	180	18/0	0%	0%	0%	0%
Academic Associate's	Business Management	970	90	31/8	0%	0%	0%	0%
Academic Associate's	Computer Drafting & Design	1140	96	12/0	73.5%	<b>29.4%</b>	78.8%	<b>53.3%</b>
Academic Associate's	Computer & Electronics Engineering Technology	1120	96	30/1	78.8%	89.5%	69.8%	77.8%
Academic Associate's	Criminology & Forensic Technology	981	90	42/3	0%	0%	0%	0%
Academic Associate's	Criminal Justice	1020	96	25/1	72.8%	<b>54.3%</b>	81.3%	<b>42.9%</b>
Academic Associate's	Drafting & Design Technology	1058	90	24/6	0%	0%	0%	0%
Academic Associate's	Electrical Engineering Technology	1058	90	81/8	0%	0%	0%	0%

Academic Associate's	Graphic Communications & Design	1058	90	33/1	0%	0%	0%	0%
Academic Associate's	Information Technology - Computer Network Systems	1120	96	37/6	74.6%	77.3%	80.3%	<b>62.1%</b>
Academic Associate's	Network Systems Administration	1058	90	80/6	0%	0%	0%	0%
Academic Associate's	Visual Communications	1120	96	23/0	84.6%	75%	73.6%	100.0%
Academic Associate's	Mobile Communications Technology	1058	90	0/0	0%	0%	0%	0%
Academic Associate's	Paralegal	981	90	0/0	0%	0%	0%	0%
	<b>TOTAL ENROLLMENT</b>			<b><u>564</u></b>				

The academic associate's program in Data Communication Systems Technology graduated the final student in the program in September 2012. The program will no longer be offered after December 2012.

The academic associate's programs in Mobile Communications Technology and Paralegal are approved programs but were never launched at this campus. The administration is in contact with the corporate regulatory affairs manager to determine the most appropriate timeframe to remove the programs.

## INTRODUCTION

ITT Technical Institute - Lathrop is part of the nationwide system of ITT Technical Institutes that are owned by ITT Educational Service, Inc., located in Carmel, Indiana. This system of colleges is a leading private college system that focuses on technology-oriented programs of study.

ITT-Lathrop is located in a clean, well-lit facility and consists of 26,000 square feet, providing theory classrooms, laboratories, administrative offices, library, bookstore, student lounge, employee lounge, testing rooms, and conference rooms. A large, free-of-charge parking area is available to students, faculty, and guests. Students have a pleasant learning environment. The campus is scheduled to be updated in 2014-15.

The facility has the capacity to accommodate 850 students and staff. The campus offers 13 academic associate's degree programs and 11 bachelor's degree programs in five areas of study – business, criminal justice, drafting and design, electronics technology, and information technology. Students come from a large geographic area and represent six ethnicities.

The revised 2011 Campus Accountability Report (CAR) dated March 2012 was presented to the team late on the first day of the visit. Evidence indicated that it had been submitted to ACICS. The team was not informed of the CAR submission until the end of the first day, and program specialists had already made placement calls. The 2011 CAR left in the team room, though, had been identified by campus officials as the official document submitted.

The team spent extra time to fully discuss the credit-hour assignment issue. Some programs applied the Criteria appropriately while others did not.

## 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

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

Prior to the visit, the team reviewed the Campus Effectiveness Plan (CEP) included in the self-study that was dated August 13, 2011. At the beginning of first day of the visit, the team asked for clarification of some parts of the CEP. Late in the afternoon of day one, the team asked for the information requested. During the course of the conversation with the director, the team realized that there were differences in the documents and was told that a revised CEP dated August 30, 2012 was in the team room. This necessitated the team having to perform a second review of the CEP.

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 utilizes the following measures to assess student learning outcomes:

- Capstone courses - A typical capstone course includes data gathering and analysis needs assessment, planning, designing, testing, implementation, documentation, etc. The student would be required to integrate and apply the knowledge gained in the program, perhaps work in teams, and apply critical-thinking and problem-solving skills to a project.
- Capstone assessment data - Examples of these data are communication skills; teamwork; project management; research; critical thinking, analytical reading, logical reasoning, originality and creativity; and qualitative and quantitative problem solving. In some courses, assessment rubrics are employed. When assessment data is available, faculty members review the proficiency levels achieved by graduates and initiate improvement actions as needed.
- Student engagement - This measure is assessed by tracking student attendance and the ability to complete program courses.
- Student success - This measure is computed by dividing the number of students passing by the number of student attempts (this is counted when a student sits for a section).
- Employer surveys - The campus surveys employers to gather their opinions and input in determining student success. The responses of employers are used in measuring the graduate's knowledge and determining the level of 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

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

The CEP submitted with the self-study did not have baseline data identified; however, this information was provided in a revised CEP provided at the end of the first day of the visit.

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

Yes  No

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

Yes  No

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

To meet placement goals, the campus lists the following selected activities to be undertaken, specifically by the director and director of career services:

Director:

- Conduct reputation building events to strengthen the campus's relationship to the community
- Maintain active memberships in the Lathrop, Tracy, Manteca, Stockton, and Modesto Chambers of Commerce, and
- Develop a target list of influential constituents with whom to develop relationships

Director of Career Services:

- Use the career services plan vs. actual performance model and discussion during weekly departmental meetings
- Use pre-graduate quarterly calendar to drive engagement and action timelines
- Create individual career game plans for each pre-graduate to ensure maximum success

To meet retention goals, the campus identified the following selected activities to be pursued in improvement of retention by the dean:

- Perform a daily review of 10-day and consecutive absence reports with school chairs and faculty
- Provide a daily copy of the “absent students” report to the recruitment department to assist with contacting students
- Conduct various quarterly student appreciation events in order to instill a greater sense of community and belonging
- In week seven, provide school chairs a list of all failing students in order to help intercede on behalf of overwhelmed students

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.

While the campus director, Mr. Dennis Kelley, is ultimately responsible for the implementation and monitoring of the CEP, a team assists him. This team is composed of the dean; associate dean(s); directors of finance, recruitment, and career services; the registrar; school chairs; and a faculty representative from each program. Mr. Kelley holds an associate’s degree in Technical Studies and a bachelor’s degree in Liberal Arts from Excelsior College in Albany, New York. In 2004, Mr. Kelley was awarded a master of business administration degree in Business from Franklin University in Columbus, Ohio. He has completed all coursework toward a doctoral degree in Organizational Management from Capella University, but no degree had been conferred at the time of the visit.

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:

Minutes of a meeting held on August 30, 2012 were available for review; however, no previous year's minutes were provided to the team.

## 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. Dennis Kelley was named campus director on July 12, 2012. Mr. Kelley holds an academic associate's degree in Technical Studies and a bachelor's degree in Liberal Arts from Excelsior College in Albany, New York. In 2004, he received a master of business administration degree in Business from Franklin University in Columbus, Ohio. He has completed all coursework toward a doctoral degree in Organizational Management from Capella University.

Past work experience includes serving as a computer instructor and IT consultant. In 2005, he was hired by ITT Technical Institute as an instructor. In 2008, he was promoted to department chair in the School of Information Technology, and in 2009, Mr. Kelley assumed the role of dean of academics at ITT Technical Institute. He served in this role until he became campus director at ITT-Lathrop.

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

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

**(Section 3-1-303 (a)):** Faculty and staff files were unorganized and incomplete. The team had to look in several files to find typical components of items located in a faculty file. This disorganization caused the team to spend more time than normal in assessing faculty/staff files.

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 team reviewed 55 student files during the evaluation.

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

By maintaining close personal contact between administration, students, and faculty, the campus endeavors to maintain an honest academic dialog with the student in all its interactions from recruitment through job placement.

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 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?

Ms. Ann Michelle Skinner, director of recruitment, is responsible for the oversight of student recruitment at this campus. Ms. Skinner came to ITT-Lathrop in 2008 with 20 years of experience in management, sales, and marketing. Ms. Skinner started work at this campus as an admissions representative and, in August 2011, was promoted to director of recruitment.

4.10 Describe the process for the recruitment of new students.

The campus receives leads primarily through the Internet. Representatives make contact with prospective applicants and after a discussion about their interests, prospective applicants are invited to the campus where they are given a campus tour, introduced to department chairs and other faculty, and given a multimedia presentation on the programs offered by the campus. The student is offered an opportunity to meet with the financial aid representatives followed by taking the Wonderlic admissions test. The student finalizes the application process by filing the application and completing the enrollment agreement. The admissions office stays in contact with the student, inviting the student to orientation, which usually occurs two to three weeks before a class start date.

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

Yes  No

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

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

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

Yes  No

If Yes, is the name of the institution clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?

Yes  No

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

Yes  No

4.14 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

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

Yes  No

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

Yes  No

4.17 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 71-75.

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?

Mr. William Robinson, academic dean, is responsible for the administration of satisfactory academic progress. Mr. Robinson began his career at ITT- Lathrop in 1998 as a special services coordinator. In 2001, he accepted the position of registrar and held that position until June 2009 when he was appointed academic dean. Mr. Robinson was awarded a bachelor's degree in Communication Studies from Azusa Pacific University and a master of business administration degree from Argosy 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?

Ms. Shelia Swanson, director of finance, is responsible for the on-site administration of student financial aid. Ms. Swanson assumed the position as director of finance in 2011. She came to ITT-Lathrop with five years of management and consulting experience in educational institutions and financial services organizations. Ms. Swanson is a member of the California Association of Student Financial Aid Administrators (CASFAA) and actively participates in their training programs.

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 representatives are trained using an online program from the corporate office. They are allowed to work with student financial aid files after successfully completing the course and passing a certification exam. In addition, the director of finance and the staff stay current with regulation and policy changes by participating in regular training and updates by webinars offered by the corporate office as well as by the state financial aid organization. The director of finance, Ms. Shelia Swanson, has access to this training through her membership in CASFAA.

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.  
 Students are offered academic tutoring through the Learning Resource Center. Tutoring is available through faculty, department chairs, and student tutors. The academic dean advises students who are having academic problems and may be in danger of being in violation of the satisfactory academic progress regulations. Student orientations are conducted on a regular basis two to three weeks before a class start.
- 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. Victoria Krayna, director of career services, is responsible for oversight of the counseling of students on employment opportunities. Ms. Krayna received a master's degree in Management from the University of Phoenix. She has 12 years of professional experience in education, health care, and retail. Ms. Krayna is the founder and CEO of an executive coaching service. As director of career services at College America, she was responsible for all placement activities including student placement, off-campus recruitment events, and career development workshops for students and alumni.
- 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  
 If No, insert "Section 3-1-303(a)" in parentheses and explain:  
**(Section 3-1-303(a)):** The team was unable to confirm the beginning and ending enrollment on the CAR because the team received a revised 2011 CAR at the end of the first day after the team had reviewed the CAR.
- 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.  
 Students receive an entrance interview when loans are initially awarded. This document explains the amount owed, repayment terms, and rate of interest. This information is updated whenever the student receives additional loan amounts. When the student graduates or withdraws from the campus, the corporate office of ITT sends the student an exit interview package that explains the total amount owed, when repayment will begin, and information on deferment of payments.
- 4.64 Describe the extracurricular activities of the institution (if applicable).

Extracurricular activities of the institution consist primarily of student organizations that are related to their programs.

## 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. William Robinson is the assigned dean to oversee the educational activities at ITT Technical Institute-Lathrop. Mr. Robinson holds a master of business administration degree in Organizational Leadership from Argosy University and a bachelor's degree in Communication Studies from Azusa Pacific University. Mr. Robinson is qualified to oversee the educational activities at ITT Technical Institute-Lathrop.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes  No

5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The campus makes provisions for program administrators to teach a reduced class load to give them the opportunity to administer the academic programs. Program administrators also meet with local advisory board members to seek their feedback 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

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

The policy on the responsibility and authority of faculty in academic governance is published in the faculty handbook; however, there are approximately six faculty members only who have signed an acknowledgment that they received a copy of the faculty handbook.

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

Yes  No (Skip to question 5.10)

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

Yes  No

5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes  No

5.12 What provisions are made for individual differences among students?

The campus has a structured tutoring program available for students who need extra academic assistance. The campus also offers classes in the mornings, evenings, and weekends to give students options for taking classes.

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

The institution has a national program chair at the corporate office who works closely with the campus on curriculum matters. The campus holds two local program advisory board meetings annually with members of the community to seek input on curriculum development. Feedback from these meetings is forwarded to the national program chair for further evaluation and consideration.

- 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

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

The catalog mentions that students must submit a written request to receive credit for personal experiences. Upon reviewing the documentation during the visit, one student was awarded credit for MA1210 College Mathematics I without submitting a written request to the institution. The documentation of the assessment was provided to the team during the visit.

- 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)

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?
- (Section 3-1-543):** The campus provided the team with the last four in-service training minutes. Although the in-service documentation provided to the team reflected evidence of a regular process of conducting in-service training, the topics discussed did not directly relate to in-service training as required by the Council. Sample topics covered in these meetings as evidenced by the minutes included topics such as campus updates, departmental updates, academic calendar, and general administrative functions. In addition, part-time faculty unavailable to attend meetings indicated that they were not provided with copies of the minutes.
- 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 campus is located in Lathrop, California. It consists of 26,000 square feet, which includes theory classrooms, labs, administrative offices, library, and bookstore. The facility has a capacity for 850 students and staff. The campus has not exceeded this size. Ample free parking is available for students, staff, faculty, and visitors. The facility is in compliance with the Americans Disability Act (ADA) as well as other state, federal, and local ordinances and regulations, including those relating to safety and health.

- 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 2012-2013 ITT Technical Institute, Volume 43, Lathrop, CA, catalog was utilized during the evaluation visit.

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

Yes  No

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

Yes  No

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

The campus provided the team with a catalog in a loose-leaf binder with tabs dividing important sections of the publication. The catalog is presented as a bound document when requested from prospective students.

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.*)

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 in its catalog, web site, infomercials, billboards, and brochures/fact sheets. Internally, the campus utilizes testimonials via artwork that highlight the background, goals, and achievement of their students nationwide.

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)

## 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 non-main campuses?  
 Yes  No
- 8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No
- 8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?  
 Yes  No
- 8.05 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 total budget of the library budget is \$7,733. A total of \$1,268.32 has been spent to date. Subscriptions to legal magazines, Fortune magazine, IT magazines, architectural magazines and several books on career development and job searches were purchased.
- 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

### BACHELOR OF SCIENCE DEGREE IN INFORMATION SYSTEMS AND CYBERSECURITY

### BACHELOR OF SCIENCE DEGREE IN INFORMATION SYSTEMS SECURITY

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. Jeffrey Brockman is the chair of the School of Information Technology and is assigned to administer the academic program. He has been employed by ITT since 2000. His qualifications demonstrate high competency in leading this program. The most recent campus catalog indicates he received a bachelor's degree in Political Science from Brigham Young University (1996) and a master of business administration degree from ITT in 2009. To complement his education, Mr. Brockman obtained several highly recognizable certifications in information technology and security. For example, he has Security+, Linux+, and I-Net+ from CompTia. He also has several certifications from Microsoft that are highly recognized in the industry. Mr. Brockman serves as the technical expert on program curriculum for faculty and students, implements and directs activities concerned with program curriculum, initiates evaluations, and teaches information technology courses. Before coming to ITT, he worked for Intel as a network technician where he supported on-site technicians, created NT and Exchange accounts, provided customer service, and offered technical support for the staff. Mr. Brockman is qualified to administer this program.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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, there were no community resources identified for the Cybersecurity and Information System Security programs. Specifically, there was no evidence of field trips, guest speakers, advisory board meeting agenda and minutes, professional involvement with the local business community, or any other relationship building opportunities with local businesses and business leaders were provided by the school.

9.08 Are these resources sufficient?

Yes  No

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

**(Section 3-1-512 (c)):** No community resources were identified and evidenced for the Cybersecurity and Information System Security programs. No evidence of field trips, guest speakers, advisory board meeting minutes, or involvement with the local community and business leaders were provided by the campus. The program chair, Mr. Brockman, indicated to the team that establishing community resources was a priority for the program, and that he is working now to develop a plan to establish and utilize community resources.

- 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
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No

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

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

- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?  
 Yes  No  NA, (there have been no graduates)
- How many calls to employers or graduates were attempted?  
 The following number of calls was made to employers for the following programs:  
 Bachelor's degree in Information Systems Security - 3  
 There are no graduates for the bachelor's degree in Information Systems and Cybersecurity.  
 How many calls to employers or graduates were successful?  
 The following number of calls, by program, was successful:  
 Bachelor's degree in Information Systems Security - 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 AIR.
- 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 62 of the campus 2012-2013 catalog, volume 43, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

(Section 2-2-503): There is insufficient 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

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 bachelor's degree program in Information Systems Security is being phased out. As a result, the curriculum and syllabi will not be revised to reflect the homework and out-of-class assignment requirements.

Community resources can be better utilized to demonstrate effective and efficient use of the resources in the community. Guest speakers, field trips, and advisory boards will add value to the program.

## 9. PROGRAM EVALUATION

Bachelor of Science degree in Business Administration

Bachelor of Science degree in Project Management and Administration - Project Management and Administration Option

Associate of Science 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

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

Ms. Diane Rocha is the chair of the School of Business and is assigned to administer the academic program. Ms. Rocha has earned an academic associate's degree in Social Welfare (1979) from San Joaquin Delta College. In 1989, she received a bachelor's degree in Social Sciences from California State University. Her master of business administration degree from ITT was received in 2006. She has been employed with ITT since 2009 and has held a variety of positions while working for ITT. For example, she has served as a secretary, records coordinator, library resource assistant, instructor, chair for the School of Criminal Justice, and chair for the School of Business. Her work experience, education, and tenure with ITT support and validate her qualifications to administer the business 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 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, there were no community resources identified for Business programs. Specifically, there was no evidence of field trips, guest speakers, advisory board meeting agenda and minutes, professional involvement with the local business community, or any other relationship building opportunities with local businesses and business leaders were provided by the school. community resources were identified for the business management programs. No evidence of field trips, guest speakers, or advisory board was provided by the campus.

9.08 Are these resources sufficient?

Yes  No

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

**(Section 3-1-512(c)):** No community resources were identified and evidenced for the Cybersecurity and Information System Security programs. No evidence of field trips, guest speakers, advisory board meeting minutes, or involvement with the local community and business leaders were provided by the campus. The program chair, Ms. Rocha, indicated to the team that establishing community resources was a priority for the program, and that he is working now to develop a plan to establish and utilize community resources.

- 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 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

(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 programs.

Bachelor's degree in Business Administration - 4

There are no graduates for the associate's degree in Business Management or bachelor's degree in the Project Management and Administration - Project Management and Administration Option.

How many calls to employers or graduates were successful?

The following number of calls, by program, were successful.

Bachelor's degree in Business Administration - 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 AIR.

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 62 of the campus 2012-2013 catalog, volume 43, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

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

**(Section 2-2-503):** There is insufficient 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

- 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 bachelor's degree program in Business Administration is being phased out. Therefore, the curriculum and syllabi will not be revised to reflect the homework and out-of-class assignment requirements.

The team believed that the enhancement of community resources will add value to the business programs.

## 9. PROGRAM EVALUATION

Bachelor of Science degree in Criminal Justice  
 Associate of Science degree in Criminology and Forensic Technology  
 Associate of Science degree in Criminal Justice

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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. James Osborne is assigned to administer programs in the School of Criminal Justice. Mr. Osborne has worked as the chair for the School of Criminal Justice since 2010. Prior to 2010, he taught criminal justice classes at ITT for two years. Mr. Osborne has worked as a police sergeant for the Stockton police department and as a commanding officer for the United States Navy. Mr. Osborne has a certificate in law enforcement from Los Medanos College, a bachelor's degree in Public Administration in Law Enforcement, and a master's degree in Naval Intelligence.

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 placement rate for the associate of science program in Criminal Justice is below 58%; however, there is evidence in the campus effectiveness plan that includes data, analysis, and activities to meet or exceed the relevant standard.

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

Students in the Criminal Justice programs have had the opportunity to participate in several field trips. There is evidence to show that field trips have been taken to Stockton City Hall, a domestic abuse center, San Joaquin county courthouse, San Joaquin county jail, and San Joaquin county law library.

- 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 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

(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 programs:

Academic associate's degree in Criminal Justice – 6

Academic associate's degree in Criminology and Forensic technology - 2

Bachelor's degree in Criminal Justice - 7

How many call to employers or graduates were successful? 8

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

Academic associate's degree in Criminal Justice – 3

Academic associate's degree in Criminology and Forensic technology – 2

Bachelor's degree in 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.

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 62 of the campus 2012-2013 catalog, volume 43, 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.

There is evidence of homework assignments for students in the criminal justice program. The homework assignments were graded and commented on by the 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

Associate of Science degree in Computer Drafting and Design  
 Associate of Science degree in Drafting and Design and Technology  
 Bachelor of Science degree in Construction Management  
 Bachelor of Science 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. Elena Frisenda is the person assigned to administer the Computer Drafting and Construction programs at ITT Technical Institute-Lathrop. She holds a master's degree in Architecture and a bachelor's degree in Architecture from Moscow Architectural Institute. Ms. Frisenda has served as the academic programs administrator since November 2007. Prior to that, she taught classes in Computer Drafting and Design and Construction Management at ITT Technical Institute-Lathrop. Ms. Frisenda also had experience working as an architectural designer prior to joining ITT Technical Institute. She is qualified to oversee these 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%

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 campus did not provide documentation to support community resources utilization to enrich the Computer Drafting and Construction programs. The campus provided the team with minutes of advisory board meeting minutes and, upon review of the minutes, there was no documented evidence of any dialogue, planning process, or involvement of any process to develop community resources for the Computer Drafting and Construction programs.

9.08 Are these resources sufficient?

Yes  No

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

**(Section 3-1-512(c)):** The institution did not provide the team with documentation that support community resources utilization to enrich the program.

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

(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. The syllabi also did not address the minimum amount of time a student is expected to spend on completing the 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 degree in Computer Drafting and Design - 5

Bachelor's degree in Construction Management - 4

Academic associate's degree in Drafting and Design Technology - 0 (No graduates from this program yet)

Bachelor's degree in Project Management Administration - Construction Management Option - 0 (No graduates from this program yet)

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 - 1

Bachelor's degree in Construction Management - 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.

Academic associate's degree in Computer Drafting and Design - 1

Bachelor's degree in Construction Management - 1

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

9.22 Does the campus 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 62 of the campus' 2012-2013 catalog, volume 43, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

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

**(Section 2-2-503):** There is insufficient 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

- 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

### Associate of Science degree in Computer and Electronics Engineering Technology (ASCEET)

### Associate of Science degree in Electrical Engineering Technology (ASELCT)

### Bachelor of Science degree in Electronics and Communications Engineering Technology (BSECET)

### Bachelor of Science degree in Electrical Engineering and Communications Technology (BSEECT)

- 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 four degree programs are offered in the campus's School of Electronics Technology. Mr. Richard Ramey is the chair of the School of Electronics Technology and has served in this capacity since September 2006. Mr. Ramey has worked as an instructor at ITT Technical Institute-Lathrop since June 1998. He worked as an electronics technician for two companies for three years before joining ITT.
- Mr. Ramey got a bachelor's degree in Automated Manufacturing Technology and a master of business administration degree from ITT Technical Institute.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes  No
- If No, insert the section number in parentheses and explain:
- Mr. Ramey is well qualified for the school chair position.
- 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
- If No, insert the section number in parentheses and explain:
- The school chair devotes 65 percent of his time to administrative tasks.
- 9.06 Does the program meet the needs of its students and the requirements 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 School of Electronics Technology go on field trips to the offices/facilities of local businesses, offices of state and local governments, and manufacturing/production facilities located in the Stockton, California region. These field trips provide students opportunities for exposure to the real-world work environment and lead to employment for students.
- Every year, guest speakers from local businesses come to the Lathrop campus of ITT Technical Institute to address students in the School of Electronics Technology. These presentations are beneficial for students and faculty in the context of new learning and professional networking.
- The School of Electronics Technology has an active Program Advisory Board (PAC) with membership representing local businesses and community. In addition to providing timely guidance pertaining to the content of degree programs, members of this committee often assist with graduate employment. The nine external members of the PAC represent well-known entities such as California Imaging, P.E. Electrical Engineering, Conquest Imaging, Plastipac, Cal-Centron, and the U.S. Department of Veteran Affairs.
- Students in the School of Electronics Technology participate in community service projects and utilize their skills and knowledge acquired in the programs.

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:

No independent studies were utilized or were on record at the time of the visit.

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 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

(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

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

This was confirmed by students in two classes who were interviewed by the team.

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?

No graduates emerged from the associate's program in Electrical Computer Technology (ASELECT) and bachelor's program in Electronics Engineering (BSEECT) degree programs during the time period covered by the 2011 CAR.

The following numbers of calls were made for various programs to validate the placement data submitted by ITT:

Associate of science degree in Computer & Electronics Engineering Technology (ASCEET): 7

Bachelor of science degree in Electronics Communications and Engineering Technology (BSECET): 4

How many calls to employers or graduates were successful?

The numbers of employer contacts made successfully for various degree programs are provided below:

Associate of science degree in Computer & Electronics Engineering Technology (ASCEET): 4  
 Bachelor of science degree in Electronics Communications and Engineering Technology (BSECET): 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 four calls where contact was made confirmed the employment of the ASCEET graduates as reported in the 2011 CAR.

All three calls where contact was made confirmed the employment of the BSECET 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.

In the "credit hour" section on page 62 of the campus 2012-2013 catalog, volume 43, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503):** There is insufficient 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

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:

All seven faculty members in the School of Electronics Technology are well qualified.

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 facilities for the academic programs in the School of Electronics Technology are impressive.
- The computer laboratories are well-equipped and designed appropriately for efficient utilization of the equipment by students and faculty.
- Students in the Electronics Technology 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.
- The chair of this School is to be commended for his active role in the promotion of innovation in the design and development of robots and controllers by students in the associate's and bachelor's degree programs.
- The faculty members who are supervisors/sponsors of the Student Chapter of Institute of Electronic & Electrical Engineering (IEEE), the Robotics Club, and Control Systems Club provide a valuable service to students outside the classrooms.

**9. PROGRAM EVALUATION**

**Associate of Science degree in Graphic Communication and Design**  
**Associate of Science degree in Visual Communications**  
**Bachelor of Science degree in Digital Entertainment and Game Design**

9.01 See response from AAC

- (a) See response from AAC
- (b) See response from AAC
- (c) See response from AAC
- (d) See response from AAC

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

Mr. Robert Solaria is program chair for the Visual Communications and Graphic Communications and Design programs. He has been employed by ITT - Lathrop since March 2005 and was named program chair in November 2007. Mr. Solaria received a bachelor's degree in Communications from Saint Mary's College in Maraga, CA, in May 1988. In addition, he has worked as producer for Standing O Productions and executive producer for Zillion Media Productions doing production work in video for television and film.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

**(Section 3-1-511):** Mr. Robert Solaria does not have any academic credentials to oversee the Digital Entertainment and Game Design program. Mr. Solaria's academic degree is in Communications. In addition, no documentation was provided that Mr. Solaria had any experiential qualifications in the field. Mr. Solaria's faculty file was limited in providing experiential information in that there was no resume or any other documentation of experience in the digital entertainment and game field. In addition, no supporting documentation was provided by the campus during the visit.

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

Academic associate's degree in Graphic Communication and Design – Not applicable. The program is new and did not have any students during the period covered by the CAR (2010-2011).

Academic associate's degree in Visual Communications - Yes

Bachelor's degree in Digital Entertainment and Game Design – Yes

(b) Student placement rate of 58%

Yes  No  Not applicable

Academic associate's degree in Graphic Communication and Design – Not Applicable, no graduates

Academic associate's degree in Visual Communications - Yes

Bachelor's degree in Digital Entertainment and Game Design - No

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

Academic associate's degree in Graphic Communication and Design - no graduates

Academic associate's degree in Visual Communications - Yes

Bachelor's degree in Digital Entertainment and Game Design – Yes. The program did not meet the student placement rate; however, the school provided sufficient evidence of a placement improvement plan in the CEP.

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

The campus utilizes community support with program advisory committee (PAC) meetings held on a biannual basis for the entire campus. The last PAC meeting was conducted on May 11, 2012. Given the documentation provided of the PAC meeting, the team was unable to discern if there were any representatives from the fields of Digital Entertainment and Game Design, Visual Communications, and Graphic Communications and Design present. No additional information was provided by the campus.

Academic associate's degree in Graphic Communication and Design - No documentation of additional resources  
 Academic associate's degree in Visual Communications - No documentation of additional resources  
 Bachelor's degree in Digital Entertainment and Game Design - A guest speaker, Mr. Jacob Lingo, spoke to a class in Digital Entertainment and Game design on August 10, 2012.

9.08 Are these resources sufficient?

Yes  No

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

**(Section 3-1-512(c)):** For the Visual Communications and the Graphic Communications and Design programs, the campus provided no documentation of the use of community resources during the past year.

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)):** Independent study contracts were not administered as required. Mr. Kevin Desormeaux and Mr. Alberto Martinez, students in Digital Entertainment and Game Design, took course GD330, Game Design Process, as independent study in June 2012 and graduated in September 2012. The team found no learning contract that was signed by the student and the campus that outlines the course objectives and procedures unique to this form of instruction. During the visit, campus officials confirmed that the students had taken the courses as independent study.

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

Yes  No

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

**(Section 3-1-513 (b)):** Pre-requisites were not followed for one student. Mr. Ignacio Valencia, a current student in Digital Entertainment and Game Design, failed GD330 Game Design Process in March 2011. According to the student transcript, Mr. Valencia has not taken the class; however, he has taken and passed GD340, Creative Writing and Storyboarding for Games, although GD330 is a prerequisite for GD340.

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

(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):** Most 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. Speaking to instructors and students, the team estimates that the expected student time to class time is 1:2.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

Academic associate's degree in Graphic Communication and Design - no graduates

Academic associate's degree in Visual Communications - Yes

Bachelor's degree in Digital Entertainment and Game Design - No

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:  
 Academic associate's degree in Graphic Communication and Design - no graduates  
 Academic associate's degree in Visual Communications - 8  
 Bachelor's degree in Digital Entertainment and Game Design - 5

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:  
 Academic associate's degree in Graphic Communication and Design - no graduates  
 Academic associate's degree in Visual Communications - 3  
 Bachelor's degree in Digital Entertainment and Game Design - 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 number of calls, by program, confirmed employment as reported in the CAR:  
 Academic associate's degree in Graphic Communication and Design - no graduates  
 Academic associate's degree in Visual Communications - 3  
 Bachelor's degree in Digital Entertainment and Game Design - 1

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

**(Section 3-1-303(a)):** The 2011 CAR could not be verified. The following discrepancies were discovered:

Bachelor's degree in Digital Entertainment and Game Design  
 Mr. Kyle Mezenski - According to the CAR, Mr. Mezenski was placed in-field. The team spoke to Mr. Mezenski and he indicated that his work was a single unpaid project in logo design. This work is not considered in-field nor can it be considered employment.  
 Mr. Zachary Zona - According to the CAR, Mr. Zono was placed in-field. The team spoke to Mr. Zona's employer who described Mr. Zono's job responsibilities, which involved spreadsheet development. This work is not considered in-field.

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)):** The CAR could not be verified. Ms. Alysha Hass is a graduate of Digital Entertainment and Game Design. The CAR indicated that she was not available for placement. However, the team was not presented any documentation that this was true. Records indicated she was available for placement. There was no documentation for a waiver, and school officials could not indicate why she was to be unavailable for placement.

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 62 of the campus 2012-2013 catalog, volume 43, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503):** There is insufficient 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

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

### Associate of Science degree in Information Technology—Computer Network Systems

### Associate of Science 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. Jeffrey Brockman was assigned as chair in January 2012 to administer the Information Technology programs. Mr. Brockman holds a bachelor's degree in Political Science from Brigham Young University and a master of business administration degree from ITT-Indianapolis, IN. Mr. Brockman holds many professional certificates such as CompTIA's A+, Network+, Linux+, I-NET+, Security+, and Certified Internet Webmaster (CIW)'s Security Professional, Security Analyst. He joined ITT- Lathrop as full-time instructor in 2000. Prior to joining ITT- Lathrop, Mr. Brockman had four years of industrial experience as Intel network technician and PG&E utility man.

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).

Advisory committee and capstone projects have been used to enrich the program in the past. In 2010, two field trips were conducted and documented - one trip to Delta Radiology Medical Group on May 18, 2010 and another to CalSheet on August 5, 2010. There was no evidence provided of guest speakers or other involvement of the business community.

9.08 Are these resources sufficient?

Yes  No

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

**(Section 3-1-512(c)):** No field trip and guest speakers were documented for the past year. Instructors and students interviewed were not aware of the usage of community resources.

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

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

Yes  No

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

Yes  No

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

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

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

Associate of applied science degree in Information Technology – Computer Network Systems – 5

The associate of applied science degree in Network Systems Administration had no graduates.

How many calls to employers or graduates were successful?

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

Associate of applied science degree in Information Technology – Computer Network Systems – 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.

Associate of applied science degree in Information Technology - Computer Network Systems - 4

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

9.22 Does the campus 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 62 of the campus 2012-2013 catalog, volume 43, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503):** There was insufficient 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
- 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

## SUMMARY

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

<b>Section 3-1-303(a)</b>	Faculty and staff files were unorganized and incomplete (page 9).
<b>Section 3-1-303 (a)</b>	The 2011 CAR could not be verified (pages 15 and 53).
<b>Section 3-1-511</b>	One instructor does not hold appropriate academic and/or experiential qualifications (page 50).
<b>Section 3-1-512 (c)</b>	Community resources were insufficient for multiple programs (pages 26, 31, 32, 41, 51, and 55).
<b>Section 3-1-513(a)</b>	Independent study contracts were not administered as required (page 51).
<b>Section 3-1-513 (a) &amp; Glossary</b>	Course syllabi do not include out-of-class work assignments that support the learning objectives for most courses (pages 27, 32, 37, 42, 47, 52, and 57).
<b>Section 3-1-513 (b)</b>	Pre-requisites were not followed for one student (page 52).
<b>Section 3-1-543</b>	Documentation of in-service training was inappropriate (page 19).
<b>Section 2-2-503</b>	There is insufficient evidence that out-of-class work or the equivalency is being evaluated in all courses (pages 28, 33, 43, 48, 53, and 58).



## REEVALUATION

### ITT Technical Institute, Lexington Campus

2473 Fortune Drive  
Lexington, KY 40509  
ACICS ID Code: 00022403

### Main Campus

ITT Technical Institute  
Indianapolis, IN  
ACICS ID Code: 00016040

Ms. Jennifer Gripshover, Campus Director (jgripshover@itt-tech.edu)

Regulatory102@itt-tech.edu

October 22-23, 2012

George Fakhoury	Chair	Heald College, Retired	San Francisco, CA
Judith Bernstein	Student-Relations Specialist	Higher Education Management	Denver, CO
Paul Lacroix	Educational Activities	Johnson & Wales University, Retired	Coventry, RI
Nancy Saad Attra	Drafting and Design	Westwood College	Houston, TX
Charles Saunders	Engineering/Visual Comm.	Virginia College, Retired	Owens Cross Rd. AL
Eddie Nestingen	Information Technology	Globe University	Hastings, MN
James Boswell	Paralegal	Harvard University	Winter Park, FL
Betty Herard	Business/Project Management	Virginia College	Birmingham, AL
Alex Yarbrough	Criminal Justice	Virginia College	Chelsea, AL
Torri Hayslett	Publications	ACICS Coordinator	Washington, DC

**PROGRAMS OFFERED BY**

**ITT TECHNICAL INSTITUTE**  
**Lexington, KY**

CREDENTIAL EARNED (Academic Associate's & Bachelor's)	APPROVED PROGRAM TITLE	Qtr Hrs	Enroll: Full-time/Part-time	AIR Retention & Placement			
				2011		2010	
				Ret.	Pla.	Ret.	Pla.
Academic Associate	Business Management	90	11 FT/5PT	N/A	N/A	N/A	N/A
Academic Associate	Computer and Electronics Engineering Technology	96	7 FT/ 2 PT	62.90%	76.90%	60.30%	76.90%
Academic Associate	Electrical Engineering Technology	90	37 FT / 17 PT	N/A	N/A	N/A	N/A
Academic Associate	Computer Drafting and Design	96	5 FT/2 PT	60.20%	<b>52.20%</b>	64.50%	76.50%
Academic Associate	Drafting and Design Technology	90	13 FT/ 9 PT	N/A	N/A	N/A	N/A
Academic Associate	Criminal Justice	96	10 FT / 5 PT	61.90%	<b>53.30%</b>	62.90%	<b>50%</b>
Bachelor	Criminal Justice	180	12 FT/ 5 PT	71.70%	<b>14.30%</b>	92.10%	<b>0.00%</b>
Academic Associate	Criminology and Forensic Technology	90	7 FT/ 2 PT	N/A	N/A	N/A	N/A
Academic Associate	Information Technology – Computer Network Systems	96	20 FT / 11 PT	72.00%	67.90%	77.00%	81.80%
Academic Associate	Mobile Communications Technology	90	2 FT / 4 PT	N/A	N/A	N/A	N/A
Bachelor	Information Systems Security	180	3 FT	65.40%	N/A	N/A	N/A
Academic Associate	Network Systems Administration	90	33 FT/ 13 PT	N/A	N/A	N/A	N/A
Academic Associate	Paralegal	90	2 FT / 1 PT	N/A	N/A	N/A	N/A
Bachelor	Project Management and Administration (Construction Option)	180	5 FT	N/A	N/A	N/A	N/A
Bachelor	Project Management and Administration (Project Management and Administration Option)	180	10 FT/ 2 PT	N/A	N/A	N/A	N/A
Academic Associate	Visual Communications	96	5 FT/ 1 PT	63.10%	<b>20.00%</b>	68.10%	<b>0.00%</b>
Bachelor's	Information Systems and Cybersecurity**	180	0	NA	NA	NA	NA
Bachelor's	Electrical Engineering and Communications Technology**	180	0	NA	NA	NA	NA
Academic Associates	Graphic Communications and Design**	90	0	NA	NA	NA	NA
Bachelor's	Business Management**	180	0	NA	NA	NA	NA
	TOTAL ENROLLMENT	<b>270</b>					

Notes: Typed in bold are any retention rates below 60.0% and any placement rates below 65.0%.

\*\* Because of low interest in those programs, there are no immediate plans to offer those programs at the present time.

## INTRODUCTION

ITT Technical Institute in Lexington, KY began enrolling students in 2006. The school offers associate's degree programs of study in Computer and Electronics Engineering Technology, Criminal Justice, Visual Communications, Computer Drafting and Design, Information Technology-Computer Network Systems, Software Development Technology and Paralegal Studies. The school also offers bachelor's degree programs in Information System Security, Project Management, Electronics and Communications Engineering Technology, Construction Management and Criminal Justice.

The campus is located at 2473 Fortune Drive, Lexington, KY 40509. The one-story building provides approximately 26,000 square feet of space, which has been specially designed to provide classrooms, laboratories, administrative offices, and a student break area. The building the school occupies and the equipment utilized comply with federal, state, and local ordinances and regulations, including those relating to safety and health.

The student population is composed of 24% female and 75% male with most of the classes in the evening. Student body is a mix of 51% Caucasian, 12% African American and the rest are a mix of other races.

## 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.
- Capstone Courses: Many of the ITT Technical Institute programs utilize a capstone course to solidify the student's overall learning process and to determine the level of the students understanding of the program objectives. Beginning in 2009, the Dean began tracking class average grades for capstone courses. This will develop a history of data to be used for analyzing student learning outcomes in future CEPs.
  - 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 reviews proficiency levels achieved by graduates with respect to specific outcomes and takes improvement actions 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 (a student attempt is counted when a student sits for a section).

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.

Goals and initiatives related to improving placement include:

- The CS 360 tracking model will be utilized to monitor student and employer relations;
- Contact pre-grads and graduates every week to minimize the possibility that they will become disconnected later; and
- Schedule one-on-one meeting with each graduate during Professional Procedures and Portfolio Development (TB332) class to set goals, do exit interview and make sure resume is uploaded.

Goals and initiatives related to improving retention include:

- Utilize Faculty Performance Statements to match the right instructor to the right course;
- Only schedule the best faculty for first academic year courses;
- Call and contact all absent students within 90 minutes of the class start time. Continue to call until the student is reached;
- Send a letter to students on the 10 day report who are out of contact;
- Setup individual tutoring for students who are struggling academically; and
- Identify individual students who are struggling early on and build a plan to support their success.

1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

Yes     No

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

Yes     No

(c) That periodic progress reports have been completed.

Yes     No

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

Ms. Jennifer Gripshover, the campus director, leads a team for implementing and monitoring the CEP. Other members of the team include the following administrators:

- the dean;
- associate dean of general studies;
- director of finance;
- director of recruitment;
- director of career services;
- registrar;
- school chairs, and
- faculty representatives from each of the programs offered at the campus.

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

Yes     No

## 2. ORGANIZATION

- 2.01 (a) Response submitted by Academic Administrative Center
- 2.01 (b) Response submitted by Academic Administrative Center
- 2.01 Is the following information regarding the campus appropriately stated in the catalog?  
(c) Names of the administrators.  
 Yes       No
- 2.02 Does the campus:  
(a) Adequately train its employees?  
 Yes       No  
(b) Provide them with constant and proper supervision?  
 Yes       No  
(c) Evaluate their work?  
 Yes       No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes       No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:  
(a) Clearly understand their duties and responsibilities?  
 Yes       No  
(b) Know the person to whom they report?  
 Yes       No  
(c) Understand the standards by which the success of their work is measured?  
 Yes       No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?  
 Yes       No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?  
 Yes       No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?  
 Yes       No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?  
 Yes       No       Not Applicable (initial applicants only)
- 2.09 Response submitted by Academic Administrative Center

### 3. ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?  
 Yes       No
- 3.02 Are all staff well trained to carry out administrative functions?  
 Yes       No
- 3.03 Who is the on-site administrator, and what are this person's qualifications?  
 Ms. Jennifer Gripshover has been the campus director since its opening in 2006. She earned a bachelor's degree in International Relations from Tufts University in Medford, MA and a master's degree in Intercultural Training and Development from Lesley University in Cambridge, MA. She has many years of experience as an educator in career colleges as well as a curriculum consultant at a university level. She is the current president of the Kentucky Association of Career Colleges and Schools (KACCS) since 2010.
- 3.04 Does the campus list degrees of staff members in the catalog?  
 Yes       No
- If Yes, is appropriate evidence of the degrees on file?  
 Yes       No
- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?  
 (a) Response submitted by Academic Administrative Center  
 Yes       No  
 (b) Admissions.  
 Yes       No  
 (c) Response submitted by Academic Administrative Center  
 Yes       No  
 (d) Response submitted by Academic Administrative Center  
 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 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 team reviewed 81 student files during the evaluation, including graduates and dropped students.
- 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 that 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?  
Ms. Jennifer Siguenza is the director of student recruitment. Ms. Siguenza holds a bachelor's degree in Social Work from the University of Kentucky and a master's degree in Business Administration from the University of Phoenix. Ms. Siguenza has been the director of recruitment since January, 2012. Prior to coming to this campus, she was the enrollment manager at the University of Phoenix, was a shift manager at Starbucks, the manager of a La Petite Academy and a case worker for the Kentucky Cabinet for Families and Children. Ms. Siguenza has attended workshops at the Kentucky Association of Career Colleges and Schools, District Meetings, annual compliance meetings, and training sessions.
- 4.10 Describe the process for the recruitment of new students.  
Students interesting 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. Student must be at least 16 years of age. The admissions representative and the potential student 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 are given the Wonderlic Entrance exam, or must have a score of 17 on the ACT, or 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. Once the student has completed the meeting with financial aid, students then sign their Enrollment Agreements.
- 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 is published on pages 60-63 of the current campus 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. Tony Bullard is the academic dean. Mr. Bullard holds a bachelor's degree in Business Administration and a master's degree in Business Administration from Indiana Wesleyan University. Mr. Bullard is currently attending Jones International University in Colorado for his DBA. Mr. Bullard has been the academic dean at the campus since 2009, and prior to his position at the campus, he was the dean for Med Tech College and the director of Northwood University. Mr. Bullard has attended numerous ITT e-campus training workshops. Mr. Bullard takes a very active role in meeting with students that may be having difficulties in class, and he is available for students during the week and on Saturdays.
- 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. Linda Spohn is the director of financial aid. Ms. Spohn holds a bachelor's degree in Business and Marketing from the University of Kentucky. She has been the director of financial aid since 2006. Prior to her tenure at the campus, Ms. Spohn was a loan officer at various mortgage companies in the Kentucky and Tennessee area from 1995 to 2005. Ms. Spohn has attended multiple training programs through corporate headquarters, and is a member of the Kentucky Association of Student Financial Aid Administrators (KASF AA).
- 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 FA 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 member of KASF AA, 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 chairs, and functional managers. During orientation, sessions include a review of campus policies and expectation, 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 financial aid staff as needed, to ensure that financial paperwork and related requirements have been, or are being completed. Furthermore, the campus participates in quarterly retention events and holiday parties.
- 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. Kris Bryant is the director of career services. Mr. Bryant holds a bachelor's degree in Business and General Studies and a master's degree in Technical Studies from Eastern Kentucky University. Mr. Bryant has been the director of career services since 2011. Mr. Bryant has experience in the business world working as an area manager and branch manager for Staffmark from 1999-2011. He 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 and is a member of the Bluegrass Society for Human Resource Management, Kentucky Association of Career Colleges and Schools (KACCS), and Kentucky Association of Colleges and Employers (KACE). Mr. Bryant works with students throughout their education on topics that include: resume writing, interviewing skills, mock interviews, and dress for success.

- 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 training, where they are required to view a video and complete a test to support 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 the following activities:
- blood drives;
  - student clubs;
  - honor awards;
  - quarterly retention events;
  - career workshops; and
  - student clubs.

## 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. Anthony Bullard, dean, is assigned to oversee the educational activities of all programs at the campus. Mr. Bullard earned a bachelor's degree in Business Administration and a master's degree in Business Administration from Indiana Wesleyan University. He is pursuing a doctorate in Business Administration from Jones International University. Mr. Bullard worked in industry for 17 years prior to coming to ITT-Lexington in 2009. He has attended numerous ITT in-services relative to his position and is a member of the Association of College and University Policy Administrators (ACUPA). He is assisted by Mr. Joseph LaMothe, associate dean for General Studies. Mr. LaMothe earned a bachelor's degree in Physics from Michigan Technological University; a master's degree in Physics from the University of Kentucky; and is working on a doctorate in Physics and Mathematics from the University of Kentucky. Mr. LaMothe worked for 16 years in post-secondary education prior to coming to ITT-Lexington in 2009. He is a member of the American Association of Physics Teachers (AAPT). He has taken a number of ITT e-campus in-services pertinent to his position.
- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes     No
- 5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.  
 The campus has established broad guidelines within which program administrators are to function. Each program administrator's job description indicates that they are to maintain expertise in their subject area, participate in department curriculum implementation and development meetings as well as recommend improvements in curriculum design. They teach a minimum number of classes to allow them to have sufficient time to manage their programs and have the freedom and flexibility to pursue 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
- 5.07 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?  
 Students coming from other academic institutions can transfer credit or they may be granted credit based on demonstrated knowledge and competency through a proficiency examinations and/or project(s) acceptable to the school. Accelerated students are encouraged to undertake extra projects and to assist fellow students. Students experiencing academic difficulties are advised by the faculty and school chair. They are also encouraged to seek tutoring assistance, usually done at the learning resource center (LRC). In addition to faculty, the campus hires a tutor to assist students experiencing academic difficulties in mathematics.

- 5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
To evaluate, revise and make changes to the curriculum, input is sought from the following sources:
- faculty;
  - students;
  - graduates;
  - employers of graduates;
  - local advisory committees (PAC);
  - national chairs; and
  - curriculum committees.

Some outside consultants might be hired by the central administration. ITT has both a national curriculum committee as well as local curriculum committees. Faculty may be selected from local campuses to serve on the national committee. The team was informed that, though the campus had representatives on the national curriculum committee in the past, there are currently no faculty from the Lexington campus serving on the national committee. Faculty also participates in the PAC committee meetings. Proposals for changes are submitted by faculty, school chairs and deans for review and consideration by the central administration. Once approved at the national level, changes are implemented system-wide.

- 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       NA

A system is in place to evaluate a student's previous experience and is described in the institutional catalog on page 55. At the time of the team's visit, the review of student files did not reveal that any student had requested such an evaluation and/or proficiency testing.

- 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)

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 events are documented by faculty sign-in sheets. Copies of the handouts and power point presentations for each in-service were provided to the team.
- 5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?  
 Yes     No
- 5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes     No
- 5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes     No
- 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
- 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-Lexington, KY campus is located at 2473 Fortune Drive. It consists of 26,000 square feet which contain the following spaces:

- theory classrooms;
- electronics and computer laboratories;
- administrative offices for finance, career services, recruitment and academic affairs;
- a learning resource center (library);
- a student lounge and employee lounge;
- testing rooms and conference rooms; and
- a bookstore.

The building meets all the standards of the American with Disabilities Act (ADA) as well as other federal, state and local ordinances and regulations including those related to health and safety. The facility is well lit and clean. The classrooms present an environment conducive to both teaching and 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 catalog used during the evaluation visit was the 2012 -2013 Lexington, KY Catalog, Volume 17, with a published date of October 4, 2012, and an effective date of October 4, 2012 - October 4, 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 including the name and address of ACICS (may be in 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>, 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

- 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

In addition to the corporate librarian, Ms. Kathryn Closter, the Lexington campus has two library assistants: Ms. Bethany Reeder and Ms. Lindsey Hagedorn. Ms. Reeder earned a bachelor's degree in Sociology from Morehead State University and a master's degree in Library Science from the University of Kentucky. Prior to coming to ITT in 2008, she worked in counseling for 6 years. She is a member of the American Library Association (ALA), the Kentucky Library Association (KLA), and the Special Library Association (SLA). Ms. Reeder regularly attends SLA conferences. She works on campus 40 hours per week and alternates with Ms. Hagedorn on Saturdays. Ms. Hagedorn earned a bachelor's degree in English from Berea College and a master's degree in Library Science from the University of Kentucky. Prior to coming to ITT in 2009, she had worked in the library area for five years. Ms. Hagedorn works 40 hours per week and alternates on Saturdays with Ms. Reeder. She also is a member of the ALA, KLA and SLA.

- 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?  
 This year's library budget is \$4,000 for the fiscal year 2012 beginning in January. At the time of the team's visit, \$3,990.98 was spent on books, subscriptions and audio visuals. The campus is also assessed \$5,534 by ITT corporate for the campus' share of the virtual library.
- 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 of Science degree in Drafting and Design Technology  
Academic Associate of Science degree in Computer Drafting and Design

- 9.01 See response from AAC  
(a) See response from AAC1  
(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. Dana Villagomez-Angon is assigned to administer the academic program. She holds a bachelor's degree in Interior Design from Eastern Kentucky University, and has completed approximately 32 credit hours towards a degree in Architecture, Arts and Planning from the University of Cincinnati School of Architecture. Ms. Villagomez-Angon has approximately 7 years of experience in the fields of Architecture and Design. She started her career at ITT Technical Institute in 2007.
- 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 reviewed evidence of guest speakers and field trips that took place in 2012. They were scheduled to enhance the students' experience, and expose them to subjects related to the curriculum and their field of study. There was also evidence of a Program Advisory Committee 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, 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 (4.0 credits).

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 4 calls made to employers in Computer Drafting and Design.

Drafting and Design Technology did not have any graduates.

How many calls to employers or graduates were successful?

There were 3 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 3 calls that confirmed 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 52 of the campus 2012-2013 current catalog volume 17, the campus’ written documentation for developing the application of the U.S. Department of Education’s definition of a credit hour is contained in the “Residence Courses” paragraph. The section states that a quarter credit hour represents at 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.

The team reviewed several copies of out-of-class work assignments, including homework, exercises, research assignments, and short answer activities completed by students and graded by faculty members that demonstrated that out-of-class work is being implemented.

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. PROGRAM EVALUATION

### Academic Associate Degree in Paralegal

- 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. Amanda Naish is assigned as the subject matter expert to administer the academic associate of science in Paralegal degree at this campus. Ms Naish holds a bachelor's degree in Political Science from Transylvania University and a juris doctorate from the University of Kentucky. Ms Naish has held this position since September of 2012, and she has taught as an adjunct at this campus since April of 2009. Ms Naish has worked as an attorney since October of 1996. Her professional experience includes over five years as assistant commonwealth attorney in the office of the Fayette Commonwealth Attorney, and over four years as an attorney in private practice. She has substantial experience working with paralegals and legal assistants. The team found documentation to support Ms. Naish's credentials. Official transcripts are 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       N/A
- The campus's October 1, 2012, CEP indicates on page 13 that the current students are being taught out and that the campus will discontinue offering this program. Additionally, there were only 6 students in the program at the time of the 2011 CAR, so a performance improvement plan is not needed.
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 The team found evidence that this campus utilizes guest speakers to enrich the associate of science in Paralegal degree. On March 29, 2012, Tom Smith, a former Madison County Commonwealth attorney, spoke in BU 222, a course which Paralegal students were taking that term. The team also found evidence that the School of Criminal Justice Program Advisory Committee (a joint committee that includes the Paralegal program) met on April 11, 2012. The team reviewed the minutes of the meeting and a PowerPoint slideshow presentation shown at the meeting.
- 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)
- 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 52 of the campus 2012-2013 current catalog volume 17, the campus' written documentation for developing the application of the U.S. Department of Education's definition of a credit hour is contained in the "Residence Courses" paragraph. The section states that a quarter credit hour represents at 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.

The team reviewed several copies of out-of-class work assignments, including homework, exercises, research assignments, and short answer activities completed by students and graded by faculty members that demonstrated that out-of-class work is being implemented.

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 Reviewed at AAC

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

Yes  No

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

Yes  No

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

Yes  No  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

Yes  No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

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

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

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

The campus's October 1, 2012, CEP indicates that the current students are being taught out and that the campus will discontinue offering this program.

9.42 Reviewed at AAC

## 9. PROGRAM EVALUATION

Academic associate's degree in Criminal Justice  
 Academic associate's degree in Criminology and Forensic Technology  
 Bachelor's degree in Criminal Justice

9.01 See response from AAC

- (a) See response from AAC
- (b) See response from AAC
- (c) See response from AAC
- (d) See response from AAC

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

Mr. Tony Bullard is the person assigned to administer the academic programs for the School of Criminal Justice. Mr. Bullard is also the dean for this campus. He earned a bachelor's degree and a master's degree in Business from Indiana Wesleyan University. Mr. Bullard has been at this campus since 2009.

Ms. Amanda Naish is the subject matter expert for the School of Criminal Justice. Ms. Naish earned a bachelor's degree in Political Science from Transylvania University and a juris doctorate degree from the University of Kentucky College of Law. She served as chair of the School of Criminal Justice for one year. She has worked at this campus since 2010. She currently works as a local prosecutor.

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 found documentation of the field trip to the Lexington Police Department computer forensics lab, and the following guest speakers:

- probation officer – Mr. Lee Vanhooose;
- former Madison County Commonwealth attorney- Mr. Tom Smith; and
- juvenile services specialist – Mr. Mark Averett;

There is also documentation of a student charter of the American Criminal Justice Association: Lambda Alpha Epsilon. In addition, there is a bi-annual program advisory meeting for the program.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes  No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes  No

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

9.12 Reviewed at AAC

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

Yes  No  NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

Yes  No

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

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

Yes  No

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

Yes  No

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

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

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

Yes  No

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

Yes  No

- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?  
 Yes     No     NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

The academic associate's degree in Criminal Justice - 5

The bachelor's degree in Criminal Justice - 1

How many calls to employers or graduates were successful?

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

The academic associate's degree in Criminal Justice - 2

The bachelor's degree in Criminal Justice - 1

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

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes     No     Not Applicable
- 9.21 Does the campus participate in Title IV financial aid?  
 Yes     No (Skip to question 9.24)
- 9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?  
 Yes     No     Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

In the “Credit Hour” section on page 52 of the campus 2012-2013 current catalog volume 17, the campus written documentation for developing the application of the U.S. Department of Education’s definition of a credit hour is contained in the “Residence Courses” paragraph. The section states that a quarter credit hour represents at 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.

The team reviewed several copies of out-of-class work assignments, including homework, exercises, research assignments, and short answer activities completed by students and graded by faculty members that demonstrated that out-of-class work is being implemented.

- 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 Network System Administration  
 Academic Associate's Degree in Computer Network Systems  
 Academic Associate's Degree in Mobile communications Technology  
 Bachelors of Science Degree in Information System Security

- 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. Rachel Wilson is the program chair for the Information Technology programs. Ms. Wilson holds a bachelor's degree in Electrical Engineering from the University of Kentucky and master's degrees in Information Technology and Business Administration from Sullivan University. She has been with ITT Technical Institute since September of 2008 where she started as an instructor, and in October of 2009 she accepted the position Chair. Ms. Wilson is a licensed project management professional from the Project Management Institute. She also holds CompTIA certificates in network+ and strata green. Prior to coming to ITT, she served as project manager at Intellisurvey. She is active in relevant academic community organizations.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes     No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?  
 Yes     No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes     No
- 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%  
 Yes     No     Not applicable (new branch only)  
 (b) Student placement rate of 58%  
 Yes     No     Not applicable (new branch only)
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 The team found evidence of a student chapter of the IEEE (Institute of Electrical and Electronics Engineers), and field trips to Kentucky Educational television, Okonite company (a wire and cable manufacturer), and NTSG (optical cable provider) There was also evidence of and guest speakers, one of whom was a University of Kentucky Information Technology Manager and the other, a Tempurpedic senior database administrator.
- 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?

There were 9 calls made for the AAS- Computer Networking System.

How many calls to employers or graduates were successful?

There were 5 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 5 calls that confirmed the employment of 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 52 of the campus 2012-2013 current catalog volume 17, the campus written documentation for developing the application of the U.S. Department of Education’s definition of a credit hour is contained in the “Residence Courses” paragraph. The section states that a quarter credit hour represents at 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.

The team reviewed several copies of out-of-class work assignments, including homework, exercises, research assignments, and short answer activities completed by students and graded by faculty members that demonstrated that out-of-class work is being implemented.

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 in Project Management and Administration Option  
 Academic Associate's Degree in Business Management  
 Bachelor in Project Management 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

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. Anthony A. Bullard, dean of academic affairs, serves as the administrator for the Business and Project Management programs. He holds a bachelor's degree in Business Administration from Indiana Wesleyan University in Indianapolis, IN, and is currently enrolled in a doctoral program in Business Administration from Jones International University in Centennial, Colorado.

Mr. Joseph W. Thiry is the subject matter expert for the Business programs at the campus. He holds a bachelor's degree in Business Administration from Alma College in Alma, Michigan, and a master's degree in Business Administration from Eastern Illinois University in Charleston, Illinois. Mr. Thiry is currently a management trainee with the campus. Prior to coming to ITT, he served as the assistant to the athletic event coordinator at Grand Rapids Christian High School and student assistant at Alma College.

Ms. Rachel Wilson is the subject matter expert for the Project Management programs at the campus. She holds a bachelor's degree in Electrical Engineering from the University of Kentucky in Lexington, Kentucky; a master's degree in Management Information Technology from Sullivan University in Lexington, Kentucky; and a master's degree in Business Administration from Sullivan University. Ms. Wilson is a licensed project management professional from the Project Management Institute. She also holds CompTIA certificates in network+ and strata green. Ms. Rachel Wilson also serves as chair of the Information Technology Department at the campus. Ms. Wilson was a full-time instructor on campus before transitioning into her current chair position. Prior to coming to ITT, she served as project manager at Intellisurvey. She is active in relevant academic community organizations.

- 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 program has community exposure as relevant to the student population and length of programs as witnessed by a field trip to the Lexington Family Magazine on April 30, 2012. The associate's of Business Administration program began in the spring 2012 term. The bachelor of Project Management program is currently in its first term. On October 21, 2012, an alumnus of the IT-Project Management Option (teach-out) program served as guest speaker. He discussed his interview with Microsoft and how the campus's career services prepared him for his interviews and job search.

There is currently no existing PAC committee. However, a committee is being formed to include relevant industry professionals that are committed to the mission of the campus, and the success of its students.

- 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?

There were 3 calls made to employers for the bachelor's degree in Project Management and Administration.

The other 2 programs did not have graduates reported on the 2011 CAR.

How many calls to employers or graduates were successful?

There were 3 successful calls for the Bachelor's degree in Project Management and Administration.

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.

As taken from the catalog volume 17 page 52:

#### 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. Faculty and students also verified that quizzes are given on out-of-class content as additional verification of work 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 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 of Science in Visual Communications

Academic Associate of Science Degree in Computer & Electronics Engineering Technology

Academic Associate of Science Degree 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

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. Dana Villagomez-Angon is the school chair for the school of Drafting and Design. Ms. Villagomez-Angon holds a bachelor's degree in Interior Design from Eastern Kentucky University. She worked at John Marquette Design as a design assistant from September 2003-March 2006; was a CADD Instructor at Spencerian College from January 2004-October 2007; taught CADD at ITT Lexington, KY from December 2007 until July 2012; and became the School Chair July 2012.

Ms. Villagomez-Angon is assisted by Mr. John Harbison, the subject matter expert. Mr. Harbison holds a bachelor's degree in Telecommunications and Information Studies from the University of Kentucky. He is a co-owner of 3<sup>rd</sup> Dimension Design, which is a Web development company. He has taught in the Visual Communications Program at ITT from August 2008 until the present.

Mr. Brent Stoudt is the program chair for the Electronic Technology Program. Mr. Stoudt holds a bachelor's degree in Electrical Engineering from the University of Kentucky. He also holds certifications in Electronic Technicians and Basic Electronics awarded by the International Society of Electronics. Mr. Stoudt has been the chair of the Electronic Program since 2006.

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 Electrical Engineering Technology, Computer & Electronics Engineering, and Visual Communication programs have representatives on the campus Program Advisory Committee. All of the programs also have guest speakers and take their classes on field trips to companies doing business in these fields in the Lexington, Kentucky area. The team was impressed with the number of students holding membership in the nationally recognized electronics organizations.

- 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?

The following number of calls was made to employers for the following programs:

The Visual Communications program - 3

The Computer & Electronics Engineering Technology program - 4.

How many calls to employers or graduates were successful?

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

The Visual Communications program - 1

The Computer & Electronics Engineering Technology program - 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

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 52 of the campus 2012-2013 current catalog volume 17, the campus’ written documentation for developing the application of the U.S. Department of Education’s definition of a credit hour is contained in the “Residence Courses” paragraph. The section states that a quarter credit hour represents at 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.

The team reviewed several copies of out-of-class work assignments, including homework, exercises, research assignments, and short answer activities completed by students and graded by faculty members that demonstrated that out-of-class work is being implemented.

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 faculty was very complimentary of the two librarians. They expressed to the team that the librarians provide special attention and help to students to navigate through the extensive virtual library in order for them to complete required course research projects.

## 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>Section 3-1-513 (a) and Glossary</b>	Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. (Pages 24, 31, 35, 40, 43 & 44)
---	---



## New Grant

**ITT Technical Institute**  
 1140 Galaxy Way, Suite 400  
 Concord, CA 94520  
 ACICS ID Code: 00024233

**MAIN CAMPUS**  
**ITT Technical Institute**  
 Indianapolis, IN  
 ACICS ID Code: 0016040

**Jeff Ortega Director, JOrtega23@itt-tech.edu**

**Regulatory108@itt-tech.edu**

**October 18-19, 2012**

Robert Kimbrell	Chair	The Resource Center	Northport, AL
Timothy Petersen	Student-Relations	Brown College	Minneapolis, MN
Victoria Wise	Computer Networking/Network Systems/Project Management	National University	Attica, OH
Charles McNeil	Criminal Justice/Criminology	Prince Institute	Thornton, CO
Lee Harwell	Electrical/Electronic Engineering/Computer Engineering	Baker College	Evans, GA
Sean Glasgow	Information Systems Security	Baker College	Newark, NJ
Al Gann	Visual/Graphic Communications	Gann Sculptor	Tucson, AZ
Brian Bennett	Computer Drafting and Design	University of Alaska Anchorage	Anchorage, AK
Jocelyn Harris	ACICS Manager, Quality Assurance	ACICS Staff	Washington D.C.

## PROGRAMS OFFERED BY

ITT Technical Institute

Concord, CA

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			
					2012		2011	
					Ret.	Pla.	Ret.	Pla.
Academic Associate	Computer and Electronics Engineering Technology	1120	96	13/3	74.2%	93.3%	74.2%	93.3%
Academic Associate	Computer Drafting and Design	1140	96	8/3	77.3%	<b>55.6%</b>	77.3%	<b>55.6%</b>
Academic Associate	Criminal Justice	1020	96	19/4	N/A	N/A	N/A	N/A
Academic Associate	Criminology and Forensic Technology	981	90	10/1	N/A	N/A	N/A	N/A
Academic Associate	Drafting and Design Technology	1058	90	9/4	N/A	N/A	N/A	N/A
Academic Associate	Electrical Engineering Technology	1058	90	60/2	N/A	N/A	N/A	N/A
Academic Associate	Information Technology- Computer Networking Systems	1120	96	25/8	79%	70.6%	79%	70.6%
Academic Associate	Network Systems Administration	1058	90	51/8	N/A	N/A	68.1%	N/A
Academic Associate	Visual Communications	1120	96	3/4	68.1%	N/A	68.1%	N/A
Bachelor's	Electrical Engineering and Communications Technology	2127	180	4/1	N/A	N/A	N/A	N/A
Bachelor's	Electronics and Communication Engineering Technology	2110	180	15/0	N/A	N/A	N/A	N/A
Bachelor's	Information Systems and Cybersecurity	2164	180	28/4	N/A	N/A	N/A	N/A
Bachelor's	Information Systems Security	2080	180	3/1	N/A	N/A	N/A	N/A
Bachelor's	Project Management and Administration- Project Management and Administration Option	1940	180	13/2	N/A	N/A	N/A	N/A
	TOTAL ENROLLMENT		<b>306</b>					

## INTRODUCTION

The Concord campus of ITT Technical Institute was established in 2008. The facility is centrally located in a business park adjacent to major highways and is easily accessible from all directions. The campus consists of 21,000 square feet, which contain theory classrooms, laboratories, administrative offices, library, student and faculty lounge and the campus bookstore. The building has a capacity for 500 students and staff with ample parking. The student population is 20.5% female and 79.5% male, with 31% Caucasian, 13% African American, 24% Hispanic, 8% Asian or Pacific Islanders and 2% American Indian. Student 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: Many of the ITT Technical Institute programs utilize a capstone course to solidify the student's overall learning process and to determine the level of the students understanding of the program objectives. Courses have been tracked since 2008 to determine 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 outcome assessments are 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;
- The deans will maintain a watch list of high risk students;
- 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; and
- An annual campus survey is administered to identify underlying reasons for low retention;

To meet placement goals the institution will utilize the following:

- ITT reports submitted for campus accountability as a measuring tool. This activity will provide a consistent measure for tracking and analyzing retention rates;
- 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; and
- 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

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

The CEP is developed by a team consisting of the following administrators:

- campus director;
- education dean;
- associate dean; director of finance;
- director of recruitment; and
- director of career services.

The ultimate responsibility for implementation of the CEP is the campus director, Jeff Ortega. Mr. Ortega is qualified to implement the CEP. He joined ITT Technical Institute at Concord in October, 2012 as the director after previous employment with ITT Educational Services from 1999 to 2009, serving as district manager and campus director as well as director of finance. He was employed as executive director of another institution in 2010 until his return to the Concord campus in 2012.

- 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 include the name and address of ACICS?  
 Yes     No     Not Applicable (initial applicants only)

### 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. Jeff Ortega is the on-site administrator. Mr. Ortega was appointed director of the Concord campus in October of 2012. He has an MBA from Golden Gate University in San Francisco. He was previously employed with ITT Educational Services from 1999 to 2009, serving as district manager and campus director as well as director of finance. He was employed as executive director of another institution in 2010 until his return to the Concord campus in 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

3.11 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 a total of 51 student files that included active students, withdrawn students, graduates and students reported on

the most recent satisfactory academic progress report.

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

The campus has strict policies and procedures that help to guide its daily operations to include its student relations. The staff and faculty follow these policies and procedures carefully to ensure that its student relations reflect high ethical standards. These are clear and consistent with the campus's mission and purposes, and available to all students and prospective students electronically and through other appropriate publications.

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?

Ms. Kathleen M. Mason is the person responsible for the oversight of recruitment at the Concord campus. Ms. Mason is the director of recruitment and manages a group of 10 educational recruiters on campus. Ms. Mason holds a bachelor's degree in Fine Arts from Cornish College of the Arts in Seattle, WA and a master's degree in Fine Arts from the University of Idaho in Moscow, ID. Ms. Mason also has nearly 15 years of experience in the admissions field. Ms. Mason demonstrated an excellent knowledge of the admissions process and was very knowledgeable regarding the operation of the school and the programs that are offered.

4.10 Describe the process for the recruitment of new students.

The team found in interviewing both the director of admissions and the recruiters that the process for the recruitment of new students is very consistent. The institution's process for the recruitment of new students is as follows: The student visits the campus and the admissions representative follows the standardized, scripted presentation to inform the prospect of all necessary information including but not limited to the school's history, accrediting body and transferability of credit policy. It also covers the tuition amount as well as basic information about the federal aid programs that students may apply for during the financial aid process. The representative will help the student match their interests with the available degree programs offered. The prospective student also has a tour of the school.

The prospective student is sent home with program specific information and guided through how to access the catalog, student handbook and other important information through the campus' webpage. If the student selects to move forward in the process, they will apply through the student success system or "S3". "S3" is a web-based tracking system which ensures all admissions criterion, including the minimum age and required high school or general education diploma, are satisfied prior to moving forward.

After applying for the selected program and term, the prospective student will then take the admissions exam. Upon passing the entrance exam, the student will meet with a financial aid administrator to discuss the financial aid process, review the documents that will be needed to complete this process and schedule a time for the prospective student to return.

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 standards of satisfactory academic progress are stated on pages 59 and 60 of the 2012-2013 campus catalog, Volume 13.
- 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:  
 Yes       No  
 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 )

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. Carlos Perez is the individual responsible for the administration of satisfactory academic progress. Mr. Perez is the associate dean of General Studies and is also serving as the acting dean for the campus while the regular dean is out on medical leave. Mr. Perez has a master's degree in Physics from Florida State University, Tampa, FL. and a bachelor's degree in Physics from the University of California, Riverside. Mr. Perez has served as the associate dean for general studies for four years. He also has experience in the education process from another career college. Mr. Perez is well qualified to serve in this capacity at the college.
- 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?  
The team learned that the campus is currently without a director of financial aid. The position was vacated July 31, 2012. Ms.

Khushboo Shah, a financial aid coordinator, is currently serving as the acting director of finance for the campus while a search is in progress. Ms. Shah has a bachelor's degree in Accounting from the University of South Florida, Tampa, FL. Ms. Shah is also a recent member of the California Association of Student Financial Aid Administrators (CASFAA). The team noted documentation of her membership dated October 1, 2012. Ms. Shah has the qualifications and experience to fill in for the director while a search is being made. Ms. Shah began her employment with ITT in July 2011.

- 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 team found in interviewing the acting director and in reviewing her file that Ms. Khushboo Shah has participated in various corporate sponsored in-services on the processes in financial aid. Ms. Shah has also taken a number of e-courses regarding identifying and advising financial aid issues with students.
- 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 has a strong student services support system which is managed by the department managers, program chairs, library assistants, registrar and other key personnel. The campus associate dean and program chairs arrange and supervise the structured tutoring, and academic or personal counseling. The campus director is responsible for the student orientation and the registrar helps students with their class schedules. The library assistant in the learning resource center assists students with library related or personal research needs. It was also noted to the team that the library assistant assists students in looking for opportunities to car pool.
- 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. Kylie Nersesian is the director of career services for the campus and the person responsible for counseling and advising students on employment opportunities. Ms. Nersesian has been in this position for one month. She holds a bachelor's degree in Liberal Studies from San Francisco State University, San Francisco, CA. Ms. Nersesian has over seven years of experience at Heald College serving as career and student services project manager and is well qualified to fulfill the responsibilities of the position on this campus.
- 4.58 Does the institution offer employment assistance to all students?  
 Yes     No     Not Applicable (institution enrolls only international students on a student visa)
- 4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes     No

4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?

Yes     No

4.61 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes     No     Not Applicable

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

Yes     No

4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations. The team was provided a number of documents regarding the information provided to the students regarding the repayment of their loans and their obligation. Each student is provided a cost summary and payment addendum that explains the charges and their current obligation. The student is also provided with exit counseling and given documents that show what obligation they have and how to contact the loan party. The team felt the information provided to the students during exit interview was adequate to inform them of their obligations upon leaving school.

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

The institution ensures that students are involved in extracurricular activities and offers several opportunities for doing so. These include but are not limited to membership in the National Technical Honors Society, and clubs that are program specific. Some of the examples of the clubs available to the students are as follows:

- the AutoCAD User Group International;
- the International Design Club;
- the American Criminal Justice Association; and
- the Electronics Technician Association.

The campus also encourages students to participate in community activities and has hosted blood drives, green tech day, and safety summit that they have an opportunity to participate in.

## 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. Carlos Perez, associate dean of general education and interim dean, is assigned to oversee the educational activities at the campus. He holds a bachelor's degree in Physics from the University of California, Riverside, and a master's degree in Physics from Florida State University. Prior to joining the Concord campus in September of 2011 as an instructor, he held adjunct teaching positions at Devry University and the West Covina campus of ITT Technical Institute. Mr. Perez is serving as interim dean while the permanent dean is on medical leave.

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 permanent dean does not hold a teaching schedule, which allows her to devote 100% of her time to program administration. Mr. Perez is currently teaching two courses, allowing him plenty of time to administer the academic programs.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes     No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes     No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
 Yes     No
- 5.09 Does the campus have any programs that carry specialized or programmatic accreditation?  
 Yes     No (Skip to question 5.10)
- 5.10 Are the educational programs consistent with the campus mission and the needs of its students?  
 Yes     No
- 5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes     No
- 5.12 What provisions are made for individual differences among students?  
The campus offers tutoring to students who may be experiencing difficulty grasping subject matter, and works with those students with disclosed disabilities.
- 5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
After each course, faculty and students are encouraged to submit course evaluations through the respective web portals. If any substantial recommendations are derived from these evaluations, they are channeled to the academic administrative center.
- 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)
- 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 at the campus is documented via copies of PowerPoint presentations (if applicable), certificates of completion, and/or copies of sign-in sheets in faculty files.

- 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:

**(Section 3-1-543):** On the first day of the visit, the majority of faculty development plans were lacking specific professional growth activities with proposed dates. There were only three categories listed - "Conference attendance/workshop", "Reading professional journals", and "Continuing education". On the second day of the visit, there were hand-written activities added to each plan, but no indication that faculty have been made aware of these additions (no signatures) and no explanation of how these activities will enhance their knowledge in their respective teaching areas.

- 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:

**(Section 3-1-544):** On the first day of the visit, the team was provided faculty meeting sign-in sheets dating as far back as 2010, but there were no minutes to substantiate these meetings. After requesting this information, on the second day of the visit, the team was provided sign-in sheets and minutes from faculty meetings held August 15-16 and September 19, 2011. There is no evidence of minutes recorded after this time.

- 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

The ITT Tech Concord campus is located in an area that is adjacent to major thoroughfares making it easy for students to reach. The campus consists of 20,000 square feet, which contain the following spaces:

- theory classrooms;
- laboratories;
- administrative offices;
- library;
- a student lounge;
- employee lounge; and
- a bookstore.

The facility has a capacity for 500 students and staff. There is ample parking available for students, staff, and visitors. The facility is in compliance with the ADA as well as other federal, state, and local ordinances and regulations.

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 2012-2013 ITT Technical Institute catalog for Concord, CA - Volume 13.
- 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 via its web site, television commercials, and direct mail post cards 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.)

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 budget for the calendar year 2012 is \$4,600. As of 10/19/12 \$2,100 has been spent on resources to keep the LRC current, which included the following items:

- bound instructional books;
- periodicals;
- library subscriptions; and

- audio/visual 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
- 8.13 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

**GENERAL COMMENTS:**

Emily Lowell and her assistants have created a well organized, easily accessible LRC for students & faculty. Emily's hours are Tuesday - Thursday 12- 9 pm, Friday 10 am - 7 pm, Saturday 8:30 am - 5: 30 pm.

## 9. PROGRAM EVALUATION

Academic Associates in Computer and Electronics Engineering Technology  
 Academic Associates 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

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. Frances Reyes is assigned to administer the bachelor's degree programs in Electronics and Communications Engineering Technology, and Electrical Engineering and Communications Technology; and the associate's degree programs in Computer and Electronics Technology, and Electrical Engineering Technology. Mr. Reyes holds a master's degree in Electronic Business from National University and a bachelor's degree in Electronics and Communications Engineering from Don Bosco Technical College. Additionally, he has over five years work experience as a technical trainer with Superior Tile & Stone.

- 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 Electrical Engineering utilizes various community resources to enrich the Engineering program. For example, on April 6, 2011, the ET115, DC Electronics class, went on a field trip to the San Francisco Exploratorium. In addition, on February 8, 15, and 22 the school had a guest speaker (Mr. Saunabh Palan) to discuss basics of robotics.

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

**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 five calls to employers of graduates.

How many calls to employers or graduates were successful?

Two of the five calls were successful contacts.

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.

Both successful calls verified graduate employment.

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:

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)
- 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)
- 9.58 Are the course prerequisites 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     NA, faculty hiring responsibilities are at AAC
- 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

## 9. PROGRAM EVALUATION

Bachelor's in Information Systems Security

- 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. Nisar Razmi is the school chairperson for Information Technology. Both programs, Information Systems Security and Cybersecurity, fall under Information Technology. Mr. Razmi holds both a bachelor's and master's degree in Information Systems from the University of Phoenix. He has multiple years of experience in the field of study with several years of instructions. He is currently working on his doctorate degree from the University of Phoenix.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

Yes     No

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

Yes     No

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

(a) Student retention rate of 62%

Yes     No     Not applicable (new branch only)

(b) Student placement rate of 58%

Yes     No     Not applicable (no graduates)

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).

On July 21, 2012, David Smith, a guest speaker, spoke to the students in course programs IS404 and IS3230. This exposed students to penetrating testing and mitigation methods. There was evidence of other visits by other guest speakers including field trips by students. Career fairs were also held on campus for students to visit employers within their respective field of studies.

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

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:

As stated in the current catalog:

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 administration presented assignment reports for two students from two classes. The report lists all the assignments and grades for those that have been completed.

- 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
- 9.47 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

Associate of Science Degree in Visual Communication

- 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?  
 Caroline Moore (Tshakie Njoki) is the program chair and instructor for Drafting & Design department. Ms. Njoki was hired for these positions in December of 2007. She holds a bachelor of arts degree from the Art Institute of Colorado with a major in Interior Design with an emphasis on Graphic Design in 2003. She also has an international baccalaureate in Art & Theatre from the University of North London, London, United Kingdom. Prior to being hired as chair of Drafting and Design, Ms. Njoki was interior design director for Neilson-Wilson Design, senior interior designer/marketing liaison with Precious Source, Inc., and interior designer with Kikwetu Design. Throughout these professional career positions she expanded her graphic design and marketing skills along with her interior skills. Ms. Njoki is presently working on her master's degree in Architecture from the San Francisco Institute of Architecture.
- 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 in the Graphic Design Communications program have benefited from participation in field trips such as the following; Auto Desk Gallery in San Francisco, along with Design Nights at the gallery, a networking event for professionals as well as students. Other field trips include the Oakland Museum and a print shop in Emeryville. Guest speakers are brought in to share their experiences in the professional design field and build a connection from the classroom to the professional design studio.

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 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 the courses in the CDD and DDT programs. 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 five calls attempted to employers.

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.

All four successful calls found that each of former ITT graduates was still working for their respective companies. There was no discrepancy between the number of successful contacts and confirmations.

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

Yes       No       Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 9.24*)

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

Yes       No       Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

A 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 was presented with samples of completed homework in the current session and gradebooks for last term 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

9.26 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

Associate of Science in Network Systems Administration

Associate of Science in Information Technology - Computer Network Systems

- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
Mr. Nisar Razmi is the chair of Information Technology and includes the two networking programs. Mr. Razmi has an associate of applied science in Computers/ Electronics from Heald College as well as a bachelor of science in Information Technology and a master of Information Systems from the University of Phoenix. Mr. Razmi has taught for the campus and has led the Computer Network Systems program since 2010. Mr. Razmi has over seven years of systems analysis experience.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes     No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?  
 Yes     No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes     No
- 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
(a) Student retention rate of 62%  
 Yes     No     Not applicable (new branch only)  
(b) Student placement rate of 58%  
 Yes     No     Not applicable (new branch only)

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

Yes       No

- 9.07 List the community resources and how they are utilized to enrich the program(s).  
Students have had guest speakers from various software vendors, network administrators, and network support. Instructors are working professionals. The programs have an active program advisory committee.
- 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 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 20 calls attempted for the Computer Network Systems program but only 5 calls could be completed on the first day of the visit with one employer unable to verify that Dylan Long had worked there. The team reviewed 25 files including Mr. Long's and found that almost all of the employers had not confirmed employment. The team asked the campus to provide additional employer contact information that the team might randomly call on the next day to reach more graduate employers. Additional calls were made on the second day of the visit and the totals are shown below. Mr. Long was contacted on day two to verify his employment as the employer would not confirm without a written request and fee. A total of 25 calls were attempted.

How many calls to employers or graduates were successful?

Ten 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.

Ten of ten calls confirmed the CAR report.

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 stated in the current catalog:

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 was presented with samples of completed homework in the current session and gradebooks for last term 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
- 9.27 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 Computer Network System program is in teachout. Students in both programs are very complimentary of their instructors and programs including free Saturday certification preparation sessions.

## 9. PROGRAM EVALUATION

Associates in Criminal Justice  
Associates in Criminology 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

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?

Kristina Volkert is assigned to administer the associate's degree in Criminal Justice, in addition to Criminology and Forensic Technology programs. Ms. Volkert holds a bachelor's degree in Criminal Justice from the University of Nevada, Las Vegas. In addition to Ms. Volkert's academic training, she has over seven years' experience in the criminal justice field as a corrections officer with the Nevada Department of Corrections. Ms. Volkert is an active member of the International Association for Identification.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes     No

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

Yes     No

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

Yes     No

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

(a) Student retention rate of 62%

Yes     No     Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (no graduates)

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 Criminal Justice utilizes various community resources to enrich the Criminal Justice and Criminology and Forensic Technology programs. For example, on January 9, 2012, former FBI agent, Ron Whitney was invited to guest speak to the Criminal Justice students. In addition, on January 23, 2012, the Criminal Justice students went on a field trip to visit San Quentin State Prison. In addition, the school provided the agenda and minutes for the Program Advisory Committee (PAC) meeting which was held on May 24, 2012. During the PAC meeting, industry leaders in the Criminal Justice field were in attendance to review ITT's curriculum and offer recommendations and current trends in the Criminal Justice field.

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

**(Section 3-1-513(a) & 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?

The team completed two phone calls to employers of the associate's degree in Criminal Justice.

How many calls to employers or graduates were successful?

The team was successful in completing two phone calls to employers.

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 team was able to confirm the employment of two 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.

As taken from the catalog page 51:

**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 received an assignment report for Criminal Justice students' academic work in CJ1310, CJ report writing class.

- 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

Associate of Science in Drafting and Design Technology

Associate of Science in Computer Drafting and Design

- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
Caroline Moore (Tshakie Njoki) is the chair of the Drafting and Design Technology and the Computer Drafting and Design programs. Ms. Moore holds a bachelor of arts degree in Interior Design from the Art Institute of Colorado. Caroline Moore has also worked as a design drafter for Nielson Wilson Design, senior interior designer for Precious Source, Inc., and as principle interior designer for Kikwetu 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)
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
The Drafting and Design classes used multiple field trips to enrich the program including meeting with Francisco Fallon from the public information office of the Bay Bridge to tour and study the seismic safety projects. On a second visit to the Bay Bridge, they looked at project management. The Drafting classes also visited ZAK Architecture of San Francisco, meeting with the principal for exposure to a real world architectural environments. A May 2011 visit to Autodesk, hosted by Julia Papapietro of Autodesk marketing team, exposed the students to the various products and the industries they serve. A visit to Eichleay Engineering, hosted by Bob Andrew, presented a multi-disciplined firm working for real world clients/projects/teams and their expectations.
- 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

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)

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 the courses in the CDD and DDT programs. 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 five calls made to employers.

How many calls to employers or graduates were successful?

There were three successful calls to employers.

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 three successful calls confirmed employment of the graduates. Phone messages were left for unanswered attempts and two have not had calls returned. Second attempts at contact were also unsuccessful. The ITT personnel's repeated attempts at verification are an indication that the verification is available if the communication connection could be made.

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:

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 Administration presented assignment reports for two students from two classes. The report lists all the assignments and grades for those that have been completed.

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  
 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
- 9.30 Are teaching loads reasonable?  
 Yes     No

## 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>1.</b>	<b>Section 3-1-513(a) and Glossary</b>
<b>2.</b>	<b>Section 3-1-543</b>
<b>3.</b>	<b>Section 3-1-544</b>

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 6/17/2013 4:38:36 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:** More Reports  
**Attachments:** 73448.ITT Tech-Grand Rapids ALI.doc; 11105.NLTI-Chicago NG.doc; 22169.FCC-Lauderdale Lakes NG.doc; 10679.Everest University-North Orlando NG.doc

Miss E,

Here are 4 more full-team reports. They are attached here and saved on the M:/drive. I believe only FCC-Lauderdale Lakes has cites. The rest are clean.

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 VISIT REPORT

**ITT TECHNICAL INSTITUTE**  
**3518 Plainfield Avenue NE**  
**Grand Rapids, MI 49525**  
**ACICS ID Code: 0073448**

Ms. Patricia Day, Campus Director (pday@itt-tech.edu)  
 regulatory160@itt-tech.edu

**MAIN**  
**ITT TECHNICAL INSTITUTE**  
**Indianapolis, IN**  
**ACICS ID Code: 00016040**

May 20-21, 2013

Dr. Bob Palmatier	Chair	Fortis Institute	Birmingham, AL
Dr. Judith Bernstein	Student-Relations Specialist	Higher Education Management	Denver, CO
Mr. Brian Trewartha	Educational Activities Specialist	Minnesota School of Business	Elk River, MN
Mr. Thomas Phillips	Networking Systems Administration Specialist	Gibbs College (Retired Program Director)	Tinton Falls, NJ
Dr. Samy Hanna	Electrical Engineering Technology Specialist	Engineering Consultant	Danville, CA
Mr. Russell Poteat	Drafting and Design Technology Specialist	Fortis Institute	Birmingham, AL
Mr. Maurice Wadlington	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
GRAND RAPIDS, MICHIGAN**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Associate of Applied Science Degree	Academic Associate's Degree	Network Systems Administration*	1058	90	337	84.62%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Electrical Engineering Technology*	1058	90	144	100%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Drafting and design Technology*	1058	90	3/3	75.00%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Software Development**	1058	90	0	N/A	N/A	N/A	N/A
Bachelor of Science Degree	Bachelor's Degree	Information Systems and Cybersecurity**	2164	180	0	N/A	N/A	N/A	N/A
Bachelor of Science Degree	Bachelor's Degree	Electrical Engineering and Communications Technology**	2149	180	0	N/A	N/A	N/A	N/A
Bachelor of Science Degree	Bachelor's Degree	Project Management and Administration**	1940	180	0	N/A	N/A	N/A	N/A
<b>TOTAL ENROLLMENT</b>					50/14 64				

*Notes:*

- \* Program reviewed for the first time.
- \*\* Programs with no enrollment at present. Bachelor's degree program enrollment is planned for January 2013 to coincide with the first graduation from the associate's degree programs.

## INTRODUCTION

The ITT Technical Institute in Grand Rapids is part of a nationwide system of campuses. The campus offers academic associate's degree and bachelor's degree programs. The campus is one of two ITT Technical Institute locations in Grand Rapids and serves the northern and eastern areas of the city. This location was opened in December 2011.

The student population is over 90 percent white and male. The majority reside in the region surrounding the campus. The first graduates are scheduled to complete in December 2013.

**1. MISSION**

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
 The mission statement is presented on a separate page, before page one, of the catalog.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes       No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes       No
- 1.04 Are the objectives reasonable for the following?  
 (a) The programs of instruction  
 Yes       No  
 (b) The modes of delivery.  
 Yes       No  
 (c) The facilities of the campus.  
 Yes       No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes       No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes       No

**CAMPUS EFFECTIVENESS**

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

(e) Student learning outcomes.

Yes  No

1.12 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 a goal to increase overall retention by 13-14% to achieve a rate of 80% or higher. Specific initiatives related to achieving this goal include increasing on-campus activities to foster a sense of community. Instructors will increase the use of guest speakers and field trips to maintain a high level of motivation among students. The campus will regularly assess student feedback and develop new initiatives as needed.

Additional initiatives related to improving retention include new procedures for following up with absent students. The dean, with the assistance of the registrar, maintains a watch list of students with excessive tardiness and/or absences and the dean and the instructors are responsible for follow-up with students who have excessive absenteeism. Also, instructors are observed as outlined by ITT policy and development goals established to enhance their effectiveness in the classroom. Instructors will also be held accountable for contacting students who are absent from class.

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. Patricia J. Day, campus director, is responsible for implementing and monitoring the CEP. Ms. Day holds a bachelor's degree in Telecommunications from Michigan State University. She has worked in admissions and campus management positions for more than 12 years, including her present position. In addition, she has worked in sales and marketing for three years.

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

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

## 2. ORGANIZATION

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

(a) Governance, control, and corporate organization.

Yes  No

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

Yes       No

(c) Names of the administrators.

Yes       No

2.02 Does the campus:

(a) Adequately train its employees?

Yes       No

(b) Provide them with constant and proper supervision?

Yes       No

(c) Evaluate their work?

Yes       No

2.03 Is the administration of the campus efficient and effective?

Yes       No

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

(a) Clearly understand their duties and responsibilities?

Yes       No

(b) Know the person to whom they report?

Yes       No

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

Yes       No

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

Yes       No

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

Yes       No

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

Yes       No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes       No       Not Applicable (initial applicants only)

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

Ms. Patricia J. Day, campus director, is responsible for the financial oversight of the campus. As previously mentioned, Ms. Day holds a bachelor's degree in Telecommunications from Michigan State University. She has worked in admissions and campus management positions for more than 12 years, including her present position. In addition, she has worked in sales and marketing for three years.

### 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. Patricia J. Day, campus director, is the on-site administrator. Ms. Day holds a bachelor's degree in Telecommunications from Michigan State University. She has worked in admissions and campus management positions for more than 12 years, including her present position. In addition, she has worked in sales and marketing for three years.

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

Yes  No

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

Yes  No

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

(a) Financial aid activities.

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

(b) Admissions.

Yes  No

(c) Curriculum.

Yes  No

(d) Accreditation and licensure.

Yes  No

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No

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

Yes  No (*Skip to Question 3.11.*)

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

Yes  No

3.12 Are appropriate transcripts maintained for all students?

Yes  No

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

Yes  No

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

Yes  No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes  No

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

Yes  No

#### 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed a total of 25 official files from all categories of students reported on the 2012 Campus Accountability Report.

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

Yes  No

The campus offers educational programs that integrate life-long learning with knowledge and skills to help students achieve their personal objectives; develop intellectual, analytical and critical thinking; and emphasize the importance of providing services to student's individual communities.

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. Richard Phifer is the director of recruitment at the campus. Mr. Phifer received his bachelor's degree in Communication from Grand Valley State University. Mr. Phifer has been with the campus since February 2013. Prior to his employment at ITT, Mr. Phifer was employed as a senior territory manager for Allergan and was employed by Nextel as a corporate account executive.

4.11 Describe the process for the recruitment of new students.

Prospective students are recruited in a numbers of methods, including internet, television, radio advertising, direct mail, and representative-generated personally developed leads and referrals. Once a prospective student visits the campus, he/she meets with admissions representatives and is given questionnaires to fill out. Once they have completed the forms, potential students are shown a Multi-Presentation that includes the programs at ITT, financial aid overview, information on transfer credits, and other information that is contained in the catalog. Students interested in attending ITT, fill out an application, meet with a financial aid representative for a pre-information session, and then sit for the admissions exam. Once the exam is completed, students are advised of the exam outcome, and those students meeting the criteria, meet with a financial aid representative, and receive information regarding new student orientation.

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
- If Yes, is evidence of licensure or registration on file?  
 Yes  No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes  No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes  No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes  No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes  No  Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes  No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes  No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)
- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes  No
- If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?  
 Satisfactory academic progress information is located on pages 32-34 of the current catalog.
- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.  
 Yes  No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

- Yes  No
- (c) Procedures for re-establishing satisfactory academic progress.  
 Yes  No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.  
 Yes  No
- Incomplete grades.  
 Yes  No
- Repeated courses.  
 Yes  No
- Non-punitive grades.  
 Yes  No  Not Applicable (campus does not offer)
- Non-credit or remedial courses.  
 Yes  No  Not Applicable (campus does not offer)
- A warning status.  
 Yes  No  Not Applicable (campus does not use)
- A probationary period.  
 Yes  No
- An appeal process.  
 Yes  No
- An extended-enrollment status.  
 Yes  No  Not Applicable (campus does not offer)
- The effect when a student changes programs.  
 Yes  No  Not Applicable (campus only offers one program of study)
- The effect when a student seeks to earn an additional credential.  
 Yes  No  Not Applicable (campus only offers one credential)
- The implications of transfer credit.  
 Yes  No

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

Yes  No

There are no students who have been placed on SAP

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. Michael Koole is the dean of the campus and is responsible for overseeing satisfactory academic progress (SAP). Mr. Koole received his bachelor's degree in Social Science from Chapman University and his master's degree in Education from Grand Valley State University. Mr. Koole has been with ITT since 1997, serving as an adjunct instructor, program chair, associate dean and dean of this campus.
- 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. Nicholas Therloff is the director of finance. Mr. Therloff received his bachelor's degree in Business Administration and his Master's degree in Business Administration from Western Michigan University. Mr. Therloff has been with ITT since January 2010, beginning in their management trainee program.

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. Therloff, director of financial aid attends outside financial aid meetings and participates in ITT training sessions. Mr. Therloff is a member of the Michigan Student Financial Aid Association (MSFAA). Mr. Therloff has been with ITT since January 2010, beginning in their management trainee program.

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

Information on the definition of a credit hour is located on page 24 of the current catalog.

- 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.  
 Students in need of academic assistance for their classes are provided opportunities for one-on-one and/or group tutoring by staff members. Furthermore, the campus encourages the use of the LRC. Students are assisted with transportation options, housing information, and part-time employment.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes  No  Not Applicable
- If Not Applicable, explain:  
 There have not been any graduates at the campus. The first graduation will take place in December 2013.
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Ms. Samona Mills is the director of career services. Ms. Mills received her bachelor's degree in Journalism from Michigan State University and her master's degree in Human Resource Management from Davenport University. Ms. Mills has five years of experience as a recruiter.
- 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.  
 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. The information is reinforced the third week of the student's first quarter of training, where they are required to view a video and complete a test to support completion of the process. The loan exit process commences once a student is no longer in attendance. The Integrated Risk Information System (IRIS Database) system self-populates communications to inactive students based upon their last date of attendance. This process is managed at the corporate office using a third party servicer. When possible, campuses will meet in person with inactive students. The team viewed a variety of reports supporting this process, which is managed on a weekly basis.
- 4.68 Describe the extracurricular activities of the campus (if applicable).  
 The extra activities at the campus include: student appreciation days; student awareness week; student clubs; department clubs; quarterly enrollment student social events; community blood drives; quarterly student honors certificates

**GENERAL COMMENTS:**

The facilities at this campus are very well maintained and the staff was very helpful to the team. The institution is extremely proactive when monitoring students for SAP. During each term student grades are reviewed and those identified as not meeting the minimum standards are notified and an appointment is made with the dean.

## 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. Michael Koole is the dean for the Grand Rapids ITT location. Mr. Koole is responsible for overseeing the educational activities of all programs. Mr. Koole holds a master's degree in Education from Grand Valley State University in Grand Rapids, Michigan and a bachelor's degree in Social Science from Chapman University in Orange, California. Mr. Koole started working for ITT as an Electronics Engineering Technology instructor in February 1997 before assuming the EET chair position in May of 2001. Mr Koole began working in administration as the associate dean for the Wyoming, Michigan campus in June of 2005 and then accepted the dean position at the Grand Rapids location in October of 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 lead instructors report to the campus dean, Mr. Michael Koole. Mr. Koole reports directly to the campus director, Ms. Patricia Day. This line of authority allows program administrators sufficient authority and responsibility for the development and administration of 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 5.11)
- 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 ITT Grand Rapids campus makes provisions for differences among students in a variety of ways. During weeks 3, 6, and 9 progress reports are filed by faculty to identify students in need of additional help. Instructors are encouraged to work one on one with students to help students get back on track. A math lab is available to students Tuesdays and Thursdays to assist students with their math questions. A peer tutoring program is scheduled to begin during the summer term. Peer tutoring will pair students that have been identified as possessing strong academic and communications skills with students that are struggling in their studies.
- 5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 Curriculum evaluation and revision is accomplished through a number of processes. Program advisory committees are held twice per year. Program advisory committees allow professionals from the community to interact with faculty, students, and administration to ensure that programs are meeting the needs of employers and staying current with industry trends. Additionally, faculty has access to a faculty portal and collaboration portal. Both portals allow faculty the opportunity to collaborate with colleagues from other ITT campuses about ideas for curriculum 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)
- 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 team was provided a binder detailing in-service training held quarterly. In an effort to provide collaboration in-service is currently being held at the Wyoming campus with an expectation that faculty will attend the meeting or complete a virtual training delivered through the faculty portal.
- 5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?  
 Yes  No
- 5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes  No
- 5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes  No
- 5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?  
 Yes  No
- 5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?  
 Yes  No
- 5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?  
 Yes  No
- 5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?  
 Yes  No
- 5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes  No

## 6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).  
 The campus facility consists of 20,038 square feet of space at 3518 Plainfield Avenue NE, Grand Rapids, Michigan 49525. The stand-alone building is located in the rear of a shopping center offering ample parking. There are classrooms, a laboratory and a student break area. Parking spaces, ramped entrances and restroom facilities are available for disabled individuals. These facilities are in compliance with federal, state, and local ordinances and regulations, including those relating to safety and health.

- 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

## 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 Technical Institute Grand Rapids 2013-2014 Catalog, Volume 8, published April 30, 2013.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.  
 Yes  No
- (c) The names and titles of the administrators.  
 Yes  No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.  
 Yes  No
- (e) A statement of accreditation  
 Yes  No  Not Applicable (initial applicant)
- (f) A mission statement.  
 Yes  No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes  No
- (h) An academic calendar.  
 Yes  No
- (i) A full disclosure of the admission requirements.  
 Yes  No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.  
 Yes  No

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

Yes  No

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

Yes  No

(m) A definition of the unit of credit.

Yes  No  Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes  No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes  No

(p) The transfer of credit policy.

Yes  No

(q) A statement of the tuition, fees, and any other charges.

Yes  No

(r) A complete and accurate listing of all scholarships 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.)

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

Yes  No

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

Yes  No

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

The campus actively advertises via online, television commercials, flyers, 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.)

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 institutional performance information that the campus routinely provides to the public are the occupations, median loan debt, on-time graduation rates, costs, and placement rates.

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

This information is published at the campus website and is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

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

Yes  No

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

Yes  No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes  No

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

Yes  No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The library resource center (LRC) committee supplies faculty members with a form that can be used to make recommendations for the acquisition of LRC materials. The LRC staff circulate book catalogs to acquaint faculty with new materials. The Virtual Library's "Contact Us" feature is used to make recommendations for online 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 \$2,400.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 From the budget of \$2,400, \$467 has been spent so far in 2013. Expenditures included \$72 for books and \$395 on the library data bases.
- 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?  
 A packet of library information is provided each quarter by the librarian to help motivate faculty to utilize the library. The librarian talks to students at the new student orientation to ensure that students understand the resources available in the library. Curriculum is designed to involve library resources in at least one assignment each quarter in every class.
- 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.  
 In addition to the virtual library collection that ITT utilizes, students have access to a number of online databases including: ProQuest, EbscoHost, ACM Digital Library, LexisNexis Academic, and Gale Computer Database.
- 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?  
 Yes  No
- 8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?  
 Yes  No
- 8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
 The on-site librarian is Mr. Michael Cirivello. Mr. Cirivello holds a master's degree in Library Science from Kent State in Kent, Ohio and a bachelor's degree in Communications from Ohio University in Athens, Ohio. Mr. Cirivello has worked as an independent bookstore manager, adult services supervisor for the Grand Rapids Public Library system, and as a training and curriculum specialist for All About Learning Inc. The library is open 9 a.m. -9 p.m. Monday - Thursday and 10 a.m. - 2 p.m. Friday - Saturday. Mr. Cirivello works in the library 9 a.m.-9 p.m. Monday and Tuesday and the remaining 16 hours are flexed between Wednesday - Saturday. The library is supervised for the remaining time by administrative staff including the dean.

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

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. Mohammed Almasri is the lead instructor for the Electrical Engineering Technology program. He holds a bachelor's degree in Computer Engineering from Western Michigan University and a master's degree in Electrical Engineering Technology from Western Michigan University. Mr. Almasri has 12 years of experience as an engineer in industry.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes       No

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

Yes       No

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

Yes       No

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

(a) Student retention rate of 62%?

Yes       No       Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 58%?

Yes       No       Not Applicable (Additional Location Inclusion only)

The associate's degree in Electrical Engineering Technology is a new program and there have been no graduates..

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
The Electrical Engineering Technology program uses a program advisory committee and speakers from industry as means for enriching the program with 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
  - (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

## 9. PROGRAM EVALUATION

### **Academic Associate’s Degree in Network Systems Administration**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes       No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?  
 Mr. Michael Koole is the dean of the campus. Mr. Koole is responsible for overseeing the educational activities of all programs. Mr. Koole holds a master's degree in Education from Grand Valley State University in Grand Rapids, Michigan and a bachelor's degree in Social Science from Chapman University in Orange, California. Mr. Koole started working for ITT as an electronics instructor in

February 1997 before assuming the Electronics Engineering Technology chair position in May 2001. Mr. Koole began working in administration as the associate dean for the Wyoming Michigan campus in June 2005 and then accepted the dean position at the Grand Rapids location in October 2011. Mr. Koole holds a CompTIA A+ certification. He is assisted by the lead instructor for the program, Mr. Matthew Gort. Mr. Gort holds a bachelor's degree in Information Systems from Calvin College in Grand Rapids, Michigan and a master's degree in Information Assurance from Davenport University in Grand Rapids, Michigan. Mr. Gort holds a CompTIA Security+ certification and has worked in the IT field for four years.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes       No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes       No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:  
 (a) Student retention rate of 62%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 58%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)
- If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?  
 Yes       No       Not Applicable (Additional location only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 To utilize community resources, the program has an active advisory board that meets twice a year. The most recent meeting was held on April 10, 2013 and the next one is scheduled for October 9, 2013. There have been two guest speaker panel discussions on employment opportunities in the technical field held in 2012 and an additional one was held on April 15, 2013.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes       No (*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

(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

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in 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. Michael Koole is the dean for the Grand Rapids ITT location. Mr. Koole is responsible for overseeing the educational activities of all programs. Mr. Koole holds a master's degree in Education from Grand Valley State University in Grand Rapids, Michigan and a bachelor's degree in Social Science from Chapman University in Orange California. Mr. Koole started working for ITT as an Electronics Engineering Technology instructor in February 1997 before assuming the EET chair position in May of 2001. Mr. Koole began working in administration as the associate dean for the Wyoming, Michigan campus in June of 2005 and then accepted the dean position at the Grand Rapids location in October of 2011. The lead instructor for the Drafting and Design department is Mr. Andrew Howard. Mr. Howard holds a bachelor's degree in Architecture from the University of Notre Dame. Mr. Howard began working for ITT Grand Rapids in August 2008.
- 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 Drafting and Design department utilizes an advisory board, guest speakers and field trips to enhance the curriculum and teaching experiences offered.

- 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
  - (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

**GENERAL COMMENTS:**

ITT Grand Rapids' Drafting and Design department features well equipped modern facilities. The department's instructor is enthusiastic about his students.

**SUMMARY**

There are no areas of non-compliance.

**RECOMMENDATIONS:**

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

1. The team recommends that the LRC's physical holdings are expanded for the Drafting and Design department. Although the campus has many online resources available, hard copy reference books can be very useful for students who have learning styles that require seeing hard copy examples.
2. The team recommended that the faculty of the Electrical Engineering Technology program makes an effort to plan field trips for the students in this program. Also, students can be encouraged to form an electronics technology club or seek to be members of a local chapter of associations such as the Electronics Technicians Association.

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 6/17/2013 4:38:36 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:** More Reports  
**Attachments:** 73448.ITT Tech-Grand Rapids ALI.doc; 11105.NLTI-Chicago NG.doc; 22169.FCC-Lauderdale Lakes NG.doc; 10679.Everest University-North Orlando NG.doc

Miss E,

Here are 4 more full-team reports. They are attached here and saved on the M:/drive. I believe only FCC-Lauderdale Lakes has cites. The rest are clean.

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 VISIT REPORT

**ITT TECHNICAL INSTITUTE**  
**3518 Plainfield Avenue NE**  
**Grand Rapids, MI 49525**  
**ACICS ID Code: 0073448**

Ms. Patricia Day, Campus Director (pday@itt-tech.edu)  
 regulatory160@itt-tech.edu

**MAIN**  
**ITT TECHNICAL INSTITUTE**  
**Indianapolis, IN**  
**ACICS ID Code: 00016040**

May 20-21, 2013

Dr. Bob Palmatier	Chair	Fortis Institute	Birmingham, AL
Dr. Judith Bernstein	Student-Relations Specialist	Higher Education Management	Denver, CO
Mr. Brian Trewartha	Educational Activities Specialist	Minnesota School of Business	Elk River, MN
Mr. Thomas Phillips	Networking Systems Administration Specialist	Gibbs College (Retired Program Director)	Tinton Falls, NJ
Dr. Samy Hanna	Electrical Engineering Technology Specialist	Engineering Consultant	Danville, CA
Mr. Russell Poteat	Drafting and Design Technology Specialist	Fortis Institute	Birmingham, AL
Mr. Maurice Wadlington	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
GRAND RAPIDS, MICHIGAN**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Associate of Applied Science Degree	Academic Associate's Degree	Network Systems Administration*	1058	90	337	84.62%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Electrical Engineering Technology*	1058	90	144	100%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Drafting and design Technology*	1058	90	3/3	75.00%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Software Development**	1058	90	0	N/A	N/A	N/A	N/A
Bachelor of Science Degree	Bachelor's Degree	Information Systems and Cybersecurity**	2164	180	0	N/A	N/A	N/A	N/A
Bachelor of Science Degree	Bachelor's Degree	Electrical Engineering and Communications Technology**	2149	180	0	N/A	N/A	N/A	N/A
Bachelor of Science Degree	Bachelor's Degree	Project Management and Administration**	1940	180	0	N/A	N/A	N/A	N/A
<b>TOTAL ENROLLMENT</b>					50/14				
					64				

*Notes:*

- \* Program reviewed for the first time.
- \*\* Programs with no enrollment at present. Bachelor's degree program enrollment is planned for January 2013 to coincide with the first graduation from the associate's degree programs.

## INTRODUCTION

The ITT Technical Institute in Grand Rapids is part of a nationwide system of campuses. The campus offers academic associate's degree and bachelor's degree programs. The campus is one of two ITT Technical Institute locations in Grand Rapids and serves the northern and eastern areas of the city. This location was opened in December 2011.

The student population is over 90 percent white and male. The majority reside in the region surrounding the campus. The first graduates are scheduled to complete in December 2013.

**1. MISSION**

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
 The mission statement is presented on a separate page, before page one, of the catalog.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes       No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes       No
- 1.04 Are the objectives reasonable for the following?  
 (a) The programs of instruction  
 Yes       No  
 (b) The modes of delivery.  
 Yes       No  
 (c) The facilities of the campus.  
 Yes       No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes       No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes       No

**CAMPUS EFFECTIVENESS**

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

(e) Student learning outcomes.

Yes  No

1.12 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 a goal to increase overall retention by 13-14% to achieve a rate of 80% or higher. Specific initiatives related to achieving this goal include increasing on-campus activities to foster a sense of community. Instructors will increase the use of guest speakers and field trips to maintain a high level of motivation among students. The campus will regularly assess student feedback and develop new initiatives as needed.

Additional initiatives related to improving retention include new procedures for following up with absent students. The dean, with the assistance of the registrar, maintains a watch list of students with excessive tardiness and/or absences and the dean and the instructors are responsible for follow-up with students who have excessive absenteeism. Also, instructors are observed as outlined by ITT policy and development goals established to enhance their effectiveness in the classroom. Instructors will also be held accountable for contacting students who are absent from class.

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. Patricia J. Day, campus director, is responsible for implementing and monitoring the CEP. Ms. Day holds a bachelor's degree in Telecommunications from Michigan State University. She has worked in admissions and campus management positions for more than 12 years, including her present position. In addition, she has worked in sales and marketing for three years.

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

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

## 2. ORGANIZATION

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

(a) Governance, control, and corporate organization.

Yes  No

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

Yes       No

(c) Names of the administrators.

Yes       No

2.02 Does the campus:

(a) Adequately train its employees?

Yes       No

(b) Provide them with constant and proper supervision?

Yes       No

(c) Evaluate their work?

Yes       No

2.03 Is the administration of the campus efficient and effective?

Yes       No

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

(a) Clearly understand their duties and responsibilities?

Yes       No

(b) Know the person to whom they report?

Yes       No

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

Yes       No

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

Yes       No

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

Yes       No

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

Yes       No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes       No       Not Applicable (initial applicants only)

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

Ms. Patricia J. Day, campus director, is responsible for the financial oversight of the campus. As previously mentioned, Ms. Day holds a bachelor's degree in Telecommunications from Michigan State University. She has worked in admissions and campus management positions for more than 12 years, including her present position. In addition, she has worked in sales and marketing for three years.

### 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. Patricia J. Day, campus director, is the on-site administrator. Ms. Day holds a bachelor's degree in Telecommunications from Michigan State University. She has worked in admissions and campus management positions for more than 12 years, including her present position. In addition, she has worked in sales and marketing for three years.

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

Yes  No

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

Yes  No

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

(a) Financial aid activities.

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

(b) Admissions.

Yes  No

(c) Curriculum.

Yes  No

(d) Accreditation and licensure.

Yes  No

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No

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

Yes  No (*Skip to Question 3.11.*)

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

Yes  No

3.12 Are appropriate transcripts maintained for all students?

Yes  No

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

Yes  No

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

Yes  No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes  No

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

Yes  No

#### 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed a total of 25 official files from all categories of students reported on the 2012 Campus Accountability Report.

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

Yes  No

The campus offers educational programs that integrate life-long learning with knowledge and skills to help students achieve their personal objectives; develop intellectual, analytical and critical thinking; and emphasize the importance of providing services to student's individual communities.

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. Richard Phifer is the director of recruitment at the campus. Mr. Phifer received his bachelor's degree in Communication from Grand Valley State University. Mr. Phifer has been with the campus since February 2013. Prior to his employment at ITT, Mr. Phifer was employed as a senior territory manager for Allergan and was employed by Nextel as a corporate account executive.

4.11 Describe the process for the recruitment of new students.

Prospective students are recruited in a numbers of methods, including internet, television, radio advertising, direct mail, and representative-generated personally developed leads and referrals. Once a prospective student visits the campus, he/she meets with admissions representatives and is given questionnaires to fill out. Once they have completed the forms, potential students are shown a Multi-Presentation that includes the programs at ITT, financial aid overview, information on transfer credits, and other information that is contained in the catalog. Students interested in attending ITT, fill out an application, meet with a financial aid representative for a pre-information session, and then sit for the admissions exam. Once the exam is completed, students are advised of the exam outcome, and those students meeting the criteria, meet with a financial aid representative, and receive information regarding new student orientation.

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
- If Yes, is evidence of licensure or registration on file?  
 Yes  No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes  No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes  No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes  No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes  No  Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes  No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes  No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)
- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes  No
- If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?  
 Satisfactory academic progress information is located on pages 32-34 of the current catalog.
- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.  
 Yes  No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

- Yes  No
- (c) Procedures for re-establishing satisfactory academic progress.  
 Yes  No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.  
 Yes  No
- Incomplete grades.  
 Yes  No
- Repeated courses.  
 Yes  No
- Non-punitive grades.  
 Yes  No  Not Applicable (campus does not offer)
- Non-credit or remedial courses.  
 Yes  No  Not Applicable (campus does not offer)
- A warning status.  
 Yes  No  Not Applicable (campus does not use)
- A probationary period.  
 Yes  No
- An appeal process.  
 Yes  No
- An extended-enrollment status.  
 Yes  No  Not Applicable (campus does not offer)
- The effect when a student changes programs.  
 Yes  No  Not Applicable (campus only offers one program of study)
- The effect when a student seeks to earn an additional credential.  
 Yes  No  Not Applicable (campus only offers one credential)
- The implications of transfer credit.  
 Yes  No

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

Yes  No

There are no students who have been placed on SAP

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. Michael Koole is the dean of the campus and is responsible for overseeing satisfactory academic progress (SAP). Mr. Koole received his bachelor's degree in Social Science from Chapman University and his master's degree in Education from Grand Valley State University. Mr. Koole has been with ITT since 1997, serving as an adjunct instructor, program chair, associate dean and dean of this campus.
- 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. Nicholas Therloff is the director of finance. Mr. Therloff received his bachelor's degree in Business Administration and his Master's degree in Business Administration from Western Michigan University. Mr. Therloff has been with ITT since January 2010, beginning in their management trainee program.

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. Therloff, director of financial aid attends outside financial aid meetings and participates in ITT training sessions. Mr. Therloff is a member of the Michigan Student Financial Aid Association (MSFAA). Mr. Therloff has been with ITT since January 2010, beginning in their management trainee program.

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

Information on the definition of a credit hour is located on page 24 of the current catalog.

- 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.  
 Students in need of academic assistance for their classes are provided opportunities for one-on-one and/or group tutoring by staff members. Furthermore, the campus encourages the use of the LRC. Students are assisted with transportation options, housing information, and part-time employment.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes  No  Not Applicable
- If Not Applicable, explain:  
 There have not been any graduates at the campus. The first graduation will take place in December 2013.
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Ms. Samona Mills is the director of career services. Ms. Mills received her bachelor's degree in Journalism from Michigan State University and her master's degree in Human Resource Management from Davenport University. Ms. Mills has five years of experience as a recruiter.
- 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.  
 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. The information is reinforced the third week of the student's first quarter of training, where they are required to view a video and complete a test to support completion of the process. The loan exit process commences once a student is no longer in attendance. The Integrated Risk Information System (IRIS Database) system self-populates communications to inactive students based upon their last date of attendance. This process is managed at the corporate office using a third party servicer. When possible, campuses will meet in person with inactive students. The team viewed a variety of reports supporting this process, which is managed on a weekly basis.
- 4.68 Describe the extracurricular activities of the campus (if applicable).  
 The extra activities at the campus include: student appreciation days; student awareness week; student clubs; department clubs; quarterly enrollment student social events; community blood drives; quarterly student honors certificates

**GENERAL COMMENTS:**

The facilities at this campus are very well maintained and the staff was very helpful to the team. The institution is extremely proactive when monitoring students for SAP. During each term student grades are reviewed and those identified as not meeting the minimum standards are notified and an appointment is made with the dean.

## 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. Michael Koole is the dean for the Grand Rapids ITT location. Mr. Koole is responsible for overseeing the educational activities of all programs. Mr. Koole holds a master's degree in Education from Grand Valley State University in Grand Rapids, Michigan and a bachelor's degree in Social Science from Chapman University in Orange, California. Mr. Koole started working for ITT as an Electronics Engineering Technology instructor in February 1997 before assuming the EET chair position in May of 2001. Mr Koole began working in administration as the associate dean for the Wyoming, Michigan campus in June of 2005 and then accepted the dean position at the Grand Rapids location in October of 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 lead instructors report to the campus dean, Mr. Michael Koole. Mr. Koole reports directly to the campus director, Ms. Patricia Day. This line of authority allows program administrators sufficient authority and responsibility for the development and administration of 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 5.11)
- 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 ITT Grand Rapids campus makes provisions for differences among students in a variety of ways. During weeks 3, 6, and 9 progress reports are filed by faculty to identify students in need of additional help. Instructors are encouraged to work one on one with students to help students get back on track. A math lab is available to students Tuesdays and Thursdays to assist students with their math questions. A peer tutoring program is scheduled to begin during the summer term. Peer tutoring will pair students that have been identified as possessing strong academic and communications skills with students that are struggling in their studies.
- 5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 Curriculum evaluation and revision is accomplished through a number of processes. Program advisory committees are held twice per year. Program advisory committees allow professionals from the community to interact with faculty, students, and administration to ensure that programs are meeting the needs of employers and staying current with industry trends. Additionally, faculty has access to a faculty portal and collaboration portal. Both portals allow faculty the opportunity to collaborate with colleagues from other ITT campuses about ideas for curriculum 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)
- 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 team was provided a binder detailing in-service training held quarterly. In an effort to provide collaboration in-service is currently being held at the Wyoming campus with an expectation that faculty will attend the meeting or complete a virtual training delivered through the faculty portal.
- 5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?  
 Yes  No
- 5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes  No
- 5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes  No
- 5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?  
 Yes  No
- 5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?  
 Yes  No
- 5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?  
 Yes  No
- 5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?  
 Yes  No
- 5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes  No

## 6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).  
 The campus facility consists of 20,038 square feet of space at 3518 Plainfield Avenue NE, Grand Rapids, Michigan 49525. The stand-alone building is located in the rear of a shopping center offering ample parking. There are classrooms, a laboratory and a student break area. Parking spaces, ramped entrances and restroom facilities are available for disabled individuals. These facilities are in compliance with federal, state, and local ordinances and regulations, including those relating to safety and health.

- 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

## 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 Technical Institute Grand Rapids 2013-2014 Catalog, Volume 8, published April 30, 2013.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.  
 Yes  No
- (c) The names and titles of the administrators.  
 Yes  No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.  
 Yes  No
- (e) A statement of accreditation  
 Yes  No  Not Applicable (initial applicant)
- (f) A mission statement.  
 Yes  No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes  No
- (h) An academic calendar.  
 Yes  No
- (i) A full disclosure of the admission requirements.  
 Yes  No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.  
 Yes  No

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

Yes  No

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

Yes  No

(m) A definition of the unit of credit.

Yes  No  Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes  No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes  No

(p) The transfer of credit policy.

Yes  No

(q) A statement of the tuition, fees, and any other charges.

Yes  No

(r) A complete and accurate listing of all scholarships 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.)

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

Yes  No

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

Yes  No

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

The campus actively advertises via online, television commercials, flyers, 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.)

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 institutional performance information that the campus routinely provides to the public are the occupations, median loan debt, on-time graduation rates, costs, and placement rates.

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

This information is published at the campus website and is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

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

Yes  No

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

Yes  No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes  No

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

Yes  No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The library resource center (LRC) committee supplies faculty members with a form that can be used to make recommendations for the acquisition of LRC materials. The LRC staff circulate book catalogs to acquaint faculty with new materials. The Virtual Library's "Contact Us" feature is used to make recommendations for online 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 \$2,400.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 From the budget of \$2,400, \$467 has been spent so far in 2013. Expenditures included \$72 for books and \$395 on the library data bases.
- 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?  
 A packet of library information is provided each quarter by the librarian to help motivate faculty to utilize the library. The librarian talks to students at the new student orientation to ensure that students understand the resources available in the library. Curriculum is designed to involve library resources in at least one assignment each quarter in every class.
- 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.  
 In addition to the virtual library collection that ITT utilizes, students have access to a number of online databases including: ProQuest, EbscoHost, ACM Digital Library, LexisNexis Academic, and Gale Computer Database.
- 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?  
 Yes  No
- 8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?  
 Yes  No
- 8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
 The on-site librarian is Mr. Michael Cirivello. Mr. Cirivello holds a master's degree in Library Science from Kent State in Kent, Ohio and a bachelor's degree in Communications from Ohio University in Athens, Ohio. Mr. Cirivello has worked as an independent bookstore manager, adult services supervisor for the Grand Rapids Public Library system, and as a training and curriculum specialist for All About Learning Inc. The library is open 9 a.m. -9 p.m. Monday - Thursday and 10 a.m. - 2 p.m. Friday - Saturday. Mr. Cirivello works in the library 9 a.m.-9 p.m. Monday and Tuesday and the remaining 16 hours are flexed between Wednesday - Saturday. The library is supervised for the remaining time by administrative staff including the dean.

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

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. Mohammed Almasri is the lead instructor for the Electrical Engineering Technology program. He holds a bachelor's degree in Computer Engineering from Western Michigan University and a master's degree in Electrical Engineering Technology from Western Michigan University. Mr. Almasri has 12 years of experience as an engineer in industry.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes       No

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

Yes       No

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

Yes       No

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

(a) Student retention rate of 62%?

Yes       No       Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 58%?

Yes       No       Not Applicable (Additional Location Inclusion only)

The associate's degree in Electrical Engineering Technology is a new program and there have been no graduates..

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
The Electrical Engineering Technology program uses a program advisory committee and speakers from industry as means for enriching the program with 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
  - (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

## 9. PROGRAM EVALUATION

### Academic Associate’s Degree in Network Systems Administration

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes       No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?  
 Mr. Michael Koole is the dean of the campus. Mr. Koole is responsible for overseeing the educational activities of all programs. Mr. Koole holds a master's degree in Education from Grand Valley State University in Grand Rapids, Michigan and a bachelor's degree in Social Science from Chapman University in Orange, California. Mr. Koole started working for ITT as an electronics instructor in

February 1997 before assuming the Electronics Engineering Technology chair position in May 2001. Mr. Koole began working in administration as the associate dean for the Wyoming Michigan campus in June 2005 and then accepted the dean position at the Grand Rapids location in October 2011. Mr. Koole holds a CompTIA A+ certification. He is assisted by the lead instructor for the program, Mr. Matthew Gort. Mr. Gort holds a bachelor's degree in Information Systems from Calvin College in Grand Rapids, Michigan and a master's degree in Information Assurance from Davenport University in Grand Rapids, Michigan. Mr. Gort holds a CompTIA Security+ certification and has worked in the IT field for four years.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes       No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes       No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:  
 (a) Student retention rate of 62%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 58%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)
- If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?  
 Yes       No       Not Applicable (Additional location only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 To utilize community resources, the program has an active advisory board that meets twice a year. The most recent meeting was held on April 10, 2013 and the next one is scheduled for October 9, 2013. There have been two guest speaker panel discussions on employment opportunities in the technical field held in 2012 and an additional one was held on April 15, 2013.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes       No (*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

(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

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in 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. Michael Koole is the dean for the Grand Rapids ITT location. Mr. Koole is responsible for overseeing the educational activities of all programs. Mr. Koole holds a master's degree in Education from Grand Valley State University in Grand Rapids, Michigan and a bachelor's degree in Social Science from Chapman University in Orange California. Mr. Koole started working for ITT as an Electronics Engineering Technology instructor in February 1997 before assuming the EET chair position in May of 2001. Mr. Koole began working in administration as the associate dean for the Wyoming, Michigan campus in June of 2005 and then accepted the dean position at the Grand Rapids location in October of 2011. The lead instructor for the Drafting and Design department is Mr. Andrew Howard. Mr. Howard holds a bachelor's degree in Architecture from the University of Notre Dame. Mr. Howard began working for ITT Grand Rapids in August 2008.
- 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 Drafting and Design department utilizes an advisory board, guest speakers and field trips to enhance the curriculum and teaching experiences offered.

- 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
  - (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

**GENERAL COMMENTS:**

ITT Grand Rapids' Drafting and Design department features well equipped modern facilities. The department's instructor is enthusiastic about his students.

**SUMMARY**

There are no areas of non-compliance.

**RECOMMENDATIONS:**

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

1. The team recommends that the LRC's physical holdings are expanded for the Drafting and Design department. Although the campus has many online resources available, hard copy reference books can be very useful for students who have learning styles that require seeing hard copy examples.
2. The team recommended that the faculty of the Electrical Engineering Technology program makes an effort to plan field trips for the students in this program. Also, students can be encouraged to form an electronics technology club or seek to be members of a local chapter of associations such as the Electronics Technicians Association.



## **ADDITIONAL LOCATION INCLUSION REPORT**

### **ITT TECHNICAL INSTITUTE - SALEM**

**4825 Commercial Street**

**Salem, OR 97306**

**ACICS ID Code: 00101789**

### **MAIN**

**ITT Technical Institute**

**Indianapolis, IN**

**ACICS ID Code: 00016040**

**Ms. Erin Burns, Director, (EBurns2@itt-tech.edu)**

**Ms. Barbara Perris, Interim Director, (bdimeling\_perris@itt-tech.edu)**

**Regulatory162@itt-tech.edu**

**May 23 - 24, 2013**

<b>Elizabeth M. Guinan</b>	<b>Chair</b>	<b>Retired, former President of The Art Institute of Charlotte</b>	<b>Charlotte, NC</b>
<b>Mr. Daniel Snyder</b>	<b>Student-Relations Specialist</b>	<b>Market President, Westwood College – Denver</b>	<b>Denver, CO</b>
<b>Ms. Beverly A. Harchick</b>	<b>Educational Activities Specialist</b>	<b>Attorney, Sole Practitioner</b>	<b>Pittsburgh, PA</b>
<b>Mr. Robert J. Laquerre</b>	<b>Electric Engineering Technology Specialist</b>	<b>Former Dean, Lincoln College of Technology</b>	<b>West Palm Beach, FL</b>
<b>Ms. Beth Huffman</b>	<b>Drafting and Design Technology Specialist</b>	<b>Westwood College DuPage</b>	<b>Downers Grove, IL</b>
<b>Dr. Harpal Singh Dhillon</b>	<b>Network Systems Administration Specialist</b>	<b>Vice President, Intelligent Education Solutions, Inc</b>	<b>Annandale, VA</b>
<b>Ms. Lindsey Withem</b>	<b>ACICS Staff Representative</b>	<b>Senior Accreditation Coordinator</b>	<b>Washington, DC</b>

**PROGRAMS OFFERED BY  
ITT Technical Institute – Salem  
Salem, Oregon**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Associate of Applied Science	Academic Associate's	Electrical Engineering Technology	1098	90	32/12	71.74	NA	NA	NA
Associate of Applied Science	Academic Associate's	Network Systems Administration	1058	90	47/7	67.57	NA	NA	NA
Associate of Applied Science	Academic Associate's	Drafting and Design Technology	1058	90	22/2	NA	NA	NA	NA
Associate of Applied Science	Academic Associate's	Business Management **	1896	90	NA	NA	NA	NA	NA
Associate of Applied Science	Academic Associate's	Criminology and Forensic Technology **	981	90	NA	NA	NA	NA	NA
Bachelor of Science	Bachelor's	Information Systems and Cybersecurity **	2164	180	NA	NA	NA	NA	NA
Bachelor of Science	Bachelor's	Electrical Engineering and Communications Technology **	2149	180	NA	NA	NA	NA	NA
Bachelor of Science	Bachelor's	Project Management and Administration – Project Management and Administration Option, Construction Option, and Information Technology Option **	1940	180	NA	NA	NA	NA	NA

**TOTAL ENROLLMENT**

122

\* Program reviewed for the first time.

\*\* The campus will determine the date to begin each of these programs based on interest, enrollment, and expected job placement opportunities.

## INTRODUCTION

ITT Technical Institute, Salem, Oregon opened December 2011 with 12 students in the Network Systems Administration program. The campus occupies a one story renovated building that was formerly a retail sports store. Salem, the Oregon state capitol, is a small city with a population of approximately 150,000 located 50 miles south of Portland. The State of Oregon is the largest employer in the city.

The student body is predominately male, non-traditional postsecondary age, with the majority attending evening classes. All students are high school graduates or equivalent and many students work full-time while attending ITT.

The campus director, Ms. Erin Burns, left on maternity leave just before the team visit. Ms. Barbara Perris, director of recruitment, with advance planning and preparation was assigned the duty of interim director. The district manager, Mr. Sam Russell, is also closely involved with maintaining continuity of service and operation of the campus while Ms. Burns is on leave. The administrative staff is qualified, organized, and was well prepared for the visit so the team did not experience any difficulty due to the absence of the director.

Since beginning classes in December 2011 with 12 students in one program, the campus has progressed on schedule and now offers three programs for 122 students. Several members of the management team have been with ITT for two or more years. The director of career services was hired in April 2012 to begin working with students and the business community in preparation for the first class of graduates in September 2013. Active program advisory committees have been established and a number of students are employed in internship positions.

The evaluation team was welcomed by the interim director and key staff members. The team room was well-organized with ample work space and all required team room documents readily available. The staff cooperatively answered all questions and provided additional information as requested.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
 The mission statement is found on the inside of the front cover of the current campus catalog.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes       No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes       No
- 1.04 Are the objectives reasonable for the following?  
 (a) The programs of instruction  
 Yes       No  
 (b) The modes of delivery.  
 Yes       No  
 (c) The facilities of the campus.  
 Yes       No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes       No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes       No

## CAMPUS EFFECTIVENESS

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

- 1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?  
 Yes       No       Not Applicable
- 1.09 Does the CEP describe the following?  
 (a) The characteristics of the programs offered.  
 Yes       No  
 (b) The characteristics of the student population.  
 Yes       No  
 (c) The types of data that will be used for assessment.  
 Yes       No  
 (d) Specific goals to improve the educational processes.  
 Yes       No  
 (e) Expected outcomes of the plans.  
 Yes       No
- 1.10 Are the following five required elements evaluated in the CEP?  
 (a) Student retention.  
 Yes       No  
 (b) Student placement.  
 Yes       No       Not Applicable (new additional location only)  
 (c) Level of graduate satisfaction.  
 Yes       No       Not Applicable (new additional location only)  
 (d) Level of employer satisfaction.  
 Yes       No       Not Applicable (new additional location only)  
 (e) Student learning outcomes.  
 Yes       No
- 1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.  
 The CEP uses a system for assessing student learning outcomes comprised of the following four components: 1) student engagement, which is measured by student attendance and the ability to complete program courses; 2) student success, which measures 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); 3) capstone courses, used to solidify the student's overall learning process and to determine the level of the students' understanding of the program objectives; the dean tracks class average grades for capstone courses to develop a history of data that is used to analyze student learning outcomes, and faculty review proficiency levels achieved by graduates with respect to specific outcomes and make changes as needed; and 4) employer surveys, which are used to measure a graduate's knowledge and determine the level of learning outcomes. In order to monitor the success level of training efforts, the corporate office surveys employers for all ITT locations to obtain their opinion and input in determining success. The Salem campus will be included in the survey once there are graduates.
- Charts designed to track capstone assessment data, grades, student engagement, student success, and employer survey opinions are included in the current CEP. Learning outcome goals for each program are included on the charts as well.
- 1.12 Are the following identified and described in the CEP?  
 (a) The baseline data for each outcome.  
 Yes       No       Not Applicable  
 (b) The data used by the campus to assess each outcome.  
 Yes       No       Not Applicable  
 (c) How the data was collected.  
 Yes       No       Not Applicable  
 (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.  
 Yes       No       Not Applicable
- 1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?  
 Yes       No       Not Applicable (new additional location or initial applicant only)

The campus submitted its first Campus Accountability Report (CAR) in 2012 including information from the first seven months of operation from December 2011 through June 2012.

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

Yes  No  Not Applicable (new additional location only)

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

To achieve the campus retention goal of 70%, the following procedures are established: identify high-risk students and provide assistance to prevent withdrawal; increase the use of guest speakers and field trips to provide motivation; improve teaching through additional instructor orientation including teaching techniques, grade and attendance reporting, and student advisement; continue to observe instructors and provide training to improve effectiveness; closely monitor attendance and follow-up with students with excessive absenteeism, and continually assess student feedback.

To achieve the campus placement goal of 70%, the campus has hired a director of career services well in advance of the first group of graduates. He was hired in April 2012 and the first group of graduates will be in September 2013. Mr. Kirkpatrick, the director, is busy establishing relationships with the students, seeking employers to serve on the program advisory committee, seeking relevant internships for students, and building a base of employer contacts in the community.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes  No

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

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

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

A committee is charged with the responsibility of developing, reviewing, analyzing, and monitoring the CEP. The committee consists of the director, dean, director of finance, director of recruitment, director of career services, registrar, and faculty representatives. The functional directors work within their departments to implement the relevant goals of the CEP. The director is responsible for coordinating, organizing, and preparing the summary report of the plan and is ultimately responsible for the implementation of the CEP.

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

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

#### GENERAL COMMENTS:

All required elements are included in the CEP. Charts to track results are designed but to date there is little history to populate the charts with data. Initiatives to reach the established goals are included in the plan. As more data becomes available, the CEP will be a more effective tool in helping the campus accomplish its mission and reach the established goals.

## 2. ORGANIZATION

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

(a) Governance, control, and corporate organization.

Yes  No

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

Yes  No

(c) Names of the administrators.

Yes  No

2.02 Does the campus:

(a) Adequately train its employees?

Yes  No

(b) Provide them with constant and proper supervision?

Yes  No

(c) Evaluate their work?

Yes  No

2.03 Is the administration of the campus efficient and effective?

Yes  No

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

(a) Clearly understand their duties and responsibilities?

Yes  No

(b) Know the person to whom they report?

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes  No  Not Applicable (initial applicants only)

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

Ms. Erin Burns, campus director, is responsible for the financial oversight of the campus. She works closely with her district manager to develop and monitor the campus budget. She holds a master's degree in Business Administration. During her leave of absence, the district manager, Mr. Sam Russel is in charge of the financial oversight.

### 3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes  No

3.02 Are all staff well trained to carry out administrative functions?

Yes  No

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

Ms. Burns joined ITT Technical Institute in November of 2011 as director of the new location in Salem, Oregon. She holds a bachelor's degree in International Business from Aquinas College and a master's degree in Business Administration from Keller Graduate School of Management. Prior experience includes over ten years with DeVry University where she held several positions including admissions advisor, director of admissions, regional director of admissions, business instructor and dean.

While Ms. Burns is on maternity leave, Ms. Barbara Perris, director of recruitment, is in charge of the day-to-day operation of the campus. She holds a bachelor's degree in Project Management and has seven years of experience with ITT in admissions. Prior to joining ITT she was employed in customer service, sales and marketing positions. She is in close contact with the district manager to assist during Ms. Burns' absence.

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

Yes       No

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

Yes       No

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

(a) Financial aid activities.

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

(b) Admissions.

Yes       No

(c) Curriculum.

Yes       No

(d) Accreditation and licensure.

Yes       No

(e) Guidance.

Yes       No

(f) Instructional resources.

Yes       No

(g) Supplies and equipment.

Yes       No

(h) The school plant.

Yes       No

(i) Faculty and staff.

Yes       No

(j) Student activities.

Yes       No

(k) Student personnel.

Yes       No

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

Yes       No (*Skip to Question 3.11.*)

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

Yes       No

3.12 Are appropriate transcripts maintained for all students?

Yes       No

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

Yes       No

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

Yes       No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes       No

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

Yes       No

#### COMMENDATIONS:

Under the leadership of the director, Ms. Burns and the interim director, Ms. Perris, the administrative team is efficient, organized, and dedicated to the success of the campus and its students. The smooth transition from the permanent director to the interim director is evidence of excellent leadership. All employees know and understand their role and responsibilities. There is a strong culture of team work among the administrators which was evident during the team visit.

## 4. RELATIONS WITH STUDENTS

- 4.01 How many student files were reviewed during the evaluation?  
 The team reviewed 32 student files 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. Perris, director of recruitment, is responsible for the oversight of student recruitment. Ms. Perris earned a bachelor's degree in Project Management from George Fox University. Ms. Perris started her career in higher education in 2006 as an admissions representative at the ITT Technical Institute - Portland campus. While there, she progressively accepted additional admissions department leadership positions. In 2011, Ms. Perris moved to the Salem campus and advanced to the director of recruitment position.
- 4.11 Describe the process for the recruitment of new students.  
 The Salem campus reaches potential students through various marketing means including referrals, internet and web based leads, walk-in, call-in, and representative generated leads. Following inquiry, students meet with an admissions representative to discuss their program and professional interest. The campus uses a standardized computer driven presentation that covers the areas of accreditation, transfer of credit, and programs offered. The presentation provides a basic overview of the tuition and fees required to attend. After the presentation, potential students take a tour of the facility, which is followed by completing an application for enrollment if there is interest. Students then proceed to the financial aid office to gain a pin number and/or complete the FAFSA. In a follow up meeting, students return to the campus and submit verification documents and complete any outstanding financial aid requirements.

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

Yes       No

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

(a) Courses and programs.

Yes       No

(b) Services.

Yes       No

(c) Tuition.

Yes       No

(d) Terms.

Yes       No

(e) Operating policies.

Yes       No

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

Yes       No

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

Yes       No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes       No

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

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

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

Yes       No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes       No

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

Yes       No       Not Applicable

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

Yes       No

4.21 Has the campus established articulation agreements with other institutions?

Yes       No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

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

Yes       No

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

The standards of satisfactory academic progress policy is published on pages 32 - 35 of the Salem, Oregon 2013-2014 Catalog, Volume 8.

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

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes       No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes       No

(c) Procedures for re-establishing satisfactory academic progress.

Yes  No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes  No

Incomplete grades.

Yes  No

Repeated courses.

Yes  No

Non-punitive grades.

Yes  No  Not Applicable (campus does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (campus does not offer)

A warning status.

Yes  No  Not Applicable (campus does not use)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.

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

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

Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes  No

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

Yes  No

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

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

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

Yes  No

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

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

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

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

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

Yes  No

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

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

If Yes, is the student informed of this policy?

Yes  No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

Yes       No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?

Yes       No       Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

Yes       No       Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

Yes       No       Not Applicable (there is no such student)

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

Yes       No

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

Ms. Sarah Daley, academic dean, is responsible for the administration of satisfactory academic progress. Ms. Daley holds a bachelor's degree in Architecture from Philadelphia University and a master's degree in Business Administration from University of Phoenix. In 2006, she began teaching drafting and design classes as an adjunct instructor at the ITT Technical Institute - Bensalem Pennsylvania campus and progressed as a full time faculty member at the ITT Technical Institute - Levittown Pennsylvania campus. During this time, Ms. Daley also worked as an architect at various architecture firms in Philadelphia. Ms. Daley joined the Salem campus as the academic dean in January 2013.

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

Yes       No

4.40 Does the campus finance any of the following? (Mark all that apply.)

- (a)  Scholarships.  
 (b)  Grants.  
 (c)  Loans.  
 (d)  The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.41.)

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes       No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?

Yes       No       Not Applicable (campus offers loans only)

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes       No

4.43 Are tuition and fees clearly stated in the catalog?

Yes       No

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

Yes       No       Not Applicable

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

- (a) Charges.  
 Yes       No  
 (b) Dates for the posting of tuition.  
 Yes       No  
 (c) Fees.

Yes       No

(d) Other charges.

Yes       No

(e) Payments.

Yes       No

(f) Dates of payment.

Yes       No

(g) The balance after each transaction.

Yes       No

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

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

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

Yes       No

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

Yes       No

4.48 Is the campus following its stated refund policy?

Yes       No

4.49 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 4.57*)

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

Ms. Katherine Turnbull, director of finance, is responsible for on-site administration of student financial aid. Ms. Turnbull holds a bachelor's degree in Sociology from the University of Oregon and continues to be enrolled in accounting classes at Chemeketa Community College for continuing education. Prior to joining ITT Technical Institute, she worked in the mortgage industry for four years. Ms. Turnbull joined the ITT Technical Institute - Everett Washington campus in 2008 and soon after moved to the Aurora Colorado campus as a financial aid coordinator. She joined the Salem campus in 2010 as the director of finance.

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

Yes       No

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

Yes       No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes       No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Turnbull stays current with regulation and policy changes in financial aid through membership in state organizations and ITT/ESI corporate trainings. Each year, she renews her state membership with the Oregon Association of Student Financial Aid Administrators (OASFAA). In both 2012 and 2013, she attended the OASFAA annual conference. Ms. Turnbull has an impressive record of completed financial aid trainings and has proof of more than thirty financial aid related trainings evidenced in her employee file. Several of the training topics that she completed include the following: financial aid risk areas, financial aid verification, and financial management 101.

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

Yes       No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes       No

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

Yes       No (Skip to question 4.58.)

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

Each student who enrolls at the campus is required to attend one of three scheduled orientation sessions. The orientation sessions are led by the campus director and cover the policies and procedures of the school and provide the opportunity for the new students to meet the lead faculty, administrators and fellow students. Students also bring missing documentation to ensure completion of their academic and financial aid files.

The campus offers tutoring services to enrolled students. Ms. Daley, academic dean, is the administrator of the tutoring program and encourages students to seek additional academic help on a regular basis. Students requesting assistance are assigned to a faculty member upon request. In addition "drop in" tutor times are offered in the learning resource center during campus hours of operation and topic-specific tutor meeting times are posted throughout the campus.

Ms. Daley is also responsible for updating the information on campus related to supportive community resources that are available to the students. The primary resource she provides to students is the local "Mid Valley 211" service pamphlet that lists the available services and resources in the surrounding Marion, Polk and Yamhill counties. She also maintains contact information for local homeless shelters, food services, and veteran affairs offices.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes       No       Not Applicable

If Not Applicable, explain:

The campus does not have graduates from any of its programs to date; therefore, it does not have the population to complete follow-up studies on graduate and employer satisfaction. The first group of graduates is anticipated in September 2013.

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Mr. Greg Kirkpatrick, director of career services, is responsible for the oversight of counseling students on employment opportunities. Mr. Kirkpatrick holds a bachelor's degree in Management and Organizational Leadership from George Fox University. Prior to joining the Salem campus, Mr. Kirkpatrick had a successful career in the United States Air Force. After leaving the Air Force, Mr. Kirkpatrick worked in the staffing industry for 10 years and assisted people with finding employment opportunities. Mr. Kirkpatrick joined the campus as the director of career services in 2012.

4.61 Does the campus offer employment assistance to all students?

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

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

Yes       No

If Yes, explain:

The campus provides a Graduate Employment Information sheet to every student who enrolls at the campus. The information sheet shows the total number of students who have graduated from each program and the average (annual) salary broken down into average, high and low categories. Since the campus does not have graduates from any of the programs to date, the fields on the form are currently marked with "none."

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

Yes       No

4.63 Is the beginning enrollment on the most current Campus Accountability Report (CAR) the same as the ending enrollment reported on the previous year's CAR?

Yes       No       Not Applicable (new additional location or initial grant)

- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes     No     Not Applicable
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.67 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
 Students are first introduced to their loan repayment obligations during their initial meeting with a financial aid representative or the director of finance prior to starting classes. During the initial meeting, the financial aid staff provides each student with an entrance guide that details the student's obligation to pay back their student loan(s). The campus also utilizes the entrance guide developed and distributed by the U.S. Department of Education, which further details repayment obligations. After students become active in their program of study, they review the entrance counseling guide during their re-packaging meetings that occur prior to the start of each new academic year (once every three terms). Since the campus does not have graduates to date, the finance department plans to run a list of all students who will be graduating and verify the graduation date. At that point, the financial aid staff will provide each graduate with an exit guide provided by the U.S. Department of Education that details the repayment obligations students are responsible for after graduation. The financial aid staff will also meet with each student individually to review their loan repayment obligations and provide students with lender contact information.
- 4.68 Describe the extracurricular activities of the campus (if applicable).  
 The campus, offers extracurricular activities to enrich the academic experience, and is in the initial phase of developing clubs for each of the programs offered. The staff believes student clubs strengthen the learning environment, provide opportunities for students to get involved with the campus culture, and assist with building camaraderie between enrolled students. The current clubs and organizations the campus is researching include the Electronic Technology Association (ETA) and the Association of IT Professionals (AIP). In addition to clubs and organizations, each program has either one guest speaker or field trip planned for each term. Recently, the drafting students went to the Sunnyside Organics market and assisted with a drafting and design opportunity, and the networking students had an individual on campus to discuss upcoming technologies. On the last date of the accreditation visit, the electronics department hosted an advanced soldering workshop.

## 5. EDUCATIONAL ACTIVITIES

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes     No
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?  
 Ms. Daley, academic dean since January of 2013, oversees the educational activities of all at the campus. As previously noted, she holds a master's degree in Business Administration from University of Phoenix and a bachelor's degree in Architecture from Philadelphia University in Philadelphia. She has worked in administrative positions for six years and has taught for eight years. She practiced architecture for six years.
- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes     No
- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.  
 Because the campus is small, there are no designated department heads. The dean, who is responsible for the development and administration of the programs, receives input regarding curriculum from lead instructors. The campus makes provisions for the dean to have sufficient authority and responsibility for the development and administration of the programs as stated on her job description and the campus organizational charts.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes     No

- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes  No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?  
 (a) Development of the educational program.  
 Yes  No  
 (b) Selection of course materials, instructional equipment and other educational resources.  
 Yes  No  
 (c) Systematic evaluation and revision of the curriculum.  
 Yes  No  
 (d) Assessment of student learning outcomes.  
 Yes  No  
 (e) Planning for institutional effectiveness.  
 Yes  No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
 Yes  No
- 5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
 Yes  No (*Skip to question 5.11*)

**FOR ALL CAMPUSES**

- 5.13 Are the educational programs consistent with the campus' mission and the needs of its students?  
 Yes  No
- 5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes  No
- 5.15 What provisions are made for individual differences among students?  
 Most classes are small, allowing for continuous interaction between the instructor and each student. Individual tutoring is provided by instructors, and students may attend formal tutoring sessions, which are held five times per week for two or three hours per session. Instructors are advised to use a variety of teaching methods in the classroom. Students with disabilities may request accommodations by contacting the campus director or the academic dean.
- 5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 The ITT national curriculum committee gathers suggestions regarding proposed changes to the curriculum from various sources and works in conjunction with the institution's executive management to formulate and effect changes to the curriculum. The various sources of suggestions are: 1) campus instructors, who may submit suggestions to their lead instructor or the academic dean; 2) program advisory committees, which meet twice per year; 3) lead instructors and the deans, who may make suggestions via the portal; 4) informal communications; and 5) student evaluations.
- 5.17 Does the faculty participate in this process?  
 Yes  No
- 5.18 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes  No
- 5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes  No  Not Applicable (campus does not award such credit)

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

Yes  No

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

Yes  No

5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No  Not Applicable (no faculty members hold foreign credentials)

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

Yes  No

If *Yes*, how is this documented?

In-service training and instructor participation is documented by meeting minutes, sign-in sheets, and certificates of participation.

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

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

Yes  No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

Yes  No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes  No

5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes  No

**COMMENDATIONS:**

The team was impressed with the competence demonstrated by the academic dean, particularly since she has held the position for approximately four months. Interviews with instructors and students reinforced this positive impression.

**6. EDUCATIONAL FACILITIES**

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

The ITT - Salem occupies 20,701 square feet of a newly renovated one-story building that was formerly a GI Joe's sporting goods store. The facility is easily accessible and there is ample parking. There are two entrances, one in the front of the building that opens to the reception area and a second entrance on the side of the building that opens to the student lounge and learning resource center. The space is well designed to accommodate theory rooms, a large computer lab with 60 computer stations, an electronics lab, several small conference rooms, open administrative offices, faculty work area, student lounge and a learning resource center. Colorful prints and display cases representing each program line the corridors. Although the building is complete all rooms are not yet furnished. As enrollment increases additional classrooms room will be furnished. There is ample room for growth.

6.02 Does the campus utilize any additional space locations?

Yes  No

6.03 Does the campus utilize campus additions?

Yes  No

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

Yes  No

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

(a) Equipment

Yes  No

(b) Instructional tools

Yes  No

(c) Machinery

Yes  No

- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?  
 Yes       No       Not Applicable

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
 A catalog dated 2013-2014, volume 8, publication date May 10, 2013 was used during the evaluation visit.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes       No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes       No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes       No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.  
 Yes       No
- (c) The names and titles of the administrators.  
 Yes       No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.  
 Yes       No
- (e) A statement of accreditation  
 Yes       No       Not Applicable (initial applicant)
- (f) A mission statement.  
 Yes       No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes       No
- (h) An academic calendar.  
 Yes       No
- (i) A full disclosure of the admission requirements.  
 Yes       No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.  
 Yes       No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 Yes       No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.  
 Yes       No
- (m) A definition of the unit of credit.  
 Yes       No       Not Applicable (The campus does not award credit)
- (n) A complete explanation of the standards of satisfactory academic progress.  
 Yes       No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.  
 Yes       No
- (p) The transfer of credit policy.  
 Yes       No
- (q) A statement of the tuition, fees, and any other charges.

Yes       No

(r) A complete and accurate listing of all scholarships offered.

Yes       No       Not Applicable (no scholarships offered)

(s) The refund policy.

Yes       No

(t) A statement describing the student services offered.

Yes       No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes       No       Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes       No

If Yes, does the catalog contain the following?

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

Yes       No

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

Yes       No

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

Yes       No

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

Yes       No

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

Yes       No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

Yes       No (Skip to Question 7.08.)

If Yes, is it appropriate?

Yes       No

7.08 Is the catalog available online?

Yes       No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?

Yes       No

7.09 Does the campus utilize a multiple-school catalog?

Yes       No (Skip to Question 7.10.)

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

Yes       No

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

Yes       No

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

The campus uses its website and television commercials to advertise.

Are the advertisements under acceptable headings?

Yes       No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes       No (Skip to Question 7.14.)

If *Yes*, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

Yes  No

7.14 Does the campus utilize services funded by third parties?

Yes  No (*Skip to Question 7.15.*)

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

Yes  No

7.16 Is the phrase “for those who qualify” properly referenced in all advertising that mentions financial aid?

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

7.17 What institutional performance information does the campus routinely provide to the public?

The campus publishes potential occupations, on-time graduation rates, costs, placement rates, and median loan debt for each program offered at the campus.

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

This information is published in the campus catalog and on the campus website. This information is updated on an annual basis in conjunction with its CAR report.

## 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?

Two library assistants interact informally with instructors on a regular basis, enabling them get suggestions for improvement of the library. In addition, the assistants email instructors periodically to remind them they may request particular library resources be purchased, and a library request form is distributed to all instructors at each in-service meeting. The corporate curriculum review process includes a review of library resources.

Are these methods appropriate?

Yes  No

8.06 Is the library staff adequately trained to support the library?

Yes  No

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

8.07 Is the campus’ established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes  No

- 8.08 What is the amount of the current year's library budget excluding personnel allocations?  
The current year's library budget is \$2,616, with \$500 dedicated to physical resources and \$2,116 to online resources.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
As of May 24, 2013, \$157 of the physical resource dollars have been spent allocated as follows: \$35 on books and supplemental materials related to the core courses, \$18 on magazine subscriptions, \$66 on office supplies, and \$38 on DVDs; \$882 has been spent on online resources.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No

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

- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?  
During interviews, instructors stated they regularly assign research papers and the library assistants help initiate student use of the library resources and work closely with the students when they are completing assignments. The library assistants give students an overview of the library resources during student orientation and present as guest speakers in classes.
- Are these methods appropriate?  
 Yes  No
- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?  
 Yes  No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?  
 Yes  No  Not Applicable (no interlibrary agreements)
- 8.16 Describe any full-text online collections available to students.  
Students may access more than 87,000 full-text online books and more than 20,000 full-text magazines, journals, and newspapers from more than 37 databases, including ProQuest, EbscoHost, LexisNexis Academic, Gale Computer Database, and Gale Virtual Reference Library.
- 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?  
 Yes  No
- 8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?  
 Yes  No

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

- 8.19 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?  
Ms. Kathryn Closter, ITT corporate librarian since 1999, holds a master's degree in Library Science and works 40 hours per week administering the various ITT campus libraries.
- Mr. Aaron Novinger, library assistant since January 2013, holds a master's degree in Creative Writing from National University, a bachelor's degree in English from University of Oregon, and an associate's degree in Liberal Arts from Portland Community College.

He has taught for eight years and has worked as a library assistant for one year. Mr. Novinger's on-site hours are Monday to Friday, 9 a.m. to 6 p.m., and he often stays past 6 p.m. to speak to classes and assist students.

Ms. Anna Usselman, library assistant since February 2013, holds a bachelor's degree in Education from the University of Portland. Her on-site hours are Monday to Friday, 6 p.m. - 10 p.m. and Saturdays 8:30 a.m. - 2:30 p.m.

Does this individual:

(a) Supervise and manage the library and instructional resources?

Yes  No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

Yes  No

(c) Assist students in the use of instructional resources?

Yes  No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes  No

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

Yes  No  Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes  No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

Yes  No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

Yes  No

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Network Systems Administration (AASNSA)

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

Yes  No (Skip to question 9.02)

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

The AASNSA degree program is collaboratively administered by Ms. Daley, academic dean, and Mr. Richard Surroz, Jr., lead instructor for the school of information technology. Ms. Daley manages the administrative tasks, and Mr. Surroz is responsible for providing academic leadership.

Mr. Surroz was designated as lead instructor in December 2012. Prior to joining ITT, he was the owner of two information technology (IT) businesses for seven years. Mr. Surroz was employed as a software engineer at Panther Systems, Inc., from 2002 to 2005, and worked as an instructional assistant for Computer Laboratory Technology at Lin-Benton Community College in Albany, Oregon for three years from 1997 to 2000. Mr. Surroz holds a bachelor's degree in Business Administration and a master's degree in Adult Education from Oregon State University.

Ms. Daley is certified as a MS PROJECT 2007 specialist, and possesses the Green Living Certificate issued by ExpertRating. As previously noted, Ms. Daley was appointed as the academic dean at ITT in January 2012. She had been working as an instructor in the School of Drafting and Design since June 2006 at another ITT campus. Prior to her tenure at ITT, Ms. Daley worked as an architect in

the building industry for seven years. Ms. Daley holds a bachelor's degree in Architecture from Philadelphia University and a master's degree in Business Administration from the University of Phoenix.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No  
 A single full-time administrator for this program is expected to be in place within three months.
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 58%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?  
 Yes  No  Not Applicable (Additional location only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The following community resources are used to enrich the program: 1) each year, several guest speakers come to the campus to address program students about real-world situations in which they may have to deal with as professionals; recent speakers include executives and technologists, who represent IT companies and IT users in the Portland-Salem region; 2) twice a year, a 15 member program advisory committee (PAC) meets; the employment/internship arrangements for some students were facilitated by PAC members, who currently representative well-known local and national organizations, such as Opt-e-Web, Inc., Reliable Computer Services, Century Link, Cricket Communications, Salem Business Computers, and Foremost Marketing & Media; and 3) a few times each year, students volunteer to undertake cabling and electronic infrastructure tasks for local businesses and community organizations; for example, an ongoing computer workstation project for the Marion-Polk Food Share (a non-profit organization) has been organized. In the Food Share project, students will build and set-up computer workstations at organization's facilities in Salem, and subsequently provide IT maintenance and upgrade support.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)

- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
  - (b) Course numbers  
 Yes  No
  - (c) Course prerequisites and/or corequisites  
 Yes  No
  - (d) Instructional contact hours/credits  
 Yes  No
  - (e) Learning objectives  
 Yes  No
  - (f) Instructional materials and references  
 Yes  No
  - (g) Topical outline of the course  
 Yes  No
  - (h) Instructional methods  
 Yes  No
  - (i) Assessment criteria  
 Yes  No
  - (j) Method of evaluating students  
 Yes  No
  - (k) Date the syllabus was last reviewed  
 Yes  No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No  Not Applicable (Additional Location Inclusion)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No  Not Applicable (Additional Location Inclusion)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes  No  Not Applicable (there have been no graduates)
- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes  No  Not Applicable
- 9.24 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes  No
  - (b) Instructional equipment.  
 Yes  No
  - (c) Resources.  
 Yes  No
  - (d) Personnel.

Yes       No

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

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

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

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

Yes       No

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

Yes       No

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

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

Yes       No

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

9.30 Are teaching loads reasonable?

Yes       No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

Yes       No

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

Yes       No

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

Yes       No

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

Yes       No       Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?

Yes       No       Not applicable

**GENERAL COMMENTS:**

The facilities available for the academic programs in the IT domain are good. The computer/networking laboratories available for students in the AASNSA degree program are well-equipped with a student-friendly layout in each lab.

During interviews with about 30 IT program students, they indicated the quality of instruction is good, and praised the instructors and administrators for being very accessible and responsive. Students stated they appreciated the hands-on experience of their instructors, and the employment market focus of the program.

#### COMMENDATIONS:

The administration of this institution deserves commendation for assembling a group of highly qualified and well-experienced adjunct faculty members who teach in the AASNSA degree program. The strong desire of faculty members to help students in their pursuit of professional goals through high quality instruction, innovative experiments in the labs, and outreach to the community is an exemplary attribute of all faculty members in this program. The campus administration should make a sustained effort to retain the services of current faculty members.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Electrical Engineering Technology

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (Skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Majid Adeli, lead instructor, administers the Electrical Engineering Technology program. Mr. Adeli holds a bachelor's degree in Telecommunications Engineering from the University of Tehran, Iran and a master's degree in Telecommunications Engineering from Sharif University of Technology, Iran. He has five years of professional work experience and is currently attending Oregon State University where he is pursuing a doctorate degree in Electrical and Computer Engineering.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:  
 (a) Student retention rate of 62%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 58%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The program utilizes guest speakers, advisory committees, and industry-directed student projects called Student Professional Experiences (SPE's) to supplement and enrich students' learning experiences. The campus recently held a programmatic advisory committee meeting on May 7<sup>th</sup> and has a guest speaker scheduled to present a soldering workshop on May 24<sup>th</sup>. Guest speakers are used to compliment textbook learning by providing real world perspectives from members of the workforce who are willing to partner with the campus to develop student projects, and to help ensure the curriculum effectively meets the needs of the local industry.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No

- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)  
 Although the catalog states, at the discretion of the campus, students would be permitted to take a course through directed independent study, the campus informed the team no students in the Electronics Engineering Technology program are taking (or have taken) an independent study course.
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
  - (b) Course numbers  
 Yes  No
  - (c) Course prerequisites and/or corequisites  
 Yes  No
  - (d) Instructional contact hours/credits  
 Yes  No
  - (e) Learning objectives  
 Yes  No
  - (f) Instructional materials and references  
 Yes  No
  - (g) Topical outline of the course  
 Yes  No
  - (h) Instructional methods  
 Yes  No
  - (i) Assessment criteria  
 Yes  No
  - (j) Method of evaluating students  
 Yes  No
  - (k) Date the syllabus was last reviewed  
 Yes  No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No  Not Applicable (Additional Location Inclusion)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No  Not Applicable (Additional Location Inclusion)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No

- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes     No     Not Applicable (there have been no graduates)
- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes     No     Not Applicable
- 9.24 Are the following appropriate to adequately support the number and nature of the program?  
 (a) Facilities.  
 Yes     No  
 (b) Instructional equipment.  
 Yes     No  
 (c) Resources.  
 Yes     No  
 (d) Personnel.  
 Yes     No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?  
 (a) Systematic planning.  
 Yes     No  
 (b) Well-defined instructional objectives.  
 Yes     No  
 (c) The selection and use of appropriate and current learning materials.  
 Yes     No  
 (d) Appropriate modes of instructional delivery.  
 Yes     No  
 (e) The use of appropriate assessment strategies.  
 Yes     No  
 (f) The use of appropriate experiences.  
 Yes     No

**FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, AND BACHELOR’S DEGREES ONLY**

- 9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes     No
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes     No

**FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY**

- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes     No

**FOR ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S, DEGREES ONLY**

- 9.30 Are teaching loads reasonable?  
 Yes     No

**FOR ACADEMIC ASSOCIATE’S DEGREES ONLY**

- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes       No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes       No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes       No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes       No       Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?

Yes       No       Not applicable

#### COMMENDATIONS:

Faculty and students, who were interviewed, expressed high opinions of the campus and that were very pleased with their experiences at the campus. Students expressed the staff was very helpful and supportive, especially during the admissions process.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Drafting and Design Technology

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes       No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Daley, lead instructor for the school of drafting and design technology, administers the program. As previously noted, she holds a bachelor's degree in Architecture from Philadelphia University and a master's degree in Business Administration from the University of Phoenix. Ms. Daley has worked in the industry at various architecture firms as an architect, and began teaching at ITT as an adjunct instructor in 2006. In January 2013, she was appointed to academic dean, while continuing her responsibilities as the lead instructor for the drafting and design program.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes       No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes       No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes       No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:

(a) Student retention rate of 62%?

Yes       No       Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 58%?

Yes       No       Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The following community resources are used to enrich the program: an advisory committee that meets annually to integrate professional and classroom experiences; and an applied project at a local organic market in which students will draft and design an additional space within an existing building. To date, students have had a site visit to the market and have surveyed the property as part of related class activities.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
  - (b) Course numbers  
 Yes  No
  - (c) Course prerequisites and/or corequisites  
 Yes  No
  - (d) Instructional contact hours/credits  
 Yes  No
  - (e) Learning objectives  
 Yes  No
  - (f) Instructional materials and references  
 Yes  No
  - (g) Topical outline of the course  
 Yes  No
  - (h) Instructional methods  
 Yes  No
  - (i) Assessment criteria  
 Yes  No
  - (j) Method of evaluating students  
 Yes  No
  - (k) Date the syllabus was last reviewed  
 Yes  No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No  Not Applicable (Additional Location Inclusion)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No  Not Applicable (Additional Location Inclusion)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No

- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes  No  Not Applicable (there have been no graduates)
- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes  No  Not Applicable
- 9.24 Are the following appropriate to adequately support the number and nature of the program?  
 (a) Facilities.  
 Yes  No  
 (b) Instructional equipment.  
 Yes  No  
 (c) Resources.  
 Yes  No  
 (d) Personnel.  
 Yes  No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?  
 (a) Systematic planning.  
 Yes  No  
 (b) Well-defined instructional objectives.  
 Yes  No  
 (c) The selection and use of appropriate and current learning materials.  
 Yes  No  
 (d) Appropriate modes of instructional delivery.  
 Yes  No  
 (e) The use of appropriate assessment strategies.  
 Yes  No  
 (f) The use of appropriate experiences.  
 Yes  No

**FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, AND BACHELOR’S DEGREES ONLY**

- 9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No

**FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY**

- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No

**FOR ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S, DEGREES ONLY**

- 9.30 Are teaching loads reasonable?  
 Yes  No

**FOR ACADEMIC ASSOCIATE’S DEGREES ONLY**

- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes       No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes       No       Not Applicable (no students in the second year)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes       No       Not applicable

**GENERAL COMMENTS:**

Students are very satisfied with all aspects of the school of drafting and design technology. From resources and software to tutoring and faculty, students who were interviewed stated great things about their experiences within their core classes.

**COMMENDATIONS:**

The varied experience and education of the faculty for the Drafting and Design Technology program is commendable and appreciated by the student population and the evaluation team. Students are very satisfied with the instructors' subject matter expertise and willingness to help the students outside of class time. Numerous students mentioned the helpfulness of the daily tutoring that is provided by the instructors. The rapport the faculty has with the students is evident and commendable.

## **SUMMARY**

There are no areas of non-compliance.

## RECOMMENDATIONS

The evaluation team offers the following recommendation for the institution's consideration (*This recommendation is not included in the report seen by the Council*):

For the purpose of consistency among of all the program syllabi, the course description for EN1420, Composition II, should be modified to match exactly what is stated in the campus catalog.

## REEVALUATION

**ITT Technical Institute  
1400 International Pkwy  
Lake Mary, FL 32746  
ACICS ID Code: 00016047**

**Mr. Matt Matisak, Director (mmatisak@itt-tech.edu)  
Regulatory023@itt-tech.edu**

**MAIN  
ITT Technical Institute  
Indianapolis, IN  
ACICS ID Code: 00016040**

**September 24-25, 2012**

William Winger	Chair	American International College of Arts and Sciences Antigua	Denver, CO
Sherie Hurd	Student-Relations Specialist	Empire College	Santa Rosa, CA
Duane K. Smith	Educational Activities and Library	Tennessee State University	Nashville, TN
Richard Brubaker	Criminal Justice	Ohio State Board of Career Colleges and Schools	Dayton, OH
Owate A. Chujor	Electronics Engineering Technology and Computer Science	Globe University	Minneapolis, MN
Teresa Johnson	Drafting and Design Technology	Vatterott College	Olivebranch, MI
Gail J. Robin	Health Information Technology	Baker College Center of Graduate Studies	McLean, VA
Michael Bleacher	Project Management	Colorado Christian University/Colorado Community College (online)	Westminster, CO
Betty Herard	Information Technology	Virginia College (former Dean)	New York, NY
Grace Johnson	Nursing	Wilkes Community College (retired)	Huntersville, NC
Jennifer Newham	Accreditation Coordinator	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT Technical Institute  
LAKE MARY, FL**

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			
					2012		2011	
					Ret.	Pla.	Ret.	Pla.
Bachelor's	Bachelor's Degree in Project Management and Administration	1940	180	1/3	0.0%	0.0%	0.0%	0.0%
Academic Associate's	Associate's Degree in Criminology and Forensic Technology	981	90	7/2	0.0%	0.0%	0.0%	0.0%
Bachelor's	Bachelor's Degree in Business Management **	2100	180	0/0	0.0%	0.0%	0.0%	0.0%
Academic Associate's	Associate's Degree in Business Management**	1896	90	0/0	0.0%	0.0%	0.0%	0.0%
Academic Associate's	Associate's Degree in Nursing	1575	109	104/31	87.3%	0.0%	0.0%	0.0%
Academic Associate's	Associate's Degree in Drafting Design and Technology	970	90	6/6	0.0%	0.0%	0.0%	0.0%
Academic Associate's	Associate's Degree in Graphic Communication and Design **	1058	90	0/0	0.0%	0.0%	0.0%	0.0%
Academic Associate's	Associate's Degree in Electrical Engineering Technology	1058	90	16/9	0.0%	0.0%	0.0%	0.0%
Academic Associate's	Associate's Degree in Mobile Communications Technology**	1058	90	0/0	0.0%	0.0%	0.0%	0.0%
Academic Associate's	Associate's Degree in Network Systems Administration	1058	90	61/12	0.0%	0.0%	0.0%	0.0%
Academic Associate's	Associate's Degree in Computer Electronics Engineering Technology	1120	96	14/9	69.7%	63.2%	73.1%	84.6%
Academic Associate's	Associate's Degree in Computer Drafting and Design	1140	96	4/3	59.0%	42.1%	67.0%	45.4%
Academic Associate's	Associate's Degree in Construction Management**	2100	180	0/0	100%	0.0%	90.0%	83.3%
Academic Associate's	Associate's Degree in Criminal Justice	1020	96	4/7	55.9%	55.6%	73.5%	50.0%
Bachelor's	Bachelor's in Criminal Justice**	1880	180	0/0	68.4%	40%	100%	0.0%
Bachelor's	Bachelor's in Electronics Communications Engineering Technology	2127	180	3/1	83.3%	64.3%	84.8%	83.3%
Academic Associate's	Associate's Degree in Health Information Technology	1160	96	3/2	64.3%	100%	84.2%	100%
Bachelor's	Bachelor's Degree in Information Systems Security**	2164	180	0/0	84.1%	81.3%	91.7%	50.0%
Academic Associate's	Associate's Degree in Information Technology Computer Network Systems	1058	96	21/8	68.1%	68.4%	73.4%	91.3%
Academic Associate's	Associate's Degree in Paralegal Studies**	1030	96	0/0	85.7%	0.0%	57.1%	0.0%
Bachelor's	Bachelor's Degree in Project Management	2040	180	2/1	76.7%	100%	78.4%	0.0%
Academic Associate's	Associate's Degree in Software Development Technology	1120	96	6/2	77.8%	0.0%	100%	0.0%
Academic Associate's	Associate's Degree in Visual Communications**	1120	96	0/0	61.7%	9.1%	67.9%	40.0%
	TOTAL ENROLLMENT			358				

\*\* The campus informed the team that any programs with no enrollment would be reapplied for if they did not have students in that program in a one year period.

## INTRODUCTION

The ITT Technical Institute, Lake Mary, opened in Maitland, Florida in March 1989 offering an associate's degree in Electronics Engineering Technology. The school moved to its present location in 2003. The campus has now expanded its offerings to include Nursing, Criminal Justice, Information Technology, and Computerized Drafting and continues its offerings in Electronics Engineering Technology. Most programs offer both bachelor's and associate's degrees in these disciplines.

The student population is predominantly a night school population with approximately 90% of the campus enrollment attending evening classes. Over one-half of the student population declined to disclose its ethnicity of the remaining half 20% are Caucasian, approximately 15% Hispanic and 12% African-American. Sixty two percent of the population is male.

The campus facility is comprised of 32,000 square feet which contain theory classrooms, laboratories, administrative offices, a library, student lounge, and bookstore. Ample parking for students, faculty and staff is readily available.

## 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.  
 The campus has identified outcomes in retention by program by quarter, and has determined that closer monitoring in the Drafting and Design Technology and the Criminal Justice programs are necessary to improve results tied to attrition/retention.

Student engagement is also measured and the Business Management area was identified as deficient in engagement. The campus has planned to increase engagement of students to decrease attrition. Graduate placement is also analyzed to measure the success in placement of its graduates. The campus has been below ACICS aggregate placement percentages for the years 2010 and 2011 with 2012 to still be determined. Three programs were found to be below acceptable percentages and were placed on heightened monitoring: Computer Drafting and Design, Criminal Justice, and Visual Communications. Student satisfaction is also measured and several areas were determined to be lacking. Changes have been implemented to remedy shortcomings that students have identified. Employer satisfaction surveys have been completed with data collected and analyzed with goals set for future surveys to include increasing the participation of employers in the survey.

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.

There are specific activities detailed of each of the outcomes measured by the campus. Activities encompass more communication with the financial aid office, and reassessing equipment, curriculum, administration and career services. A reassessment of the campus' retention goals to higher levels than previously attained has been undertaken. They will be adding a student "boot camp" for new student computer usage. These are some of the activities the campus will undertake to meet their 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

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. Matt Matisak, campus director, is responsible for implementing and monitoring the CEP. He is assisted by a committee consisting of the management committee, faculty, and department chairs. Mr. Matisak has been the campus director since March 2012. Prior to his current position, he was a faculty member at the University of Phoenix, and the general manager of Convergys Corporation where he managed an educational institution. Mr. Matisak holds a master's degree in Business Administration from the University of Phoenix, a bachelor's degree in Business Administration from the University of Central Florida, and an associate's degree from Valencia Community College.

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. Matt Matisak, campus director, is the on-site administrator. As previously stated, Mr. Matisak has been the campus director since March 2012. Prior to his current position, he was a faculty member at the University of Phoenix, and the general manager of Convergys Corporation where he managed an educational institution. Mr. Matisak holds a master's degree in Business Administration from the University of Phoenix, a bachelor's degree in Business Administration from the University of Central Florida, and an associate's degree from Valencia Community College.

3.04 Does the campus list degrees of staff members in the catalog?

Yes  No

If Yes, is appropriate evidence of the degrees on file?

Yes  No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Response submitted by Academic Administrative Center

(b) Admissions.

Yes  No

(c) Response submitted by Academic Administrative Center

(d) Response submitted by Academic Administrative Center

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No

3.06 Response submitted by Academic Administrative Center

3.11 Do student files contain evidence of graduation from high school or the equivalent?

Yes  No

- 3.12 Are appropriate transcripts maintained for all students?  
 Yes  No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?  
 Yes  No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes  No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes  No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
 Yes  No

#### 4. RELATIONS WITH STUDENTS

- 4.01 How many student files were reviewed during the evaluation?  
Fifty student files were reviewed during the evaluation.
- 4.02 How does the institution ensure that its student relations reflect high ethical standards?  
Policies and procedures for each department are established at the central office and implemented at the Lake Mary campus. Training and monitoring occur at both the central office and campus level. Admissions monitoring includes quarterly observations by the director of recruitment as well as "secret shopping."
- 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. Nicholas Estee, director of recruitment, is responsible for the oversight of student recruitment. Mr. Estee holds a bachelor's degree in Business Administration from the University of Central Florida. He has been with ITT Lake Mary since 2008, initially as the manager of recruitment and since December 2009, as director of recruitment. Prior to joining ITT Lake Mary he was in sales and management with Circuit City Stores, Inc.
- 4.10 Describe the process for the recruitment of new students.  
Marketing and advertising for recruitment at the Lake Mary campus are determined and implemented by the central office. At the campus level, a community relations specialist develops relationships with high school educators and makes presentations to high school students.  
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
- 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?  
Mr. David Brame, dean, is responsible for the administration of satisfactory academic progress. Mr. Brame has been dean of academic affairs at the Lake Mary campus for one year. Prior to coming to ITT he was the dean at American Institute and Keiser Career College. Mr. Brame holds a master's degree in Education from Pennsylvania State University, a bachelor's degree in English from Florida Atlantic University, and a bachelor's degree in Psychology from Florida State 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. John Robinson, director of finance, is responsible for administering student financial aid. Mr. Robinson has been the director of finance since 2009. He is currently enrolled in the Visual Communications program at the Lake Mary ITT campus. Mr. Robinson's previous background includes production management and sales.
- 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. James Robinson has attended training conducted by the ITT central office as well as USA Funds workshops in May 2011 and April 2012. He is a member of the Florida Association of Student Financial Aid Administrators and Southern Association of Student Financial Aid Administrators. He has participated in the annual conference of the Florida Association of Postsecondary Schools and Colleges the past two years.
- 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.  
 Students who need academic assistance are provided opportunities for individual and/or group tutoring by faculty members on an appointment basis. Student issues relating to absenteeism and academic progress are addressed by faculty and the school chairs, as well as the dean of academic affairs. The campus does not employ a professional counselor; therefore, students are referred to outside professional services for counseling needs. Student orientation includes a review of campus policies, good study habits, and an introduction to specific program expectations. The dean, school chairs, faculty, financial aid staff, and career services personnel all play a role in new student orientation.

- 4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes  No  Not Applicable
- 4.56 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
Ms. Michele Badie is the career services specialist; she has held this position since April 2011. She has a master's degree in Business Administration from University of Phoenix and a bachelor's degree in Public Administration from the University of Central Florida. Prior to joining ITT Lake Mary, Ms. Badie worked in admissions for Kaplan University and in business development.
- 4.57 Does the institution offer employment assistance to all students?  
 Yes  No  Not Applicable (institution enrolls only international students on a student visa)
- 4.58 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes  No
- 4.59 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?  
 Yes  No
- 4.60 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes  No  Not Applicable
- 4.61 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes  No
- 4.62 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
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 when they enroll. In addition, each borrower is 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. Each subsequent academic year a new CSPA is created and reviewed with the student. Finally, when they leave the campus an exit interview is conducted to review their loan repayment obligations.
- 4.63 Describe the extracurricular activities of the institution (if applicable).  
Students are encouraged to participate in a variety of student organizations and clubs that represent a majority of the programs offered at the Lake Mary campus. The career services department coordinates networking events for 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?  
 Mr. David Brame, dean of academics, oversees all of the educational activities on this campus. As previously stated, Mr. Brame has been dean of academic affairs at the Lake Mary campus for one year. Prior to coming to ITT he was the dean at American Institute and Keiser Career College. Mr. Brame holds a master's degree in Education from Pennsylvania State University, a bachelor's degree in English from Florida Atlantic University, and a bachelor's degree in Psychology from Florida State University.
- 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. Their respective teaching loads, if any, are substantially reduced to provide an ample time to perform administrative 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
- 5.07- reviewed at AAC
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
 Yes  No
- 5.09 Does the campus have any programs that carry specialized or programmatic accreditation?  
 Yes  No (Skip to question 5.10)
- 5.10 Are the educational programs consistent with the campus mission and the needs of its students?  
 Yes  No
- 5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes  No
- 5.12 What provisions are made for individual differences among students?  
 The students are connected to a faculty member for tutoring, test-taking skills, and/or special accommodations, which are made as requested for students. The team confirmed this through interviews with faculty, students, and the academic dean. Students enrolling with previous college credit may receive transfer credits as long as they meet the current policy. Other student differences are addressed within the guidelines established by the ITT 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 where faculty may share their ideas with other faculty within the ITT Technical Institute system.
- 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 meetings are held every two months. Copies of the schedule of in-service training, minutes of training sessions, and signed attendance sheets are maintained to document the activities. Copies of certificates of completion for the in-service sessions attended are placed in each faculty file; interviews with faculty confirmed their participation. In-service topics included policies and procedures, teaching strategies, classroom engagement 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

5.31 - reviewed at AAC

5.32 - reviewed at AAC

5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes  No

5.34 - reviewed at AAC

5.35 - reviewed at AAC

5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes  No

## 6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).  
The campus facility is comprised of 32,000 square feet which contain theory classrooms, laboratories, administrative offices, a library, student lounge, and bookstore. Ample parking for students, faculty and staff is readily available.
- 6.02 Does the campus utilize any additional space locations?  
 Yes  No
- 3.03 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 visit was the 2012-2013 version, volume 60, published on September 12, 2012, with an effective date of September 12, 2012 to September 12, 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 bacheloral associate's, academic associate's, and bachelor's degrees only).

Yes  No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes  No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes  No

7.06 Does the institution offer courses and/or programs via distance education?

Yes  No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

Yes  No (Skip to Question 7.08.)

If Yes, is it appropriate?

Yes  No

- 7.08 Is the catalog available online?  
 Yes  No (Skip to Question 7.09.)  
If Yes, does it match the hard copy version?  
 Yes  No
- 7.09 Does the campus utilize a multiple-school catalog?  
 Yes  No (Skip to Question 7.10.)
- 7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?  
 Yes  No
- 7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?  
 Yes  No
- 7.12 Where does the campus advertise (publications, online, etc.)?  
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.)  
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?  
 To date, \$2179 of the library budget has been spent; allocated as follows: publications \$1634, and membership dues and fees \$545.
- 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

**Bachelor's Degree in Electronics Communications Engineering Technology (ECET)**

**Bachelor's Degree 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. Sohrab Shahidi, program chair of school of electronic technology, oversees the programs. He was initially hired as an instructor in September 2005, and was promoted to chair in September 2012. Mr. Shahidi holds a bachelor's degree in Electrical Engineering from the University of Kansas and a master's degree in Electrical Engineering from the University of Massachusetts. Prior to his employment at ITT, he worked as a senior system engineer with PICOR Corp, Northsmith Field, RI; and Raytheon Co, Tewksbury, MA.

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 invites various guest speakers, for example speakers from General Electric, Deland, FL, and Transaction Data Systems, Ocoee, FL have given presentations; and takes students on field trips to electronic-related companies to provide first-hand knowledge of innovations within electronics technology.

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?

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 and graduates for the following programs:

Bachelor of Science in Electronics Communications Engineering Technology (ECET) – 8

Associate in Applied Science Degree in Computer and Electronics Engineering Technology (CEET) - 11

Associate in Applied Science Degree in Electrical Engineering Technology (EET) - NA (there have been no graduates)

Bachelor of Science in Electrical Engineering and Communications Technology (EECT) - NA (there have been no graduates)

How many calls to employers or graduates were successful?

Bachelor of Science in Electronics Communications Engineering Technology (ECET) – 6

Associate in Applied Science Degree in Computer and Electronics Engineering Technology (CEET) - 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 of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No  Not Applicable

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.22 - reviewed at AAC

- 9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.25 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  NA, hiring responsibility is at AAC
- 9.27 Are teaching loads reasonable?  
 Yes  No
- 9.35 Reviewed at AAC
- 9.36 Reviewed at AAC
- 9.37 Reviewed at AAC
- 9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)
- 9.39 Reviewed at AAC
- 9.40 Reviewed at AAC
- 9.41 Reviewed at AAC
- 9.42 Reviewed at AAC
- 9.43 Reviewed at AAC
- 9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes  No  N A, (no students in the third and fourth years)
- 9.45 Reviewed at AAC

**GENERAL COMMENTS:**

Based on student interviews and in pursuance of experiential learning objectives, the team recommends more practical or hands-on activities and electronic related field trips.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Health Information 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

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. Michael Annichiarico, lead instructor, administers the Health Information Technology program. He holds a bachelor's degree in Liberal Arts from Marquette University and a master's of education degree in Health Service Administration from Wagner College. He is a fellow in the American College of Healthcare Administrators, and has 36 years of healthcare experience. Mr. Annichiarico is well-qualified to be the lead instructor.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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 program has had two guest speakers, "Coding and approaches to finding a job in coding," was conducted by Ms. Winnie Palmer, and "How health records are used in the Orange County Jail," was presented by Ms. Markham.

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?

Yes  No

If No, insert the section number in parentheses, list the courses, and explain:

**(Section 3-1-513(a) and Glossary):** The syllabi did not show outside class work assignments and hours required outside class for each hour spent in class and how these hours are demonstrated.

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 two calls made to employers.

How many calls to employers or graduates were successful?

There were two 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 two calls that confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No  Not Applicable

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.22 - reviewed at AAC

9.23 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

- 9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.25 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  NA, hiring responsibility is at AAC
- 9.27 Are teaching loads reasonable?  
 Yes  No
- 9.31 Reviewed at AAC
- 9.32 Reviewed at AAC
- 9.33 Reviewed at AAC
- 9.34 Reviewed at AAC
- 9.35 Reviewed at AAC
- 9.36 Reviewed at AAC
- 9.37 Reviewed at AAC
- 9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)
- 9.39 Reviewed at AAC

**GENERAL COMMENTS:**

The team interviewed the two Health Information Technology program faculty members and four of the five program students. The interviewees expressed while the program is small, the courses are being offered when needed for the benefit of the students. The team was impressed with the commitment of the adjunct faculty and the students.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Criminology and Forensic Technology

### Academic Associate's Degree in Criminal Justice

### Bachelor's Degree in Criminal Justice

- 9.01 See response from AAC
- (a) See response from AAC
- (b) See response from AAC
- (c) See response from AAC
- (d) See response from AAC
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
Mr. Camiel Long, chair, oversees the Criminal Justice and Criminology, Forensic Technology, and Criminal Justice programs. He holds an associate's degree in General Studies from the University of Central Florida, a bachelor's degree in Criminal Justice from the University of Central Florida, and anticipates completing his master's degree in Criminal Justice from Kaplan University within one year. He has 20 years of experience in law enforcement in the state of Florida, and 5 years in corporate security. He was an adjunct instructor with ITT for four years, and became the chair in June 2012, a full time position.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
- (a) Student retention rate of 62%  
 Yes  No  Not applicable (new branch only)
- (b) Student placement rate of 58%  
 Yes  No  Not applicable (new branch only)
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
The programs invite guest speakers from various law enforcement agencies and security firms. The students take field trips to correctional facilities, explosive disposal sites, and SWAT team agencies, and the students have the opportunity to operate equipment in a controlled environment.
- 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?  
 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?  
 There seven calls made to employers and graduates.
- How many calls to employers or graduates were successful?  
 There were five 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 five calls that confirmed the employment of the graduates as reported on the 2011 CAR.
- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes  No  Not Applicable
- 9.21 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities  
 Yes  No
- (b) Instructional equipment  
 Yes  No
- (c) Resources  
 Yes  No
- (d) Personnel  
 Yes  No
- 9.22 Reviewed at AAC
- 9.24 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.25 Is the size of the faculty appropriate to the total student enrollment?

- Yes  No
- 9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  NA, hiring responsibility is at AAC
- 9.27 Are teaching loads reasonable?  
 Yes  No
- 9.35 Reviewed at AAC
- 9.36 Reviewed at AAC
- 9.37 Reviewed at AAC
- 9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)
- 9.39 Reviewed at AAC
- 9.40 Reviewed at AAC
- 9.41 Reviewed at AAC
- 9.42 Reviewed at AAC
- 9.43 Reviewed at AAC
- 9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes  No  N A, (no students in the third and fourth years)
- 9.45 Reviewed at AAC

**GENERAL COMMENTS:**

The faculty is well-qualified to teach the curricula, and sufficient faculty and courses are available enabling the students to pursue their studies within a timely sequence. There are sufficient academically enriching field trips and guest speakers that add "real world" experiences to the programs, and the facilities and equipment are excellent.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Computer Drafting and Design (teach out)

### Academic Associate's Degree in Graphic Communications 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

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. Jaymon Dark, lead instructor, is assigned to administer the academic programs for the school of drafting and design. He holds a bachelor's and a master's degree in Architecture from the University of 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)

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 use field trips and guest speakers to enrich the curricula, and several instructors who are members of the American Institute of Architects (AIA) host a local chapter.

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  N/A
- 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?  
 Yes  No
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?  
 Yes  No  NA, (there have been no graduates)
- (a) How many calls to employers or graduates were attempted?  
 The following number of calls was made to employers and graduates for the following programs:  
 Associate's Degree in Graphic Communications and Design - 1  
 Associate's Degree in Computer Drafting and Design- 1
- (b) How many calls to employers or graduates were successful?  
 All of the calls were successful.
- (c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.  
 All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.
- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes  No  Not Applicable
- 9.21 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities  
 Yes  No
- (b) Instructional equipment  
 Yes  No
- (c) Resources  
 Yes  No
- (d) Personnel  
 Yes  No
- 9.22 - reviewed at AAC

- 9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.25 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  NA, hiring responsibility is at AAC
- 9.27 Are teaching loads reasonable?  
 Yes  No
- 9.35 Reviewed at AAC
- 9.36 Reviewed at AAC
- 9.37 Reviewed at AAC
- 9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)
- 9.39 Reviewed at AAC

## 9. PROGRAM EVALUATION

### Bachelor of Science Degree in Project Management

### Bachelor of Science Degree in Project Management and Administration, Information Technology Option

9.01 See response from AAC

- (a) See response from AAC
- (b) See response from AAC
- (c) See response from AAC
- (d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Ora Denton, chair of the school of business and the school of information technology, oversees the programs. She holds a master's degree in Business Administration and a master's degree in Information Technology Management from Webster University, a bachelor's degree in Business Administration with a major in Information Technology Management from Christian Brothers University and an associate's degree in Computer Information Systems from State Technical Institute at Memphis. Ms. Denton reports to the dean of academics.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

Yes  No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The programs invite guest speakers to present on various topics and conduct field trips to local agencies.

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?

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?

There were two calls made to the employers of the bachelor's degree in Project Management - Administration option graduates.

How many calls to employers or graduates were successful?

There were two calls 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 calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.22 - reviewed at AAC

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.25 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

9.27 Are teaching loads reasonable?

Yes  No

9.40 Reviewed at AAC

9.41 Reviewed at AAC

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes  No  N A, (no students in the third and fourth years)

9.45 Reviewed at AAC

**GENERAL COMMENTS:**

The team recommends streamlining the process for field trip and guest speaker approval in order to more readily take advantage of community resources. The faculty voiced concern in this area and suggested the administrative process as it currently exists is discouraging.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Nursing

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?

Dr. Vivian Claire, chair of the Breckinridge school of nursing, administers the program. She holds an associate's degree in Nursing from Palm Beach State College, Lake Worth, FL; a bachelor's degree in Nursing from Barry University, Miami Shores, FL; a master's degree in Nursing and a doctorate in Nursing Practice from Florida Atlantic University, Boca Raton, FL. She has been the chair of the school of nursing since December 2010; her previous experience includes administration and education for five different healthcare facilities.

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)

No placement rate is available as there were no graduates reported on the 2011 CAR.

9.07 List the community resources and how they are utilized to enrich the program(s).

Presentations by speakers are used to enrich the program, for example Ms. Katie Shaw, a representative from Arden Courts and Visiting Angels presented "Dementia Virtual Tour," for 27 students in NUR240 on March 19, 2012; and a representative from Vitas Hospice presented "Psychosocial needs of the patients and families during the end of life" to 11 students in NUR 240 on September 17, 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?  
 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)
- 9.21 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities  
 Yes  No
- (b) Instructional equipment  
 Yes  No
- (c) Resources  
 Yes  No
- (d) Personnel  
 Yes  No
- 9.22 reviewed at AAC
- 9.23 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes  No
- 9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.25 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  NA, hiring responsibility is at AAC

9.27 Are teaching loads reasonable?

Yes  No

9.35 Reviewed at AAC

9.36 Reviewed at AAC

9.37 Reviewed at AAC

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.39 Reviewed at AAC

## 9. PROGRAM EVALUATION

### 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 Option)

### Academic Associate's Degree in Software Applications Development

### Academic Associate's Degree in Software Development Technology

9.01 See response from AAC

- (a) See response from AAC
- (b) See response from AAC
- (c) See response from AAC
- (d) See response from AAC

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. Ora Denton, chair of the school of Information Technology, oversees the programs. As previously stated, she holds a master's degree in Business Administration and a master's degree in Information Technology Management from Webster University, a bachelor's degree in Business Administration with a major in Information Technology Management from Christian Brothers University and an associate's degree in Computer Information Systems from State Technical Institute at Memphis.

Ms. Denton has previous experience as an adjunct instructor at ITT and Webster College, and she has held several industry positions in information 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 program provides an adequate number of community resources as evidenced by the number of industry field trips and guest speakers. The field trips and guest speakers cover various IT topics ranging from introductory concepts to cabling and network, and security standards and protocols. There have been 12 field trips and 4 guest speakers in 2012, including a trip to the Disney Data 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

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?

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 Network Systems – 16

Bachelor's degree in Information Systems Security – 6.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Computer Network Systems - 7

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.

The following number of calls, by program, confirmed the employment of the graduates as reported on the 2011 CAR.

Academic associate's degree in Computer Network Systems – 6

Bachelor's degree in Information Systems Security – 3

If No, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The team was unable to verify the “In-Field” placement of graduates as reported on the 2011 CAR. A review of Mr. Carlos Delgado’s employment record indicates his placement was in “Related Field” as opposed to the “In-Field” category as reported on the 2011 CAR. Mr. Delgado graduated from the Information Technology Computer Network Systems program in June of 2011. He was placed at AT&T as a data consulting & retail sales representative on September 13, 2011. His job function is that of a retail sales person at an AT&T retail store.

- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes  No  Not Applicable
- 9.21 Are the following appropriate to adequately support the number and nature of the program?  
 (a) Facilities  
 Yes  No  
 (b) Instructional equipment  
 Yes  No  
 (c) Resources  
 Yes  No  
 (d) Personnel  
 Yes  No
- 9.22 - reviewed at AAC
- 9.23 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes  No
- 9.24 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.25 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  NA, hiring responsibility is at AAC
- 9.27 Are teaching loads reasonable?  
 Yes  No
- 9.35 Reviewed at AAC
- 9.36 Reviewed at AAC
- 9.37 Reviewed at AAC
- 9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)
- 9.39 Reviewed at AAC
- 9.40 Reviewed at AAC
- 9.41 Reviewed at AAC
- 9.42 Reviewed at AAC
- 9.43 Reviewed at AAC
- 9.44 Is enrollment in the third and fourth years of the bachelor’s program sufficient to support regularly scheduled classes and laboratory work?  
 Yes  No  N A, (no students in the third and fourth years)
- 9.45 Reviewed at AAC

## SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Citation #	Summary Statement
<b>1</b>	<b>Section 3-1-303(a)</b>
	The on-site evidence did not reflect the placement as reported on the CAR for an IT program (pages 43 and 44).
<b>2</b>	<b>Section 3-1-513 and Glossary</b>
	All syllabi do not contain all the proper elements, specifically required out-of-class work (page 28).

**NEW GRANT**

**ITT Technical Institute  
2555 West 190th Street, Suite 125  
Torrance, CA 90504  
ACICS ID Code: 00016082**

**Mr. Richard Kwon, Acting Director (rkwon@itt-tech.edu)  
Regulatory038@itt-tech.edu**

**MAIN  
ITT Technical Institute  
Indianapolis, IN  
ACICS ID Code: 00016040**

**October 8-9, 2012**

Dr. Barry Shollenberger	Chair	Provost Emeritus, Virginia College	Valrico, FL
Dr. Lynda K. Angel	Student-Relations	AIBT (Ret.)	Phoenix, AZ
Dr. Nick L. Tex	Educational Activities	Carrington College	Scottsdale, AZ
Dr. Mary E. Fleck	Business Management/Project Management Specialist	Ignite, Inc.	Haslet, TX
Mr. James R. Grabe	Information Technology Specialist	Fortis Institute (Ret.)	Nashville, TN
Ms. Tenishia Charnette Jackson	Criminal Justice/Paralegal Specialist	Brown Mackie College	San Antonio, TX
Mr. Kenneth Markowitz	Engineering Specialist	New York City College of Technology	Wantagh, NY
Mrs. Nancy Saad Attra	Construction Management/Drafting and Design Specialist	Westwood College – Houston South	Houston, TX
Mr. Ian R. Harazduk	Manager, Compliance	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
TORRANCE, CA**

CREDENTIAL EARNED	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enrollment 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				570				

# The campus catalog lists this program as a separate entity with three available options for students. The options and the enrollment in each:

- Project Management (Project Management and Administration Option) – 27 enrolled
- Project Management (Construction Option) – 12 enrolled
- Project Management (Information Technology Option) – 0 enrolled

\*\* The campus catalog listed five (5) programs that contained no students and were not evaluated by the team. The following are the programs with an explanation of the institution's plans regarding each program:

- Bachelor's degree in Project Management – The campus has no plans to enroll future students in this program.
- Academic associate's degree in Mobile Communications Technology – The campus has no plans to enroll future students in this program.
- Academic associate's degree in Graphic Communications and Design - The campus has no plans to enroll future students in this program.
- Bachelor's degree in Business Management - The campus has no plans to enroll future students in this program.
- Academic associate's degree in Paralegal - The campus has no plans to enroll future students in this program.

## INTRODUCTION

The ITT Technical Institute, Torrance, California campus is one of over 145 ITT/ESI Technical Institutes in 38 states. This nationwide system of colleges provides career-focused degree programs to over 80,000 students. The local campus opened in October 1986 in Carson, California and moved to its present location in March 2011. Enrollment has grown to a population of just under 600 students in 24 programs at the associate and baccalaureate levels. The campus is located in a modern stand-alone building in an upscale business/commercial park northeast of downtown Torrance. The campus listed 278 graduates on the 2011 Campus Accountability Report (CAR) with a placement rate of 68.8%. There is ample parking for students, faculty, and staff and the ingress and egress of the facility is excellent. Access from any point in Torrance and the surrounding areas is ensured by the campus proximity to Interstates 405 (San Diego Freeway) and 110 (Harbor Freeway).

The student population is 75% male and students' ages fall into non-traditional age ranges. Forty percent of students are Hispanic, 14% African American, 4% Caucasian, and 4% Asian American (37% of students polled declined to volunteer information for the demographic question and were listed as "undisclosed"). The team was impressed with the detail to which the facilities are maintained and the appearance of the campus is exemplary. The walls of the facility are decorated with ITT information regarding career choices and the available job markets in each programmatic area. In addition, the following items were thoughtfully displayed at various wall locations/displays around the facility:

- Numerous display cases where each program provided examples of hardware and software used in the classroom.
- "Program Wheels" for each program showing the curriculum of each program and the appropriate employment opportunities.
- Pictures of recent Torrance graduates in caps and gowns and listings of Honor Society graduates and Dean's Lists honorees.
- A Student Life presentation to prepare new students on what to expect in their campus activities.

The spacious meeting/work room provided for 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

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 begins a course).

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, Malibu, California; and a juris doctorate from Chapman University - School of Law, Orange, California. Mr. Kwon has previous experience in career education as a teacher at the Sylvan Learning Center and the Art Institute, as an assistant dean at Westwood College, and as an academic affairs administrator at ITT since 2010. He was named acting director in September 2012. The CEP Committee (Team) consists of the following members:

- 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, Malibu, California; and a juris doctorate from Chapman University - School of Law, Orange, California. Mr. Kwon has previous experience in career education as a teacher at the Sylvan Learning Center and the Art Institute, as an assistant dean at Westwood College, and as an academic affairs administrator at ITT since 2010. He was named acting director in September 2012.

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 student files were reviewed during the evaluation.
- 4.02 How does the institution ensure that its student relations reflect high ethical standards?  
There are numerous actions taken by the corporate staff and the campus director of recruitment to ensure student relations reflect high ethical standards. The steps include: recruiters being certified by ITT and observations of phone calls, presentations, and student contact. The department has an open atmosphere with cubicles which allows for the direct supervision in all aspects of the daily activity of the recruiters.
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes  No
- 4.06 reviewed at AAC
- 4.07 Is the admissions policy publicly stated?  
 Yes  No
- 4.08 Is the admissions policy administered as written?  
 Yes  No
- 4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
Mr. Luis Castro has been the director of student recruitment at this campus since April 2011. Mr. Castro is a retired gunnery sergeant from the US Marine Corps and is president of Platinum Properties, Inc. He holds a bachelor's degree in Management from Pepperdine University and a California real estate broker's license.
- 4.10 Describe the process for the recruitment of new students.  
The process for recruitment of new students begins with a student making contact through advertisements created, produced, and distributed by the corporate staff members in charge of advertising and promoting the campus. Once a contact is made, based on the advertisement method, 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 has listened to the presentation, and has taken the tour, the interested student will begin the enrollment process of taking the admissions 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 is 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?  
 Mr. Edgar Chavez, dean, is the administrator of satisfactory academic progress. Mr. Chavez's background includes holding different positions within the ITT system since 1995. Mr. Chavez holds an associate's and bachelor's degree in Electronics Engineering Technology from ITT Tech and a master's degree in Computer Science from Azusa Pacific University.
- 4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes  No
- 4.37 reviewed at the institution level
- 4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?  
 Yes  No  Not Applicable (institution offers loans only)
- 4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?  
 Yes  No
- 4.40 Do the financial records of students clearly show the following?
- (a) Charges.  
 Yes  No
- (b) Dates for the posting of tuition.  
 Yes  No
- (c) Fees.  
 Yes  No
- (d) Other charges.  
 Yes  No
- (e) Payments.  
 Yes  No
- (f) Dates of payment.  
 Yes  No
- (g) The balance after each transaction.  
 Yes  No
- 4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?  
 Yes  No
- If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?  
 Yes  No  Not Applicable

- 4.42 Is the effective date listed on announcements of changes in tuition and fees?  
 Yes  No  Not Applicable (institution has not changed tuition or fees)
- 4.43 Is the institution's refund policy published in the campus catalog?  
 Yes  No
- 4.44 Is the refund policy fair, equitable, and applicable to all students?  
 Yes  No
- 4.45 Is the campus following its stated refund policy?  
 Yes  No
- 4.46 Does the campus offer financial aid?  
 Yes  No (Skip to Question 4.53.)
- 4.47 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?  
 Mr. Ruben Rivera, director of student financial aid, is responsible for the on-site administration of student financial aid. Mr. Rivera began as a financial aid coordinator with ITT in 2008, and became the director in July 2012. Mr. Rivera holds a bachelor's degree in Finance from California State University - Long Beach and a master's degree in Business Administration from the University of Phoenix.
- 4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?  
 Yes  No
- 4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?  
 Yes  No
- 4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes  No
- 4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
 The financial aid office remains current on regulation and policy changes by participating in the California Association of Student Financial Administrators (CASFA), corporate webinars, emails, conference calls, and access to the corporate financial aid portal.
- 4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes  No
- 4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes  No
- 4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
 Student services personnel actively provide the following services: tutoring, academic counseling, student orientation, and personal counseling. 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 from 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 this campus.

- 4.58 Does the institution offer employment assistance to all students?  
 Yes  No  Not Applicable (institution enrolls only international students on a student visa)
- 4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes  No
- 4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?  
 Yes  No
- 4.61 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes  No  Not Applicable
- 4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes  No
- 4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
 At the time of accepting financial aid for tuition payments, students participate in a computerized financial aid entrance exam that explains repayment obligations. The student is counseled on repayment obligations as each disbursement is made to their account. When students leave school due to withdrawing or graduating, a financial aid exit exam is given that meets the US Department of Education requirements.
- 4.64 Describe the extracurricular activities of the institution (if applicable).  
 Students are encouraged to participate in a variety of extracurricular activities including the following:
- 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 found the student files exceptionally well-organized, which allowed for easy evaluation and tracking of student activity throughout their 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, dean, oversees the educational activities of all programs at the campus; he has held this position since 2009. As previously stated, Mr. Chavez's background includes holding different positions within the ITT system since 1995. Mr. Chavez holds an associate's and bachelor's degree in Electronics Engineering Technology from ITT Tech and a master's degree in Computer Science from Azusa Pacific University.  
 In addition, 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 begins taking classes, provisions are made for both the under-achieving and exceptional students. Under-achieving students are advised by their individual faculty member and the appropriate program chair. Based on a determination of the student's needs, specific tutoring is recommended. Tutoring is scheduled through the learning resource center (LRC). Exceptional students are encouraged, by individual faculty members, to complete extra assignments and to assist other students. Students with learning disabilities are accommodated based on the Americans with Disabilities Act 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 curriculum is discussed and recommendations are made for change. Recommendations presented to the local ITT curriculum committee are forwarded to the corporate office curriculum committee for consideration.

In addition, all faculty members have access to the online faculty collaboration portal. Faculty members may make curriculum recommendations directly to the corporate office on a 24/7 basis through the 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):** One instructor assigned to teach a general education course does not meet the minimum requirements as stated in the Criteria. Specifically, Mr. Kenneth Herrod, who is currently teaching EG 468 Ethics, does not hold a degree in Ethics or demonstrate 18 semester-hours of credit on his transcripts related to ethics; no specific courses in ethical theories, ethical analyses, or the development of one's own code of ethics are listed on his transcripts. According to the syllabus and catalog, this general education course provides students the opportunity to explore competing ethical theories and thorough analysis and critical thinking to determine their own code of ethics. Mr. Herrod holds a bachelor's degree in Arts from the University of California-Berkeley and a master's degree in Liberal Studies from Fort Hays State University.

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 campus 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 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. To date, \$443.80 has been spent primarily for database subscriptions.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No
- 8.12 Reviewed at AAC
- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- 8.14 Reviewed at AAC
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?  
 Yes  No  Not Applicable (no interlibrary agreements)
- 8.16 Reviewed at AAC
- 8.17 Reviewed at AAC
- 8.18 Reviewed at AAC
- 8.19 Reviewed at AAC
- 8.21 Reviewed at AAC
- 8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?  
 Yes  No
- 8.23 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No
- 8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

Yes  No

## 9. PROGRAM EVALUATION

Academic Associate's Degree in Business Management

Bachelor's Degree in Project Management and Administration - Project Management and Administration Option

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Rebecca Schiebrel, chair of the school of drafting and design, is assigned to administer the Business programs. 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, Philippines. Ms. Schiebrel started with ITT as a program chair in 1991. In addition to her educational management and administration experience, Ms. Schiebrel has over eight 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 a bachelor's and a master's degree in Computer Science from Michigan Technological University. As chair, Mr. Whelan is responsible for the Project Management degree that was formerly offered through the school of information technology. Mr. Whelan actively assists Ms. Schiebrel with faculty scheduling and student issues.

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:

Neither of the degree programs reviewed had graduates reported on the 2011 CAR.

9.07 List the community resources and how they are utilized to enrich the program(s).

Community resources used to enrich the programs include guest speakers and field trips. In May 2012, Dr. Farideth Crowther was a guest speaker who talked to business students about entrepreneurship and topics such as teamwork and motivation. In August 2012, Mr. Mohd Kahn, project management instructor, took his 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, a majority of syllabi do not indicate that homework or outside assignments are required and homework assignments are 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?

Neither of the degree programs reviewed had any graduates 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.

An addendum is included with each syllabus that 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.

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 Business programs were provided in the team room. Instructors acknowledge the expectation to give homework and understand the hourly requirement. A class discussion with new project management students resulted in students reporting that homework is routinely given. Although new to the bachelor's degree in Project Management program, many students recently graduated with associate's degrees from various programs at ITT Torrance; all students reported that regular homework is a part 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 demonstrates a strong cadre of experienced faculty members who are appropriately utilized. In addition, there is a proper focus on ensuring that there is representation among the Project Management faculty of individuals possessing the prestigious Project Management Professional (PMP) certification. For example, 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 are pleased with the instruction and support they receive at ITT Tech, Torrance.

## 9. PROGRAM EVALUATION

Bachelor's Degree in Information Systems and Cybersecurity

Bachelor's Degree in Information Systems Security

Academic Associate's Degree in Network Systems Administration

Academic Associate's Degree in Information Technology - Computer Network Systems

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Garrett Whelan, chair, administers the Information Technology (IT) programs. Mr. Whelan's previous professional experience as a programmer for Smith's Aerospace enables him to incorporate IT workplace applications in the curriculum. He is currently pursuing a doctorate degree in education from California State University. As previously stated, Mr. Whelan holds a bachelor's and a master's degree in Computer Science from Michigan Technological 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 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 following community resources are used by the programs to enrich the curricula:

- Guest speakers; recent speakers include the chief information officer of SpaceX who discussed internships and his company, and an IT manager from the Los Angeles school district.
- A program advisory committee (PAC) that is comprised of industry professionals, who meet twice a year to review the curriculum and make suggestions based on current industry standards.
- Applied learning activities that introduce students to IT and engineering professions.

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, a majority of syllabi do not indicate that homework or outside assignments are required and homework assignments are 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 from the bachelor's degree in Information Systems and Cybersecurity and the academic associate's degree in Network Systems Administration reported on the 2011 CAR.

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 as reported on the 2011 CAR 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 is included with each syllabus that 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.

- 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 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 programs. Ms. Liberio holds a juris doctorate from Loyola Law School and a bachelor's degree in Social Ecology from the University of California. Ms. Liberio has been employed at the campus since April 2011 and has served in the capacity of lead instructor, adjunct instructor, and program director. Ms. Liberio has also held various positions in the legal field since October 2000, including acting manager of a legal department, associate counsel, and senior litigation partner.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

Yes  No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

Yes  No

9.07 List the community resources and how they are utilized to enrich the program(s).

The programs use the following community resources to enrich the curricula:

- Field trips to local courts, law schools, municipalities, and the Federal Reserve Board
- Weekly Criminal Justice club meetings
- Mock trials and crime scene presentations, which are designed to provide students with real world applications

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 reported on the 2011 CAR.

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 used for research assignments, capstone projects, discussion forum postings and interviews demonstrate substantive academic rigor; supporting documentation for the out-of class work was provided during the site visit.

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, chair, is assigned to administer the Engineering Technology programs. Mr. Grigsby holds a master's degree in Business Administration from ITT Technical Institute, 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 experience 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).

The following community resources are used to enrich the programs: guest speakers from industry who are invited to speak on relevant topics; field trips to prospective employers such as ALJ Electronics Inc. and Southern California Edison; and a program advisory committee (PAC). Committee meeting minutes indicate that PAC members provide input to help students find entry-level positions as test technicians and associate engineers within 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

There were no graduates from the academic associate's degree program in Electrical Engineering Technology and the bachelor's degree program in BS EECT reported on the 2011 CAR.

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 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 campus follows the ITT Technical Institute definition of a credit hour, which is as follows: "a quarter credit hour is 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 while on-site:

Course #	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 Schiebrele is assigned to administer the programs. As previously stated, Ms. Schiebrele 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, Philippines. Ms. Schiebrele started with ITT as a program chair in 1991. In addition to her educational management and administration experience, Ms. Schiebrele has over eight years of experience in the field of architecture and project and construction management.

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).

Community resources are scheduled to enhance the program students' experience and expose them to subjects related to the curriculum and their field of study. The team reviewed documentation of guest speakers and field trips that took place in 2012, and documentation of a Program Advisory Committee (PAC) meeting held in April 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, a majority of syllabi do not indicate that homework or outside assignments are required and homework assignments are 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

There are no graduates from the bachelor's degree program in Project Management and Administration - Construction Option and the academic associate's degree program in Drafting and Design Technology reported on the 2011 CAR.

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 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 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 equates to two hours of activity for every one hour of classroom time. The procedure for determining credit hours is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios. A clock hour is 50 minutes.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team reviewed graded assignments that were based on reading material specified in the syllabus.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  NA, hiring responsibility is at AAC
- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.38 Reviewed at AAC
- 9.39 Reviewed at AAC
- 9.40 Reviewed at AAC
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)
- 9.42 Reviewed at AAC
- 9.43 Reviewed at AAC
- 9.44 Reviewed at AAC
- 9.45 Reviewed at AAC
- 9.46 Reviewed at AAC
- 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes  No  N A, (no students in the third and fourth years)
- 9.48 Reviewed at AAC

## SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

	Citation	Summary Statement
1.	<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 27, 31, and 42).
2.	<b>3-5-302</b>	One faculty member is not qualified to teach one general education course they have been assigned (page 18).

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

### **Institutional Effectiveness:**

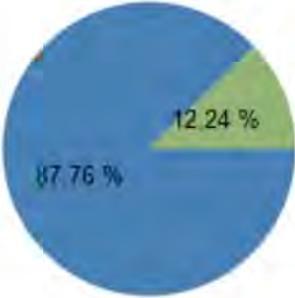
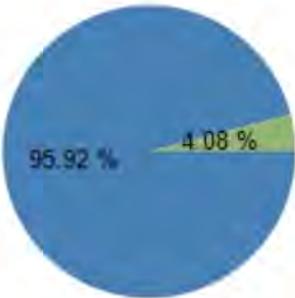
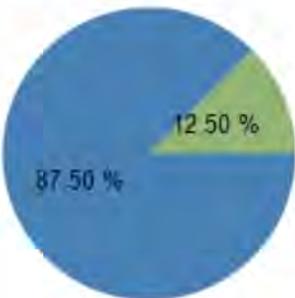
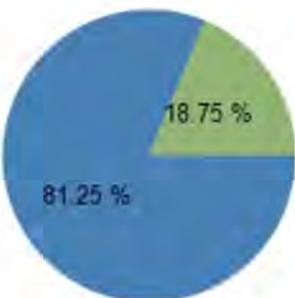
- Although two excellent measures are presently being utilized to assess student learning outcomes in the Campus Effectiveness Plan (CEP), the campus should consider replacing the other two elements being used. "Student Engagement" and "Student Success" should be eliminated as assessment tools and replaced by measures recognized by the Council (GPA, CGPA, pre-post tests, portfolios, etc.).

### **Relations with Students:**

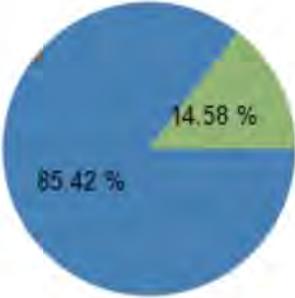
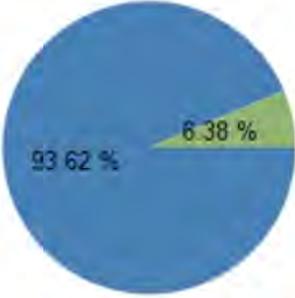
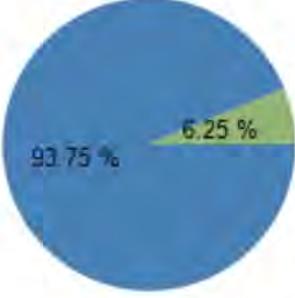
- While compliant with Council standards, the campus could improve the manner in which SAP probationary students are notified of their status. A letter with signatures of all concerned could be developed and stored in the student's personal file.
- Transfer of credit documentation could be better organized and placed in the student's file.

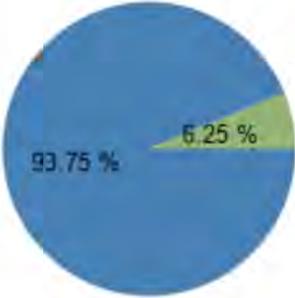
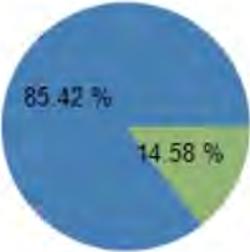
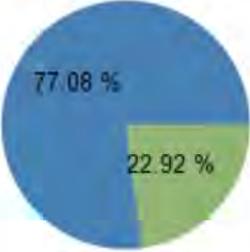
## Student Survey Response Summary Graph

Personify Id	Survey Question	Category	Count	
00016082				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	25	<p>Legend: Yes (Blue), No (Green)</p>
		No	24	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	35	<p>Legend: Yes (Blue), No (Green), N/A (Red)</p>
		No	8	
		N/A	6	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	49	<p>Legend: Yes (Blue)</p>

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<table border="1"> <tr> <td>Yes</td> <td>43</td> </tr> </table>	Yes	43	<table border="1"> <tr> <td>No</td> <td>6</td> </tr> </table>	No	6	 <p>87.76 % 12.24 %</p>
Yes	43							
No	6							
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<table border="1"> <tr> <td>Yes</td> <td>47</td> </tr> </table>	Yes	47	<table border="1"> <tr> <td>No</td> <td>2</td> </tr> </table>	No	2	 <p>95.92 % 4.08 %</p>
Yes	47							
No	2							
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>42</td> </tr> </table>	Yes	42	<table border="1"> <tr> <td>No</td> <td>6</td> </tr> </table>	No	6	 <p>87.50 % 12.50 %</p>
Yes	42							
No	6							
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>39</td> </tr> </table>	Yes	39	<table border="1"> <tr> <td>No</td> <td>9</td> </tr> </table>	No	9	 <p>81.25 % 18.75 %</p>
Yes	39							
No	9							

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>44</td> </tr> </table>	Yes	44	<table border="1"> <tr> <td>No</td> <td>4</td> </tr> </table>	No	4	<table border="1"> <caption>Data for Question 2.4</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>44</td> <td>91.67 %</td> </tr> <tr> <td>No</td> <td>4</td> <td>8.33 %</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	44	91.67 %	No	4	8.33 %			
Yes	44																			
No	4																			
Response	Count	Percentage																		
Yes	44	91.67 %																		
No	4	8.33 %																		
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>31</td> </tr> </table>	Yes	31	<table border="1"> <tr> <td>No</td> <td>14</td> </tr> </table>	No	14	<table border="1"> <caption>Data for Question 3.1</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>31</td> <td>64.58 %</td> </tr> <tr> <td>No</td> <td>14</td> <td>29.17 %</td> </tr> <tr> <td>N/A</td> <td>3</td> <td>6.25 %</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	31	64.58 %	No	14	29.17 %	N/A	3	6.25 %
Yes	31																			
No	14																			
Response	Count	Percentage																		
Yes	31	64.58 %																		
No	14	29.17 %																		
N/A	3	6.25 %																		
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>33</td> </tr> </table>	Yes	33	<table border="1"> <tr> <td>No</td> <td>7</td> </tr> </table>	No	7	<table border="1"> <caption>Data for Question 3.2</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>33</td> <td>68.75 %</td> </tr> <tr> <td>No</td> <td>7</td> <td>14.58 %</td> </tr> <tr> <td>N/A</td> <td>8</td> <td>16.67 %</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	33	68.75 %	No	7	14.58 %	N/A	8	16.67 %
Yes	33																			
No	7																			
Response	Count	Percentage																		
Yes	33	68.75 %																		
No	7	14.58 %																		
N/A	8	16.67 %																		
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>34</td> </tr> </table>	Yes	34	<table border="1"> <tr> <td>No</td> <td>8</td> </tr> </table>	No	8	<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>34</td> <td>70.83 %</td> </tr> <tr> <td>No</td> <td>8</td> <td>16.67 %</td> </tr> <tr> <td>N/A</td> <td>6</td> <td>12.50 %</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	34	70.83 %	No	8	16.67 %	N/A	6	12.50 %
Yes	34																			
No	8																			
Response	Count	Percentage																		
Yes	34	70.83 %																		
No	8	16.67 %																		
N/A	6	12.50 %																		

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>41</td> </tr> </table>	Yes	41	<table border="1"> <tr> <td>No</td> <td>7</td> </tr> </table>	No	7	 <p>85.42 %</p> <p>14.58 %</p> <p>Yes No</p>		
Yes	41									
No	7									
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>44</td> </tr> </table>	Yes	44	<table border="1"> <tr> <td>No</td> <td>3</td> </tr> </table>	No	3	 <p>93.62 %</p> <p>6.38 %</p> <p>Yes No</p>		
Yes	44									
No	3									
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>48</td> </tr> </table>	Yes	48	<table border="1"> <tr> <td>No</td> <td>0</td> </tr> </table>	No	0	<table border="1"> <tr> <td>N/A</td> <td>0</td> </tr> </table>  <p>100.00 %</p> <p>Yes</p>	N/A	0
Yes	48									
No	0									
N/A	0									
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>45</td> </tr> </table>	Yes	45	<table border="1"> <tr> <td>No</td> <td>3</td> </tr> </table>	No	3	 <p>93.75 %</p> <p>6.25 %</p> <p>Yes No</p>		
Yes	45									
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>45</td> </tr> </table>	Yes	45	<table border="1"> <tr> <td>No</td> <td>3</td> </tr> </table>	No	3	 <p>A pie chart showing the distribution of responses for question 4.5. The 'Yes' category (blue) represents 93.75% of the total, and the 'No' category (green) represents 6.25%.</p>
Yes	45							
No	3							
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>7</td> </tr> </table>	Disagree	7	<table border="1"> <tr> <td>Agree</td> <td>41</td> </tr> </table>	Agree	41	 <p>A pie chart showing the distribution of responses for question 5.1. The 'Agree' category (blue) represents 85.42% of the total, and the 'Disagree' category (green) represents 14.58%.</p>
Disagree	7							
Agree	41							
	<p><b>5.2. I would recommend this school to others.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>11</td> </tr> </table>	Disagree	11	<table border="1"> <tr> <td>Agree</td> <td>37</td> </tr> </table>	Agree	37	 <p>A pie chart showing the distribution of responses for question 5.2. The 'Agree' category (blue) represents 77.08% of the total, and the 'Disagree' category (green) represents 22.92%.</p>
Disagree	11							
Agree	37							

---

**From:** Lindsey Withem <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/D26D82EDD1994AE09E72EA230F19B02E-LWITHEM>  
**Sent:** 10/8/2012 4:44:36 PM -0400  
**To:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653bda8a64144114820bfcfb53b7514e-IHarazduk>  
**Subject:** RE: 10867 NG 2nd edit  
**Attachments:** 16044 NG 1st edit.doc

That format painter is a fickle little tool but I managed to get it to work pretty much everywhere. There are still a couple of page breaks that I couldn't figure out how to manipulate. Also, since I changed the spacing I took out the page numbers. I didn't add them back in because there are still some minor spacing issues and I didn't want to add them if they will all change again. I am on a new program visit now and can try again tonight, but I wanted to throw this your way in case you know another way to remove page breaks.

## Lindsey Withem

*Senior Accreditation Coordinator*

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, DC 20002

202-336-6783

(b)(6) (cell)

[www.acics.org](http://www.acics.org)



---

**From:** Ian Harazduk

**Sent:** Monday, October 08, 2012 2:39 PM  
**To:** Lindsey Withem  
**Subject:** RE: 10867 NG 2nd edit

Nice note to Paul, by the way. I am still peeved with him, but I hope that format painter works.

I am back on Thursday, October 18, 2012. Let me know if you need help. Some things should hopefully be in the EDM if that's what you're looking for, but let me know.

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

---

**From:** Lindsey Withem  
**Sent:** Monday, October 08, 2012 2:35 PM  
**To:** Ian Harazduk  
**Subject:** RE: 10867 NG 2nd edit

Whoa. I think that is working. I'll get you a new version soon.

On another note, when are you in the office? I might need your help preparing for the Lebanon visit because I am not back until November.

## **Lindsey Withem**

*Senior Accreditation Coordinator*

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, DC 20002

202-336-6783

(b)(6) (cell)

[www.acics.org](http://www.acics.org)



---

**From:** Ian Harazduk  
**Sent:** Monday, October 08, 2012 2:28 PM  
**To:** Lindsey Withem  
**Subject:** RE: 10867 NG 2nd edit

If you want to give it a quick try—use the “format painter” on the upper right hand side of the “Home tab.” It may work if you highlight a good (not effed up) portion of the report, click format painter, and then highlight over the effed up portion. Sometimes this solves the problem. That’s what I was going to try, so you can see if that works.

If not, we’ll figure something out.

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

---

**From:** Lindsey Withem  
**Sent:** Monday, October 08, 2012 2:17 PM  
**To:** Ian Harazduk  
**Subject:** RE: 10867 NG 2nd edit

I am going to forward the email I sent him to you in in a sec.

As for the report, if you can tell me how to fix the formatting I am happy to do it myself tonight. I just couldn't effing figure out the page breaks and spacing when I tried. The content needs its 2nd edit, but should be fine.

## **Lindsey Withem**

*Senior Accreditation Coordinator*

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, DC 20002

202-336-6783

(b)(6) (cell)

[www.acics.org](http://www.acics.org)



---

**From:** Ian Harazduk  
**Sent:** Monday, October 08, 2012 1:41 PM  
**To:** Lindsey Withem  
**Subject:** RE: 10867 NG 2nd edit

(b)(5)

The short answer is: 'Yes I saw your note.' ☺

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

---

**From:** Lindsey Withem  
**Sent:** Monday, October 08, 2012 1:29 PM  
**To:** Ian Harazduk  
**Subject:** RE: 10867 NG 2nd edit

I agree with you- and when I looked back at it the question does require the little a. Way to agree with your own interpretation.

Are you going to be editing the ITT Little Rock report? I sent an email to Paul Lacroix about that one because I had to do a lot of work on it that I probably shouldn't have. I was as nice as possible in the email. He thanked me for sending it and said he would like to chat about it when we work together next week. Not sure how I am going to approach that one...

## **Lindsey Withem**

*Senior Accreditation Coordinator*

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, DC 20002

202-336-6783

(b)(6) (cell)

[www.acics.org](http://www.acics.org)



---

**From:** Ian Harazduk  
**Sent:** Monday, October 08, 2012 1:05 PM  
**To:** Lindsey Withem  
**Subject:** RE: 10867 NG 2nd edit

Lindsey,

I had a feeling you guys talked about it. So I am sorry for overriding the team, but it seems since you answered the question 'No' for "Is the administrative effective and efficient?" it is kind of tough not to cite the "(a)." To that point, it's a snapshot, and it wasn't effective when you guys were there and they have to solve that—so I am just once again agreeing with my own interpretation. ☺

Anyway, good work and thanks for letting me know.

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

---

**From:** Lindsey Withem  
**Sent:** Monday, October 08, 2012 11:43 AM  
**To:** Visit Reports  
**Subject:** RE: 10867 NG 2nd edit

Thanks dude. I agree on all accounts- I should have separated the library citations out, it was kind of silly not to.

As for 3-1-202(a) we discussed this on site but Libby wasn't in favor of it for a couple reasons- the first being that the campus president was on administrative leave making their situation (technically) temporary and the second being how receptive everyone at the campus was to the process. They weren't doing a bad job, per say, they just don't understand ACICS. We thought leaving the little (a) off might soften the blow a little bit. I agree with adding it on, I think either way they get the point based on the rest of the report.

## Lindsey Withem

*Senior Accreditation Coordinator*

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, DC 20002

202-336-6783

(b)(6) (cell)

[www.acics.org](http://www.acics.org)



---

**From:** Ian Harazduk **On Behalf Of** Visit Reports  
**Sent:** Monday, October 08, 2012 1:54 AM  
**To:** Earline Simons  
**Cc:** Visit Reports; Lindsey Withem  
**Subject:** RE: 10867 NG 2nd edit

Miss E,

I completed the second edit for this report. It has 30 citations, so it's a biggie. It is attached here as well as saved on the M:/drive. Nonetheless it is ready to go out and get it's tasks in Personify. ☺

Lindsey,

This was a well done report. Good work. For your info, I did make some changes to the summary page. I added 3-1-202(a) to the training and supervision cite, because I think it needed to be expressly clear that the administration is not efficient or effective. I also ended up combining the Section 3-1-511. I see what you were trying to do, but we don't differentiate between a dean and program administrators (a dean is not even required) so I felt that it is only one overall issue—proper oversight of programs. Finally, I split out the library cites. In this case it seemed as though they were three different issues and they could foreseeably fix one without the others. So in total, they ended up with 30.

And the numbers should go on the left side, I think. I sent the new summary sheet to Andrea, but I guess it never got up. I'll re-check.

Let me know if you have questions.

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

---

**From:** Lindsey Withem  
**Sent:** Monday, October 01, 2012 2:24 PM  
**To:** Visit Reports  
**Subject:** 10867 NG 1st edit

This one is a doozy.

Section 3-1-511 is listed twice on the summary page- once because the dean/director of education is not qualified and another time because they do not have program administrators in place. I combined all of the library cites into one on the summary page since it is a diploma level school. Let me know if you want me to separate those or if any other changes need to be made. Also let me know if I did the columns on the summary page right.

Feedback is appreciated!

## **Lindsey Withem**

*Senior Accreditation Coordinator*

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, DC 20002

202-336-6783

(b)(6) (cell)

[www.acics.org](http://www.acics.org)



*Celebrating 100 Years of Excellence!*  
Professional Development Conference  
and Centennial Gala

*Register Today!*

November 8 - 11, 2012  
The Cosmopolitan of Las Vegas

The graphic features a stylized 'Welcome to Fabulous Las Vegas' sign with a starburst and the word 'WELCOME' in a banner. The background is dark blue with vertical stripes. The text is in various colors and fonts, including gold, blue, red, and white.

## NEW GRANT

**ITT TECHNICAL INSTITUTE**  
**12200 Westhaven Drive**  
**Little Rock, AR 72211**  
**ACICS ID Code: 00016044**

**MAIN**  
**ITT Technical Institute**  
**Indianapolis, IN 46268**  
**ACICS ID Code: 00016040**

Regulatory078@itt-tech.edu

Richard Poyner, Interim Director (RPoyner@itt-tech.edu)

September 25-26, 2012

Paul Lacroix	Chair	Johnson & Wales University	Providence, RI
Kathleen Bigelow	Student-Relations Specialist		Phoenix, AZ
David Hyslop	Educational Activities	Bowling Green State University	Bowling Green, OH
Beverly Allen Harchick	Criminal Justice & Paralegal Specialist	Attorney	Pittsburgh, PA
Al Nikroo	Drafting & Construction Management Specialist	Westwood College	Anaheim, CA
Paul Ryal	Graphic Communications & Design/Visual Communications Specialist	Remington College	Colorado Springs, CO
Michael Jordan	Electronics Engineering Specialist	MJB Enterprises, Inc.	Fishers, IN
David Hoehn	Information Technology Network Systems Specialist	Brown College	Saint Peter, MN
Thomas Evans	Project Management Specialist	St. Petersburg College	Largo, FL
Lindsey Withem	Senior Accreditation Coordinator	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
LITTLE ROCK, ARKANSAS**

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			
					2011		2010	
		Ret.	Pla.	Ret.	Pla.	Ret.	Pla.	
Academic Associate's	Criminal Justice	1010	96	18/11	67.9%	45%	58.5%	na
Academic Associate's	Criminology & Forensic Technology*	981	94.5	6/2	na	na	na	na
Academic Associate's	Paralegal Studies	1100	96	4/4	58.6%	na	na	na
Academic Associate's	Computer Drafting & Design Technology	1130	96	1/4	64.1%	65.5%	65.4%	60%
Academic Associate's	Drafting and Design Technology	1058	90	11/9	na	na	na	na
Academic Associate's	Graphic Communication Design	1058	90	16/5	na	na	na	na
Academic Associate's	Visual Communications Design	1120	96	3/6	63.4%	18.2%	67.3%	66.7%
Academic Associate's	Computer Electronics Engineering Technology	1120	96	13/7	61.8%	75%	61.2%	68.2%
Academic Associate's	Electrical Engineering Technology	1058	90	59/15	na	na	na	na
Academic Associate's	Computer Network Systems	1120	96	11/9	59.7%	68.2%	63.4%	61.3%
Academic Associate's	Network Systems Administration	1058	90	61/16	na	na	na	na
Academic Associate's	Business Management*	1026	94.5	15/7	na	na	na	na
Bachelor's	Criminal Justice	1870	180	8/4	88.4%	25%	83.8%	50%
Bachelor's	Construction Management	2100	180	0/0	80%	na	50%	na

Bachelor's	Electronic Communications Engineering Technology	2110	180	4/7	93.8%	87.5%	88.9%	na
Bachelor's	Project Management	2040	180	5/0	94.7%	na	na	na
Bachelor's	Information Systems Cybersecurity*	2164	184.5	12/1	na	na	na	na

**TOTAL  
ENROLLMENT**

353

\* Program reviewed for the first time.

Based on the campus catalog 2012-2013, volume 41, the following programs have undergone substantial changes, especially in the contact and credit hours and are currently in teach-out mode:

Bachelor Of Science	Project Management – program being moved from the School of Information Technology to the School of Business
Associate of Applied Science	Computer Network Systems
Bachelor of Science	Electronics & Communications Engineering Technology
Associate of Applied Science	Computer & Electronics Engineering Technology
Bachelor of Science	Construction Management
Associate of Applied Science	Computer Drafting & Design
Associate of Applied Science	Visual Communications
Bachelor of Science	Criminal Justice
Associate of Applied Science	Criminal Justice
Associate of Applied Science	Paralegal Studies

The following programs will replace the above programs and the campus is currently recruiting for them. There are name changes and credit hours have been restructured to 4.5 credits per course. Clock hours have also been adjusted. The campus has recently enrolled students (in the past 2 weeks) into these programs:

Bachelor of Science	Information Systems & Cybersecurity
Associate of Applied Science	Network Systems Administration
Bachelor of Science	Electrical Engineering & Communications Technology
Associate of Applied Science	Electrical Engineering Technology
Associate of Applied Science	Drafting & Design Technology
Associate of Applied Science	Graphic Communication & Design
Bachelor of Science	Business Management
Bachelor of Science	Project Management and Administration – Administration Option
Bachelor of Science	Project Management and administration – Construction Option
Bachelor of Science	Project Management and Administration – Information Technology Option
Associate of Applied Science	Business Management
Associate of Applied Science	Criminology & Forensic Technology
Associate of Applied Science	Paralegal