

## New Grant

**ITT Technical Institute**  
**1140 Galaxy Way, Suite 400**  
**Concord, CA 94520**  
**ACICS ID Code: 00024233**  
 Jeff Ortega Director, JOrtega23@itt-tech.edu  
 Regulatory108@itt-tech.edu

**MAIN**  
**ITT Technical Institute**  
**Indianapolis, IN**  
**ACICS ID Code: 0016040**

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		306					

## 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
- 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.
- 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.

A team consisting of the campus director, education dean, associate dean and directors of finance, recruitment and career services developed the CEP. The ultimate responsibility for implementation of the CEP is the campus director, 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 2012. He has an MBA from Golden Gate University in San Francisco. He previously was 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  
 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

- 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 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 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
- 4.18 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:  
 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. 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 served 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 student 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 student during exit interview was adequate to inform the student 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 were 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 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 allowing her to devote 100 percent 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 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 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 seem to 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 programs in Electronics and Communications Engineering Technology, Electrical Engineering and Communications Technology and associate's programs in Computer and Electronics Technology, Electrical Engineering Technology. Mr. Reyes holds a master's in Electronic Business from National University and a bachelor's in Electronics and Communications Engineering from Don Bosco Technical College. Additionally, Mr. Reyes 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?

Five employers of graduates were called.

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 masters degree in Information Systems from 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 program 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 posts 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 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, 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 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?

Five calls were 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 were still working for their respective companies. There were 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 as well as 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?

Twenty calls were attempted for the Computer Network Systems program but only five 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 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 associates in criminal justice, in addition to criminology and forensic technology programs. Ms. Volkert holds a bachelor's 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. Last, 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 (2) phone calls to employers (Criminal Justice).  
 How many calls to employers or graduates were successful?  
 The team was successful in completing two (2) 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 (2) 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)

**GENERAL COMMENTS:**

**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 (2003), majoring 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: met with Francisco Fallon for the public information office of the Bay Bridge to tour and study the Seismic Safety Projects. A second visit to the Bay Bridge 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 not successful. 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 posts 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

**GENERAL COMMENTS:**

**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)

Citation # (in bold)	Summary Statement (followed by report page number)
<b>1.</b>	<b>Section 3-1-513(a) and Glossary</b> The campus does not demonstrate out-of-class work on syllabi for all programs (pp. 21, 27, 30, 36)
<b>2.</b>	<b>Section 3-1-543</b> The majority of faculty development plans have been inappropriately developed (p. 14)
<b>3.</b>	<b>Section 3-1-544</b> There is inadequate documentation to support regularly schedule faculty meetings are occurring. (p. 14)

## REEVALUATION

### ITT TECHNICAL INSTITUTE

**1030 N. Meridan Rd.**

**Youngstown, OH 44509**

**ACICS ID Code: 00011243**

Mr. Frank Quartini, Director (fquartini@itt-tech.edu)

Regulatory024@itt-tech.edu

### MAIN

**ITT Technical Institute**

**Indianapolis, IN**

**ACICS ID Code: 00069154**

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.	Nursing	Sawyer School (retired)	Marco Island,

Patterson			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'	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	1120	96	11/8	63.96%	82.14%	71.15	60.00%

	Technology							
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		495					

\*\* 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.

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

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.

## 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 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 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, also the campus is 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 campuses 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's of arts in Social Studies and a master's in Education Administration both degrees are 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's of arts in Social Studies and a master's in Education Administration both degrees are 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

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

and explain:

- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
- (a) Response submitted by Academic Administrative Center
  - (b) Admissions.  
 Yes  No
  - (c) Response submitted by Academic Administrative Center
  - (d) Response submitted by Academic Administrative Center
  - (e) Guidance.  
 Yes  No
  - (f) Instructional resources.  
 Yes  No
  - (g) Supplies and equipment.  
 Yes  No
  - (h) The school plant.  
 Yes  No
  - (i) Faculty and staff.  
 Yes  No
  - (j) Student activities.  
 Yes  No
  - (k) Student personnel.  
 Yes  No
- 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 admission 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 in Web Design from ITT Technical Institute. He has been the director of recruitment since December 2010. Mr. Sekol has been in student recruitment with the campus since December 2008. Previously, 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 commercials, internet and radio advertisements. 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 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 2009. He has been with ITT Technical Institute since March 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 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 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 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 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

fourteen 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 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 nondegree programs are offered with no general education courses, skip to 5.19)

Facilities

Yes  No

Instructional equipment

Yes  No

Resources

Yes  No

Personnel

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No  Not Applicable (no faculty members hold foreign credentials)

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

Yes  No

If Yes, how is this documented?

The campus 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 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 well located for its student body. The campus is well maintained, bright and airy and is conducive to the campuses 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 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 seven thousand, eight hundred and sixty-one (\$7,861.00) dollars for their 2012 library budget. The campus has spent 80% of the budget towards their virtual library, periodicals and textbooks in 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 program in Criminal Justice. Mr. Simeone earned a master's degree in Police Administration from Youngstown State University in 1994, and a bachelor's degree in Corrections from Youngstown State University, in 1974. 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 a criminal justice instructor 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 present for 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 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 *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 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 Youngstown State University (Ohio) and a master's degree in Police Administration from Youngstown State University. Mr. Simeone started as chair with ITT in December 2010. Prior to starting at ITT in 2010, he served as chief of police in Niles, Ohio for fifteen 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 (Alliance, OH) and a juris doctor from Capital University (Columbus, OH). Mr. Sarisky has been an adjunct instructor since June 2007. Since April 2006, he has served as magistrate for the General Division of the Mahoning County Common Pleas Court and, previously, 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

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

9.06 Does the program meet the needs of its students and the requirements 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 plus, guest attorney speakers that are course specific (family law) and 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 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 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

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

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 8 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 7 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 7 calls that confirmed the employment of 9 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 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 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 and holds a bachelor's of science degree in Biology from Mount Union College, and associates of science degree in Nursing from Owens State Community College and a master's 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 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; all expressed satisfaction with their faculty and are very pleased with the nursing chair, Ms. Clark. The team observed four 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 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 program advisory committee (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 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 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 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) class 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 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?

4 employers of graduates were called.

How many calls to employers or graduates were successful?

All 4 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 4 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 final stages of completing a doctorate degree 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 as well as 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 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?

In the Visual Communications program, eight calls to employers were attempted.

In the Graphics Communications Design program, there were no graduates/placements during the corresponding CAR period.

How many calls to employers or graduates were successful?

In the Visual Communications program, six 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, six 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

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

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:

<u>Number</u>	<u>Citation</u>	<u>Pages</u>
<b>3-1-513(a) and Glossary</b>	<b>Course syllabi do not include, as appropriate, out of class work assignment</b>	29, 33, 38, 42, 47, 51, 55, 56, 60

Note: The citation number should be in bold. The summary statement should be followed by the report page number in parenthesis.

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.

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 10/23/2012 1:52:02 AM -0400  
**To:** Earline Simons <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/5fe02f7f69c24758875869be6d16e72d-ESimons>  
**Subject:** Visit Reports  
**Attachments:** 107729.ITT Tech-Douglasville ALV.doc; 36351.Anthem-Atlanta COO.doc; 16044.ITT Tech-Little Rock NG.doc; 24311 Anthem-Memphis COO.doc; 24298.Anthem-Nashville COO.doc

Miss E,

5 more...

Ian Harazduk  
Manager, Compliance  
Accrediting Council for Independent Colleges and Schools  
750 First Street, NE, Suite 980  
Washington, D.C. 20002  
Tel: (202) 336-6795  
Fax: (202) 842-2593

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# ADDITIONAL LOCATION VERIFICATION VISIT REPORT



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)

---

ITT Technical Institute- Douglasville

Name of Additional Location

---

5905 Stewart Parkway

Street Address

---

Douglasville, GA 31035

City, State, Zip

---

(678) 715-2100

Telephone Number

---

00107729

ACICS ID Code

---

ITT Technical Institute

Name of Main Campus

---

9511 Angola Court

Street Address

---

Indianapolis, IN 46268

City, State, Zip

---

(317) 875-8640

Telephone Number

---

00016040

ACICS ID Code

---

*Melonie Vanderpool-Wyatt*

Name of ACICS Staff Representative

---

October 11, 2012

Date of Visit

**PROGRAMS OFFERED BY  
ITT Technical Institute  
Douglasville, Georgia**

<b>CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)</b>	<b>APPROVED PROGRAM TITLE</b>	<b>Enrollment: Full-time/ Part-time</b>	<b>Enrollment: Day/Evening</b>
Academic Associate's	Network Systems Administration	27/2	14/15
Academic Associate's	Electrical Engineering Technology	14/2	0/16
Academic Associate's	Drafting and Design Technology	10/0	0/10
Academic Associate's	Criminology and Forensic Technology	9/2	0/11
Academic Associate's	Business Management	0	0

**TOTAL ENROLLMENT \_66\_\_**

\* For any program with no enrollment, identify below the expected date of enrollment.

- Associates in Business Management – Projected start date is December 2012.

- Who is the on-site chief administrative officer of the additional location? List the individual's academic credentials and describe his/her professional experience.

The on-site administrator is for the ITT Douglasville Campus is Mr. Thomas Pitts. Mr. Pitts became the director of this campus at its inception in March 2012. Prior to becoming the campus director at ITT Douglasville, Mr. Pitts was the district director of operations and the regional director of career services and admissions for ATI Enterprises for three years, director of strategic sales development at US Security Associates, Inc. for seven years, director of recruitment at two different campuses for ITT Educational Services for 3 years. Mr. Pitts is also a pastor. He holds a bachelor's degree in Business Administration from Memphis State University and a master's degree in Divinity from Mercer University.

1. Describe how appropriate provisions have been made for supervision and monitoring of the additional location by the administration of the oversight campus.

The oversight campus provides the Douglasville location with a number of resources to aid in their campus start-up. The district manager visits the campus every 3 weeks as well as holds quarterly meetings. The campus is provided with a checklist of things that need to be completed by specific times (ie. First week, 30 days, 60 days, 6 months, etc). They also have quarterly compliance reports. In addition the campus director attend a conference call every Tuesday with the regional director and any needed specialists to go over weekly progress and specific campus needs. The director of finance attended week long training. Staff and faculty can access e-campus trainings. There is also a shared drive that can be accessed to retrieve needed forms, tips, guidelines and much more. After speaking with the director she informed me that he feels like he is having any and all of her questions answered and is receiving all the assistance she needs in getting the campus on its feet. He can also call other local ITT campus' and they will come over and help.

2. Are there any campus additions (or extension sites) associated with this additional location?

No    
 Yes

If  yes, please list locations:  
 \_\_\_\_\_

3. Cite evidence that the additional location is authorized to operate by the state. The campus provided the following documents:

- Certificate of Authorization (certificate number 968) from the Nonpublic Postsecondary Education Commission to offer instruction. Valid April 18,

2012 through March 13, 2013.

- Certificate of Occupancy from the State of Georgia Office of Georgia Safety Fire Commissioner issued on March 7, 2012.

4. Cite evidence that the additional location employs appropriately experienced administrative staff members to support the initial class start. (List the number and type of individuals currently employed as well as plans for future positions.)

The campus currently has 29 employees listed as follows:

Name (Last, First, Middle)	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held
Pitts, Thomas *	M.Div. - Mercer University, Atlanta, GA - Divinity; BA - University of Memphis, Memphis, TN - Business Administration	Campus Director
Hugley, Cody	BA - American InterContinental University, Atlanta, GA - Business/Human Resources	Director of Finance
Patterson, Justin	BS - North Georgia College & State University, Dahlonega, GA - Education	Registrar
Smith, Robert	Diploma - Cerritos H.S., Cerritos, CA - General	Director of Recruitment
Williams, Eric	BS - Florida A&M University, Tallahassee, FL, Data Processing Technology	Director of Career Services
Daniel, Kelly	AA - ITT Technical Institute, Kennesaw, GA - CNS	System Support Technician
Harrison, Nancy	Diploma - Ellington H.S., Ellington, CT - General	Administrative Assistant
Knapp, Hanna	Diploma - Alexander H.S., Douglasville, GA - General	Receptionist
Walton, Melanie	BA - University of West Georgia, Carrollton, GA - Finance	Financial Aid Coordinator
Lindsey, Robert	MS - Bradley University, Peoria, IL - Civil Engineering / Construction; BS - Bradley University, Peoria, IL - Civil Engineering	Dean
Stanovak, David	MLIS - University of Wisconsin, Milwaukee, WI - Library Information Science; BA - Cleveland State University, Cleveland, OH - Theater	Librarian
Ammazi, McDonald *	PhD - Capella University, Minneapolis, MN - Human Services; MA/MS - Central Michigan University, Lansing, MI - Healthcare Administration; BA - DeVry University, Decatur, GA - Computer Science; BA - Kennesaw University, Marietta, GA - Management	Substitute Adjunct in General Studies and Network Systems Administration

Bonsu, Kwadwo	MS - Clark Atlanta University, Atlanta, GA - CIS; BS - DeVry University, Decatur, GA - EET	Strategies For The Technical Professional, Computer Structure and Logic, Introduction to Networking
Chu, James *	MS - University of South Florida, Tampa, FL - Electrical Engineering; BS - University of South Florida, Tampa, FL - Engineering-General	DC-AC Electronics
Frederick, Jason *	MA - Georgia State University, Atlanta, GA - Mathematics Education; BS - Morehouse College, Atlanta, GA - Computer Science	Problem Solving Theory
Randolph, Raymond	MS - Central Michigan University, Mt. Pleasant, MI - Information Resource Management; BS - DeVry University, Decatur, GA - Computer Information Systems	Computer Structure and Logic, Client Server Networking
Reeves, Olufemi	BA - The Art Institute of Atlanta, Dunwoody, GA - Graphic Design	Substitute Adjunct in Drafting and Design Technology
Tchouaffe', Michel	M.Arch. - Georgia Institute of Technology, Atlanta, GA - Architecture; Architecte DPLG - Ecole d' Architecture Paris, Tolbiac, France - Architecture	Introduction to Drafting and Design Technology
Thielemier, Carrie	MS - Arkansas State University, Jonesboro, AR - Math; BA - Black River Technical College, Pocahontas, AR ;AA - Black River Technical College, Pocahontas, AR - General Education	Strategies For The Technical Professional, Problem Solving Theory, College Mathematics
West, Ryan	MA(TS) - Columbia Theological Seminary, Decatur, GA - Ethics; BA - University of Texas at Arlington, Arlington, TX - Criminal Justice	Introduction to Criminal Justice
Bostic, Y. Theresa	BS - Brenau University, Atlanta, GA - Business Administration; AS - Atlanta Metropolitan College, Atlanta, GA - Business Administration	Representative
Clark, Tammy	BS - Devry Institute of Technology, Atlanta, GA - Computer Information Systems	Representative
Fulcher, David	MA/MS - University of Windsor Windsor, Windsor, ON - Graduate Business MBA with Honors/Graduate Business	Representative
Gray, Matthew	AA - University of Phoenix, Phoenix, AZ - Business Administration	Representative
Holloway, Artemas *	MBA - University of Maryland University College, Adelphi, MD - Business Administration; BS - Auburn University, Auburn, AL - Transportation	Representative

Keyes, Percy	BA/BS - University of So. Mississippi, Hattiesburg, MS, Business Administration; MBA - University of Phoenix, Phoenix Online, AZ - Business Administration	Representative
Mashburn, Melissa	BA - Kennesaw State University, Kennesaw, GA - Finance	Representative
Morrison, Kiera	BA - Morgan State University, Baltimore, MD - Marketing	Representative
Wood, Victoria	Diploma - Columbia Commercial College, Columbia, SC - Fashion Merchandising	Representative

5. What is the total enrollment figure for the additional location at the time of the visit? List total enrollment, total day enrollment, full- and part-time day enrollment, total evening enrollment, and full- and part-time evening enrollment.

The ITT Douglasville campus currently enrolls 66 students, 60 full-time and 6 part-time. There are 14 day students (all full time) and 52 evening students (46 full time and 6 part time).

6. Cite evidence that appropriate personnel records, including official transcripts (where necessary) are on file for all administrative staff and faculty.

After reviewing all files all required documents and transcripts are on file as necessary.

7. Cite evidence that appropriate (including a combination of in-service and professional growth activities) faculty development plans are on file for all faculty.

After reviewing all faculty files there is evidence of development plans and supporting documents as required.

8. Describe the advertising and recruitment practices used to attract students to the additional location.

The ITT Douglasville campus utilizes TV commercials, direct mails, brochures, pamphlets and their website as part of their advertising.

9. Describe the admissions process used at the additional location.

If a student is interested in attending ITT Douglasville Campus they must first come in and meet with an admissions representative. During their initial meet they discuss their goals. A media presentation is given and the prospective student is given a tour. If the student is then interested in applying to the school they fill out an application. The student then takes the Wonderlic exam

and meets with a financial aid coordinator. Prior to their first day of class they will attend a new student orientation.

10. Cite evidence that the additional location employs a sufficient number of faculty members for the number of courses offered and the size of the student population. (List the number of faculty currently employed and the number of courses currently offered as well as any plans the additional location may have to acquire faculty in the future.)

The campus currently employees 7 adjunct faculty, 3 substitute adjunct faculty and the dean. There are currently 12 courses being offered. Classes are held on Monday, Tuesday and Thursday.

11. Describe the instructional resources (i.e. library materials) available to students and faculty at the additional location.

There are adequate books, magazines and learning resources available in the Learning resource center. Students and faculty also have access to the virtual library.

12. Is the instructional equipment available for faculty and student usage at the additional location sufficient to support the initial class start?

Yes. The campus has adequate space, equipment and resources. The computer labs, and electronics labs appear to be fully stocked and have ample space for student work. The campus is also in preparation of completing the build out of the criminal justice lab which is expected to be completed by the end of the year. The campus also has a number of empty classrooms that will be able to accommodate future increases in population.

13. Describe the physical facility. (Include plans for future expansion if applicable.) Does the facility appear to be adequate and appropriate to support the educational programs offered and the current student enrollment at the additional location?

The ITT Douglasville campus is located inside a shopping complex. The building occupies 18,966 square feet. The campus consists of an administrative suite which houses admissions, financial aid, registrar and the campus director. There is also an academic suite where the dean and all faculty are located. There are 3 labs, 6 conference rooms, 9 theory rooms, a bookstore, learning resource center, career services suite, student internet café, and faculty lounge. There lavatories are handicap accessible and there is ample parking for staff, students and visitors.

14. Cite evidence that shows that the physical facility is in compliance with local fire, safety, and health codes. (certificate of occupancy, fire inspection, etc.)

The campus has a valid certificate of occupancy. See complete listing in

question 3.

15. Describe the catalog which is used at the additional location and how it reflects the operations and services of the additional location.

The ITT Douglasville campus utilizes the Douglasville, GA 2012-2013 catalog Volume 4 published September 21, 2012 and effective until September 21, 2013 unless revised. The catalog contains all of the required elements. There is a catalog addendum to address current faculty members.

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## SUMMARY

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There are no areas of non-compliance.

## 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

Herb Brubaker, Director (HBrubaker@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.
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

## INTRODUCTION

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

## 1. MISSION

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

### INSTITUTIONAL EFFECTIVENESS

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

- 1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed. Each program emphasizes career-oriented and technology-oriented study leading to either an academic associate's degree or a bachelor's degree. All programs blend traditional academic instruction with practical applications of theory and their applications in a laboratory setting. All programs integrate critical thinking, communication and teamwork skills, lifelong learning skills, professional development as well as applied principles of technology. The institution uses the following methods to assess the ability of students to meet program objectives upon completion of the program:
- Capstone Courses: Many of the institutions programs utilize a capstone course to solidify the student's overall learning processes and to determine the level of a student's understanding of the program objectives.
  - Capstone Assessment Data: For some programs, specific learning outcomes assessment is carried out through the application of assessment rubrics. As capstone outcomes assessment data becomes available, faculty reviews proficiency levels achieved by graduates with respect to specific outcomes and takes improvement action as needed.
  - Student Engagement: Student engagement is measure by student attendance and the ability to complete program courses.
  - Student Success: Student Success is the measurement of the number of passing students divided by the number of students attempting a course. A student attempt is counted each time a student sits for a particular class.
  - Final Grades: Midterm and final exams are also used in determining the student's final grade. Though they do not constitute the only assessment of a student's final grade in a course, the results do provide valuable information to be assessed with relation to the student's master of course content.
- Additionally, several goals and initiatives have been introduced to support the student's successful earning outcomes. Some of these include:
- Improve student success results by a minimum of 5%
  - Improve student engagement results by a minimum of 5%
  - Improve the number of returned employer surveys
  - Improve the number of and quality of survey responses with details.
- 1.12 Are the following identified and described in the CEP?
- The baseline data for each outcome.  
 Yes  No  Not Applicable
- The data used by the campus to assess each outcome.  
 Yes  No  Not Applicable
- How the data was collected.  
 Yes  No  Not Applicable
- An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.  
 Yes  No  Not Applicable
- 1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability (previously referred to as AIR) Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?  
 Yes  No
- 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?  
 Yes  No
- 1.15 Describe the specific activities that the campus will undertake to meet these goals.  
 To support retention efforts, the campus has undertaken the following activities:
- A student boot camp to assist those that are not familiar with computers as well as technical basic courses already provided
  - Students who receive grades of "D or "F" are contacted weekly and encouraged to seek the assistance of tutors
  - Instructors are held accountable for contacting students who are absent from class.
- To assist with placement goals, the campus administration has undertaken the following initiatives:

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

1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

Yes  No

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

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

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

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

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

Yes  No

## 2. ORGANIZATION

2.01 (a) Response submitted by Academic Administrative Center

2.01 (b) Response submitted by Academic Administrative Center

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

(c) Names of the administrators.

Yes  No

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

2.02 Does the campus:

(a) Adequately train its employees?

Yes  No

(b) Provide them with constant and proper supervision?

Yes  No

(c) Evaluate their work?

Yes  No

2.03 Is the administration of the campus efficient and effective?

Yes  No

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

### 3. ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?  
 Yes  No
- 3.02 Are all staff well trained to carry out administrative functions?  
 Yes  No
- 3.03 Who is the on-site administrator, and what are this person's qualifications?

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

- 3.04 Does the campus list degrees of staff members in the catalog?  
 Yes  No
- If Yes, is appropriate evidence of the degrees on file?  
 Yes  No

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

(a) Response submitted by Academic Administrative Center

(b) Admissions.

Yes  No

(c) Response submitted by Academic Administrative Center

(d) Response submitted by Academic Administrative Center

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No  NA

The campus does not have student employees.

3.06 Response submitted by Academic Administrative Center

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

Yes  No

3.12 Are appropriate transcripts maintained for all students?

Yes  No

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

Yes  No

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

Yes  No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes  No

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

Yes  No

#### 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

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

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

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

4.03 Does the campus have appropriate admissions criteria?

Yes  No

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

Yes  No

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

Yes  No

4.06 reviewed at AAC

4.07 Is the admissions policy publicly stated?

Yes  No

4.08 Is the admissions policy administered as written?

Yes  No

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

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

4.10 Describe the process for the recruitment of new students.

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

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

Yes  No

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

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

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

Yes  No

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

Yes  No

4.14 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

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

Yes  No

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

Yes  No

4.17 reviewed at AAC

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

Yes  No  Not Applicable

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

Yes  No

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

Yes  No

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

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

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

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

Yes  No

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

Yes  No

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

Yes  No

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

Withdrawals.

Yes  No

Incomplete grades.

Yes  No

Repeated courses.

Yes  No

Non-punitive grades.

Yes  No  Not Applicable (institution does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (institution does not offer)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (institution does not offer)

The effect when a student changes programs.

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

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

Yes  No  Not Applicable (institution only offers one credential)

The implications of transfer credit.

Yes  No

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

Yes  No

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

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

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

Yes  No

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

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

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

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

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

Yes  No

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

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

If Yes, is the student informed of this policy?

- Yes  No
- 4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?  
 Yes  No
- 4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes  No  Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)
- 4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (institution does not have extended enrollment)
- 4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes  No  Not Applicable (there is no such student)
- 4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes  No
- 4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?  
Ms. Crystal Jones is responsible for the administration of satisfactory academic progress (SAP). Ms. Jones is the academic dean. She has held this position since December 2011 and is qualified for the position. She holds a bachelor's degree from Southwest Baptist College in Fine Arts/Education and a master's degree from Webster University in Human Resource Management. She has significant previous administrative experience at several public and career schools from 2001 through 2010. Ms. Jones is currently on a short-term medical leave and Ms. Deborah Biddle, associate dean, and the program chairs are currently administering SAP.
- 4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes  No
- 4.37 reviewed at the institution level
- 4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?  
 Yes  No  Not Applicable (institution offers loans only)
- 4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?  
 Yes  No
- 4.40 Do the financial records of students clearly show the following?
- (a) Charges.  
 Yes  No
- (b) Dates for the posting of tuition.  
 Yes  No
- (c) Fees.  
 Yes  No
- (d) Other charges.  
 Yes  No

(e) Payments.

Yes  No

(f) Dates of payment.

Yes  No

(g) The balance after each transaction.

Yes  No

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

Yes  No

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

Yes  No  Not Applicable

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

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

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

Yes  No

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

Yes  No

4.45 Is the campus following its stated refund policy?

Yes  No

4.46 Does the campus offer financial aid?

Yes  No (Skip to Question 4.53.)

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

Ms. Janice Nottenkamper is the on-site administrator for student financial aid. Ms. Nottenkamper's qualifications are over 20 years of experience beginning as a financial aid representative progressing to financial aid administrator and finally to director of financial aid with ITT Technical Institute, a position she has held since 2006.

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

Yes  No

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

Yes  No

4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes  No

4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

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

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

Yes  No

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

Yes  No (Skip to Question 4.54.)

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

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

4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes  No  Not Applicable

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes  No

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

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

4.57 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

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

4.58 Does the institution offer employment assistance to all students?

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

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

Yes  No

If Yes, explain:

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

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

Yes  No

4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?

Yes  No

4.61 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes  No  Not Applicable

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

Yes  No

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

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

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

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

## 5. EDUCATIONAL ACTIVITIES

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

Yes  No

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

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

- 5.03 Does this person have appropriate academic or experiential qualifications?

Yes  No

- 5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

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

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

Yes  No

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

Yes  No

5.07- reviewed at AAC

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

Yes  No

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

Yes  No (Skip to question 5.10)

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

Yes  No

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

Yes  No

- 5.12 What provisions are made for individual differences among students?

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

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

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

- 5.14 Does the faculty participate in this process?

Yes  No

- 5.15 - reviewed at AAC

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

Yes  No  NA (institution does not award such credit)

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

Yes  No

- 5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)

Facilities

Yes  No

Instructional equipment

Yes  No

Resources

Yes  No

Personnel

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No  Not Applicable (no faculty members hold foreign credentials)

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

Yes  No

If Yes, how is this documented?

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

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

Yes  No

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

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

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

Yes  No

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

Yes  No

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

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

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

5.31 - reviewed at AAC

5.32 - reviewed at AAC

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

Yes  No

**BACHELOR'S DEGREES ONLY**

5.34 - reviewed at AAC

5.35 - reviewed at AAC

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

Yes  No

**6. EDUCATIONAL FACILITIES**

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

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

- 6.02 Does the campus utilize any additional space locations?

Yes  No

- 6.03 Does the campus utilize learning sites?

Yes  No

- 6.04 Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?

Yes  No

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

(a) Equipment.

Yes  No

(b) Instructional tools.

Yes  No

(c) Machinery.

Yes  No

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

Yes  No

## 7. PUBLICATIONS

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

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

- 7.02 Does the self-study accurately portray the campus?

Yes  No

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

Yes  No

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

- 7.04 Does the catalog contain the following items?

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

Yes  No

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

Yes  No

(c) The names and titles of the administrators.

Yes  No

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

Yes  No

(e) A statement of accreditation

Yes  No  Not Applicable (initial applicant)

(f) A mission statement.

Yes  No

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

Yes  No

(h) An academic calendar.

Yes  No

(i) A full disclosure of the admission requirements.

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

(m) A definition of the unit of credit.

Yes  No  Not Applicable (The institution does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes  No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes  No

(p) The transfer of credit policy.

Yes  No

(q) A statement of the tuition, fees, and any other charges.

Yes  No

(r) A complete and accurate listing of all scholarships offered.

Yes  No  Not Applicable (no scholarships offered)

(s) The refund policy.

Yes  No

(t) A statement describing the student services offered.

Yes  No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes  No  Not Applicable (initial applicants only)

7.05 Does the institution offer degree programs?

Yes  No

If Yes, does the catalog contain the following?

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

Yes  No (Skip to Question 7.08.)

7.08 Is the catalog available online?

Yes  No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (Skip to Question 7.10.)

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

Yes  No

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

Yes  No

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

The campus uses direct mail, print documents, and television commercials to advertise.

Are the advertisements under acceptable headings?

Yes  No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes  No (Skip to Question 7.14.)

If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

Yes  No

7.14 Does the campus utilize services funded by third parties?

Yes  No (Skip to Question 7.15.)

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

Yes  No

7.16 Is the phrase “for those who qualify” properly referenced in all advertising that mentions financial aid?

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

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

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

Yes  No

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

Yes  No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes  No

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

Yes  No

8.05 Reviewed at AAC

8.06 Reviewed at AAC

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

8.07 Reviewed at AAC

8.08 Reviewed at AAC

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

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

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

Yes  No

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

Yes  No

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

8.12 Reviewed at AAC

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

Yes  No

8.14 Reviewed at AAC

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

Yes  No  Not Applicable (no interlibrary agreements)

8.16 Reviewed at AAC

8.17 Reviewed at AAC

8.18 Reviewed at AAC

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

8.19 Reviewed at AAC

8.21 Reviewed at AAC

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes  No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

Yes  No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

Yes  No

**9. PROGRAM EVALUATION**

Bachelor's degree in Project Management

Academic Associate's degree in Business Management

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

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

Mr. Christopher Mikesell is the chair of the bachelor's degree program for Project Management and has held this position since June 2012. He is also the acting chair of the associate's degree program in Business Management until Ms. Crystal Jones returns to the campus. Mr. Mikesell holds a master's degree in Education with a concentration in Human Resource Training and Development from Idaho State University, Pocatello, Idaho and a bachelor's degree in Industrial Technology from the University of Idaho, Moscow, Idaho. Mr. Mikesell has also completed an additional 30 hours of information technology course work at the University of Arkansas. Mr. Mikesell has over four years of professional experience in the information technology field.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

The bachelor's degree in Project Management is a new program and has not had any graduates.

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

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

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

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

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

Yes  No

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

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

9.12 Reviewed at AAC

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

Yes  No  NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

Yes  No

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

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

Yes  No

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

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

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

Yes  No  Not Applicable (Clock hour programs only) If *No*, insert the section number in parentheses and explain:

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

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

Yes  No  Not Applicable (Clock hour programs only)

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

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

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

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

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

Yes  No

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

Yes  No

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

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

Yes  No  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

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

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

9.42 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

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

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

9.48 Reviewed at AAC

**GENERAL COMMENTS:**

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

**9. PROGRAM EVALUATION**

Academic Associate's degree in Computer Drafting and Design

Academic Associate's degree in Drafting and Design Technology

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

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

9.03 Does this individual possess appropriate academic or experiential qualifications?

 Yes  No

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

Yes  No

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

Yes  No

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

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

The academic associate's degree in Drafting and Design Technology is a new program. There are no graduates in the 2011 reporting period.

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

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

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

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

Yes  No

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

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

9.12 Reviewed at AAC

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

Yes  No  NA

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

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

- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
- (b) Course numbers  
 Yes  No
- (c) Course prerequisites and/or corequisites  
 Yes  No
- (d) Instructional contact hours/credits  
 Yes  No
- (e) Learning objectives  
 Yes  No
- (f) Instructional materials and references  
 Yes  No
- (g) Topical outline of the course  
 Yes  No
- (h) Instructional methods  
 Yes  No
- (i) Assessment criteria  
 Yes  No
- (j) Method of evaluating students  
 Yes  No
- (k) Date the syllabus was last reviewed  
 Yes  No

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

- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or a minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

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

How many calls to employers or graduates were successful?

Four calls were successful.

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

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

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

Yes  No  Not Applicable

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

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

9.21 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

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

Yes  No  Not Applicable (Clock hour programs only)

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

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

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

Yes  No  Not Applicable (Clock hour programs only)

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

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

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

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

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

Yes  No

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

Yes  No

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

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

Yes  No  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

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

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

9.42 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at AAC

- 9.44 Reviewed at AAC
- 9.45 Reviewed at AAC
- 9.46 Reviewed at AAC
- 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
- Yes  No  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

## 9. PROGRAM EVALUATION

Bachelor's degree in Criminal Justice

Academic Associate's degree in Criminology and Forensic Technology

Academic Associate's degree in Criminal Justice

Academic Associate's degree in Paralegal Studies

- 9.01 See response from AAC
- (a) See response from AAC
- (b) See response from AAC
- (c) See response from AAC
- (d) See response from AAC
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
- Mr. Reginald McCullough, chair of the School of Criminal Justice since June of 2012, has earned a bachelor's degree in Political Science from University of Central Arkansas and a juris doctorate degree from the University of Arkansas at Little Rock. He has practiced law for more than 20 years, during which time he worked more than 3 years as a prosecutor. Over the past 25 years he has taught in a variety of settings, including summits and continuing legal education seminars. He has held a variety of administrative and supervisory positions over the course of 40 years.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
- Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
- (a) Student retention rate of 62%
- Yes  No  Not applicable (new branch only)
- (b) Student placement rate of 58%
- Yes  No  Not applicable (new branch only)
- If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
- Yes  No

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

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

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

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

Yes  No

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

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

9.12 Reviewed at AAC

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

Yes  No  NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

Yes  No

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

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

Yes  No

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

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or a minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

There were no calls made to employers or graduates of the Paralegal Studies program or the Criminology and Forensic Technology program because the programs are too new for students to have graduated from the programs.

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

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

How many calls to employers or graduates were successful?

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

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

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

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

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

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

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

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

Yes  No  Not Applicable (Clock hour programs only)

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

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

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class assignments were required and out-of-class assignments were not included as any percent of the final grade. There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Although the syllabi reflect assignments and projects that students are required to complete, the assignments and projects are not specifically delineated as out-of-class assignments.

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

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

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

Yes  No

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

Yes  No

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

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

Yes  No  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

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

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

9.42 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

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

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

9.48 Reviewed at AAC

**GENERAL COMMENTS:**

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

**9. PROGRAM EVALUATION**

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

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

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

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

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

Yes  No

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

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

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

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

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

Yes  No

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

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

9.12 Reviewed at AAC

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

Yes  No  NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

Yes  No

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

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

Yes  No

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

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

Academic associate's degree in Computer and Electronics Engineering Technology - 8

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

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

How many calls to employers or graduates were successful?

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

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

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

Bachelor's degree in Electronics and Communications Engineering Technology - 1

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

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

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

Yes  No  Not Applicable (Clock hour programs only)

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

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

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

Yes  No  Not Applicable (Clock hour programs only)

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

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

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

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

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

Yes  No

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

Yes  No

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

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

Yes  No  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

9.33 Reviewed at AAC

**9ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

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

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

9.42 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

- 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes  No  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

**GENERAL COMMENTS:**

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

**9. PROGRAM EVALUATION**

Bachelor's degree in Information Systems and Cybersecurity

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

Academic Associate's degree in Network Systems Administration

9.01 See response from AAC

- (a) See response from AAC  
 (b) See response from AAC  
 (c) See response from AAC  
 (d) See response from AAC

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

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

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

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

Yes  No

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

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

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

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

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

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

Yes  No

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

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

9.12 Reviewed at AAC

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

Yes  No  NA

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

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

Yes  No

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

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

Yes  No

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

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments. In team interviews with campus faculty it was clear there was not an awareness of an appropriate homework policy.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

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

How many calls to employers or graduates were successful?

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

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

All of the successful calls made to employers and graduates confirmed the employment of the graduates as reported on the 2011 CAR.

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

Yes  No  Not Applicable

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

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

- 9.21 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

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

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

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

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

Yes  No  Not Applicable (Clock hour programs only)

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

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

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

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

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

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

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

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

9.25 - reviewed at AAC

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

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

Yes  No

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

Yes  No

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

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

Yes  No  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

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

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

9.42 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at AAC

9.44 Reviewed at AAC

- 9.45 Reviewed at AAC
- 9.46 Reviewed at AAC
- 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
- Yes  No  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

**GENERAL COMMENTS:**

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

**9. PROGRAM EVALUATION**

Academic associate's degree in Graphic Communications and Design

Academic associate's degree in Visual Communications

- 9.01 See response from AAC
- (a) See response from AAC
- (b) See response from AAC
- (c) See response from AAC
- (d) See response from AAC
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
- Mr. Jon Hite is the program chair of the School of Drafting and Design (SDD) and oversees the Graphic Communications and Design (GCD) and Visual Communications (VC) programs. As previously noted, Mr. Hite holds an associate's degree in Mechanical Engineering Technology and a bachelor's degree in Manufacturing Engineering Technology both from the University of Arkansas in Little Rock, Arkansas in addition to a master's degree in Management (MSM) from Colorado Technical University in Colorado Springs, Colorado. Mr. Hite has over 25 years of experience in private industry serving as an AutoCAD trainer, a software and drawing interpreter, and 2D and 3D contractor. Mr. Hite spends 26.5 hours a week on administrative duties and teaches in the classroom 14 hours a week.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes  No
- Mr. Hite is minimally qualified to teach graphics classes in the VC program and relies on his instructors as subject matter experts for classes in the VC program. He is not currently teaching graphics classes in this program.
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
- Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
- (a) Student retention rate of 62%
- Yes  No  Not applicable (new branch only)
- (b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

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

Yes  No

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

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

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

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

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

Yes  No

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

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

9.12 Reviewed at AAC

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

Yes  No  NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

Yes  No

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

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

Yes  No

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

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Four calls were attempted in the Visual Communications program.

How many calls to employers or graduates were successful?

Three calls were successful.

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

Three calls confirmed the employment as reported on the 2011 CAR.

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

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

Yes  No  Not Applicable (Clock hour programs only)

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

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

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

Yes  No  Not Applicable (Clock hour programs only)

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

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

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

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

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

Yes  No

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

Yes  No

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

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

Yes  No  NA, hiring responsibility is at AAC

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

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

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

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

9.42 Reviewed at AAC

**GENERAL COMMENTS:**

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

## SUMMARY

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

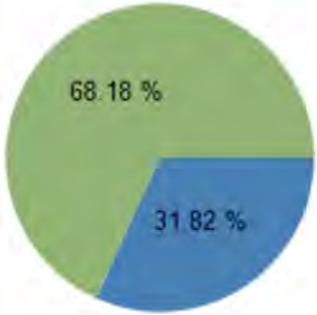
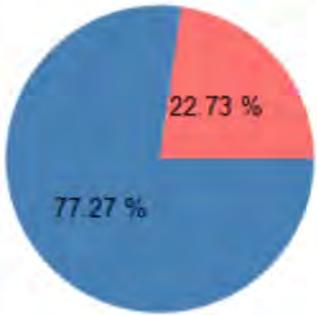
<b><u>Number</u></b>	<b><u>Citation</u></b>	<b><u>Summary Statement</u></b>
1.	<b>2-2-503</b>	The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios (pages 15, 26, 30, 35, 39, 44, 49).
2.	<b>3-1-513(a) and Glossary</b>	Course syllabi do not include appropriate out-of-class learning activities and assignments (pages 25, 26, 30, 31, 34, 35, 43, 44, 48, 49).
3.	<b>3-1-513(a) and Glossary</b>	Independent study courses are not used appropriately in all programs (page 29).
4.	<b>3-1-531(a)</b>	The campus does not have appropriate instructional resources in all programs (pages 44-45).
5.	<b>3-1-543</b>	Not all faculty development plans have documented evidence of their implementation (page 18).

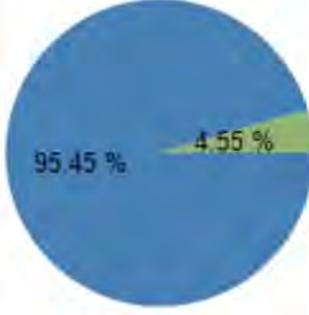
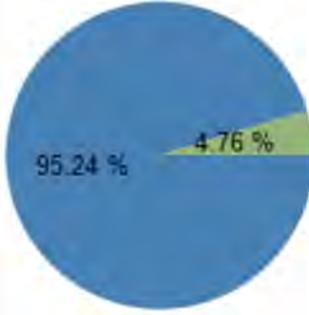
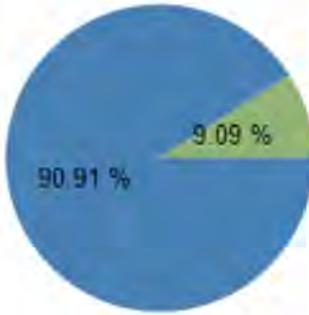
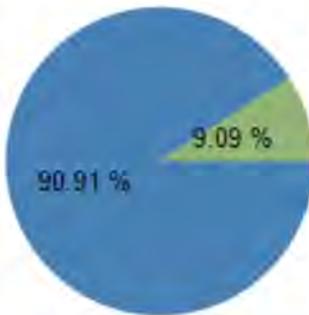
## RECOMMENDATIONS

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

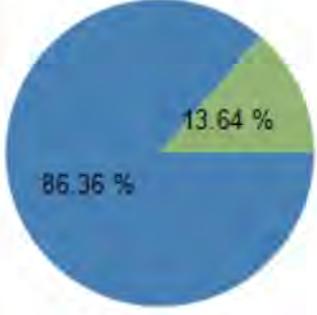
- Mr. Michael Moyer be elevated to the position of lead instructor for the Visual Communications program.
- A program advisory committee be established to enrich the new academic associate's degree program in Business Management.

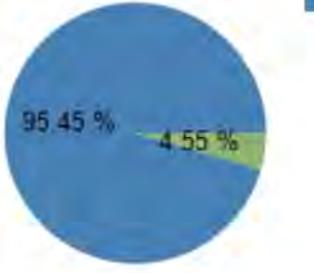
## Student Survey Response Summary Graph

Personify Id	Survey Question	Category	Count	
00016044				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	7	 <p>Legend: Yes (blue), No (green)</p>
		No	15	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	17	 <p>Legend: Yes (blue), N/A (red)</p>
		No	0	
		N/A	5	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	22	 <p>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>21</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	21	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 section representing 95.45% and a small green section representing 4.55%.</p>
Yes	21						
No	1						
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<table border="1"> <tr> <td>Yes</td> <td>20</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	20	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 section representing 95.24% and a small green section representing 4.76%.</p>
Yes	20						
No	1						
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>20</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	20	No	2	 <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 section representing 90.91% and a small green section representing 9.09%.</p>
Yes	20						
No	2						
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>20</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	20	No	2	 <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 section representing 90.91% and a small green section representing 9.09%.</p>
Yes	20						
No	2						

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>21</td> </tr> </table>	Yes	21	<table border="1"> <tr> <td>No</td> <td>1</td> </tr> </table>	No	1	<p>A pie chart showing the distribution of responses for question 2.4. The chart is divided into two segments: a large blue segment representing 'Yes' at 95.45% and a small green segment representing 'No' at 4.55%. A legend to the right of the chart shows a blue square for 'Yes' and a green square for 'No'.</p>		
Yes	21									
No	1									
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>17</td> </tr> </table>	Yes	17	<table border="1"> <tr> <td>No</td> <td>2</td> </tr> </table>	No	2	<table border="1"> <tr> <td>N/A</td> <td>3</td> </tr> </table> <p>A pie chart showing the distribution of responses for question 3.1. The chart is divided into three segments: a large blue segment for 'Yes' at 77.27%, a red segment for 'N/A' at 13.64%, and a green segment for 'No' at 9.09%. A legend to the right shows blue for 'Yes', green for 'No', and red for 'N/A'.</p>	N/A	3
Yes	17									
No	2									
N/A	3									
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>17</td> </tr> </table>	Yes	17	<table border="1"> <tr> <td>No</td> <td>2</td> </tr> </table>	No	2	<table border="1"> <tr> <td>N/A</td> <td>3</td> </tr> </table> <p>A pie chart showing the distribution of responses for question 3.2. The chart is divided into three segments: a large blue segment for 'Yes' at 77.27%, a red segment for 'N/A' at 13.64%, and a green segment for 'No' at 9.09%. A legend to the right shows blue for 'Yes', green for 'No', and red for 'N/A'.</p>	N/A	3
Yes	17									
No	2									
N/A	3									
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>19</td> </tr> </table>	Yes	19	<table border="1"> <tr> <td>No</td> <td>0</td> </tr> </table>	No	0	<table border="1"> <tr> <td>N/A</td> <td>3</td> </tr> </table> <p>A pie chart showing the distribution of responses for question 3.3. The chart is divided into two segments: a large blue segment for 'Yes' at 86.36% and a red segment for 'N/A' at 13.64%. A legend to the right shows blue for 'Yes' and red for 'N/A'.</p>	N/A	3
Yes	19									
No	0									
N/A	3									

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

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	22	No	0	 <p>A pie chart with a single blue slice representing 100.00%. A legend indicates that blue represents 'Yes'.</p>
Yes	22						
No	0						
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Agree</td> <td>22</td> </tr> </table>	Disagree	0	Agree	22	 <p>A pie chart with a single blue slice representing 100.00%. A legend indicates that blue represents 'Agree'.</p>
Disagree	0						
Agree	22						
	<p><b>5.2. I would recommend this school to others.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>1</td> </tr> <tr> <td>Agree</td> <td>21</td> </tr> </table>	Disagree	1	Agree	21	 <p>A pie chart with two slices: a large blue slice representing 95.45% and a small green slice representing 4.55%. A legend indicates that blue represents 'Agree' and green represents 'Disagree'.</p>
Disagree	1						
Agree	21						

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 10/22/2012 12:56:35 AM -0400  
**To:** Earline Simons <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/5fe02f7f69c24758875869be6d16e72d-ESimons>  
**Subject:** Visit Reports  
**Attachments:** 16076.ITT Tech-Ft. Wayne NG.doc; 21963.ITT Tech-Warrensville Heights CI (Bach).doc; 23951.ITT Tech-Madison NG.doc; 19779.VC-Austin NP (Resp. Care).doc; 23268.ITT Tech-Columbia NG.doc; 19901.CIHT-Brooklyn NG.doc

Miss E,

I apologize for giving you these reports on Sunday nights at ridiculous hours, but for some reason I can't find any other time to complete these. So here are 6 more reports ready to go out. Saved on the M:/drive and attached here. About 20 more or so should hopefully be coming unless I fall asleep at my computer here at a Courtyard in Randomsville, Pennsylvania.

Thanks.

Ian Harazduk

Manager, Compliance

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, D.C. 20002

Tel: (202) 336-6795

Fax: (202) 842-2593



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The Cosmopolitan of Las Vegas

The graphic features a stylized 'Welcome to Fabulous Las Vegas' sign with a starburst at the top. The background is dark blue with vertical stripes. The text is in various colors and fonts, including gold, blue, red, and white.

## 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 is 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 that, 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, 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) that 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 the entire faculty was 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)

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.

All successful calls confirmed the placement 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
- 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 degree 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?

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.

Bachelor's degree in Information Systems Security -all 3 successful calls verified 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

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. Francesca 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 and 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 successful calls verified employment of campus 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

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. 36-37).
<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. 30, 34, 39, 43, 48, 52, 56 and 60).
<b>3</b>	<b>Section 3-1-511</b>	One school chair does not have adequate time to devote to the administration of the department (pgs. 49, and 53-54).
<b>4</b>	<b>Section 3-1-512 (c)</b>	One School does not utilize adequate community resources (pgs. 50 and 54).
<b>5</b>	<b>Section 3-1-513(a) and Glossary</b>	Course syllabi did not include out-of-class work assignments for most courses (pgs. 29, 33, 38, 42, 47, 51, 55 and 59).
<b>6</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. 61).

## RECOMMENDATIONS

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

### **Information Technology:**

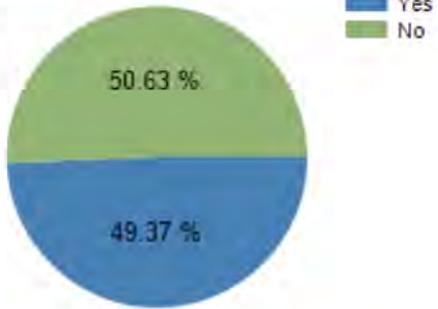
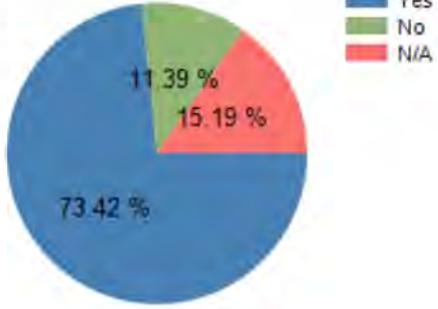
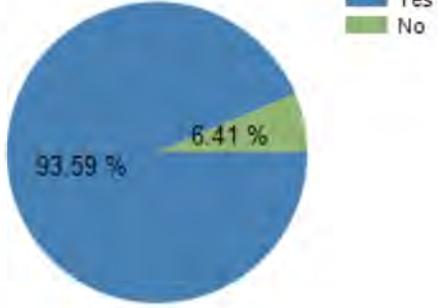
- That theory and lab portions of classes that rely on access to computers be scheduled in the same dedicated computer lab as opposed for example to scheduling the theory portion in one room and the lab portion in the mega lab. Scheduling of both the theory and lab portions of classes in the same dedicated 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.

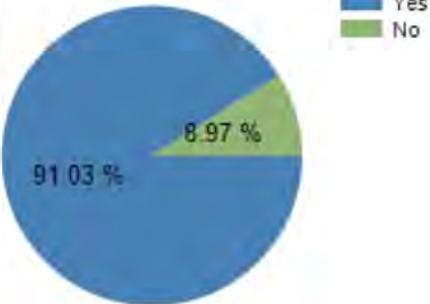
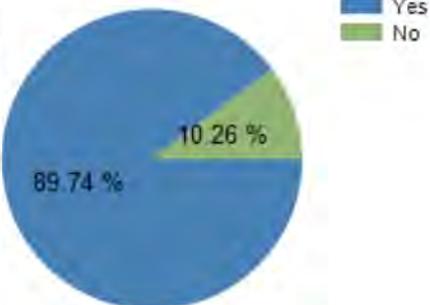
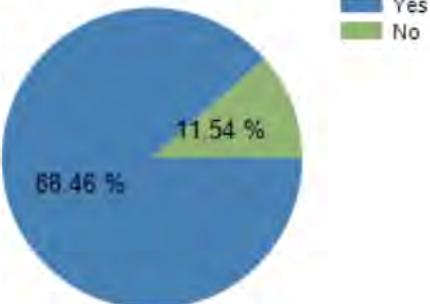
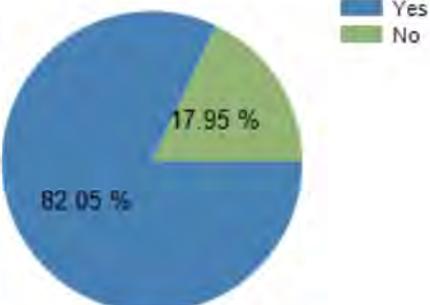
### **Nursing:**

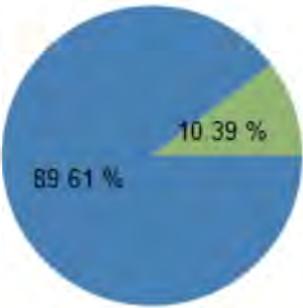
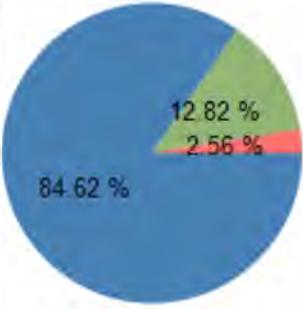
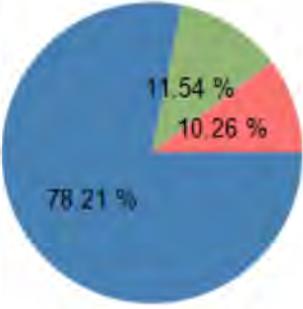
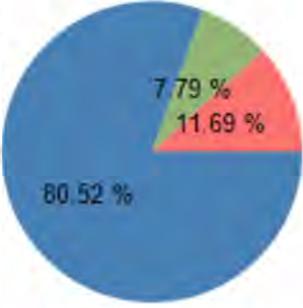
- There were no official National Council Licensure Exam - Registered Nurse (NCLEX) scores for the Nursing program. However, the Nursing program administrative assistant has been tracking the first-time pass rates and overall pass rates for graduates. The NCLEX first-time pass rates for the twenty-eight 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.

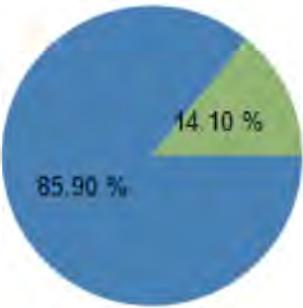
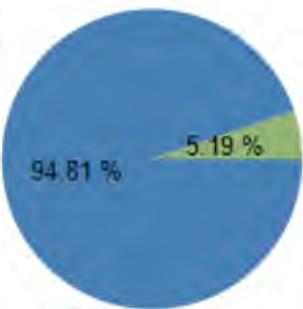
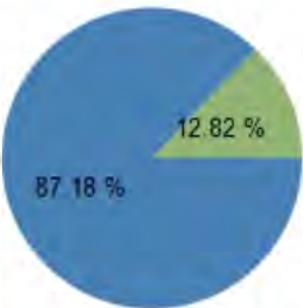
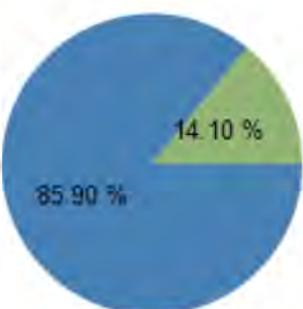
Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs:

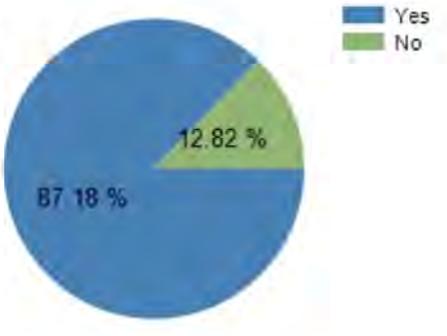
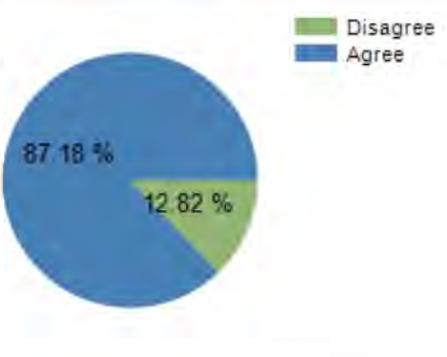
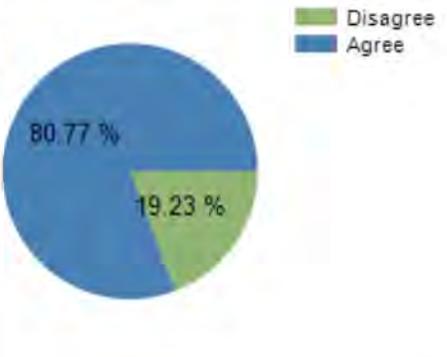
### Student Survey Response Summary Graph

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	 <p>89.61 % 10.39 %</p>		
Yes	69								
No	8								
	<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	 <p>84.62 % 12.82 % 2.56 %</p>
Yes	66								
No	10								
N/A	2								
	<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	 <p>78.21 % 11.54 % 10.26 %</p>
Yes	61								
No	9								
N/A	8								
	<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	 <p>80.52 % 11.69 % 7.79 %</p>
Yes	62								
No	6								
N/A	9								

	<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> <p>■ Yes ■ No</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> <p>■ Yes ■ No</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> <p>■ Yes ■ No</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> <p>■ Yes ■ No</p>		
Yes	67								
No	11								

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	Yes	68	
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	Disagree	10	
	<p><b>5.2. I would recommend this school to others.</b></p>	Disagree	15	
		Agree	63	



**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 and a bachelor's of science degree in Human Resource Management. 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 and served as an ITT instructor for three years prior to that. 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 and a bachelor's of science degree in Industrial Management from the University of Akron. To compliment his educational background, Mr. Kessler has extensive work experience which qualifies him 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 has 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 |
| (d) Appropriate modes of instructional delivery.                         |   |                             | <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.

C.116 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes  No

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 Pittsburgh 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:

The campus needs 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 (meeting minutes, sign in sheets, and the purpose of the event) will support this initiative. For example, documentation listing the group, speaker, or location of the field trip will allow an 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:

Number	Section	Summary Statement
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

(b) Admissions.

Yes  No

(c) Response submitted by AAC

(d) Response submitted by AAC

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No

- 3.06 Response submitted by AAC (*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. The 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**

**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 30, 35, 40, 45, 50, and 53).
<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 29, 34, 39, 44, 49, and 53).
<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 18 and 23).
<b>Section 3-1-543 &amp; Glossary</b>	Professional development plans do not contain appropriate documentation of professional growth activities (page 19).
<b>Section 3-1-544</b>	There is no record of discussions and attendance for regular faculty meetings (page 19).

## RECOMMENDATIONS

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

### **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.

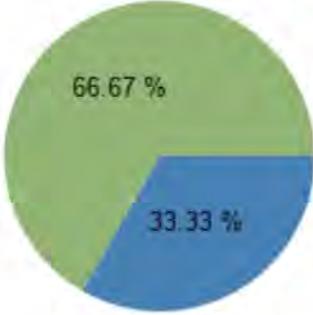
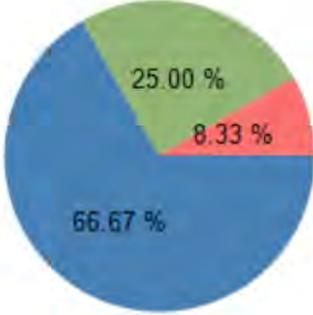
### **Information Technology Programs:**

- 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:**

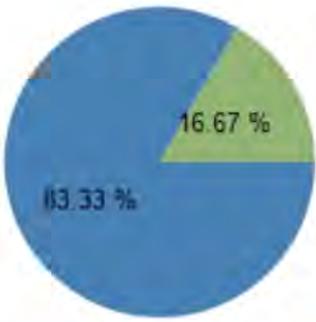
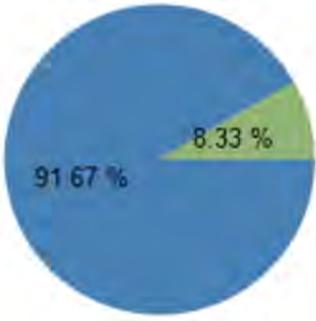
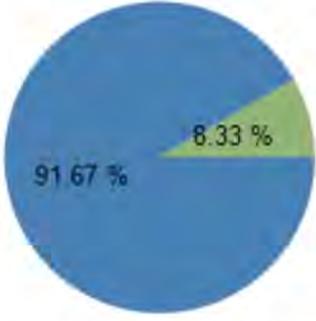
- Develop a strategic plan to utilize various community resources including guest speakers, field trips, and a program advisory committee to enhance the curriculum, increase student learning, and ensure the growth and future success of the bachelor's degree program.

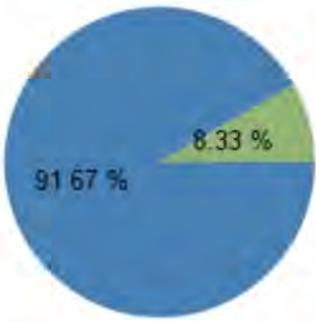
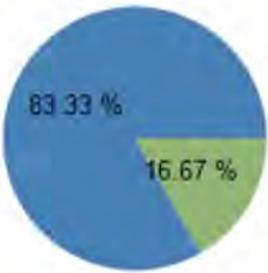
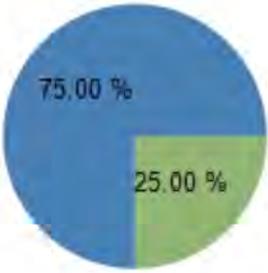
## Student Survey Response Summary Graph

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>	<table border="1"> <tr> <td>Yes</td> <td>12</td> </tr> </table>	Yes	12	 <p>100.00 %</p> <p>Legend: Yes</p>		
Yes	12						
	<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>12</td> </tr> </table>	Yes	12	 <p>100.00 %</p> <p>Legend: Yes</p>		
Yes	12						
	<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>9</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	9	No	3	 <p>75.00 %</p> <p>25.00 %</p> <p>Legend: Yes, No</p>
Yes	9						
No	3						
	<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>9</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	9	No	3	 <p>75.00 %</p> <p>25.00 %</p> <p>Legend: Yes, No</p>
Yes	9						
No	3						

	<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>	Yes	10	 <p>83.33 %</p> <p>16.67 %</p> <p>■ Yes ■ No</p>
		No	2	
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	Yes	11	 <p>91.67 %</p> <p>8.33 %</p> <p>■ Yes ■ No</p>
		No	1	
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	Yes	11	 <p>91.67 %</p> <p>8.33 %</p> <p>■ Yes ■ No</p>
		No	1	
		N/A	0	
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	Yes	12	 <p>100.00 %</p> <p>■ Yes</p>
		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**

**Regulatory120@itt-tech.edu**

**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**  
**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 is 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 members 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  
 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

**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 corporate wide. 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 form 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 seven calls where contact was made confirmed the employers of the graduates as reported on the 2011 CAR.

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

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

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

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 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. 6).
<b>(Section 3-1-441(c))</b>	Appropriate follow-up studies concerning graduate satisfaction have not been conducted (p. 13).
<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. 36).
<b>(Section 3-1-512(a) &amp; (c))</b>	Insufficient community resources are used in the School of Business (pp. 24 & 32).
<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. 25, 29, 33, 37, 41, & 45).
<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. 26 & 47).

## **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.

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 10/25/2012 3:42:49 PM -0400  
**To:** Earline Simons <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/5fe02f7f69c24758875869be6d16e72d-ESimons>  
**Subject:** Visit Reports  
**Attachments:** 23482.ITT Tech-Baton Rouge NP (Paralegal).doc; 16094.ITT Tech-Webster NG.doc; 48971.Hondros-Independence NG.doc; 23482.ITT Tech-Baton Rouge NG.doc

4 more ready to go. 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

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**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](mailto:Regulatory087@itt-tech.edu)**

**Academic Administrative Center  
9511 Angola Court  
Indianapolis, IN 46268  
ACICS ID Code: 00016040**

**[Regulatory011@itt-tech.edu](mailto:Regulatory011@itt-tech.edu)**

**October 1-2, 2012**

Dr. Joyce Caton	Chair	Retired Educator	Retired Educator
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.	Enrollment: 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%	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

The ITT Technical Institute, Webster, Texas opened in June 1995 in the Houston, Texas (Bay Area), offering an associate's degree in Electronics Engineering Technology program. The campus moved to its present location in September 2006, and has grown to offer a number of associate's and bachelor's degrees. Webster is on State Highway 3, twenty miles south of Houston and three miles west of the Lyndon B. Johnson Space Center in 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 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.

Finally, it should 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 of formally existing programs.

## 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.  
 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 is enrolled in a course).

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 at Timberline 1 Management, Sylvan Learning Center, and ITT Technical Institute - Austin, prior to coming to the Webster site as campus director in 2010. The CEP team is comprised of the 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 analyzed.

## 2. ORGANIZATION

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

(a) Response submitted by Academic Administrative Center

Yes  No

(b) Response submitted by Academic Administrative Center

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

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 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 faculty that 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, or professional development plans. Faculty records do not state clear job titles or explain the related job responsibilities on the ACICS data sheets, and other related documents in the 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 although there was confusion about job titles and related responsibilities, faculty and staff were willing to do whatever they thought necessary to ensure student success.

### 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 at Timberline 1 Management, Sylvan Learning Center, and ITT Technical Institute - Austin, 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

(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?  
A total of 61 student files were 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; she has held this position since November 2011. Prior to this position, she was the director of finance from August 2010-November 2011, and the 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 mediums 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

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 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, May 2009-March 2010; the 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. He holds a bachelor's degree in Business Administration from Coker College, and has been with ITT since December 2011. Prior to working for ITT, he was the director of finance at Corinthian College, September 2010 - December 2011; the director of student accounts at Corinthian, October 2008 - September 2010; and the director of finance at the Culinary Institute of Alain and Marie LeNotre, 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, and Mr. Hodge is a member of 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 held once every quarter, and every department in the campus participates in the event. 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 a 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 students 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 available payment options. 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 future use. Exit interview documents are sent by certified mail if a 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

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, academic dean, oversees the educational activities for all programs. As previously stated, Ms. Lanier holds a bachelor's degree in Religion and 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, May 2009-March 2010; the academic dean at Everest University for four years; and the program chair of Legal Studies from October 2003 - October 2005.

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?

Provisions students with disabilities are stated on page 66, of the 2012-2013 Catalog, Volume 49, Entitled: Disabled Applicants and Students. The campus 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 request, as well as assigned times to meet individually with their instructor. Tutoring is provided 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 ITT national curriculum committee (NCC). The corporate center has a district chair for each program area, and 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 program-specific curriculum. Finally, ITT has a policy that allows faculty members to add up to 20% additional content to their courses.

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 verify attendance at regularly scheduled in-service activities. Sign-in sheets and agendas of topics provide further documentation of these events. Faculty, administration, and staff also have access to online training and in-services 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
- 5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?  
 Yes  No
- 5.29 reviewed at AAC
- 5.30 reviewed at AAC
- 5.31 reviewed at AAC
- 5.32 reviewed at AAC
- 5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes  No
- 5.34 reviewed at AAC
- 5.35 reviewed at AAC
- 5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes  No

## 6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).  
The campus 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 1,200 students and staff. Ample parking is available for students, staff, and visitors. The facility is in compliance with the Americans with Disabilities Act 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)?  
 The ITT Catalog, with an effective date of September 14, 2012 – September 14, 2013, volume 49 was used; its publication date 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 and through brochures and promotional literature, all of which are straightforward and ethical.

Are the advertisements under acceptable headings?

Yes  No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes  No (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?

Yes  No (Skip to Question 7.15.)

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

Yes  No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?

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

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

- 8.01 Does the campus develop an adequate base of library resources?  
 Yes  No
- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?  
 Yes  No
- 8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No
- 8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?  
 Yes  No
- 8.05 Reviewed at AAC
- 8.06 Reviewed at AAC
- 8.07 Reviewed at AAC
- 8.08 Reviewed at AAC
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
The 2012 library budget is \$2,140. At the time of the visit, \$2,066 has been spent on texts, \$393 on publications, and \$231 on supplies.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No
- 8.12 Reviewed at AAC
- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- 8.14 Reviewed at AAC
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?  
 Yes  No  Not Applicable (no interlibrary agreements)
- 8.16 Reviewed at AAC
- 8.17 Reviewed at AAC
- 8.18 Reviewed at AAC
- 8.19 Reviewed at AAC
- 8.21 Reviewed at AAC
- 8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?  
 Yes  No
- 8.23 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No
- 8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?  
 Yes  No

## 9. 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)

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):** There was no documentation that clearly identified who is officially assigned to administer the business programs in the campus school of business.

Specifically, Mr. Joe Scott, chair of the school of information technology, introduced himself to the team as chair of both the school of information technology and the school of business; however, no documentation that lists him as the chair of the school of business is in his file. He holds both a bachelor's and a master's degree in Computer Information Systems from Southern University at New Orleans. In addition to concerns about the relatedness of these degrees to the business programs, Mr. Scott has responsibility for four IT programs in addition to the BSPM, which is being taught-out. His data sheet shows he is assigned 75% to teaching, and 25% to administration. He is teaching four classes this term. If Mr. Scott is the chair of the school of business, this would add another five programs to his responsibilities, including a recently introduced bachelor's degree in Business Management, which currently has no enrollments. The time and resources dedicated to the programs if Mr. Scott is assigned to chair both of them, sufficient time could not be devoted to administration of the programs.

In interviews, Mr. Scott stated he is supported by Mr. David Belton, a subject-matter expert, for three hours per day. Mr. Belton holds a bachelor's degree in Psychology from Xavier University in New Orleans, a master's in Project Management and a graduate certificate in Project Management from DeVry University. Although Mr. Belton is a qualified subject-matter expert, there is no documentation in Mr. Belton's file indicating he is assigned these responsibilities or has time assigned to program administration. He is listed in the catalog as a part-time adjunct faculty, and is teaching five classes (20.5 hours) this term. An undated posting to students in the hallway lists Mr. Belton as the "program expert" if students have questions. In interviews, Mr. Belton indicated he spends a significant amount of time mentoring business faculty and has developed a mentorship program for students. He estimates that he is spending 30 - 40 hours per week on activities outside the classroom. Responsibility for the business program administration and development is not clearly designated or documented in any of the records for Mr. Scott or Mr. Belton: academic records; job descriptions; professional development plans; data sheets; duties and percentage of time assigned for administration. Finally, the person assigned to chair the business programs is not listed in the catalog.

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):** As stated in response to Item 9.02, since no individual is clearly designed / assigned as program administrator for the business programs, his/her academic or experiential qualifications cannot be evaluated.

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):** As stated in response to Items 9.02 and 9.03, since no individual is clearly designed / assigned as program administrator for the business programs, the assignment of sufficient authority or responsibility cannot be evaluated.

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):** As stated in response to Items 9.02, 9.03 and 9.04, since no individual is clearly designed / assigned as program administrator for the business programs, the assignment of sufficient time or resources cannot be evaluated.

9.06 Does the program meet the needs of its students and the requirements 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 are new and started in March 2012.

(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 programs are relatively new, and 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." Program students are involved in an applied learning project working to assist a Detroit, MN, non-profit organization for battered and abused women and teens, aged 14-21, with ongoing communications via teleconferences.

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 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 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 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

- 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

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

**(Sections 3-4-302 and 3-5-302):** All faculty members' qualifications are not academically and experientially appropriate to the subject matter they are teaching. Ms. Dianna Preteroti is teaching AC1320 Accounting Principles II, a core course in the business programs. She holds a bachelor's degree in Marketing from University of Phoenix, with no coursework in accounting. Her ACICS data sheet lists she is working on a master's degree in Psychology from Capella University, and that she has two years of experience as a financial/retirement planner. No resume is on file or any other documentation verifying Ms. Preteroti's accounting experience.

- 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)

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

9.48 Reviewed at AAC

**GENERAL COMMENTS:**

Students and faculty in the BSPMA programs have developed a peer mentoring program with a project charter that gives upper-level students experience in mentoring lower-level students. The program is designed to support student retention, understanding, and employment, and other issues like cultural understanding and communication and how to assess project teams. Students are assigned to teams and mentors are responsible for keeping in contact with their mentees throughout their programs. Contracts are used to increase student commitment toward 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; "fired" students are then responsible for doing team projects individually. This is a great simulation exercise for project management and business students, enabling them to get supervisory experience while increasing their understanding of management.

## 9. PROGRAM EVALUATION

### 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?

Mr. Christopher McDaniel, chair of the school of drafting and design, administers the programs. 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, as a draftsman, a principal designer and a construction manager. His began as an adjunct instructor in 2009, and was promoted to school chair in April 2012. Mr. McDaniel is well-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 programs utilize professional advisory committees, company visits and field trips to enrich the curricula.

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 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?

There were 11 calls made to employers.

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 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 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 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

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, 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 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

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, the chair of the school of drafting and design, administers the Visual Communications (VC) and Graphic Communications and Design (GCD) programs. He is assigned 25-30 hours a week to fulfill administrative duties, and 10-15 hours a week as an instructor. As previously stated, 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, as a draftsman, a principal designer and a construction manager. His began as an adjunct instructor in 2009, and was promoted to school chair in April 2012.

Mr. Jesse Shelton is considered the "program expert" for Visual Communications and Graphic Communications and Design. Mr. Shelton holds a master's degree in 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 the American Design Drafting Association (ADDA), and holds certificates in Adobe Digital Publishing. He has 10 years of 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:

**(Section 3-1-511):** An undated memo posted throughout the school identifies Mr. Jesse Shelton as a program expert, and Mr. McDaniel, chair of the school of drafting and design, mentioned 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. However, there is no documentation or statements on Mr. Shelton's job description or ACICS data sheet listing any administrative hours.

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

Yes  No

**(Section 3-1-511):** As stated in response to Item 9.04, an undated memo posted throughout the school identifies Mr. Jesse Shelton as a program expert, and Mr. McDaniel, chair of the school of drafting and design, mentioned 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. However, there is no documentation or statements on Mr. Shelton's job description or ACICS data sheet listing any administrative hours.

9.06 Does the program meet the needs of its students and the requirements 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. Students participate in on- and off-campus job fairs, and many local business leaders are presenters at these events.

There is a program advisory committee (PAC) comprised of members of the local business community, which meets twice a year; documentation is on file for a meeting held in April 2012, and another meeting that is scheduled at the end of October 2012. The PAC members represent a range of businesses that are potential employers of ITT graduates, including Burns & McDonnell a company that has hired over 20 ITT alumni.

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 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 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 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 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

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation *Criteria*, 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:**

Students in the GCD programs are very positive about the campus and its faculty; 100% of the students, who were interviewed, would recommend the school to friends or family.

## 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

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, chair of the school of information technology, administrates the programs. He holds a master's and a bachelor's degree in Computer Information Systems from Southern University at New Orleans, LA, and he is a Microsoft Certified IT Professional (MCITP) and Microsoft Certified Technology Specialist (MCTS). Before Mr. Scott joined ITT in 2009, he worked for 10 years at Comcast Cable and Cox Communications.

9.03 Does this individual 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 for students to observe local of IT industries; and community leaders and network security experts serve as PAC members, who support applied learning methods as well as student 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 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 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?

There were seven calls made to employers.

How many calls to employers or graduates were successful?

There were six successful calls.

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

There were six 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)

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

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

9.38 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)

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 delivering the content knowledge and in helping students get placed in their career field.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Paralegal

### 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?

**(Section 3-1-511):** The administration of the programs has not been assigned to an individual who's academic or experiential qualifications are related to the programs of study. In addition, the catalog does not list a chair for the programs.

Specifically, Ms. Charity Lanier, dean, stated she has acted as chair of the programs since the prior chair left the position in February 2012; and has announced to the program students that she would administrate the programs. An undated memorandum, which is posted on campus, informs students that "students needing to have questions answered regarding specific program expertise should see the following individual: Paralegal-Charity Lanier, J.D." As previously stated in this report, Ms. Lanier holds a bachelor's degree in Religion and 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, May 2009-March 2010; the academic dean at Everest University for four years; and the program chair of Legal Studies from October 2003 - October 2005.

While she is qualified to serve as chair of the programs, and is effectively managing the role, Mr. Lanier or any other individual, has not been designated by ITT as the chair. Specifically, Ms. Lanier's file does not contain the following supporting documentation: 1) a job description for program chair, 2) evidence of training and preparation for the chair's position of chair, and 3) a professional development plan.

The team was informed by the campus administration, there is no designated chair for the programs because the enrollments are below 20 students, and ITT's policy is to assign chairs to programs only if they have enrollments of 20 or greater.

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):** As stated in response to Item 9.02, since no individual is clearly designed / assigned as program administrator for the paralegal programs, his/her academic or experiential qualifications cannot be evaluated.

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):** As stated in response to Items 9.02 and 9.03, since no individual is clearly designed / assigned as program administrator for the paralegal programs, the assignment of sufficient authority or responsibility cannot be evaluated.

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

Yes  No

9.06 Does the program meet the needs of its students and the requirements 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 participate in field trips to the district court, county courthouse, county law library, University of Houston law library, and state capitol. Guest speakers give classroom presentations; recent speakers include a medical litigation paralegal, a real estate paralegal, and a representative of the Equal Employment Opportunity Council (EEOC). All of the program instructors work in law or law-related offices in the local community. There is a program advisory board that meets twice a year. Several students are members of the National Association of Legal Assistants (NALA) and participate in NALA meetings and the 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 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 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 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 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

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation *Criteria*, 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:**

Students who were interviewed expressed a favorable view of the programs but indicated they would like to have more hands-on experiences.

## SUMMARY

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

Number	Section	Summary Statement
1	3-1-202(b) and 3-1-511	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, 26, 27, 35, and 43).
2	3-1-513(a) and Glossary	The campus does not evidence that all syllabi contain appropriate out of class work assignments that support the learning objectives (pages 28, 29, 32, 33, 37, 38, 40, and 45).
3	3-4-302 and 3-5-302	The campus does not provide sufficient documentation to qualify faculty members for the classes they are assigned (page 29).
4	2-2-503	The campus does not maintain evidence that out-of-class work equivalency is being evaluated in all courses (pages 32, 33, 37, 38, 40, 41, and 45).

## RECOMMENDATIONS

### **School of Business:**

1. The team recommends the chair position for the School of Business be filled by an individual who has a strong project management background, and Project Management Institute or American Association of Project Management certification. These qualities would strengthen the program's credibility, and student networking and placement opportunities.
2. Some students expressed concern that technology should be integrated into classes to a greater extent since ITT is a "technical institute," which implies the latest technology should be available. One student stated she would be leaving ITT because in her workplace she seldom touches paper, and too many of her classes focus on doing things manually rather than by using the technologies she expected to be learning. Several faculty members stated they would like more applications and higher versions of software. Keeping up with the plethora of software applications and the latest versions is a universal issue in education and in business, but is also an issue that, in technically based programs, could seriously impact competitiveness; upgrades need to be given consideration for 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 active student learning. Furthermore, the team recommends in addition to being utilized as an employment tool, the PAC could also contribute to 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 indicate 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 Adobe CS 3. The team recommends that all machines be loaded with the Adobe CS 5 (5.5) Suite.

### **School of Information Technology:**

The team suggests the campus add one network rack to enable students to gain hands-on experience.

### **General Recommendation:**

Lastly, the team recommends 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 appropriate time allocated to fulfill the 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 plan.

**NEW GRANT**

**ITT Technical Institute**  
**14111 Airline Highway Suite 101**  
**Baton Rouge, LA 70817**  
**ACICS ID Code: 00023482**  
**Mr. William Wells, Director (WWells@itt-tech.edu)**  
**Regulatory108@itt-tech.edu**

**MAIN**

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

**October 1-2, 2012**

Bob Kimbrell	Chair	Resource Center for Technology	Northport, AL
Judy Anderson-Kotts	Student-Relations Specialist	Westwood College	Cedar, MN
Duane K. Smith	Educational Activities	Tennessee State University	Nashville, TN
Thomas A. Evans	Criminal Justice/Project Management	St. Petersburg College	Largo, FL
Teresa Johnson	Drafting and Design	Vatterott Career College	Memphis, TN
Randolph Roof	Computer and Electronic Engineering	Retired	Hendersonville, TN
Betty Herard	Information Systems	Global Learning Strategy	Birmingham, AL
Kimberly Mears	Paralegal	University Medical Center	Las Vegas, NV
Ian R. Harazduk	Manager Compliance	ACICS	Washington, D.C.

**PROGRAMS OFFERED BY**  
**ITT Tech Baton Rouge**  
**Baton Rouge, LA**

CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enrollment Full- / Part-time	CAR Retention & Placement			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Academic Associate	Business Management	970	90	23/10	0%	0%	0%	NA
*Bachelor of Science	Business Management	1896	180	0	0%	0%	NA	NA
Bachelor of Science	Project Management and Administration: Project Management and Administration Option	1940	180	20/3	0%	0%	NA	NA
Academic Associate	Business Administration	970	90	20/3	0%	0%	NA	NA
Academic Associate	Criminology and Forensic Technology	981	90	60/13	0%	0%	NA	NA
Academic Associate	Criminal Justice	1020	96	22/7	70.6%	<b>58.3%</b>	57.6%	33.3%
Academic Associate	Paralegal***	981	90	16/6	0%	0%	NA	NA
Academic Associate	Paralegal Studies	1030	96	1/1	63.4%	0%	75%	0%
Bachelor of Science	Criminal Justice	1880	180	6/2	0%	0%	0%	0%
Academic Associate	Computer Drafting and Design	1140	96	15/4	75.4%	69%	80%	77.8%
Academic Associate	Drafting and Design Technology	1058	90	35/5	0%	0%	NA	NA
Academic Associate	Graphic Communications Design	1058	90	26/5	0%	0%	NA	NA
Academic Associate's	Visual Communications	1120	96	14/6	85.2%	<b>50%</b>	76.8%	0%
Academic Associate	Computer and Electronics Engineering Technology	2110	96	22/10	71.8%	80.8%	78.3%	100%
Academic Associate	Electrical Engineering Technology	1058	90	110/11	0%	0%	NA	NA
Bachelor of Science	Electronics and Communications Engineering Technology	2110	180	4/0	0%	0%	0%	0%
** Bachelor of Science	Electronical Engineering and Communications Technology	2127	180	4/0	0%	0%	NA	NA
Academic Associate	Information Technology-Computer Network Systems	1120	96	31/4	71.8%	80.8%	0%	0%
Academic Associate	Mobile Communications Technology	1058	90	4/7	92.6%	0%	NA	NA
Academic Associate	Network Systems Administration	1058	90	70/15	0%	0%	NA	NA
Bachelor of Science	Information Systems and Cybersecurity	2164	180	7/1	0%	0%	NA	NA
Bachelor of Science	Information Systems Security	2080	180	15/1	91.3%	0%	NA	NA
Bachelor of Science	Project Management	2040	180	9/2	76.3%	0%	94.4%	0%
TOTAL ENROLLMENT:				650				

\* New Program – Has not enrolled students as of visit

\*\* New Program – Has students enrolled

\*\*\* Reviewed on a separate New Program Visit Report

## INTRODUCTION

The ITT Technical Institute, Baton Rouge, Louisiana campus was established in March 2007. The facility is centrally located in a strip mall adjacent to a major highway and is easily accessible from all directions. The campus consists of 21,800 square feet, which contains theory classrooms, laboratories, administrative offices, a library, and a bookstore. The facility has a capacity for 800 students and staff. Ample parking is available for students, staff, and visitors.

The student population is 31% female and 69% male, with 28% Caucasian, 36% African-American, and 2% Hispanic. The 17 to 60 year-old age range of the students is non-traditional.

## 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
- 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 measures:
- Capstone Courses: The ITT Technical Institute, Baton Rouge programs utilize a capstone course to solidify the students' overall learning process and to determine the level of the students' understanding of the program objectives. Courses have been tracked since 2009 for class averages. The institution will develop a history of data to be used for analyzing student learning outcomes in future CEPs. Courses evidencing below standard results will be assessed for curriculum content and faculty delivery.
  - Capstone Assessment Data: For some programs, specific learning outcomes assessment is carried out through the application of assessment rubrics. As capstone outcomes assessment data become available, faculty will review proficiency levels achieved by graduates with respect to specific outcomes and take improvement 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.

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 campus will assess the following goals:

- Student attrition will be reviewed on a monthly basis.
- Student engagement will be measured by student attendance and the ability to complete program courses.
- Student course evaluations will be administered at the end of each course to identify retention issues.
- An annual campus survey is administered to identify underlying reasons for low retention.

To meet placement goals the campus will use the following activities:

- ITT reports submitted for campus accountability as a measuring tool. This activity will provide a consistent measure for tracking and analyzing retention rates.
- Data provided to ACICS as a measuring tool for evaluating the campus' performance.
- Information related to the local economic outlook and networking opportunities that is collected by the career services department will be used as indicators of graduate placement success.
- Satisfaction surveys completed by graduates to provide an overview of graduate satisfaction with his/her program of study. These surveys will be conducted upon graduation as well as one year after 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.

A team comprised of the director; dean; associate dean; and directors of finance, recruitment and career services are responsible for developing and monitoring the CEP. Mr. William Wells, campus director, is ultimately responsible for implementing the CEP. Mr. Wells joined ITT Technical Institute in April 2007, as the director of recruitment, and assumed responsibility for the Baton Rouge campus in June 2011. Mr. Wells brings with him 14 years of proprietary education experience.

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

Yes  No

## 2. ORGANIZATION

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

### 3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes  No

3.02 Are all staff well trained to carry out administrative functions?

Yes  No

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

The director, Mr. William Wells, is the on-site administrator for the ITT Technical Institute Baton Rouge. Mr. Wells joined ITT Technical Institute on April 30, 2007, as the director of recruitment and assumed responsibility for the Baton Rouge campus on June 20, 2011. Mr. Wells brings with him 14 years of proprietary education experience. He began as the director of training and subsequently held positions as director of admissions, director of communications, and director of student services. Mr. Wells holds a bachelor's degree in Mass Communications from Nicholls State University. Prior to overseeing the Baton Rouge campus, Mr. Wells served as director of the St. Rose campus for two years.

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

Yes  No

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

Yes  No

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

(a) Response submitted by Academic Administrative Center

(b) Admissions.

Yes  No

(c) Response submitted by Academic Administrative Center

(d) Response submitted by Academic Administrative Center

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No

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

Yes  No

3.12 Are appropriate transcripts maintained for all students?

Yes  No

- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?  
 Yes  No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes  No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes  No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
 Yes  No

#### 4. RELATIONS WITH STUDENTS

- 4.01 How many student files were reviewed during the evaluation?  
The team reviewed the files of 67 students whose names were selected from the 2011 Campus Accountability Report (CAR). The review included the files of 25 active, 12 graduates, and 29 dropped students. The team found the files to be complete with all required documentation.
- 4.02 How does the institution ensure that its student relations reflect high ethical standards?  
Processes outlined in Section 4 of the self-study were evaluated against actual campus activities and were accurately described. Training of all employees is ongoing and documented in employee files. The documentation provided in student files demonstrated that the campus maintains time and effort in ensuring that the campus meets high ethical standards.
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes  No
- 4.07 Is the admissions policy publicly stated?  
 Yes  No
- 4.08 Is the admissions policy administered as written?  
 Yes  No
- 4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
The campus director of recruitment is Ms. Marva Kemp. Ms. Kemp has been part of the admissions department since 2001. She has worked at three other institutions prior to joining ITT and the Baton Rouge campus. During the past two years, Ms. Kemp has successfully completed 18 modules of corporate ITT training, which cover topics such as coaching new representatives, management, representative performance, compliance, business conduct and ethics.
- 4.10 Describe the process for the recruitment of new students.  
The central administration markets to prospective students through a number of methods, including internet, television and radio advertising, direct mail, representative-generated personally developed leads, and referrals. The campus seeks to attract students with the motivation and ability to complete the career-oriented educational programs offered by the campus.  
Representatives make presentations annually to adult and high school students. They discuss the programs offered by the campus, assess the interest and capability of each prospective student to attend, graduate and work in the career field related to the student's education, and if there's a fit between the prospective student and the standards of the campus, the representative then enrolls the students into a specific program of study.  
The campus also employs a community relations specialist who develops relationships with high school administrators, faculty, and other key influencers within the community to raise the awareness of the programs of study. A primary function of this area is to make presentations at local high schools, job fairs, and other related events.  
Recruiting policies and procedures as well as standards for hiring and training representatives are established centrally but are implemented at the local level. The director of recruitment (DOR), reports to the campus director and is responsible for the training and supervision of the campus' recruitment representatives as well as ensuring conformity with central administration policies and procedures. The institution's central administration's internal audit department reviews the recruiting practices relating to the execution and completion of enrollment agreements on an annual basis. Further, student recruitment activities are subject to regulation at both the state and federal level.  
Are these recruiting practices ethical and compatible with the educational objectives of the institution?  
 Yes  No

- 4.11 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
- (a) Courses and programs.  
 Yes  No
- (b) Services.  
 Yes  No
- (c) Tuition.  
 Yes  No
- (d) Terms.  
 Yes  No
- (e) Operating policies.  
 Yes  No
- 4.12 Does the institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?  
 Yes  No
- 4.13 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes  No
- 4.14 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes  No
- 4.15 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes  No
- 4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes  No
- 4.18 Is there evidence that the campus properly awards transfer of credit?  
 Yes  No  Not Applicable
- 4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?  
 Yes  No
- 4.21 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes  No
- If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?  
 The SAP policy is published in the 2012-2013 volume 20 catalog on pages 67-70.
- 4.22 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.  
 Yes  No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.  
 Yes  No
- (c) Procedures for re-establishing satisfactory academic progress.

Yes  No

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

Withdrawals.

Yes  No

Incomplete grades.

Yes  No

Repeated courses.

Yes  No

Non-punitive grades.

Yes  No  Not Applicable (institution does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (institution does not offer)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (institution does not offer)

The effect when a student changes programs.

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

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

Yes  No  Not Applicable (institution only offers one credential)

The implications of transfer credit.

Yes  No

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

Yes  No

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

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

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

Yes  No

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

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

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

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

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

Yes  No

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

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

If Yes, is the student informed of this policy?

Yes  No

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

Yes  No

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

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

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

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

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

Yes  No  Not Applicable (there is no such student)

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

Yes  No

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

The Satisfactory Academic Progress (SAP) policy is administered by Mr. Justin Dedden, dean of academic affairs. Mr. Dedden has served in this capacity since 2011. Prior to becoming academic dean Mr. Dedden served as a school (department) chair and as an adjunct faculty member in Lexington, Kentucky. Mr. Dedden has technical experience in administrative management and engineering. He holds a master's degree in Instructional Design and Technology from Walden University, Minneapolis, MN, and a bachelor's degree in Industrial Technology from Eastern Kentucky University, Richmond, KY.

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

Yes  No

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

Yes  No  Not Applicable (institution offers loans only)

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

Yes  No

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

(a) Charges.

Yes  No

(b) Dates for the posting of tuition.

Yes  No

(c) Fees.

Yes  No

(d) Other charges.

Yes  No

(e) Payments.

Yes  No

(f) Dates of payment.

Yes  No

(g) The balance after each transaction.

Yes  No

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

Yes  No

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

Yes  No  Not Applicable

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

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

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

Yes  No

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

Yes  No

4.45 Is the campus following its stated refund policy?

Yes  No

4.46 Does the campus offer financial aid?

Yes  No (Skip to Question 4.53.)

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

Ms. Tracy Jeansonne, director of finance, is responsible for the ongoing training of the financial aid staff. Ms. Jeansonne began employment with the campus in the financial aid department in 2010. She has 11 years of experience as a police advisor and crime investigator, and has worked in training and logistics.

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

Yes  No

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

Yes  No

4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes  No

4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

The central administration's student financial services department regularly sends each school updates and/or changes pertaining to financial aid as they occur and periodically conducts training sessions for all financial aid personnel via telecommunication links. The campus also receives timely and appropriate updates from other agencies involved in the financial aid process. The director of finance conducts training sessions with the financial aid coordinators as part of the coordinators weekly staff meetings to ensure all financial service employees are current on regulations.

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

Yes  No

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

Yes  No (Skip to Question 4.54.)

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

The campus holds student orientation sessions for each group of beginning students. Family and friends are invited to accompany new students to the orientation. The campus provides student services to assist students with miscellaneous needs affecting retention such as transportation options, housing information, part-time employment opportunities, and others routine aid required of students.

Faculty members tutor students as they are identified to ensure the academic success; sessions are scheduled to accommodate the student.

The campus has formal ongoing programs to assist students with resume writing, interview preparation, and employment search techniques. Faculty and career services staff are jointly involved in the advisement and preparation of students in these matters. The career services staff and faculty invite guest speakers from the various industries involved in the technologies taught on campus to make timely and appropriate presentations to students; topics range from trends in the industry, to specific company information, to advice on candidacy improvement of students as they progress through their employment search. Student tours of company facilities and student interviews on company sites are occasionally undertaken to supplement the on-campus assistance efforts.

- 4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes  No  Not Applicable

- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes  No

- 4.57 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Niki McKinney is the director of career services and has been with the ITT since 2002. Ms. McKinney has held her position at this campus since 2009, and is responsible for building the employer base, training current staff, and working with students to assist them in resume writing. Ms. McKinney stays current on local employment issues via memberships and trainings that are held within the community.

- 4.58 Does the institution offer employment assistance to all students?

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

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

- 4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?

Yes  No

- 4.61 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes  No  Not Applicable

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

Yes  No

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

The campus promotes student loan repayment early in the enrollment process. A copy of the U.S. Department of Education's (DOE) publication Funding Education Beyond High School: The Guide to Federal Student Aid 2011/2012 is made available to students when enrolling. The handbook addresses the various financial aid programs available, eligibility requirements, how to apply, deadlines, in addition to repayment rights and responsibilities. Each borrower is also provided with a copy of his/her Cost Summary and Payment Addendum to Enrollment Agreement (CSPA) which outlines the specific financial obligations for the academic year (three academic quarters).

During each subsequent academic year, a new CSPA is provided and a financial aid coordinator reviews any changes with the student. Each student is advised during his/her initial interview and during the second week of class when an entrance interview is done. They are further advised at the beginning of each subsequent academic year during their campus tenure.

Finally, when the students leave the campus, an exit interview is conducted covering responsibilities to student loans, an overview of balances due for loans, the grace period for loans, and different payment options are reviewed. The student is given a debt management guide, deferment eligibility chart, and a repayment estimator chart to help assist in making decisions about their student loans. Contact numbers and e-mail addresses of lending institutions and other important offices are provided to students for possible future use. Exit interview documents are sent by certified mail if the student is unavailable for an interview. The campus measures the effectiveness of the program by the cohort default rates issued annually by the Department of Education (DOE).

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

The campus sponsors and encourages students to join campus sponsored student clubs and professional organizations such as: ACJA (American Criminal Justice Association); NTHS (National Technical Honor Society); Writing Club; Certification Workshops; Community Blood Drives; and Annual American Red Cross CPR classes.

**GENERAL COMMENTS:**

The back up documentation supplied to the team by the campuses corporate office for the 2011 Campus Accountability Report (CAR) was sorted by program and student name, Student ID, Reporting Year Entry, Transfer In/Out Gender and Ethnic. This report was 67 pages. It did not identify the activity of each individual student during the year. The final page of each section lists by number the activity of all the students. However, the only way for the team to track each student's activity is to manually create a spreadsheet documenting the number of times a student is listed on various reports.

The campus is to be commended because they took the time during the visit and created a single back-up document that the team was able to use for a complete review of the files that identified all the activities of a student within the CAR (Campus Accountability Report).

## 5. EDUCATIONAL ACTIVITIES

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes  No
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?  
 Mr. Justin Dedden, dean of academics affairs, oversees all of the educational activities. As previously stated, Mr. Dedden has served in this capacity since 2011. Prior to becoming academic dean Mr. Dedden served as a school (department) chair and as an adjunct faculty member in Lexington, Kentucky. Mr. Dedden has technical experience in administrative management and engineering. He holds a master's degree in Instructional Design and Technology from Walden University, Minneapolis, MN, and a bachelor's degree in Industrial Technology from Eastern Kentucky University, Richmond, KY.
- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes  No
- 5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.  
 The program chair and academic dean job descriptions grant a sufficiently broad range of authority to ensure that each is capable of exercising his or her assigned administrative and supervisory duties. In addition, their teaching loads, if any, are substantially reduced to provide an ample time to perform those duties. In interviews with program administrators, each stated that they have sufficient authority and time to carry out their responsibilities.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes  No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes  No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
 Yes  No
- 5.09 Does the campus have any programs that carry specialized or programmatic accreditation?  
 Yes  No (Skip to question 5.10)
- 5.10 Are the educational programs consistent with the campus mission and the needs of its students?  
 Yes  No
- 5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes  No
- 5.12 What provisions are made for individual differences among students?  
 The students are connected with faculty members for tutoring that includes a range of services from how to study to test-taking skills; faculty, students, and administrators confirmed this process. Special accommodations are made for students as needed and other student differences are addressed within the guidelines established by the central office. Finally, students enrolling with previous college credit may receive transfer credits according to the policy that is stated in the catalog.
- 5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 For curriculum evaluation and revision, input is received from faculty, students, graduates, employers of graduates, local advisory committees, national chairs, curriculum committees, and outside consultants hired by the central office. Utilization of these resources is substantially equal across program curricula. An online internet forum is also available so that faculty may share their ideas with other faculty within the ITT system.
- 5.14 Does the faculty participate in this process?  
 Yes  No
- 5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

Yes  No  NA (institution does not award such credit)

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

Yes  No

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

Yes  No

5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)

Facilities

Yes  No

Instructional equipment

Yes  No

Resources

Yes  No

Personnel

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No  Not Applicable (no faculty members hold foreign credentials)

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

Yes  No

If Yes, how is this documented?

In-service meetings are held once every quarter. Copies of the schedule of in-service training, minutes of training sessions, and signed attendance sheets were provided to the team. Copies of certificates of completion for the in-service sessions attended are in the faculty's files; interviews with faculty confirmed their participation. In-service topics include policies and procedures, teaching strategies, the importance of rubrics and raising student standards.

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

Yes  No

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

Yes  No

- 5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes  No
- 5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?  
 Yes  No
- 5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes  No
- 5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes  No

## 6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).  
The ITT Tech Baton Rouge campus is located in an area that is adjacent to a major thoroughfare and Interstate highway making it accessible for all area students. The campus consists of 21,800 square feet, which contain theory classrooms, laboratories, administrative offices, a library, and a bookstore. In addition, the facility contains working environments for administration, finance, recruitment, career services and academic affairs; a student and an employee lounge; and testing and conference rooms. The current facility has a capacity for 800 students and staff. There is ample parking available for students, staff, and visitors. The facility is in compliance with the Americans with Disabilities Act (ADA) as well as other federal, state, and local ordinances and regulations.
- 6.02 Does the campus utilize any additional space locations?  
 Yes  No
- 6.03 Does the campus utilize learning sites?  
 Yes  No
- 6.04 Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?  
 Yes  No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?
- (a) Equipment.  
 Yes  No
- (b) Instructional tools.  
 Yes  No
- (c) Machinery.  
 Yes  No
- 6.06 Is there evidence on file to show that all institutional facilities are in compliance with fire, safety, and sanitation regulations?  
 Yes  No  Not Applicable

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
The catalog used during the evaluation site visit is ITT Technical Institute, Baton Rouge, Louisiana, 2012-2013 Catalog, volume 20.
- 7.02 Does the self-study accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.  
 Yes  No
- (c) The names and titles of the administrators.  
 Yes  No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.  
 Yes  No
- (e) A statement of accreditation  
 Yes  No  Not Applicable (initial applicant)
- (f) A mission statement.  
 Yes  No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes  No
- (h) An academic calendar.  
 Yes  No
- (i) A full disclosure of the admission requirements.  
 Yes  No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.  
 Yes  No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 Yes  No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.  
 Yes  No
- (m) A definition of the unit of credit.  
 Yes  No  Not Applicable (The institution does not award credit)
- (n) A complete explanation of the standards of satisfactory academic progress.

Yes  No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes  No

(p) The transfer of credit policy.

Yes  No

(q) A statement of the tuition, fees, and any other charges.

Yes  No

(r) A complete and accurate listing of all scholarships offered.

Yes  No  Not Applicable (no scholarships offered)

(s) The refund policy.

Yes  No

(t) A statement describing the student services offered.

Yes  No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes  No  Not Applicable (initial applicants only)

7.05 Does the institution offer degree programs?

Yes  No

If Yes, does the catalog contain the following?

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No (Skip to Question 7.07.)

If Yes, does the catalog contain the following?

(a) A description of each mode of delivery used for distance education courses.

Yes  No

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

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

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

Yes  No  Not Applicable (no additional tests are given)

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

Yes  No

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

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

7.07 Does the catalog contain an addendum/supplement?

Yes  No (Skip to Question 7.08.)

7.08 Is the catalog available online?

Yes  No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (Skip to Question 7.10.)

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

Yes  No

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

Yes  No

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

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

Are the advertisements under acceptable headings?

Yes  No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes  No (Skip to Question 7.14.)

If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

Yes  No

7.14 Does the campus utilize services funded by third parties?

Yes  No (Skip to Question 7.15.)

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

Yes  No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?

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

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

- 8.01 Does the campus develop an adequate base of library resources?  
 Yes  No
- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?  
 Yes  No
- 8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No
- 8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?  
 Yes  No
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
To date, \$945 of the current year's library budget has been spent on publications.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No
- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?  
 Yes  No  Not Applicable (no interlibrary agreements)
- 8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?  
 Yes  No
- 8.23 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No
- 8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?  
 Yes  No

## 9. PROGRAM EVALUATION

Academic Associate's Degree in Electrical Engineering Technology

Academic Associate's Degree in Computer and Electronics Engineering Technology

Bachelor's Degree in Electronics and Communications Engineering Technology

9.01 See response from AAC

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

Yes  No

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

Mr. Christopher McCullough, chair of the school of electronics technology, administers the programs. Mr. McCullough holds a master's degree in Aeronautical Science; a bachelor's degree in Business Management; and certification from Contern Learning Series Electrical and Instrumentation, and the National Center for Construction Education and Research (NCCER). Mr. McCullough was an adjunct instructor from December 2009 until 2010, and became program chair in 2010; he is well-qualified to chair the school of electronics technology.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

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

The school utilizes the community support of a program advisory committee, which holds bi-annual meetings. The last committee meeting was conducted on April 12, 2012, with four members in attendance. The next meeting is scheduled for October 24, 2012. The program has seven adjunct instructors, who work fulltime in their career fields, providing valuable workplace input to the programs' content.

9.08 Are these resources sufficient?

Yes  No

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

Yes  No

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

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

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

Yes  No  NA

9.15 Are course prerequisites being followed?

Yes  No

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

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

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

Yes  No

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

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include 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 did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade.

The team did note that a number of the syllabi in the academic associate's degree program in Electrical Engineering Technology did in fact meet the homework or out-of-class requirements. These were syllabi that had been revised after October 2011.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

Academic associate's degree in Electrical Engineering Technology - 9

Academic associate's degree in Computer and Electronics Engineering Technology and bachelor's degree in Electronics and Communications Engineering Technology had no graduates 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 Electrical Engineering Technology - 9

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

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

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

Yes  No  Not Applicable

- 9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

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

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

The following statement explaining credit hours is found in the current catalog, volume 20 page 59:

#### CREDIT HOUR

"A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

Residence Courses: In all courses, other than those taken through directed independent study, a quarter credit hour represents: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship or practicum or clinical component. A clock hour is 50 minutes."

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

Yes  No  Not Applicable (Clock hour programs only)

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

The team observed graded homework samples as evidence that out-of-class work is being evaluated.

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

## (d) Personnel

 Yes  No

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

 Yes  No

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

 Yes  No

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

 Yes  No  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

 Yes  No

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

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

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

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

## 9. PROGRAM EVALUATION

Bachelor's Degree in Information Systems and Cybersecurity

Bachelor's Degree in Information Systems Security

Bachelor's Degree in Project Management: Information Technology Option

Academic Associate's Degree in Network Systems Administration

Academic Associate's Degree in Mobile Communications Technology

Academic Associate's Degree in Computer Network Systems

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

Yes  No

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

Mr. Richard Raether, chair of the school of information Technology (IT), administers the programs. Mr. Raether holds a bachelor's degree in Computer Science from Louisiana State University. Prior to his current role as IT chair, he was an adjunct instructor, and he has the following industry experience, work in data analysis, SQL database manager, project manager, and computer programmer at a range of companies.

9.03 Does this individual 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 program utilizes the following community resources to enrich the programs:

- Active participation of information technology advisory board members
- Guest Speakers; for example, the following presentations are scheduled for October 2012:
  - Week of October 16, 2012, guest speaker, Mr. Ferris, Louisiana State Police High Tech Crimes Unit and ITT criminal justice instructor, to speak and demonstrate forensic software
  - Week of October 20, 2012, guest speaker, Ms. April Baxter, former cryptologic analyst with US Navy and ITT graduate, to speak on cryptology
- Capstone Project; the current MC2799 course includes a project for the planning and implementation of a wireless infrastructure for the Live Oaks apartment complex by the mobile communications program's first graduating class. The project is in the planning stage and waiting approval from the apartment complex management and the ITT corporate office. A proposal is being generated by project lead, Ms. Heath, adjunct instructor, with input from the four graduating students. The students completed an initial site survey as part of a field trip the week before the team visit.

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

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

Yes  No

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

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include 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 did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 10 calls made to employers of the academic associate's degree in Computer Network Systems.

There are no graduates for the other five programs of this report listed on the 2011 CAR.

How many calls to employers or graduates were successful?

There were six successful calls.

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

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

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

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

The following statement explaining credit hours is found in the current catalog, volume 20 page 59:

**CREDIT HOUR**

"A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

Residence Courses: In all courses, other than those taken through directed independent study, a quarter credit hour represents: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship or practicum or clinical component. A clock hour is 50 minutes."

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

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

The team observed graded homework samples as evidence that out-of-class work is being evaluated.

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

(a) Facilities

Yes    No

(b) Instructional equipment

Yes    No

(c) Resources

Yes    No

(d) Personnel

Yes    No

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

Yes    No

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

Yes    No

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

Yes    No

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

Yes    No    NA, hiring responsibility is at AAC

- 9.30 Are teaching loads reasonable?

Yes    No

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

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

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

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

## 9. PROGRAM EVALUATION

Bachelor's Degree in Project Management Administration

Academic Associate's Degree in Business Management

9.01 See response from AAC

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

Ms. K'Mesha Anderson, lead instructor, for the bachelor's degree in Project Management Administration and the academic associate's degree in Business Management programs, administers the programs. She was appointed as lead instructor in August 2012. Ms. Anderson holds a master's in Business Administration degree and a bachelor's degree in Business Administration from the University of Phoenix, Baton Rouge, LA; and is currently enrolled in a Counseling program at the University of Arkansas. Ms. Anderson's professional experience includes ownership of her own business, as well as two years of managerial experience with CBI Insurance and Care Management Company. She has four years of teaching experience, two years of experience as a corporate trainer for PCA Educational services, and two years of administrative 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)

The bachelor's in Project Management Administration and the academic associate's in Business Management programs are new and there no graduates reported in the 2011 CAR.

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

Yes  No

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

The team was provided with one community activity form that demonstrated students had developed a fund raising activity for a Girl Scout troop as part of a project management exercise; and was informed a program advisory committee is in the process of being developed. The first meeting of the committee is scheduled for October 24, 2012.

9.08 Are these resources sufficient?

Yes  No

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

Yes  No

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

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

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

Yes  No  NA

9.15 Are course prerequisites being followed?

Yes  No

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

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

Yes  No

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

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include 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 did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

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

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

The following statement explaining credit hours is found in the current catalog, volume 20 page 59:

#### CREDIT HOUR

"A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

Residence Courses: In all courses, other than those taken through directed independent study, a quarter credit hour represents: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship or practicum or clinical component. A clock hour is 50 minutes."

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

Yes  No  Not Applicable (Clock hour programs only)

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

The team observed graded homework samples as evidence that out-of-class work is being evaluated.

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

Yes  No

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

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

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

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

**GENERAL COMMENTS:**

The team commends the campus on its very professional and accommodating staff, clean and inviting study areas, exceptional library and learning resources, which are available to the students, and the overall academic environment and dedication to student success. Based on interviews with students, the team concludes that students generally expressed appreciation for their instructors and their willingness to help students understand and complete learning outcomes.

## 9. PROGRAM EVALUATION

Bachelor's Degree in Criminal Justice

Academic Associate's Degree in Criminology and Forensic Technology

Academic Associate's in Degree Criminal Justice

9.01 See response from AAC

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

Mr. George Cravins, chair of the school of criminal justice, administers the programs. He was appointed to the chair position in October 2010. Mr. Cravins holds a juris doctorate degree from Southern University Law Center, Baton Rouge, LA, and a bachelor's degree in Industrial Engineering, from Florida A&M University, Tallahassee, FL. Mr. Cravins practiced law for four years, and has taught in secondary education for two years and in higher education for three years.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

(a) Student retention rate of 62%

Academic associate's in Criminal Justice program

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

Bachelor's in Criminal Justice and academic associate's in Criminology and Forensic Technology program

Yes  No  Not applicable (new branch only)

(c) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

The bachelor's in Criminal Justice degree program is in a teachout and academic associate's in Criminology and Forensic Technology is a new program.

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

Yes  No

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

Students have taken field trips to local county jail facilities as well as the state prosecutors cyber crime unit and court facilities. Guest speakers have included federal, state and local law enforcement officials as well as forensic specialists within the community outreach program. All of the instructors in the programs work in law offices or law enforcement settings in the community or did so until recently. A program advisory committee meets twice per year. Finally, students will have the opportunity to participate in externships, which are underdevelopment with local law enforcement agencies.

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 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 did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

There were no calls made to employers or graduates of the bachelor's degree in Criminal Justice and Forensic Technology programs because no graduates were reported on the 2011 CAR.

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

How many calls to employers or graduates were successful?

There were three successful calls to employers.

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

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

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

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

The following statement explaining credit hours is found in the current catalog, volume 20 page 59:

#### CREDIT HOUR

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

Residence Courses: In all courses, other than those taken through directed independent study, a quarter credit hour represents: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship or practicum or clinical component. A clock hour is 50 minutes.

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

Yes  No  Not Applicable (Clock hour programs only)

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

The team observed graded homework samples as evidence that out-of-class work is being evaluated.

- 9.24 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities  
 Yes  No
  - (b) Instructional equipment  
 Yes  No
  - (c) Resources  
 Yes  No
  - (d) Personnel  
 Yes  No
- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  NA, hiring responsibility is at AAC
- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)
- 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes  No  N A, (no students in the third and fourth years)

**GENERAL COMMENTS:**

The team commends the campus on its very professional and accommodating staff, clean and inviting study areas, exceptional library and learning resources that are available to the students, and the overall academic environment and dedication to student success. Based on interviews with students, the team concludes that students generally expressed appreciation for their instructors and their willingness to help students understand and complete learning outcomes.

## 9. PROGRAM EVALUATION

Academic Associate's Degree in Paralegal Studies

9.01 See response from AAC

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

Yes  No

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

Mr. George Cravins is assigned to administer the paralegal program. As previously stated, He was appointed to the chair position in October 2010. Mr. Cravins holds a juris doctorate degree from Southern University Law Center, Baton Rouge, LA, and a bachelor's degree in Industrial Engineering, from Florida A&M University, Tallahassee, FL. Mr. Cravins practiced law for four years, and has taught in secondary education for two years and in higher education for three years.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

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

The paralegal program has an active advisory board that consists of local attorneys and paralegals. The program utilizes these attorneys to help with the placement of externship students. Finally, the students have gone on field trips to the courthouse, law offices, and city clerks office.

9.08 Are these resources sufficient?

Yes  No

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

Yes  No

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

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

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

Yes  No  NA

9.15 Are course prerequisites being followed?

Yes  No

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

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

Yes  No

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

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include 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 did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

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

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

The following statements explaining credit hours is found in the current catalog, volume 20, page 59:

#### CREDIT HOUR

"A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

Residence Courses: In all courses, other than those taken through directed independent study, a quarter credit hour represents: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship or practicum or clinical component. A clock hour is 50 minutes."

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

Yes  No  Not Applicable (Clock hour programs only)

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

The team observed graded homework samples as evidence that out-of-class work is being evaluated.

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

Yes  No

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

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

## 9. PROGRAM EVALUATION

Academic Associate's Degree Computer Drafting And Design (teach out)

Academic Associate's Degree Drafting And Design Technology

Academic Associate's Degree Graphics Communications And Design

Academic Associate's Degree Visual Communications (teach out)

9.01 See response from AAC

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

Yes  No

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

The program chair, Ms. Susanna Greggio, is assigned to administer the programs. She holds a bachelor's degree in Architecture from the University of Architecture of Venice.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

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

Yes  No

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

During the visit, evidence was found in reference to field trips, as well as guest speakers. Other community resources included networking activities with the American Design and Drafting Association (ADDA) and the American Institute of Architects (AIA).

9.08 Are these resources sufficient?

Yes  No

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

Yes  No

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

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

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

Yes  No  NA

9.15 Are course prerequisites being followed?

Yes  No

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

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

Yes  No

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

Yes  No

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

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include 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 did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 11 calls made to employers.

How many calls to employers or graduates were successful?

There were nine successful calls.

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

There were nine calls that confirmed the employment of the graduates as reported.

Academic associate's degree in Computer Drafting and Design - 7

Academic associate's degree in Visual Communications - 2

The other two programs did not have any graduates.

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

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

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

The following statement explaining credit hours is found in the current catalog, volume 20 page 59:

#### CREDIT HOUR

"A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

Residence Courses: In all courses, other than those taken through directed independent study, a quarter credit hour represents: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship or practicum or clinical component. A clock hour is 50 minutes."

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

Yes  No  Not Applicable (Clock hour programs only)

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

The team observed graded homework samples as evidence that out-of-class work is being evaluated.

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No  NA, hiring responsibility is at AAC
- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)

## SUMMARY

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

Citation	Summary Statement
<b>Section 3-1-513(a) and Glossary</b>	There is not a detailed syllabus on file for each course in each curriculum that includes all requirements (pages 26, 31, 34, 39, 42, and 45).

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration.

### **Program Evaluations:**

- Utilize guest speakers and field trips in the school of electronics technology to enhance the program and student educational accomplishments.
- Establish a regular maintenance program for the electronics laboratory equipment.
- Schedule a minimum of two relevant activities per term for the Information Technology program, which include the chair, instructors, and career service representatives.



## **NEW PROGRAM REPORT**

### **Academic Associate's Degree in Paralegal Studies**

**ITT Technical Institute  
14111 Airline Highway, Suite 101  
Baton Rouge, LA 70817  
ACICS ID Code: 00023482**

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

**(Regulatory108@itt-tech.edu)**

**Mr. William Wells, Director [wwells@itt-tech.edu](mailto:wwells@itt-tech.edu)**

**October 1, 2012**

**Date Program Began: December 2011  
Current Total Enrollment: 22  
Current CAR Program Retention: N/A**

Ms. Kimberly Mears	Paralegal Specialist	University Medical Center	Las Vegas, NV
Mr. Ian R. Harazduk	Manager, Compliance	ACICS	Washington, DC

**RELATIONS WITH STUDENTS**

- N.01 Does the campus have appropriate admissions criteria for this program?  
 Yes  No
- N.02 Does the admissions policy conform to the campus' mission?  
 Yes  No
- N.03 Give the page number in the campus catalog on which the admissions policy can be found.  
 The admission policy can be found on page 60 in the campus catalog.
- N.04 Is the admissions policy administered as written?  
 Yes  No
- N.05 Are the admissions requirements appropriate for the new program?  
 Yes  No
- N.06 Are there any admissions requirements unique to this program?  
 Yes  No
- N.07 Describe how the campus offers employment assistance to all students in the new program.  
 Career services staff offers employment assistance to all students; they provide job postings and assistance with preparing resumes and cover letters.
- Is this appropriate?  
 Yes  No  Not Applicable (campus enrolls only international students on a student visa)
- N.08 Was the team able to verify the backup documentation to support the placement rate for this program as reported on the Campus Accountability Report?  
 Yes  No  Not Applicable (there have been no graduates)
- N.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes  No  Not Applicable

**EDUCATIONAL ACTIVITIES**

- N.10 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (Skip to Question N.11.)
- N.11 Does the program require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
 Yes  No (Skip to question N.12)
- N.12 Who is assigned to administer all academic programs, and what are this person's qualifications?  
 Mr. Justin Dedden, dean of academics affairs, oversees all of the educational activities. He holds a bachelor's degree in Industrial Technology from Eastern Kentucky University and a master's degree in Instructional Design & Technology from Walden University. He has been with ITT Technical Institute for four years; he was a school chair and adjunct professor at the Baton Rouge campus before becoming the dean.
- N.13 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- N.14 Who is assigned to administer the new program (e.g., program chair or lead instructor), and what are this person's qualifications?  
 Mr. George Cravins is assigned to administer the Paralegal Studies program. Mr. Cravins has a juris doctorate from Southern University Law Center, Baton Rouge, LA and a bachelor's degree in Industrial Engineering from Florida A & M University, Tallahassee, FL.

- N.15 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- N.16 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- N.17 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- N.18 Is the program consistent with the campus' mission and the needs of its students?  
 Yes  No
- N.19 List the community resources and describe how they are utilized to enrich the program.  
The paralegal program has an active advisory board that consists of attorneys and paralegals from the local community. The program utilizes these professionals to help with the placement of externship students. Program students also take field trips to the courthouse, law offices, and the city clerk's office.
- N.20 Are these resources sufficient?  
 Yes  No
- N.21 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- N.22 Does the catalog accurately describe the program and its objectives?  
 Yes  No
- N.23 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program or no student is at the point of needing them)
- N.24 Does the program use independent studies?  
 Yes  No
- N.26 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- N.27 Are the courses available when needed by the student in the normal pursuit of this program of study?  
 Yes  No
- N.28 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- N.29 Is an appropriately detailed syllabus on file for each course in the program?  
 Yes  No
- N.30 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- N.31 Is credit appropriately converted in relation to total student contact/clock hours in each class?  
 Yes  No

- N.32 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes  No
- N.33 Are the following appropriate to adequately support the new program?  
 (a) Facilities.  
 Yes  No  
 (b) Instructional equipment.  
 Yes  No  
 (c) Resources.  
 Yes  No  
 (d) Support for modes of instructional delivery.  
 Yes  No  
 (e) Personnel.  
 Yes  No
- N.34 Does the campus comply with applicable copyright laws in the use of instructional materials?  
 Yes  No
- N.35 Are the following elements appropriately incorporated into the instructional components of the program?  
 (a) Systematic planning.  
 Yes  No  
 (b) Well-defined instructional objectives.  
 Yes  No  
 (c) The selection and use of appropriate and current learning materials.  
 Yes  No  
 (d) Appropriate modes of instructional delivery.  
 Yes  No  
 (e) The use of appropriate assessment strategies.  
 Yes  No  
 (f) The use of appropriate experiences.  
 Yes  No
- N.36 Are official transcripts for all credentials held on file for all instructors in the program?  
 Yes  No
- N.37 Have all foreign transcripts been translated into English and evaluated by a member of Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?  
 Yes  No  Not Applicable (no faculty members hold foreign credentials)
- N.38 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes  No
- If Yes, how is this documented?  
 In-service meetings are held once every quarter. Copies of the in-service training schedules, training session summaries, and signed attendance sheets are used to document the meetings. Copies of certificates of completion for the in-service sessions are located in the faculty files. During interviews, faculty members confirmed their participation. In-service topics include policies and procedures, teaching strategies, importance of grading rubrics, and increasing student standards.
- N.39 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?  
 Yes  No
- N.40 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?  
 Yes  No

- N.42 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes       No
- N.43 Is the size of the faculty appropriate?  
 Yes       No
- N.44 Are the teaching loads reasonable, and do they meet *Criteria* requirements?  
 Yes       No
- N.55 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?  
 Yes       No
- N.56 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?  
 Yes       No
- N.57 Are all general education courses appropriate for the program and do they meet Council standards?  
 Yes       No
- N.58 Identify the page number in the catalog where the courses that satisfy the concentration and general education requirements can be found.  
 Courses that satisfy concentration and general education requirements are listed on page 23 of the 2012-2013 volume 20 catalog.
- N.59 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- N.60 Is there evidence that curricular offerings require the appropriate use of library resources?  
 Yes       No
- N.61 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes       No       Not Applicable (no students in the second year)
- N.62 Are at least one-half of all subjects that are part of the associate's degree taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes       No

## PUBLICATIONS

- N.99 Do the catalog and other publications accurately describe the new program?  
 Yes       No
- N.100 Is the course-numbering system adequately explained in the catalog?  
 Yes       No

## LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

- N.106 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes       No

- N.107 What is the amount of the current year's library budget that has been allocated for the program?  
The current library budget is \$2,127.
- N.108 What portion of the current year's library budget for the program has been spent and how has the money been allocated?  
To date, \$ 945 has been spent on publications.
- N.109 Describe how faculty have involvement in the selection of library resources.  
The faculty is involved with the selection of books and resources needed for their programs.
- N.110 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
Ms. Kathryn Closter is the corporate librarian. Ms. Closter has a master's degree in Library Science from Indiana University. She is supported by two library assistants, Mr. John Marshall, whose on-site hours are Mondays through Fridays 4 p.m.- 9 p.m., and Ms. Leslie Smith, whose on-site hours are Mondays through Fridays 8 a.m. - 2 p.m. and Saturdays 8 a.m.- 2 p.m.
- N.111 Is there a professionally trained individual on staff that is responsible for:
- (a) Supervising and managing the library and instructional resources?  
 Yes  No
- (b) Facilitating the integration of instructional resources into all phases of the campus' curricular and educational offerings?  
 Yes  No
- (c) Assisting students in the use of instructional resources?  
 Yes  No
- N.112 Is documentation on file to evidence the librarian participates in professional growth activities?  
 Yes  No
- N.113 Are students adequately trained to utilize resources as part of their learning process?  
 Yes  No
- N.114 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- N.115 Are records of physical and/or online resources and circulation accurate and up-to-date?  
 Yes  No
- N.116 Are the library holdings, including full-text online collections, up-to-date and adequate for the new program?  
 Yes  No
- N.117 Describe any full-text online collections available to students:  
LexisNexis, which specializes in news, business, and legal information; EbscoHost, which specializes in sociology, criminal justice, and criminology; and Ebrary, a full-text resource, are available online for all students.
- N.118 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?  
 Yes  No  Not Applicable (program does not include general education courses)
- N.119 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No
- N.120 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?  
 Yes  No
- N.121 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?  
 Yes  No

## **SUMMARY**

There are no areas of non-compliance.

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B751E-IHARAZDUK>  
**Sent:** 11/2/2012 10:35:02 AM -0400  
**To:** Earline Simons <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/5fe02f7f69c24758875869be6d16e72d-ESimons>  
**Subject:** Visit Reports  
**Attachments:** 102266.Art Institute of Vancouver ALI.doc; 21681.ITT Tech-Kansas City NG.doc

Miss E,

They are going to come today in fits and spurts, so I'll get a couple over at a time as I'm done with them.

Thanks.

Ian Harazduk  
Manager, Compliance  
Accrediting Council for Independent Colleges and Schools  
750 First Street, NE, Suite 980  
Washington, D.C. 20002  
Tel: (202) 336-6795  
Fax: (202) 842-2593

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## NEW GRANT

**ITT Technical Institute  
9159 East 41st Terrace  
Kansas City, MO 64133  
ACICS ID Code: 00021681**

**Dr. Dave Roustio, Campus Director (DRoustio@itt-tech.edu)**

**CAMPUS E-MAIL (Regulatory029@itttech.edu)**

**MAIN CAMPUS  
9511 Angola Court  
Indianapolis, IN 46268  
ACICS ID Code: 00016040**

**October 11-12, 2012**

Mrs. Jan M. Gordon	Chair	Spencerian College	Louisville, KY
Ms. Maura K. Wilson	Student Relations Specialist	Flagler College, Retired	Albany, OR
Mr. Glen E. Miller	Educational Activities	Southwestern College	Cincinnati, OH
Mr. Keith W. Reed	Project/Business Management Specialist	Lincoln College of Technology	Maineville, OH
Mr. William P. Fox	Criminal Justice Specialist	Retired	Lake City, PA
Ms. Kimberly Mears	Paralegal Specialist	University Medical Center	Las Vegas, NV
Mr. Harold B. Grimes	Construction Specialist	Redstone College	Federal Heights, CO
Dr. Norbert Joseph Thomas	Graphic / Visual Communications / Software Development Specialist	Winona State University	Clear Lake, IA
Dr. David Pak	Network Administrative Specialist	Ivy Christian College	Ashburn, VA
Mr. Timothy A. Peterson	Electronics Specialist	Brown College, Retired	Minneapolis, MN
Mr. Robert Mitchell	Computer Drafting / Drafting and Design Specialist	Sullivan College of Technology & Design	Louisville, KY
Ms. Lisa Bynoe	ACICS Staff Representative	Associate Professor of Business	Charlotte, NC

## PROGRAMS OFFERED BY

ITT Technical Institute 00021681

Kansas City, MO

CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	CLOCK HRS.	QTR. HRS.	ENROLL: FT (full- time) / PT (part- time)	AIR RETENTION & PLACEMENT			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Academic Associate's	Business Management	1020	90	10/4	N/A	N/A	N/A	N/A
Bachelor's	**Business Management	1860	180	N/A	N/A	N/A	N/A	N/A
Bachelor's	Project Management Administration	1940	180	5/0	N/A	N/A	N/A	N/A
Bachelor's	Project Management Administration- Construction	1940	180	6/0	N/A	N/A	N/A	N/A
Bachelor's	Project Management Administration- Information Technology	1940	180	1/0	N/A	N/A	N/A	N/A
Academic Associate's	Criminology and Forensic Technology	981	90	29/7	N/A	N/A	N/A	N/A
Academic Associate's	Criminal Justice	1020	96	18/9	68.0%	84.6%	<b>54.97%</b>	100%
Academic Associate's	**Paralegal	981	90	N/A	N/A	N/A	N/A	N/A
Academic Associate's	Paralegal Studies	1030	96	2/1	<b>51.4%</b>	N/A	75%	N/A
Bachelor's	Criminal Justice	1880	180	18/9	79.6%	<b>58.8%</b>	84.29%	76.47%
Academic Associate's	Computer Drafting and Design	1140	96	19/1	70.3%	69.0%	71.65%	81.25%
Academic Associate's	Drafting and Design Technology	1058	90	16/7	N/A	N/A	N/A	N/A
Academic Associate's	Graphic Communications and Design	1058	90	28/8	N/A	N/A	N/A	N/A
Academic Associate's	Visual Communications	1120	96	12/3	64.1%	N/A	77.78%	N/A
Bachelor's	Construction Management	2090	180	0/1	84.6%	<b>50%</b>	64.29%	N/A
Academic Associate's	Computer and Electronics Engineering Technology	1120	96	16/8	62%	91.7%	70.7%	95.5%
Academic Associate's	Electrical Engineering Technology	1058	90	49/7	N/A	N/A	N/A	N/A

Bachelor's	Electrical and Communications Engineering and Technology	2100	180	12/2	93.8%	<b>44.4%</b>	88%	100%
Bachelor's	Electrical Engineering and Communications Technology	2149	180	6/2	N/A	N/A	N/A	N/A
Academic Associate's	Information Technology-Computer Network Systems	1120	96	28/11	80.4%	80.2%	77.3%	81%
Academic Associate's	Network Systems Administration	1058	90	64/19	N/A	N/A	N/A	N/A
Academic Associate's	**Software Development Technology	1120	96	0/0	61%	0%	90.3%	N/A
Bachelor's	Information Systems and Cybersecurity	2164	180	37/5	N/A	N/A	N/A	N/A
Bachelor's	Information Systems Security	2080	180	31/3	81.7%	90.5%	86.5%	100%
Bachelor's	**Software Applications Development	2090	180	0/0	N/A	N/A	N/A	N/A
Bachelor's	**Project Management	2040	180	0/0	84.6%	<b>33.3%</b>	90.5%	N/A
<b>TOTAL ENROLLMENT</b>				491				

*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.

**\*\*Programs with No Enrollment:**

Bachelor's degree in Business Management and associate's degree in Paralegal Studies has not been offered at this location as of this date. Associate's degree in Software Development Technology is being taught out. There are no current enrollments as of the start of the current quarter. The institution will assess interest in re-entries and consider surrendering the program. Bachelor's of science degree in Software Applications Development has been surrendered.

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

The ITT Technical Institute in Kansas City, MO is part of a nationwide system of colleges. The school currently offers academic associate degree programs and bachelor degree programs in several areas of study: project/ business management, criminal justice, computer drafting and design, computer and electronic engineering, paralegal, electronic engineering, graphic communications, computer network systems, visual communications, construction management, and information systems. 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 125 ITT Technical Institutes in 37 states, which provide career-focused degree programs to more than 80,000 students. Headquartered in Carmel, Indiana, ITT/ESI has been actively involved in the higher education community in the United States since 1969. ITT Technical Institute Kansas City, MO opened in 2004 and moved to its current location in 2006. The school maintains approval to operate from the Missouri Department of Higher Education. The current demographics of the campus include a 20 percent female population and a 80 percent male population with 34 percent comprised of Caucasian or white, non-Hispanic; 14 percent of the population is African-American or black, non-Hispanic; 4 percent Hispanic, Asian or pacific islander and 48 percent undisclosed. The campus has a current population of 491 students with the largest program being the academic associate's degree in Network Systems with 83 students. The majority of the students attend during evening classes.

**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.

Academic benchmarks have been established within each program to ascertain that students comprehend the concepts and understand the practical functions to be performed.

Capstone course grades and outcomes assessment (from capstone rubrics) are indicators of program success or failure. Review of capstone courses is considered essential as part of assessing student learning outcomes. It is the objective of each capstone course that program expertise be clearly evidenced. Many of the ITT Technical Institute programs utilize a capstone course to solidify the student's overall learning process and to determine the level of the student's understanding of the program objectives. Beginning in 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. Assessment of student learning extends beyond grades, and those measures are included in the campus' overall assessment of a program's success or its deficiencies. Additional tools for assessment include student surveys, faculty feedback, advisory committee feedback, student success, and student engagement. Student engagement is measured by student attendance and the ability to complete program courses. Employers are another resource in measuring the graduate's knowledge and determining the level of learning outcomes. In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success.

- 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 following activities are being implemented to improve placement:

\* Career services will identify more opportunities in the areas with lower placement by thoroughly leveraging existing contacts and finding new contacts;

\* Career services will continue to monitor the employment status of graduating students;

\* Career services will work with employed graduates to establish relationships with employer;

\* A career services specialist is assigned to contact and work with graduates weekly and will provide frequent updates on job openings.

The following activities are being implemented to improve retention:

\* Students needing additional one-on-one attention will have increased tutoring opportunities with expanded office hours and open lab times;

\* Recruitment representatives will be notified when students do not attend class and will call the student to encourage them to return to class;

\* Students receiving grades of D or F will be contacted weekly by their instructor;

- \* School academic chairs will conduct one-on-one follow-up advising with quarter one students after the term begins;
- \* School chairs will assist with teaching initial classes in an attempt to improve student success.

1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

Yes  No

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

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

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

The CEP is developed, reviewed, analyzed, maintained, and monitored by a campus steering team. The CEP team consists of the director, dean, associate dean, director of finance, director of recruitment, director of career services, registrar, 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, Mr. David Roustio, 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. Mr. Roustio has been the campus director since 2009 and holds a master's of science degree from Webster 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?

The director, Mr. Dave Roustio, is the on-site administrator for the ITT Technical Institute, Kansas City, campus. Mr. Roustio joined ITT Technical Institute on April 15, 2009, in his current role of college director. Mr. Roustio brings 20 years of corporate leadership, human resources, financial management, business operations, and compliance leadership. Mr. Roustio is a graduate of Webster University. He served for 17 years with the May Company and Macy's Department Stores in a variety of positions including corporate training, human resources, and operations.

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.

ITT Institute, Kansas City, does not accept ability-to-benefit students; therefore questions 3.07 through 3.10 are not applicable.

- 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 40 files were reviewed during the evaluation.

The team requested 50 student files from the institution during the morning of the first day. After repeated requests, the team was brought the first set of files (graduates) at approximately 4 p.m. The remainder of the files were not brought to the team room until close to the end of the first day of the visit. A staff member had to then be asked to come to the team room and organize the multiple files so that one student's multiple files were stacked together (i.e. admissions file, financial aid file, placement file).

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

The institution ensures that its student relations reflect high ethical standards by utilizing policies and procedures that help guide its daily operations, including admissions and student relations. These policies and procedures are consistent with the mission and purpose of the institution and are available to all students and prospective students, both 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 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?

Ms. Barbie Bell is the director of recruitment at the ITT Kansas City campus. Ms. Bell holds a bachelor's degree in Marketing from Central Missouri State University. She has served in this capacity since February, 2011 and served as a representative/manager of recruitment for ITT from 2006 to 2011. Prior to beginning employment with ITT, she served as a marketing coordinator and a medical office specialist for two years.

4.10 Describe the process for the recruitment of new students.

The admissions department receives its prospective student leads from the ITT corporate office's advertising, directly from inquiries on the campus's website, and referrals from other students. An appointment is set with a prospective student to discuss ITT and its programs. The admissions interview is an established electronic format which ensures that all admissions personnel are trained on and deliver the same presentation to prospective students. Following the interview, the prospective student takes a tour of the facility, and if interested, completes an application and enrollment agreement. An appointment is set with financial aid to determine whether the student is eligible for any Title IV funding.

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 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

4.21 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) appear on pages 70-74 of the October 1, 2012 catalog. Additionally, the team was provided with an updated SAP policy statement with an effective date of 7/25/2012.

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?

Ms. Joy Vann-Hamilton joined the Kansas City campus as dean on September 24, 2012. As dean, she is responsible for monitoring students' satisfactory academic progress. Ms. Vann-Hamilton holds a master's degree in Business Administration (MBA) from Notre Dame, a bachelor's degree in Psychology from Wichita State University, an associate's degree in General Studies from Fort Scott Community College, and is pursuing a doctorate degree in Curriculum and Instruction from Andrews University.

Ms. Vann-Hamilton has served other institutions as a college dean for four years, a vice president of program operations for one year, an assistant provost and director of faculty learning for five years, and a director for minority engineering programs for ten years. She has also served as an educational consultant for one year.

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. Anita Phillips is the director of finance. She has held this position since May 2008. Prior to this position, she served as financial aid administrator at this campus for four years. Prior to joining ITT, she had two years' experience as business manager/registrar and as assistant director (eight years) with other educational institutions.

Ms. Phillips holds a diploma in Office Education from Manhattan Area Vo Tech.

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

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

While the team was on-site, they were provided with evidence that Ms. Phillips had renewed her membership in the National Association of Student Financial Aid Administrators (NASFAA).

- 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 director of finance stays current with regulation and policy changes through internal electronic training modules from ITT. She has participated in six ESI training sessions in 2012 including topics such as "FAA Access to CPS Online," "ISIR Management" and "Financial Aid Compliance Training." She also participated in two webinars offered by Great Lakes Training on "Professional Judgment Perplexities" and "Dependency Status Dilemmas."
- 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.
- Student services offered by the campus include tutoring (faculty members are paid for their tutoring services), student orientation and academic advisement.
- 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. Ron Kroeger is the director of career services. Mr. Kroeger holds a bachelor's degree in Management Human Resources from Park University. Mr. Kroeger has served as director of career services since November, 2009. Prior to joining ITT, he spent six years in the employment staffing industry working for three different staffing agencies.
- 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 institution has a standardized process of providing student loan counseling. Students are required to complete an entrance and exit interview, as well as loan counseling forms when re-packaging. Enrolling students are required to view a video during the financial aid application process.

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

The students reported that extracurricular activities have included barbecues, clothing drives for local charities, volunteer opportunities at an orphanage, three student societies and one student fraternity.

**GENERAL COMMENTS:**

The team found the wording of the SAP policy and procedures to be ambiguous and very broadly written. The team believes that it is written in a way that has the potential to be confusing to students and to the school personnel who are charged with following the policy; in particular with regard to the ability of a student to appeal a SAP dismissal at the end of the second year.

While the team did review several student appeals for SAP, they contained vague language with regard to the mitigating circumstances and the steps the student will take to improve upon their performance.

## 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. Joy Vann-Hamilton, dean, is assigned to oversee the educational activities at the ITT, Kansas City campus. She holds a master's degree in Business Administration from University of Notre Dame and a bachelor's degree in Psychology from Wichita State University. She became dean on September 24, 2012. Prior experience includes principal consultant with Cum Laude Educational Consultants, academic regional dean at Vatterott College, principal investigator with NSF Project, Go The Distance Multimedia vice-president, program operations with Kauffman Scholars, Inc. and assistant provost, University of Notre Dame.

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 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 changes in corporate syllabi and administrative procedures, each campus is allowed the academic freedom to evaluate the needs of their own students and facility. The Kansas City, MO campus of ITT has faculty on the corporate curriculum committee 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 offer advice 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 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 supports students with identified learning difficulties through peer and faculty tutoring. In addition, the resource center personnel provide additional academic support. This office is staffed by appropriately qualified individuals. In addition, department chairpersons provide tutoring on a regular basis through individual appointments as well as through posted hours.

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

ITT 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. Some faculty participants have been selected to serve on corporate-wide curriculum committees. They can offer suggestions to the appropriate personnel within the organizational structure (usually the program chair). 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 enough academic freedom to allow faculty to enhance the curriculum.

- 5.14 Does the faculty participate in this process?  
 Yes  No
- 5.15 Reviewed at 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)
- 5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes  No
- 5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)
- Facilities  
 Yes  No
- Instructional equipment  
 Yes  No
- Resources  
 Yes  No
- Personnel  
 Yes  No
- 5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes  No
- 5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes  No
- 5.21 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  
 Yes  No
- 5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes  No
- 5.23 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?  
 Yes  No  Not Applicable (no faculty members hold foreign credentials)
- 5.24 Is there documented evidence of a systematic program of in-service training at the campus?

Yes  No

If Yes, how is this documented?

**The campus has a binder listing in-service training, with a sign-in log to document instructor/staff participation.**

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 Academic Administrative Center.

5.32 Reviewed at 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

**BACHELOR'S DEGREES ONLY**

5.34 Reviewed at Academic Administrative Center.

5.35 Reviewed at 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 campus consists of 23,000 square feet, which contain theory classrooms, laboratories, administrative offices, library, and bookstore. The facility has a capacity for 653 students and staff. The institution has not exceeded this size. 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, an employee lounge, testing rooms, and conference rooms are also available. The main student areas are comprised of electronics labs, computer labs, theory classrooms, and the learning resource center.

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 Kansas City, MO 2012-2013 catalog, Volume 22, published October 1, 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.)

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**

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 Academic Administrative Center.

8.06 Reviewed at Academic Administrative Center.

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

8.07 Reviewed at Academic Administrative Center.

8.08 Reviewed at 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 budget for the ITT, Kansas City campus is \$2400.00 for the current year. The library has spent, \$1614.71 or 67% of allocated budget, on books for criminal justice, electronic kits for the library, supplies for electronic kits, and publications/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

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

8.12 Reviewed at 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 Reviewed at 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 Reviewed at Academic Administrative Center.

8.17 Reviewed at Academic Administrative Center.

8.18 Reviewed at Academic Administrative Center.

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

8.19 Reviewed at Academic Administrative Center.

8.21 Reviewed at 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 team found the learning resource center to be well organized, well-staffed with library assistants who are very helpful to students, instructors, and staff.

## 9. PROGRAM EVALUATION

**Academic Associate's Degree in Computer and Electronics Engineering Technology**

**Academic Associate's Degree in Electrical Engineering Technology**

**Bachelor's Degree in Electronics and Communications Engineering Technology**

**Bachelor's Degree in Electrical Engineering and Communications Technology**

### ALL PROGRAMS

9.01 See response from Academic Administrative Center

- (a) See response from Academic Administrative Center
- (b) See response from Academic Administrative Center
- (c) See response from Academic Administrative Center
- (d) See response from Academic Administrative Center

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

Mr. David Baird is the chair assigned to administer the academic program for Electronics Technology for both the associate's and bachelor's degree programs. Mr. Baird holds a bachelor's degree in Electronics Technology from Devry Institute in Kansas City, Missouri and a master's degree in Music Composition from the University of Missouri in Kansas City, Missouri. Mr. Baird also has over 20 years of experience in industry directly related to the electronics field. Mr. Baird is also an active member of the Institute of Electrical and Electronics Engineers (IEEE).

9.03 Does this individual 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 in reviewing the community resource binder and interviewing the chair for the Electronics program that community resources were being utilized to enrich the Electronics program. The team found evidence of guest speakers such as Matt Simmons, a technical services coordinator with Rhythm Engineering and also a graduate of the program, and Wesley Berry, an electrical engineer with Johnson Controls. The documentation shows that there was very good representation of students at each event. There was also evidence of two field trips that directly related to the studies in electronics.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at 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 Reviewed at 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 Reviewed at 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) and Glossary:** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. There is not a description in the syllabus of the minimum amount of time the student is expected to spend on completion of the work assignments. Although the campus provided samples of some graded homework assignments, 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)

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 and Electronics Engineering Technology - 8  
Bachelor's degree in Electronics and Communications Engineering Technology - 6

How many calls to employers or graduates were successful?

The following number of calls, by program, were successful:  
Academic associate's degree in Computer and Electronics Engineering Technology - 4  
Bachelor's degree in Electronics and Communication Engineering Technology - 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 22, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503(a)):** The team did not find adequate evidence that out-of-class work or the equivalency is being evaluated in all courses. Discussion with the faculty and the students in the Electronics program indicated as little as two hours of out-of-class work was assigned per 4 credit hours to 4.5 credit hours of classroom instruction. Students in the Electronics program verified that they were given homework in most classes and it was graded; however, it was only two to three hours per 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 Reviewed at Academic Administrative Center.

**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 Academic Administrative Center

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

The team found in interviewing the chair that the Electronics program is in the process of hiring an additional faculty person to fill the position left vacant from an adjunct instructor that retired at the end of the last quarter. This has created an temporary extra load on the chair to cover an additional class; however, there was not found evidence that this interfered with the chair performing his normal duties.

**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 Academic Administrative Center.

9.39 Reviewed at Academic Administrative Center.

9.40 Reviewed at 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 Reviewed at Academic Administrative Center.

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at Academic Administrative Center.

9.44 Reviewed at Academic Administrative Center.

9.45 Reviewed at Academic Administrative Center.

9.46 Reviewed at 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 Reviewed at Academic Administrative Center.

## 9. PROGRAM EVALUATION

**Academic Associate's Degree in Computer Network Systems**

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

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

**Bachelor's Degree in Information Systems Security**

### ALL PROGRAMS

9.01 Reviewed at Academic Administrative Center.

- (a) Reviewed at Academic Administrative Center.
- (b) Reviewed at Academic Administrative Center.
- (c) Reviewed at Academic Administrative Center.
- (d) Reviewed at Academic Administrative Center.

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?

Ray Childers is the assigned program chair of computer network systems, network systems administration, information systems and cybersecurity, and information systems security. He has a bachelor's degree in Computer Science from Northeastern Missouri State University and a master's degree in Business Administration from University of South Carolina. He is a computer network system professional with over 20 years of experience in information technology. He has substantial knowledge of PC hardware, Cisco router and switch configuration, WAN support and Ethernet. Mr. Childers efficiently utilizes a computer system and related software including Microsoft Office, analysis of protocols, 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).

The faculty members and administrative staff interviewed stated that community resources used to enrich the computer network systems administration, information systems and cybersecurity and information systems security program 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 two student field trips, both of which took place in 2011 and 2012.

- 9.08 Are these resources sufficient?  
 Yes  No
- 9.09 Reviewed at 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 progra or no student is far enough along in the program)
- 9.12 Reviewed at 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 Reviewed at 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) and Glossary):** Course syllabi do not include, as appropriate, out -of-class work assignments that support the learning objectives for most courses. There is not a description in the syllabus of the minimum amount of time the student is expected to spend on completion of the work assignments. Although the campus provided samples of some graded homework assignments, 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)

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 - 60  
 Academic associate's degree in Network Systems Administration - N/A  
 Bachelor 's degree in Information Systems and Cybersecurity - N/A  
 Bachelor's degree in Information Systems Security - 19

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 - 44  
 Academic associate's degree in Network Systems Administration - N/A  
 Bachelor's degree in Information Systems and Cybersecurity - N/A  
 Bachelor's degree in Information Systems Security - 15

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 61 of the campus'2012-2013 catalog, volume 22, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503(a)):** The team did not find adequate evidence that out-of-class work or the equivalency is being evaluated in all courses. Discussion with the faculty and the students in the program indicated as little as two hours of out-of-class work was assigned per 4 credit hours to 4.5 credit hours of classroom instruction. Students in the program verified that they were given homework in most classes and it was graded; however, it was only two to three hours per 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 Reviewed at Academic Administrative Center.

#### 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 Academic Administrative Center.

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at Academic Administrative Center.

9.39 Reviewed at Academic Administrative Center.

9.40 Reviewed at 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 Reviewed at Academic Administrative Center.

BACHELOR'S DEGREES ONLY

9.43 Reviewed at Academic Administrative Center.

9.44 Reviewed at Academic Administrative Center.

9.45 Reviewed at Academic Administrative Center.

9.46 Reviewed at 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 Reviewed at Academic Administrative Center.

## 9. PROGRAM EVALUATION

Academic Associate's Degree in Visual Communications

Academic Associate's Degree in Graphic Communications and Design

### ALL PROGRAMS

9.01 See response from Academic Administrative Center

- (a) See response from Academic Administrative Center
- (b) See response from Academic Administrative Center
- (c) See response from Academic Administrative Cabinet
- (d) See response from Academic Administrative Cabinet

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. Rafil Dabbagh serves as the chair for the School of Drafting and Design. Mr. Dabbagh holds a bachelor's of science degree in Chemical Engineering from Baghdad University and a diploma in Computer-Aided Design from Vatterott College. Outside of education, Mr. Dabbagh has held steel detailer and senior detailer jobs with Steel Structure Construction.

Mr. Aaron Garrison serves as the program chair and subject matter expert for visual communications and graphic communications and design. Mr. Garrison holds an associate's of science degree in Graphic Design from Johnson County Community College and a bachelor's of science degree in Media Arts from the Art Institute of Pittsburgh.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

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

The design program areas at ITT Technical Institute Kansas City use community resources to augment classroom study. Visual Communications and Graphic Communications and Design students went on several field trips including Kingston Printing, Nelson Atkins Art Gallery, and Trinity Animation. Additionally, Mr. John Cropper, journalist, appeared as a guest speaker in class.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at 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 Reviewed at 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 Reviewed at 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) 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 61 of the campus' 2012-2013 catalog, volume 22, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503(a)):** The team did not find adequate evidence that out-of-class work or the equivalency is being evaluated in all courses. Discussion with the faculty and the students in the program indicated as little as two hours of out-of-class work was assigned per 4 credit hours to 4.5 credit hours of classroom instruction. Students in the program verified that they were given homework in most classes and it was graded; however, it was only two to three hours per 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 Reviewed at Academic Administrative Center.

**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 Academic Administrative Center.

9.39 Reviewed at Academic Administrative Center.

9.40 Reviewed at 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 Reviewed at Academic Administrative Center.

**GENERAL COMMENTS:**

Mr. Dabbagh, chair of the School of Drafting and Design is wonderful. He shows great enthusiasm for his job and cares about student success. He is very willing to open up and converse about the college, his experiences, and his background. The same can be said for the instructors in the program. Interviews with faculty were very positive and the interviewees were very interested in the success of the students.

Faculty members in the Visual Communications and Graphic Communications and Design programs need to be reassured that it is okay to supplement the ITT approved curriculum with real-world projects in the classroom.

Students requested daycare options on campus and laptops/software to use off campus. Commutes to campus made working on homework outside of class difficult.

## 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 Academic Administrative Center

- (a) See response from Academic Administrative Center
- (b) See response from Academic Administrative Center
- (c) See response from Academic Administrative Cabinet
- (d) See response from Academic Administrative Cabinet

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. Rafil Dabbagh is assigned to administer the Design Drafting program. Mr. Dabbagh has a bachelor's of science degree in Chemical Engineering from the University of Baghdad. The Foreign Academic Credentials Service and a National Association of Credential Evaluation Services (NACES) member verified his transcripts to the equivalent to a bachelor's degree with a major in Chemical 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 administration of the educational program(s)?

Yes  No

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

Yes  No

9.06 Does the program meet the needs of its students and the requirements 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 adequately used to enrich the drafting and design and computer aided drafting and design programs at the Kansas City campus. The team determined Mr. Larry Schmit of Riewit Engineering, was a guest speaker on September 26, 2012, to discuss AutoCAD 3D modeling 2012 version. The team also determined Mr. Michael Vodehnal took his capstone class on a field trip on September 16, 2012, to a railroad site for site surveying.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at 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 Reviewed at 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 Reviewed at 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) 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 sample of some graded homework assignments, the majority of syllabi provided to the team indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

Academic associate's degree in Drafting and Design Technology - 10

Academic associate's degree in Computer Drafting and Design - 10

How many calls to employers or graduates were successful?

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

Academic associate's degree in Drafting and Design Technology - 0

Academic associate's degree in Computer Drafting and Design - 9

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 61 of the campus' 2012-2013 catalog, volume 22, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503(a)):** The team did not find adequate evidence that out-of-class work or the equivalency is being evaluated in all courses. Discussion with instructors indicated as little as two hours and no more than seven hours of out-of-class work were assigned per four credit hours of classroom or direct faculty instruction. Students in the Drafting and Design program estimated an average of four hours a week of out-of-class work. Eight to nine hours of out-of-class work would be required by the criteria or 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 Academic Administrative Center.

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

9.30 Are teaching loads reasonable?

Yes  No

**GENERAL COMMENTS:**

The Drafting and Design program permits the student to learn several different design computer programs, AutoCadd, Revit and Inventor are a few examples. This will allow the student to have more career opportunities in several industries.

## 9. PROGRAM EVALUATION

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

#### ALL PROGRAMS

9.01 See response from Academic Administrative Center.

(a) See response from Academic Administrative Center.

(b) See response from Academic Administrative Center.

(c) See response from Academic Administrative Center.

(d) See response from Academic Administrative Center.

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. Rafil Dabbagh is the chairperson of the school of Drafting and Design and the Construction Management program. His bachelor's of science degree is from the University of Baghdad (Iraq) and has been approved by the Foreign Academic Credentials Services (NACES) as equivalent to a bachelor's degree earned at a regionally accredited college in the United States. He has six years relevant industry experience. He has been an adjunct instructor at ITT Technical Institute, Kansas City since 2007. He has held the chairperson position since 2011.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

9.06 Does the program meet the needs of its students and the requirements 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 evidence that the effective use of community resources are utilized to enrich the program. The program has had five guest speakers and one field trip and there is also a program advisory committee (PAC) that meets twice per year. The PAC serves to encourage utilization of guest speakers.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at 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 Reviewed at 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 Reviewed at 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) 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 and graduates.

How many calls to employers or graduates were successful?

There was one successful call to employers and graduates.

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

The successful contact confirmed the employment of the graduate 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)

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.

Visitation with instructors and students verified evaluation of homework and provided examples of current work that is to be handed back to students.

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 Reviewed at Academic Administrative Center.

**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 Academic Administrative Center.

**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 Academic Administrative Center.

9.44 Reviewed at Academic Administrative Center.

9.45 Reviewed at Academic Administrative Center.

9.46 Reviewed at 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 Reviewed at Academic Administrative Center.

**GENERAL COMMENTS:**

The program leadership is very positive and cooperative in helping with materials needed for this visit.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Paralegal Studies

#### ALL PROGRAMS

9.01 See response from AAC

- (a) See response from Academic Administrative Center.
- (b) See response from Academic Administrative Center.
- (c) See response from Academic Administrative Center.
- (d) See response from Academic Administrative Center.

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. Julia Viles is assigned to administer the Paralegal program. Ms. Viles holds a master's degree in Management from University of Phoenix (Kansas City, Missouri) and a bachelor's degree in Criminal Justice and Criminology from University of Missouri Kansas City (Kansas City, Missouri). Ms. Viles is supported by Ms. Wendy Staton, the paralegal lead instructor/subject matter specialist. Ms. Staton has a master's degree in Legal Analysis and a certificate in Paralegal Studies from Webster University (Kansas City, Missouri) and a bachelor's degree in Criminal Justice from University of Central Missouri (Warrensburg, 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)

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:

To meet the retention goal of 65%, the institution is focusing on activities that will assist in increasing its graduation rate.

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

The paralegal program has an active advisory board that consists of attorneys and paralegals in the community. The students have gone on field trips to the law library, and law offices. Several local attorneys have come in as guest speakers.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at 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 Reviewed at 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 Reviewed at 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) and Glossary:** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. There is not a description in the syllabus of the minimum amount of time the student is expected to spend on completion of the work assignments. Although the campus provided samples of some graded homework assignments, 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)

How many calls to employers or graduates were attempted?

None – there have been no graduates.

How many calls to employers or graduates were successful?

None – there have been no graduates.

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

None – 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 62 of the campus 2012-2013 catalog, volume 22, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503(a)):** There is insufficient evidence that out-of-class work or the equivalency is being evaluated in all courses. Instructors and students confirmed they were doing out-of-class work that was equivalent to two to three hours per week.

9.24 Are the following appropriate to adequately support the 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 Renewed at Academic Administrative Center.

**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 Academic Administrative Center.

9.39 Reviewed at Academic Administrative Center.

9.40 Reviewed at 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 Reviewed at Academic Administrative Center.

## 9. PROGRAM EVALUATION

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

**Bachelor's Degree in Project Management**

**Bachelor's Degree in Project Management Administration**

**Bachelor's Degree in Project Management and Administration, Construction Option**

**Bachelor's Degree in Project Management and Administration, Information Technology Option**

### ALL PROGRAMS

9.01 See response from Academic Administrative Center.

- (a) See response from Academic Administrative Center.
- (b) See response from Academic Administrative Center.
- (c) See response from Academic Administrative Center.
- (d) See response from Academic Administrative Center.

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. Julia Viles is assigned to administer the academic programs of academic associate's degree of Business Management, bachelor's degree in Project Management, bachelor's degree in Project Management and Administration, bachelor's degree in Project Management and Administration with a concentration in Construction Option, and bachelor's degree in Project Management and Administration with an Information Technology Option. Ms. Viles holds a bachelor's degree in Criminal Justice from the University of Missouri, a bachelor's degree in Sociology from the University of Missouri, and a master's degree in Management from the University of Phoenix. Project Management has three separate concentrations. Ms. Viles receives subject matter and curriculum-related support for the Construction Option and Information Technology Option from the chairs of those departments. Ms. Viles has recently started attending classes to earn her master's degree in Information Assurance and Security from Capella University. Ms. Viles is a dedicated manager with over nine years' experience in retail and education. Prior to joining ITT Technical Institute, Ms. Viles worked for Community America Credit Union conducting investigations related to retail crimes.

9.03 Does this individual 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, after a review of the community resources binder and after speaking with the Business program chairperson that the Business and Project Management programs are currently not utilizing community resources. The team was shown one technology related resource, but found the resources insufficient for business and project management students. The team found a greater need for program specific speakers, field trips, outside resources, and other related resources to this program. The program has been in existence for nine months without appropriate resources.

9.08 Are these resources sufficient?

Yes  No

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

**(Section 3-1-512(c)):** The team found that resources of the community are not being utilized to enrich the business and project management programs.

9.09 Reviewed at 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 Reviewed at Academic Administrative Center.

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:

While the school uses independent studies on occasion, the programs evaluated in this section are not currently utilizing independent studies.

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

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

Academic associate's degree in Business Management – 0

Bachelor's of science degree in Project Management – 2

Bachelor's of science degree in Project Management and Administration – 0

Bachelor's of science degree in Project Management and Administration, Construction Option – 1

Bachelor's of science degree in Project Management and Administration – Information Technology Option - 0

How many calls to employers or graduates were successful?

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

Bachelor's of science degree in Project Management – 2

Bachelor's of science degree in Project Management and Administration, Construction Option – 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 61 of the campus' 2012-2013 catalog, volume 22, 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, list the courses, and explain:

**(Section 2-2-503(a)):** All business and project management courses are covered in this paragraph. Instructors and students did verify that outside work is being performed and graded, but the team has found that the work is inadequate to complete the hours mandated by the Department of Education of two hours outside work for each credit hour of classroom time.

9.24 Are the following appropriate to adequately support the 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 Academic Administrative Center.

9.39 Reviewed at Academic Administrative Center.

9.40 Reviewed at 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 Reviewed at Academic Administrative Center.

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at Academic Administrative Center.

9.44 Reviewed at Academic Administrative Center.

9.45 Reviewed at Academic Administrative Center.

9.46 Reviewed at 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 Reviewed at Academic Administrative Center.

## 9. PROGRAM EVALUATION

Academic Associate in Criminal Justice

Bachelor's of Science in Criminal Justice

Academic Associate's in Criminal 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?

Ms. Julia Viles is assigned to administer the Criminal Justice programs. Ms. Viles has a bachelor's degree in Criminal Justice and Criminology from the University of Missouri-Kansas City and a master's degree in Management from the University of Phoenix. Ms. Viles has been the Criminal Justice chair since May of 2010. Prior to joining ITT Technical Institute, Ms. Viles worked as a loss prevention specialist for Community America Credit Union from 2006 to 2010. She worked for The Jones Store/Macy's from 2002 to 2007 beginning as a loss prevention agent, then the assistant loss prevention manager and finally as the loss prevention manager for the store.

9.03 Does this individual 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 Criminal Justice program has a goal of a minimum of two guest speakers and/or field trips per quarter. Students have participated in a tour of the Wyndotte County jail. Guest speakers have included a FBI (Federal Bureau of Investigation) agent

and a TSA (Transportation Safety Administration) agent among others. The program also makes use of a program advisory committee.

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 the Criminal Justice courses. Although the campus provided samples of some graded homework assignments, all of the criminal justice program's syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

Academic Associate's in Criminal Justice - 9

Bachelor of Science in Criminal Justice – 8

How many calls to employers or graduates were successful?

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

Academic Associate's in Criminal Justice - 6

Bachelor of Science in Criminal Justice – 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.

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 pages 61 and 62 of the campus' 2012-2013 catalog, volume 9, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

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

**(Section 2-2-503(a)):** The team did not find adequate evidence that out-of-class work or the equivalency is being evaluated in all courses. Discussion with instructors indicated as little as two hours and no more than seven hours of out-of-class work were assigned per four credit hours to 4.5 credit hours of classroom or direct faculty instruction. Students in the Criminal Justice program estimated an average of three hours a week of out-of-class work. Eight to nine hours of out-of-class work would be required by the criteria for 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

**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

## SUMMARY

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

<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
1.	<b>Section: 3-1-513(a) and Glossary</b>	The syllabi do not contain language specific to out-of-work assignments that support the learning objectives for several courses (pages 28, 33, 34, 38, 39, 43, 46, 51, and 55).
2.	<b>Section 2-2-503(a)</b>	There is no evidence that out of class work or the equivalency is being evaluated in all courses (pages 29, 38, 44, 52, and 56).
3.	<b>Section 3-1-512(c)</b>	There are insufficient community resources to support two programs (page 54).

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 10/22/2012 1:54:18 AM -0400  
**To:** Earline Simons <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/5fe02f7f69c24758875869be6d16e72d-ESimons>  
**Subject:** Visit Reports  
**Attachments:** 22051.ITT Tech-Tulsa NG.doc; 24307.Anthem-Irving COO.doc; 24307.Anthem-Irving NG.doc; 42826.Brown-Mackie College-Birmingham NG.doc; 42939.PCI-North Kansas City NP (HIT).doc; 16088.ITT Tech-Wyoming NG.doc

Miss E,

6 more...

Ian Harazduk  
Manager, Compliance  
Accrediting Council for Independent Colleges and Schools  
750 First Street, NE, Suite 980  
Washington, D.C. 20002  
Tel: (202) 336-6795  
Fax: (202) 842-2593

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## NEW GRANT

**ITT TECHNICAL INSTITUTE**  
**1980 Metro Court, S.W.**  
**Wyoming, MI 49519**  
**ACICS ID Code: 00016088**

[Regulatory\\_036@itt-tech.edu](mailto:Regulatory_036@itt-tech.edu)

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

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 & Programming**	1120	96	0/0	na	na	85.7%	83.3%

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%	<b>33.3%</b>	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%	<b>50%</b>	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 following:

- Campus director;
- Dean;
- Associate dean;
- Director of finance;
- Director of recruitment;
- Director of career services;
- Registrar;
- 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  
 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?  
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 is 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 is 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, 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 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 degree in Education from The University of Michigan, Ann Arbor, MI, and is currently pursuing a diploma in Paralegal Studies at Davenport University, in Caledonia, MI.
- 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. 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 school's Dean of Academic Affairs. Mr. Hessman has been with ITT for 28 years and served as dean since February of 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 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 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 the following spaces:

- seven laboratories;
- thirteen theory rooms;
- a student lounge;
- an LRC;
- a faculty work area;
- an 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-lit, 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 school's 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 so far 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 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 was 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 of 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 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 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 10/27/2011. 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 and three Criminal Justice courses, which are:

- PL 1250 Law Office Technology;
- PL 201 Family Law;
- PL 2525, Fundamentals of Contract Law;
- LE 1410 Criminal Law;
- 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 the following courses:

- 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;
- 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 14 years of industry experience primarily focused on tooling engineering. Mr. Mejeur has 12 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 7 courses, which total 32.5 contact hours per week not including course preparation, grading, and student interaction. The courses are as follows:

- 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.

Mr. Bart Demeter is also teaching seven courses at the campus, which are as follows:

- ENGL, 1320 Composition I original;
- BU 222, Business Law and Regulations;
- 2 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 Academic Associate's in Graphic Communications & Design 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 Demeter is also teaching seven courses at the campus, which are as follows:

- ENGL 1320 Composition I original;
- BU 222, Business Law and Regulations;
- 2 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 bachelor of applied science degree in Network Engineering from Davenport University in Grand Rapids, Michigan and a master's degree in Business Administration from Cornerstone 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 of 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 percentage of the final grade.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

There are no graduates reported on the 2011 CAR for the bachelor's in Information Systems and Cybersecurity.

Five 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 program is not reasonable.

Mr. Bart Demeter is teaching seven courses at the campus, which are as follows:

- ENGL 1320 Composition I original;
- BU 222, Business Law and Regulations;
- 2 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 bachelor's degree in Network Engineering from Davenport University in Grand Rapids, MI, and a master's degree in Business Administration from Cornerstone 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 which meets formally twice per year. The 19 members of this committee represent local businesses, employers and community services. The PAC 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 seven courses at the campus, which are as follows:

- ENGL 1320 Composition I original;
- BU 222, Business Law and Regulations;
- 2 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 holds a bachelor's degree in Electronics and Communication Engineering from the University of Madras in Chennai, India; a master's degree in Business Administration from ITT Technical Institute in Carmel, IN; and a master's degree in Computer Engineering from Western Michigan University in Kalamazoo, MI. 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, 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, 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 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 is not reasonable.

Mr. Bart J. Demeter is teaching seven courses at the campus, which are as follows:

- ENGL 1320 Composition I original;
- BU 222, Business Law and Regulations;
- 2 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 30, 34, 43, 46, 48, 51, and 55).
<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 29, 33, 42, 50, and 54).
<b>3</b>	<b>3-4-303 and 3-5-303</b>	Three faculty members do not have appropriate teaching loads. (pages 31,35,38,39,40,44,52, and 55).

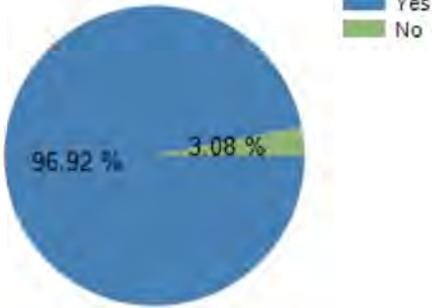
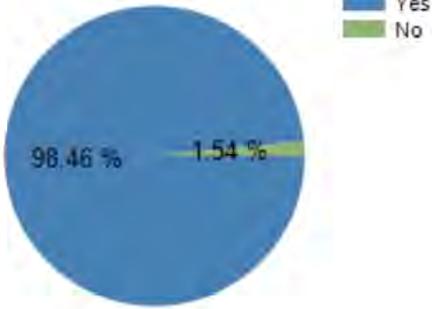
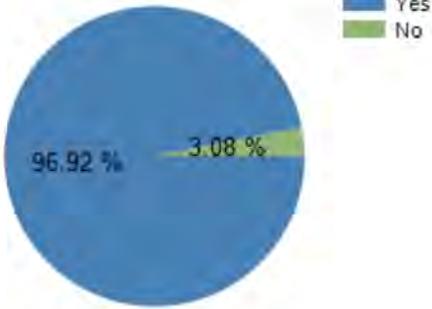
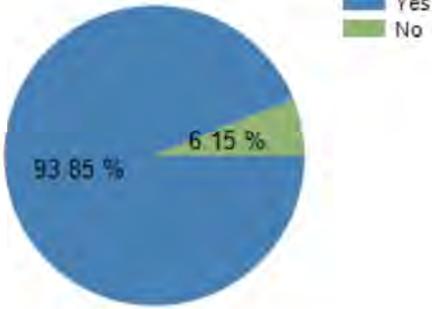
## RECOMMENDATIONS

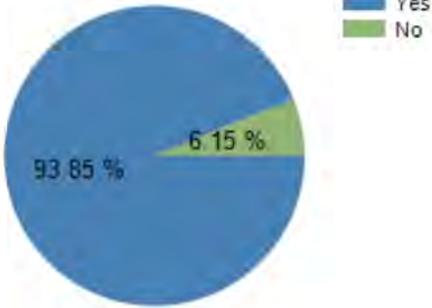
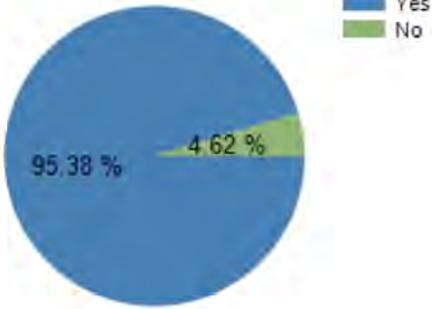
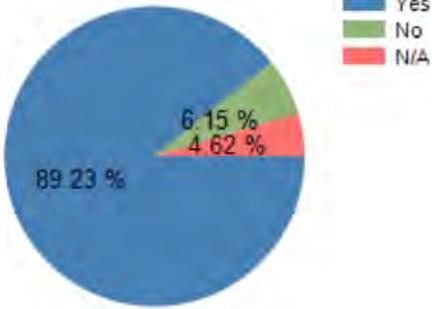
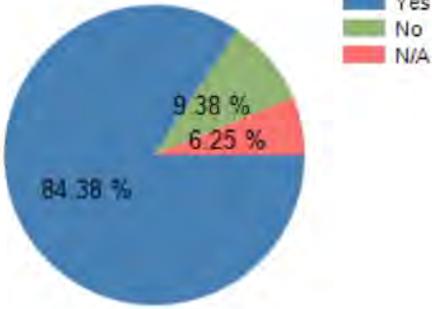
The evaluation team offers the following recommendations for the institution’s consideration *(These recommendations are not included in the report seen by the Council)*:

- 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:

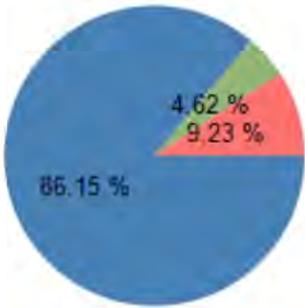
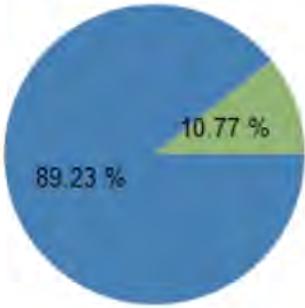
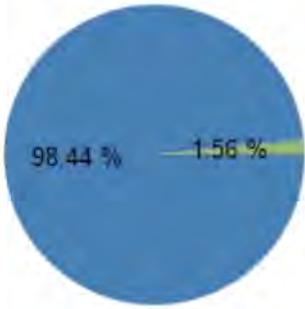
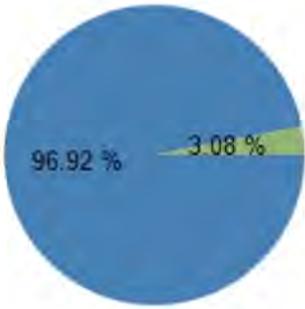
Personify Id	Survey Question	Count		Figure
		Category		
00016088				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	23	<p>Legend: Yes (Blue), No (Green)</p> <p>34.85 % 65.15 %</p>
		No	43	
	<b>1.2. Did your admission’s representative describe the transfer of credit policies and procedures accurately?</b>	Yes	55	<p>Legend: Yes (Blue), No (Green), N/A (Red)</p> <p>83.33 % 7.58 % 9.09 %</p>
		No	5	
		N/A	6	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b></p>	Yes	63	 <p>96.92 % 3.08 %</p>
	<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>
		No	2	
		No	1	
		No	4	

	<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>
	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	Yes	62	 <p>95.38 % 4.62 %</p>
	<p><b>3.1. Do you receive financial aid?</b></p>	Yes	58	 <p>89.23 % 6.15 % 4.62 %</p>
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	Yes	54	 <p>84.38 % 9.38 % 6.25 %</p>
		No	6	
		N/A	4	

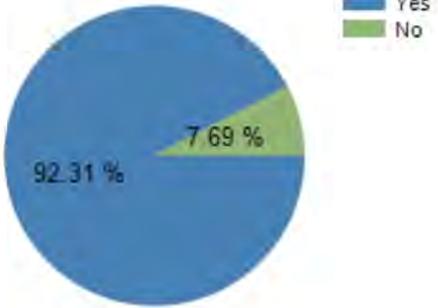
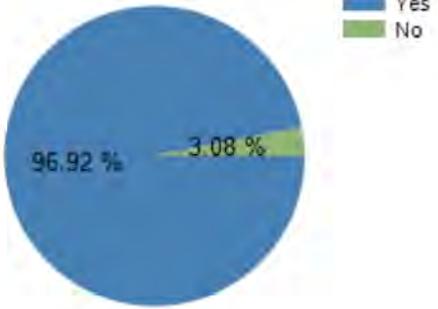
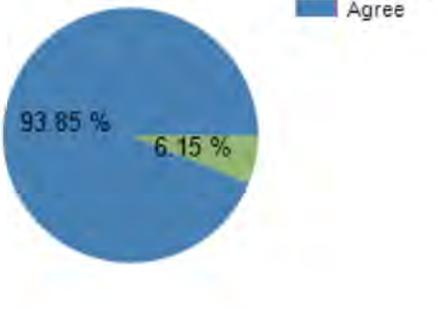
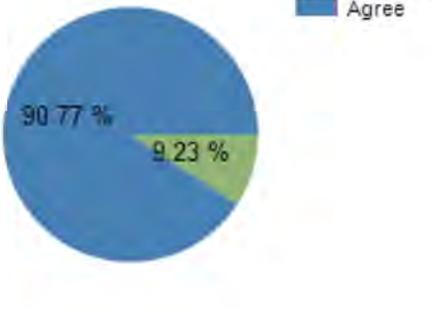
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	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>56</td> </tr> </table>	Yes	56	<table border="1"> <tr> <td>No</td> <td>3</td> </tr> </table>	No	3	<table border="1"> <tr> <td>N/A</td> <td>6</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										

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	<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	





## 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 CAMPUS**  
**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 ACICS Contractor	Brown College, retired ACICS	Minneapolis, MN 555407 Washington, D.C.
Ms. Lisa Bynoe			

**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 Technology	2127	180	19/3	76.19%	NA	100%	NA
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%
<b>TOTAL ENROLLMENT</b>				<b>560</b>				

*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.

## INTRODUCTION

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, with a predominately female enrollment. The other programs are night only, and the enrollment is 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

### 1. MISSION

- 1.01 Response submitted by Academic Administrative Center (AAC)
- 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 students and motivate them. Field trips are another means of motivating and energizing the students, for field trips allow a 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 the following:
  - National Technical Honor Society (NTHS)
  - Visual Communications Club for the School of Drafting and Design
  - Lambda Alpha Epsilon/ American Criminal Justice Association for the School of Criminal Justice
  - International System Automation for the School of Electronics
  - 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 in 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

## 4. 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 Casablanacas. 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 is initiated when 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 (SAP) 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)
- 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 degree in Business Administration from the University of Central Oklahoma; a master's degree in Education from Langston University; and a doctorate in Education from Oklahoma State University. In addition, the team has found numerous courses that 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 institutional 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 (OASFAA). 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 of 2011 to September of 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 are not limited to membership in the National Technical Honors Society; clubs that are program specific; and 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 degree in Business Administration from the University of Central Oklahoma; a master's degree in Education from Langston University; and a doctorate in Education from Oklahoma State University. In addition, the team has found numerous courses that 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 changes 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 SAP 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 the following spaces:

- 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 prerequisites 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 prerequisites 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 the following:

- 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 \$7,648 per year for the virtual library. In addition to the virtual library, the school has spent \$1,352 for additional books and periodicals. The total 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 of 2011, and was assigned to administer the program in October of the same year. Ms. Loerke holds a bachelor of science degree in Nursing from the University of Tulsa and a master of science degree in Nurse Education from University of Oklahoma Health Sciences Center. Ms. Loerke holds an active license as a Registered Nurse (RN) from the 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. The campus graduated the first Nursing class on December of 2011, and has collected only two quarters of data for the 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 of applied science degree in Electronics Technology from Tulsa Community College and a bachelor 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 no 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) and 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 prerequisites 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 prerequisites 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 3-1-513 (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 do not contain language that 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 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 percentage 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

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 that are 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 Tiffée has been assigned as the program chair of Information Technology, Information Security and Project Management. He has a bachelor's degree from Northeastern State University and is a 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 Tiffée Products. He has substantial knowledge of standard and enterprise Microsoft windows server: efficiently utilizes 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 programs 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 no 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 bachelor's and master's degrees 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 do not contain language that addresses out-of-class 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 percentage of the final grade.

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

How many calls to employers or graduates were attempted?

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 percentage 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 of science degree in Technical Education from Oklahoma State University and an associate 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 was also inadequate participation at the Program Advisory Committee (PAC) held in May of 2012. There was one person that attended from outside the campus, and 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. \*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?

There were seven calls made to employers of graduates of the associate's degree in Electrical Engineering Technology.

How many calls to employers or graduates were successful?

There were five successful calls to employers of graduates of the associate's degree in Electrical Engineering Technology. The other above listed programs did not have graduates at the time of 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.

Four of the calls made confirmed the employment of graduates. The discrepancy between confirmations 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 of science in Computer and Electronics Technology; bachelor of science in Electrical Engineering and Communications Technology; and bachelor 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 of 2007. Shortly thereafter in December 2007, he was promoted to the full-time position as chair of the school of Criminal Justice.
- Mr. Willey earned both associate's and bachelor's degrees in Criminal Justice from Wichita State University, Wichita, KS, and 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 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  NoIf *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 percentage of the final grade.

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

 Yes  No

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

 Yes  No

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

 Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

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 meeting 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

ITT Technical Institute, Tulsa OK

Visit Dates: 1-2 Oct 12

*The team has found 5 areas of non compliance*

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

Number	Citation	Summary Statement
1.	<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, 32, 36, 40, 44, 48).
2.	<b>Section 3-1-512(c)</b>	There are insufficient community resources to support two programs (pages 30, 42).
3.	<b>Section 3-1-513, 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 (pages 26, 30-32, 35, 39, 40, 43, 48).
4.	<b>Section 3-1-513 (b)</b>	Pre-requisites for students in the Visual Communications program were not being followed (pages 30, 39).
5.	<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 (page 21).

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**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 10/7/2012 3:40:13 AM -0400  
**To:** Earline Simons <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/5fe02f7f69c24758875869be6d16e72d-ESimons>  
**Subject:** Visit Reports  
**Attachments:** 48170.MMTC-Gulfport NG.DOC; 19725.WVJC-Bridgeport DE.DOCX; 11099.Bryan Univ-Los Angeles NP (PM).doc; 11099.Bryan Univ.-Los Angeles RV (Health Info).doc; 10385.Everest-Aurora NG.DOC; 10492.WVJC-Morgantown DE.DOC; 11194.McCann-Pottsville NG.DOC

Miss E,

Here are 7 more reports ready to go out. Attached her and on the M. Thanks.

Ian Harazduk

Manager, Compliance

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, D.C. 20002

Tel: (202) 336-6795

Fax: (202) 842-2593

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**Sent:** 10/22/2012 1:23:50 AM -0400  
**To:** Earline Simons <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/5fe02f7f69c24758875869be6d16e72d-ESimons>  
**Subject:** Visit Reports  
**Attachments:** 23888.Bergin-Rohnert Park NG.doc; 10391.Sumner-Portland RV (OA).doc; 45221.ITT Tech-Bessemer NG.doc; 10391.Sumner-Portland DE.doc

Miss E,

4 more...

Ian Harazduk

Manager, Compliance

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Washington, D.C. 20002

Tel: (202) 336-6795

Fax: (202) 842-2593



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## 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 CREDENTIAL LEVEL	APPROVED PROGRAM TITLE	Contact Hrs.	Qtr. Crs.	Enrollment FT/PT	CAR Retention & Placement *			
						2011		2010	
						Ret.	Pla.	Ret.	Pla.
Associate of Applied Science	Academic Associate's	Business Management	1896	90	10 / 8	NA	NA	N/A	N/A
Associate of Applied Science	Academic Associate's	Computer Drafting & Design	1140	96	9 / 8	68.2	<b>57.1</b>	68.3	42.5
Associate of Applied Science	Academic Associate's	Computer & Electronics Engineering Technology	1120	96	28 / 9	<b>59.8</b>	85.4	60.7	61.8
Associate of Applied Science	Academic Associate's	Criminal Justice	1020	96	28 / 7	60.1	62.5	64.5	50
Associate of Applied Science	Academic Associate's	Criminology and Forensic Tech	981	90	25 / 9	NA	NA	N/A	N/A
Associate of Applied Science	Academic Associate's	Drafting and Design Technology	1058	90	30 / 6	NA	NA	N/A	N/A
Associate of Applied Science	Academic Associate's	Electrical Engineering Technology	2127	90	29 / 12	NA	NA	N/A	N/A
Associate of Applied Science	Academic Associate's	Graphic Communications Design	1058	90	23 / 6	NA	NA	N/A	N/A
Associate of Applied Science	Academic Associate's	Info Technology—Comp Network Systems	1058	90	31 / 7	68	63	66.6	70.5
Associate of Applied Science	Academic Associate's	Network Systems Administration	1058	90	39 / 27	NA	NA	N/A	N/A
Associate of Applied Science	Academic Associate's	Nursing	1537	104	3 / 20	NA	NA	N/A	N/A
Associate of Applied Science	Academic Associate's	Paralegal Studies	1040	96	6 / 5	NA	NA	N/A	N/A
Associate of Applied Science	Academic Associate's	Software Development Technology	1120	90	9 / 4	67.5	<b>0%</b>	65.1	0
Associate of Applied Science	Academic Associate's	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	<b>30.8</b>	81.8	81.8
Bachelor of Science	Bachelor's	Project Management	2040	180	2 / 8	71.7	<b>33.3</b>	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 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 degree in Nursing program, 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 in each course. 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 the campus placement rate goal for the 2013 CAR period is 68% and the retention rate goal for this 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, program advisory committee 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 their 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 communications 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 a bachelor's and a master's degree 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, he was employed in the private education industry as a district manager for three years and as a regional director of operations for four years 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 meets regularly to work on the CEP and the outcome of their efforts is a very usable plan that reflects the current campus environment. As previously stated, "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 observed 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 stated in Section 2 of this report, he holds both bachelor's and master's degree 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, he was employed in the private education industry as a district manager for three years and as a regional director of operations for four years by 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 observed 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 student 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. The campus administrators ask students about their experiences through numerous surveys. The staff is committed to excellence in customer service and works to ensure students are satisfied with their experience at the Bessemer 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 holds 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 2012. Prior to joining ITT, Mr. Thomas had four and a half years of experience in admissions at several other 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, and invites the prospective student to the campus for a meeting, a campus tour, and the opportunity to complete an application. 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 that was used during the evaluation.
- 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, dean, is responsible for the administration of SAP at the campus. Mr. Romano holds a bachelor's and a master's degree in Communications from University of Alabama at Birmingham. He has previous management experience at 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 has served on advisory boards for several colleges in the Birmingham area since 1998. He joined ITT in 2009 as an adjunct instructor, became a full time instructor and school chair, and advanced to his current position 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 at several other proprietary schools. She joined ITT as the director of finance in April 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 corporate AAC. Ms. Conard, director of finance, is a current member of the Alabama Association of Student Financial Aid Administrators and participates in their annual conferences. She and her team review the US 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 the program chair. An orientation is held for all new students, during which time they are introduced to the department chairs; and attend academic affairs' presentations on the campus catalog, academic policies, and graduation, and small group discussions led by the program chairs. Academic and attendance counseling is conducted by instructors, program chairs or deans as needed or as requested by the student.
- 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, and has been the director of career service since January 2012. Ms. Waldron has 13 years of retail sales, management and training experience. Prior to joining ITT, she worked in a call center as a sales, customer service, and interview and development trainer.
- 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 payment options; contact numbers and email addresses of lending institutions are also provided to student. Exit interview documents are sent by certified mail if a student is unavailable to attend an on campus interview.
- 4.64 Describe the extracurricular activities of the institution (if applicable).  
 Students are encouraged to participate in a variety of campus-sponsored extracurricular activities including student clubs and professional organizations, such as the Electronics Technology Association (ETA), Criminal Justice (CJ), and student ambassadors; community development initiatives, such as blood drives and United Way activities; and other events, such as a fall fest and student appreciation weeks that are held 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. R. Carlo Romano, dean of academic affairs, oversees the educational activities of all academic programs at the campus. He is supported by, 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. As previously stated, Mr. Romano holds a bachelor's and a master's degree in Communications from University of Alabama at Birmingham. He has previous management experience at 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 has served on advisory boards for several colleges in the Birmingham area since 1998. He joined ITT in 2009 as an adjunct instructor, became a full time instructor and school chair, and advanced to his current position as the dean in 2011.

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. Romano, holds a full-time administrative position, and is primarily responsible for student relations, curriculum implementation, teacher evaluations, professional growth and in-service activities, assistance with employment of academic staff, and library services. The dean's job description clearly identifies his role and academic operations' responsibilities. As previously stated, the associate dean, Ms. Powers, and five school chairs assist Mr. Romano in the administration of the academic programs; they are limited to teaching two classes per term to allow sufficient time to be allocated to their administrative duties.

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?

The following provisions are made for individual differences among students:

- Students with disabilities are encouraged to meet with the student disabilities coordinator to discuss and/or learn about accommodations. The student's decision to use these services is voluntary.
- Instructors utilize a variety of teaching strategies and methods to accommodate diverse learning styles and individual differences among students in the classroom.
- The campus has an extensive tutoring program that can be accessed by both teachers and students; sign-up sheets are located in the LRC, and faculty conduct the tutoring.
- Every 3rd, 6th, and 9th week of each term, a grade assignment report is given to each student to assist them in determining the need for additional academic support.
- Students have the option to take general education courses through online delivery.

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 ITT national curriculum committee (NCC). A district chair is assigned to each program, each district has one member on the NCC, and districts hold scheduled conference calls to gain input from individual campuses and instructors. Mr. Jason Noah, Bessemer faculty, represents the district general education / composition areas. In addition, each faculty member has access to the faculty collaboration portal, which provides direct communication with other instructors or corporate staff; faculty are encouraged to make suggestions and recommendations to campus chairs and deans; and ITT has a policy that allows faculty to add up to 20% of additional content to the syllabus and learning outcomes for the courses they teach.

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 in-service attendance sheets, and their participation is documented in each faculty's file. If they are unable to attend a scheduled in-service, the faculty is required to complete an e-campus course on the topic that was presented.
- 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, a dedicated lab for the new Nursing program, and a 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. Ample parking is 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 deliver courses and/or programs through distance education; online courses are offered for students through ITT 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, and television, and through 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 2012 library budget is \$12,995. As of the date of the visit, \$10,995 had been spent on virtual library resources, and \$471.35 on print-copy publications.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No
- 8.12 **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?  
 Currently, the campus does not have a director for the Business Management program. Mr. R. Carlos Romano, dean, is the interim program director. As previously stated, Mr. Romano holds a bachelor's and a master's degree in Communications from University of Alabama at Birmingham. He has previous management experience at 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 has served on advisory boards for several colleges in the Birmingham area since 1998. He joined ITT in 2009 as an adjunct instructor, became a full time instructor and school chair, and advanced to his current position as the dean in 2011.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements 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 reported on the 2011 CAR.
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 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 as well as 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 out-of-class work assignments that support the learning objectives for a majority of the program 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 sufficient 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 does not have minimum qualifications to teach the course. Ms. Loviessa Butler, who is assigned to teach AC1320, 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 not show sufficient completion of credits or equivalent hours of coursework in Accounting, and there is no evidence that she has had 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 the 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 previous professional experience includes holding the following positions; director of multi-media for a medical business, art director, newspaper production manager, and special effects supervisor. Currently, he is the director of the Birmingham Vaudeville Company, which presents local stage show productions.
- 9.03 Does this individual 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 reported on the 2011 CAR, and the 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 as guest speakers. Student field trips include visiting local design studios, print houses and service agencies geared to the graphic arts and animation industry. Community resources are documented in a folder with field trip and guest speaker descriptions and 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 in 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 a majority of the program courses, the syllabi do not include 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 did not indicate that homework or outside assignments were required or how homework and other elements would be used to determine the 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 previously stated, no graduates from the Drafting and Design Technology program were reported on the 2011 CAR.

There were eight calls made to employers of Visual Communications program 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 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 *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. The homework samples included student drawing exercises in rapid visualization, which is a timed drawing assignment of various subject matters executed in graphic pencil on paper with models or photographic subjects. The team also reviewed student and graduate portfolios, which displayed required collections of various visual, print and animation student 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**

**GENERAL COMMENTS:**

The student and graduate portfolios reviewed by the team were well-rounded and complete in the aspects of design and potential for consideration for employment in the design industry. Several program students stated they were very pleased with their instructors and with the quality of the services provided by 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, is assigned to administer the Nursing program. She holds a doctorate degree 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, 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 position as chair for less than two weeks. Dr. Moore is fully qualified for the chair's 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)  
 The Nursing program was started in June 2012; therefore, no data was included in the 2011 CAR.
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 The program is very new, its first students enrolled in June 2012; therefore, there had been no field trips or guest speakers utilized at the time of the visit. However, the program has an active advisory board, which has held two, well-attended meetings; and signed clinical agreements that are appropriate for the practical experiences.
- 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 courses.

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 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 used to determine the 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 sufficient 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 2012, is assigned to administer the paralegal program. He holds a bachelor's degree in Psychology from the University of Montevallo, Montevallo, AL, and a master's degree in Criminal Justice from the University of Alabama at Birmingham and has experience as a law enforcement officer. Mr. Schwoebel is supported by Ms. Betsy Whitfield, instructor and subject matter expert, on paralegal curriculum and resources. Ms. Whitfield holds a bachelor's degree in Paralegal Studies from Samford University in Homewood, AL; plus, she has worked as a paralegal for 11 years and has taught paralegal courses 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 take field trips to a law library, the city council, and law offices; court reporters and paralegals are invited to give classroom presentations. The program instructor has worked for local four law offices, and brings her experiences to the classroom. A program advisory board meets twice per year, and several program students have participated in 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 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 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 sufficient 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 the program 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 design programs. As previously stated, 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 previous professional experience includes holding the following positions; director of multi-media for a medical business, art director, newspaper production manager, and special effects supervisor. Currently, he is the director of the Birmingham Vaudeville Company, which presents local stage show productions.

Mr. Autry is supported by Mr. Paul Goldman, program chair, who oversees the Drafting and Design Technology and the Computer Drafting and Design programs as the subject-matter expert. Mr. Goldman holds an associate's degree in Drafting Computer/Aided Design from Lawson State Community College, Birmingham, AL; a bachelor's degree in English from Hamilton College, 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 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 Leadership in Energy and Environmental Design (LEED) Certified library building to study sustainable construction and finishing materials. Other field trips are scheduled throughout the program's sequence, and career fairs are held for all the design students, where students practice being interviewed and are asked questions about their field of study.

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 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 used to determine the 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?

The following number of calls was made to employers for the following programs:

Academic associate's degree in Computer Drafting and Design - 10

Bachelor's degree in Digital Entertainment and Game Design - 9

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 - 6

Bachelor's degree in Digital Entertainment and Game Design - 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 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 who were interviewed were pleased with their faculty and their programs in general. Almost all of the students interviewed said they would recommend this campus to their friends and family members who were seeking an education in design.

## 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 engineering technology programs. He holds an associate's degree in Computer and Electronics Engineering Technology and a bachelor's degree in Electronics and Communications Engineering Technology; both degrees are from the Bessemer ITT Technical Institute. Mr. Gosnell started as an adjunct instructor in September 2009, advanced to full-time instructor in March 2010, and was promoted to chair in September 2012. In addition to his three years of experience teaching at the campus, he has four years of experience working in the electronics field.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%  
 Yes  No  Not applicable (new branch only)  
 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 engineering technology programs 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 host Federal Communication Commission (FCC) General Radio and Telephone License preparation workshops, and guest speakers, for example a presentation was given on Fiber Optic cable termination by Dan Bates of Graybar electrical supply. Three adjunct instructors, who work full-time in the industry and have strong community connections, provide valuable workplace applications for program students. Finally, there is a program advisory committee (PAC) that meets on a biannual basis; the next PAC meeting is scheduled for 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 are enrolled in 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):** For most courses, the syllabi do not include 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 used to determine the course grade. The team found that some syllabi for courses in the associate's degree in Electrical Engineering Technology program did meet the homework and out-of-class requirements 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 graduates from the associate's degree in Electrical Engineering Technology program were reported on the 2011 CAR.

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 Computer & Electronics Engineering Technology - 8

Bachelor's degree in Electrical Engineering and Communications Technology - 1 (of 2 graduates)

How many calls to employers or graduates were successful?

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

Associate's degree in Computer & Electronics Engineering Technology - 8

Bachelor's degree 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 sufficient 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 program faculty, the campus staff, and their experiences at ITT Bessemer. The team commends the program faculty and campus staff on the excellent relationships they have with the students.

**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 programs. He holds a bachelor's degree in Psychology from the University of Montevallo, Montevallo, AL, and a master's degree in Criminal Justice from the University of Alabama at Birmingham. Mr. Schwoebel was assigned to the chair's position in August 2012. His previous experience includes employment as a law enforcement officer for eight years with the Pelham Police Department, the Tuscaloosa Police Department, and the Naval Criminal Investigative Service; and Criminal Justice program director 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 provided, and the next PAC meeting is scheduled for November 16, 2012. The advisory committee members provide insights on related employment and potential internship opportunities, and community and career placements. In addition to the PAC resource, the program utilizes guest speakers and field trips, documentation was provided for trips to the 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 used to determine the 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 reported on the 2011 CAR.

How many calls to employers or graduates were attempted?

The following number of calls was made to the employers for the following programs

Associate's degree in Criminal Justice - 12

Bachelor's degree in Criminal Justice - 6

How many calls to employers or graduates were successful?

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

Associate's degree in Criminal Justice - 2

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 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 sufficient 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 program curricula provide real-world knowledge and skill development, which enables 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 content. Many students described instances of positive interactions with their instructors, and the program and campus administration. Overall, students are very positive about the quality of the education provided by the campus.

## 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 (IT), is assigned to administer the IT programs. He holds a bachelor's degree in Social Sciences from Tulane University, New Orleans, LA, and he is a Certified Cisco Systems instructor. Mr. Sheffield was hired in March 2012 as an instructor and was promoted to chair in August 2012. He has 11 years of teaching experience in IT. Mr. Sheffield is supported by well-qualified program faculty.
- 9.03 Does this individual 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 IT programs utilize a variety of community resources to enrich the curricula. Guest speakers from various industries and the community are invited to speak on relevant topics, and to become advisory committee members and graduation speakers. Field trips are taken to local industries and technical exhibits. Plus, the campus sponsors career fairs and networking events.
- 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 are enrolled in 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 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 used to determine the 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 graduates from the associate's degree in Computer Network Administration were reported on the 2011 CAR.  
No graduates from the bachelor's degree in Software Applications Development were reported on the 2011 CAR.

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 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, by program, was 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 sufficient 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 the academic or experiential qualifications to teach the course he is assigned this term. Mr. Billy Gravitt is assigned to teach TI430 Linux Networking. He holds a bachelor's degree in Environmental Science: Biology from the University of Tennessee. He does not have a major or minor in the field he is teaching, and his academic transcript for the degree does not show sufficient completion of credits or the equivalent of Information Technology courses. Mr. Gravitt and campus administration informed the team he was assigned to teach the IT course 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 TI430 Linux Networking.

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 (IT), is assigned to administer the IT programs. As previously stated, he holds a bachelor's degree in Social Sciences from Tulane University, New Orleans, LA, and he is a Certified Cisco Systems instructor. Mr. Sheffield was hired in March 2012 as an instructor and was promoted to chair in August 2012. He has 11 years of teaching experience in IT.

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, 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 IT 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).

The IT programs utilize a variety of community resources to enrich the curricula. Guest speakers from various industries and the community are invited to speak on relevant topics, and to become advisory committee members and graduation speakers. Field trips are taken to local industries and technical exhibits. Plus, the campus sponsors career fairs and networking events.

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  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 used to determine the 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 graduates from the Information Systems and Cybersecurity program were reported on the 2011 CAR.

Eight calls were made to employers to confirm the placement of Information Systems Security program.

How many calls to employers or graduates were successful?

Two 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 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 sufficient 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?

Mr. Carlos Romano, dean of academic affairs, is the interim chair of the Project Management programs. As previously stated, Mr. Romano holds a bachelor's and a master's degree in Communications from University of Alabama at Birmingham. He has previous management experience at 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 has served on advisory boards for several colleges in the Birmingham area since 1998. He joined ITT in 2009 as an adjunct instructor, became a full time instructor and school chair, and advanced to his current position as the dean in 2011.

Mr. David Puckett, program subject-matter expert, oversees the curricula and supports Mr. Romano with the oversight of the programs. He holds a bachelor's degree in Political Science from Georgia State University; a master's degree in Business Administration from Auburn University; and a master's certificate in Project Management from The George Washington University School of Business and Public Management, 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 utilize a variety of community resources, which include guest speakers, career fairs, and the incorporation of work assignments and applied projects with local industry experts. Students acknowledge they have had opportunities to meet and work with community members while completing enrichment assignments, and affirmed they had participated in career fairs.

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 courses in 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 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 used to determine the 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?

There were two calls made to the employers of graduates.

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.

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 sufficient 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:

The Project Management program instructors are extremely enthusiastic and highly credentialed. They have the skills, knowledge, experience, and talent to motivate and lead their students, and to ensure their success as graduates.

**SUMMARY**

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

1	2-2-503	There is not sufficient evidence that homework or out-of-class work or the equivalency is being evaluated for many courses (pages 27, 35, 38, 45, 49, 53, 57, and 61).
2	3-1-303(a)	Documentation not available to verify one student classified as “not available for placement” due to continuing education for the 2011 CAR (page 53).
3	3-1-513(a)	Many course syllabi do not identify appropriate homework or out-of-class assignments that support the course learning objectives (pages 26, 30, 34, 37, 41, 45, 48, 52, 56, and 61).
4	3-4-302	Two instructors do not have appropriate qualifications to be assigned to teach the courses they are assigned during the current term (pages 27 and 54).

## 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 there were no citations given for the lack of use of community resources for any of the programs, the team strongly encourages the campus administration consider establishing some type of system to encourage and monitor the use of community resources in all programs. The use of community resources was very minimal for most programs. Although it may not be possible, feasible or appropriate to integrate guest speakers, field trips, or other community-based activities in every course, it is desirable for students in each program to have at least one connection to, or encounter with, community resources at least once during each term. Finally, it is important to note student/community interactions should be documented by student sign-in sheets.
- Since the five business and accounting programs have a total enrollment of 129 students, approximately 22% of the total campus enrollment, the team recommends appointing a permanent program director to administer these programs. Although the dean is currently the interim program director, one full-time instructor, Mr. Fagen, is actually performing the responsibilities of a program chair. Thus, it is recommended that Mr. Fagan or another qualified faculty be appointed as program chair for the Accounting and Business programs as soon as possible.
- Overall, the team had a difficult time verifying placement. The number of successful calls was minimal, and a relatively high number of phone numbers that were provided for placement calls were inaccurate. Therefore, the team recommends career services make a more concerted effort to track graduates and their employers.



## REEVALUATION

**ITT TECHNICAL INSTITUTE**  
**10208 Technology Drive**  
**Knoxville, TN 37932**  
**ACICS ID Code: 00016042**

Mr. Bradley Parish, Director  
[bparish@itt-tech.edu](mailto:bparish@itt-tech.edu)

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

Dates of Visit: September 26-27, 2012

Richard Lynch	Chair	University of Georgia	Athens, GA
Diana Igo	Student-Relations Specialist	Minnesota School of Business- Blaine	Maple Grove, MN
Thomas Mosely	Education Activities	Alabama Department of Education (retired)	Boaz, AL
Alex Yarbrough	Criminal Justice Programs	Virginia College	Birmingham, AL
Randy Roof	Drafting and Design Programs	Education Consulting	Hendersonville, TN
Owate Akeh Chujor	Electronics Technology Programs	Minnesota School of Business	Brooklyn Center, MN
Mark Baldwin	Drafting and Design Programs	Devry University	Golden, CO
Carlton Lawrence	Information Technology Programs	New York Life	Denver, CO
DeWayne Johnson	Information Technology Programs	Westwood College	Los Angeles, CA
Mary Fleck	Business and Project Management Programs	Ignite	Haslet, TX
Kathryn Sellers	Staff Representative	ACICS	St. Augustine, FL

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**

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
KNOXVILLE, TN**

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			
						2011		2010	
						Ret.	Pla.	Ret.	Pla.
Bachelor of Applied Science Degree	Bachelor's Degree	Information Systems and Cybersecurity *	2164	180	19 FT / 1 PT	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Information Systems Security	2080	180	7 FT	82.4%	100%	100%	75%
Bachelor of Applied Science Degree	Bachelor's Degree	Data Communication Systems Technology	2100	180	1 PT	77.4%	66.7%	85.45%	<b>57.14%</b>
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management	2040	180	1 FT	76.3%	100%	100%	0%
Associate of Applied Science Degree	Academic Associate's Degree	Network Systems Administration *	1058	90	50 FT / 22 PT	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Information Technology – Computer Network Systems	1090	96	33 FT / 16 PT	79.7%	67.4%	76.25%	80%
Associate of Applied Science Degree	Academic Associate's Degree	Software Development Technology	1120	96	2 FT / 1 PT	76.6%	0%	91.3%	0%
Bachelor of Applied Science Degree	Bachelor's Degree	Electrical Engineering and Communications Technology **	2127	180	0	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Electronics and Communications Engineering Technology	2110	180	5 FT	95%	85.7%	89.47%	100%
Associate of Applied Science Degree	Academic Associate's Degree	Electrical Engineering Technology *	1058	90	40 FT / 18 PT	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Computer and Electronics Engineering Technology	1120	96	14 FT / 3 PT	66.9%	84%	63.49%	87.5%
Bachelor of Applied Science Degree	Bachelor's Degree	Digital Entertainment and Game Design	2100	180	3 PT	87.8%	66.7%	86.44%	<b>18.18%</b>
Associate of Applied Science Degree	Academic Associate's Degree	Drafting and Design Technology *	1058	90	14 FT / 13 PT	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Graphic Communications and Design *	1058	90	14 FT / 8 PT	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Computer Drafting and Design	1140	96	11 FT / 5 PT	68.7%	59.4%	73.73%	70.37%
Associate of Applied Science Degree	Academic Associate's Degree	Visual Communications	1110	96	21 FT / 4 PT	72.1%	<b>37.5%</b>	68.4%	<b>57.14%</b>
Bachelor of Applied Science Degree	Bachelor's Degree	Business Management **	1896	180	0	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management and Administration – Project Management and Administration Option *	1940	180	31 FT / 4 PT	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management and Administration – Construction Option	2039	180	0	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management and Administration – Information Technology Option	2050	180	0	N/A	N/A	N/A	N/A

Associate of Applied Science Degree	Academic Associate's Degree	Business Management *	970	90	8 FT / 6 PT	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Criminal Justice	1880	180	17 FT / 5 PT	86.1%	61.9%	76.92%	61.54%
Associate of Applied Science Degree	Academic Associate's Degree	Criminology and Forensic Technology *	981	90	63 FT / 10 PT	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Criminal Justice	1020	96	41 FT / 15 PT	69.2%	64.5%	66.99%	80%
Associate of Applied Science Degree	Academic Associate's Degree	Paralegal **	981	90	0	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Paralegal Studies	1030	96	1 FT / 2 PT	<b>41.9%</b>	0%	84.62%	0%

**TOTAL ENROLLMENT** 529

Notes: Type in bold any retention rate below 62.0% and any placement rate below 58.0%. Delete either Sem. or Qtr. in the column 3 heading. Add or delete rows as needed.

\* **Program reviewed for the first time. Most programs being reviewed for the first time are essentially revised programs for ITT campuses; that is, programs that are being changed from 4.0 credit hours awarded for most courses to 4.5 credit hours for most courses and from 96 quarter total credits hours to 90 quarter credit hours required in academic associate degree programs. The academic associate's degree program in Business Management is being offered for the first time this term, but is not replacing a similar program previously offered at this campus.**

\*\* **The following are plans for programs with no current enrollment, all start dates are based on student demand and perceived employer need: (a) bachelor's degree in Electrical Engineering and Communications Technology, expected start in June 2013, (b) bachelor's degree in Project Management and Administration (Construction option), anticipated start in September of 2013; (c) bachelor's degree in Project Management and Administration (Information Technology option), anticipated start in 2014; and (d) academic associate's degree in Paralegal, anticipated start in 2014.**

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

## INTRODUCTION

ITT-Knoxville is one of many campuses (~140 in 35 states) owned and operated by ITT/ESI (ITT Educational Services, Inc.). The school opened in March, 1988 and moved into its current location in 2004. It is anticipated that the campus facility will be relocated in December of 2012.

All campuses (i.e., additional locations) owned and operated by ITT/ESI have the same management structure. A director acts as a general manager at the specific location and oversees academic affairs, career services, finance, recruitment, and the registrar at that campus. The campus director reports to a district manager, who in turn reports to the senior vice president for operations at the central administration office in Indianapolis, IN.

At this campus, the various programs are administered into five schools: Information Technology, Electronics, Drafting and Design, Criminal Justice, and Business. Each school is headed by a school director. Some programs within the various schools are also headed by a lead instructor. The programs identified in the table above are currently being offered or, as noted, will soon be offered. In addition, the campus anticipates offering a program in Nursing, has employed a program chair to launch the program, and will begin the promotion and recruitment process as soon as various approvals have been received.

ITT Tech has developed new 4.5 credit hour courses, leading to 90 quarter credit hour academic associate degree programs. This campus is teaching out the current 4.0 credit hour per course/96 quarter total credit hour programs and replacing them with the 4.5 credit hour per course, 90 total quarter credit hour programs. The "new" programs now consist of 20 courses instead of 24, or 90 hours instead of 96. In the December quarter of 2011, the Knoxville campus added the identified new 4.5 credit/90 hour programs. Those students who were enrolled in a 96-credit hour program remained in that existing program with new students enrolling in the new 90-credit hour program. The new programs will allow students to complete an academic associate degree program in 6 2/3 quarters instead of eight.

The majority of the students (87%) at the Knoxville location attend evening classes. They tend to be full-time and male; less than 30% of the students are female. Twenty-seven percent of the students identified themselves as Caucasian; however, the majority of students (~65%) do not disclose their racial identification.

The campus is authorized by the Tennessee Higher Education Commission to operate as a postsecondary institution through June 30, 2013. The campus is also approved by the State of Tennessee for vocational rehabilitation and for training of veterans by the Tennessee Higher Education Commission, Veterans' Education Division.

## 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.**

ITT/ESI uses a centralized curriculum development model, meaning that all course syllabi, course outlines, objectives, and examinations are standardized to ensure that the desired program and course outcomes are demonstrated by the student. All courses include at least one midterm and a final exam that are to be given to all students. It is company policy, however, that individual faculty members can select learning activities at the unit level to maximize use of students' learning styles and academic abilities. Within that framework, the following are the student learning outcomes for the various programs at this campus.

### **School of Business**

According to information in the campus catalog and Self Study, the student learning outcomes identified with programs currently administered in the School of Business are as follows:

- Bachelor's degree in Project Management and Administration – Helps students understand the project planning process, including the project life cycle, requirements and scope of quality assurance plans, techniques and tools used in project management for planning, scheduling, and creating strategies to identify risks and quantify their impact. The program offers graduates an opportunity to develop knowledge and skills to help them pursue careers in a variety of entry-level project management and administration positions.
- Bachelor's degree in Project Management and Administration (Information Technology option) – Helps students understand how to apply principles of information technology, computer systems management, and business operations to the planning, management, and evaluation of information technology in organizations.
- Bachelor's degree in Project Management and Administration (Construction option) - Knowledge and skills needed to lead the management of variety of projects in the construction industry. Students learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring, and controlling a project through an integrated process to meet identified requirements through project completion on time and on budget. The program is also designed to foster critical thinking, analysis, and communication skills.
- Bachelor's degree in Business Management – Exposes students to fundamental knowledge and skills utilized in entry-level business positions. Students study a variety of concepts in marketing, sales, accounting, communications, finance, and management as well as teamwork, technology, and problem solving. Upper-division courses expose students to advanced management, quantitative analysis, business forecasting, leadership, and business policy.
- Academic associate's degree in Business Management - Exposes students to fundamental knowledge and skills utilized in entry-level business positions. Students study a variety of concepts in marketing, sales, accounting, communications, finance, and management as well as teamwork, technology, and problem solving.

In discussions with faculty and students and a review of course materials, the team concluded that assessment takes place through course projects, modeling, portfolios, a capstone course, and written and computer-generated examinations.

### **School of Criminal Justice**

According to descriptive information in the campus catalog, the student learning outcomes identified with programs currently administered in School of Criminal Justice are as follows:

- Bachelor's degree in Criminal Justice - Teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence, and criminology. Areas of study include law enforcement, the courts, and corrections. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. In the bachelor's degree, upper-level courses enhance the study of the criminal justice system and expand into areas such as criminalistics, victimology, and forensics investigations.
- Academic associate's degree in Criminal Justice - Teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence, and criminology. Areas of study include law enforcement, the courts, corrections, criminal investigations, security, policing, and interpersonal skills. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment.

- Academic associate's degree in Criminology and Forensics Technology - Student outcomes include the skills needed in the field of criminology and forensics. Areas of study include the criminal justice system, criminal law, law enforcement, forensics, investigations, report writing, communications, problem solving and computer coursework.
- Academic associate's degree programs in Paralegal and Paralegal Studies - Expose students to fundamental skills utilized in entry-level paralegal and legal assistant positions. The programs introduce the fundamentals of ethics, legal research and writing, law office technology, and specific areas of the law such as criminal law, family law, wills, trusts, and estates and litigation among others. Students are exposed to teamwork concepts technology and multiple approaches to problem solving.

In discussions with faculty and students and a review of course materials, the team concluded that assessment takes place through course projects and final examinations. Course projects include research from legal data bases, field trips to local legal offices, and student individual visitations to firms utilizing paralegal employees.

### **School of Drafting and Design**

According to descriptive information in the campus catalog, the various programs in the School of Drafting and Design have the following as student learning outcomes:

- Bachelor's degree in Digital Entertainment and Game Design – Prepare students for a variety of entry-level positions involving technology associated with designing and developing digital games and multimedia applications. Program provides a foundation in digital game design through the study of subjects such as gaming technology, game design process, animation, level design, and general education subjects. Job functions that are taught include working as part of team to help design, develop, test, and produce video games or create animations and 3D scenes for use in video games.
- Academic associate's degree in Computer Drafting and Design – Prepare students for career opportunities in entry-level positions in many diverse areas of technical drafting and design; produce drawings in traditional design and drafting fields; and use appropriate computer-aided drafting with conventional methods of graphic communication to solve drafting and basic design-related problems.
- Academic associate's degree in Drafting and Design Technology – Exposure to a variety of fundamental skills utilized in entry-level Computer-Aided Drafting (CAD) and design positions as well as CAD technologies and conventional drafting methods to produce various designs, working drawings, charts, forms, and records.
- Academic associate's degree in Graphic Communications and Design – Exposure to fundamental skills utilized in entry-level graphic design, visual communications, and related positions; explore communicating ideas and concepts through print and interactive multimedia communication; generate technologically appropriate, functional, and aesthetically pleasing solutions for graphic communications and design projects.
- Academic associate's degree in Visual Communications – Perform tasks associated with designing and creating interactive multimedia communications and print communications, graphic design, multimedia applications, and other related technical subjects

Learning outcomes utilized by the School of Drafting and Design Technology are measured in a variety of ways throughout the programs offered. In lecture/theory courses, quizzes and examinations are primarily used. The lab courses emphasize proving the theories and determining laws through demonstrations and skill measurement on a wide array of equipment. The school utilizes capstone projects for final evaluation of students before graduation.

### **School of Electronics Technology**

According to descriptive information in the campus catalog and the self-study, the programs in the School of Electronics Technology have the following as student learning outcomes:

- Bachelor's degree in Electrical Engineering and Communications Technology – Foundation to prepare for a variety of entry-level positions in fields involving electronics engineering technology, including communication systems. Program offers skills and knowledge in electronic circuitry and communications engineering technology through the study of subjects such as circuit analysis, circuit design, data and network communications, digital communications in the presence of noise, calculus, and additional general education coursework.

- Bachelor's degree in Electronics and Communications Engineering Technology - Foundation to prepare for a variety of entry-level positions in fields involving electronics engineering technology, including communication systems. Program offers skills and knowledge in electronic circuitry and communications engineering technology through the study of subjects such as circuit analysis, circuit design, data and network communications, digital communications in the presence of noise, calculus, and additional general education coursework.
- Associate's degree in Electrical Engineering Technology – Exposure to a variety of fundamental skills utilized in entry level electrical and electronics technician positions. Subjects provide knowledge and skills for entry-level electrical and electronics engineering technology positions, such as electronic technician, service technician, telecommunications technician, and engineering technicians.
- Associate's degree in Computer and Electronics Engineering Technology – Foundation to prepare for careers in a variety of entry-level positions in electronics and computer technology, such as aviation, communications, computers, consumer products, defense, and research and development; acquaint students with certain circuits, systems and specialized techniques used in electronics and computer technology.

Learning outcomes utilized by the School of Electronics Technology are measured in a variety of ways throughout all programs offered. In lecture/theory courses, quizzes and examinations are primarily used. The lab courses emphasize proving the theories and determining laws through demonstrations and skill measurement on a wide array of equipment.

### **School of Information Technology**

According to descriptive information in the campus catalog, the five programs currently offered in the School of Information Technology have the following as student learning outcomes:

- Bachelors' degree in Data Communication Systems Technology – Knowledge and skills required to design, deploy, and manage data communications systems and infrastructures. The technical content focuses on theories and applications of various popular data communication technologies and platforms. The curriculum builds upon topics of networking and internetworking standards and protocols, routing, switching, capacity planning, traffic engineering, Web technologies, network service integration, and various configurations that enable desired functions in given systems.
- Bachelor's degree in Information Systems and Cybersecurity – Preparation to cover a range of activities spanning analysis to design and implementation of security systems to security monitoring and countermeasures and ongoing administration. Students study the essentials of information security and the security aspects of common information technology platforms and are exposed to techniques used to deploy and manage security systems and configure solutions.
- Bachelor' degree in Information Systems Security - Preparation to cover a range of activities spanning analysis to design and implementation of security systems to security monitoring and countermeasures and ongoing administration. Students study the essentials of information security and the security aspects of common information technology platforms and are exposed to techniques used to deploy and manage security systems and configure solutions.
- Bachelor's degree in Project Management - knowledge and skills required to serve and lead project teams in a variety of settings. The program offers students the opportunity to learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring, and controlling a project through integrated processes to meet the identified requirements on time and on budget. The program explores various areas of the Project Management Body of Knowledge (PMBOK). The program is also designed to foster critical thinking, analysis, and communication skills.
- Associate's degree in Network Systems Administration – Acquire fundamental skills utilized in entry-level computer network systems administration positions, including various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems, and segments of network systems.
- Associate's degree in Information Technology (Computer Network Systems Option) – Perform tasks associated with installing, upgrading, and maintaining computer network systems in typical LAN/WAN environments; includes computer programming, survey of operating systems, network design and implementation, and network systems management.

- Associate's degree in Software Development Technology – Knowledge and skills to pursue positions involving computer software development. Areas of study include logical and algorithmic analysis and design, object-oriented programming and relational databases programming languages, and development tools. Web scripting and programming, Web services and applications, software development lifecycles, and business and ethical impacts on software development practices are taught and assessed.

Assessment in these programs primarily takes place in laboratories identified with each program through demonstrations on the appropriate equipment and completion of computer-based projects, problems, and simulations of common workplace computer and IT tasks, as well as written and computer-generated examinations.

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 committed to monitoring daily attendance, advising students who are absent or at risk for not attending regularly, and monitoring instructor and chair contact with absent students to improve completion. Faculty are monitored very closely on metrics of attendance, retention, and success. Instructors who are not meeting the metrics are redirected, coached, mentored, or reassigned. As for placement, a new director of career services has been employed to enhance the placement role and relationships with the business community. The director will conduct "reputation building events" with the community, increase the number of employer contacts to develop stronger relationships, and create opportunities for employers to visit the campus. Career services staff also plan to conduct and digitally capture mock interviews with students and local employers for training purposes and provide resume, portfolio, and salary negotiation workshops for graduates and pre-graduates.

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 consists of the following:

- campus director;

- dean;
- associate dean;
- director of finance;
- director of recruitment;
- director of career services;
- registrar;
- school chairs; and
- faculty representatives from each school of study at the campus.

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

Yes       No

#### **GENERAL COMMENTS:**

At the beginning of the visit, the team was concerned that the campus had insufficient data and information on two elements of its CEP: graduate satisfaction and employer satisfaction. Further, there was insufficient analysis of the data that were provided and how these limited data were being used to improve educational processes. The team was informed that the surveys of graduates and their employers were conducted by ITT Headquarters (HQ) one year after completion of the students' programs and agreed that the returns were minimal. For example, in reviewing data from graduates from 2010 to 2012, the team found inadequate information on the numbers of surveys mailed, numbers returned, and what it is the data meant to continuous improvement objectives. There were 137 graduate exit interviews, with 7 returns (~5%). The team also noted that the August 2012 CEP update indicated that there has been "inaccurate student contact information" and "weak long-term relationships with graduates...." The team was able to determine that 565 surveys had been mailed to employers during the time frame, with 42 returned (~7%). On the final day of the visit, the team was presented with copies of e-mails and a PowerPoint presentation (dated August 2012) that included descriptive information on the campus' plan to survey employers and graduates and to more closely align the survey process with ACICS requirements. Career development staff were instructed to contact all graduates and employers and stress that a survey was forthcoming and how important it is to complete the surveys and to "use those surveys to help us continue to make improvements." The campus director and a relatively new career services director have established additional strategies and activities to engage more robustly with program area advisory committees, graduates, and the employment community and document relevant feedback.

## **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

## 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. Bradley Parish has been campus director since August of 2011. Mr. Parish has an associate's degree from Roane State Community College; a bachelor's degree in Organizational Management from Tusculum College; and additional course work from Pellissippi State Community College, the University of Tennessee Knoxville, and Western Governor's University. Mr. Parish has nearly 20 years' experience in various management and leadership positions with government, private industry, and higher education agencies. Just before his employment as campus director, Mr. Parish was vice president of Concord Professional Services, Inc., a firm specializing in training, project management, solar technology, and health information management.
- 3.04 Does the campus list degrees of staff members in the catalog?  
 Yes     No
- If Yes, is appropriate evidence of the degrees on file?  
 Yes     No
- If the degrees are not on file, insert the section number in parentheses, list staff member names, degrees, and awarding institution, and explain:
- NOTE: The campus lists the degrees of some staff members, but not all.
- 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 greatly appreciates the cooperation and conviviality of all staff, faculty, and students at this campus.

**RELATIONS WITH STUDENTS**

4.01 How many student files were reviewed during the evaluation?

The team reviewed 54 files during the campus evaluation.

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

The campus ensures that its student relations reflect high ethical standards through disclosure of campus policies and procedures to prospective students during the enrollment process. Students are required to sign a document, acknowledging receipt of policies and procedures. The team verified the information is stored in student files. Further, the campus provides an extensive new student orientation program, providing information on campus policies, expectations, good study habits, and an overview of the grievance policy.

## 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. Deanna Slusher is responsible for the oversight of student recruitment at the campus. Ms. Slusher holds a bachelor's degree in Technical Project Management from ITT Technical Institute in Knoxville, Tennessee. Ms. Slusher has over 2 years experience as a manager trainee, manager of recruitment, and director of recruitment with ITT Technical Institute.

## 4.10 Describe the process for the recruitment of new students.

The campus markets to prospective students through the internet, television, radio advertising, and direct mail. Admissions representatives generate personally-developed leads and referrals. The admissions representative schedules an appointment with the potential student to meet at the campus. Once the student reaches the campus, the admissions representative presents an interactive PowerPoint presentation, outlining program/course offerings, services provided by the campus, program expectations, tuition costs, and terms of enrollment. Immediately following the presentation, the prospective student is given a tour of the campus and an introductory meeting with the financial aid department. During the enrollment process, a student is required to sign an enrollment agreement and disclosure forms, outlining campus policy and procedures. Following enrollment, the student is scheduled for a more extensive appointment with a representative from the financial aid office.

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

Yes  No

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

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes     No

(d) Terms.

Yes     No

(e) Operating policies.

Yes     No

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

Yes     No

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

Yes     No

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 in the ITT Technical Institute - Knoxville, TN catalog, (2012-2013, Volume 56) on pp. 73-76.

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. Jon Berger, dean, is responsible for the administration of satisfactory academic progress. Mr. Berger holds an associate's degree from Spokane Falls Community College in Spokane, Washington; a bachelor's degree in Business Management from the University of Florida in Gainesville; and a master's degree in Education from Fayetteville State University in Fayetteville, North Carolina. Mr. Berger has over 14 years of experience in education administration at various colleges and universities, including ITT Technical Institute. Mr. Berger has been in this position since September 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. Kellie Armstrong is responsible on-site for administering student financial aid. Ms. Armstrong holds a Legal Secretarial diploma from ITT Technical Institute in Knoxville, Tennessee. Ms. Armstrong has over 24 years of experience as the director of finance at ITT Technical Institute.

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 regulation and policy changes in financial aid through webinars and telephone conferences with ITT Technical College corporate headquarters and through list serves sent directly from the Tennessee Association of Student Financial Aid Administrators (TASF AA), Southeastern Association of Student Financial Aid Administrators (SASF AA), and the Association of Veteran's Education Certifying Officials (AVECO). Ms. Armstrong holds weekly meetings with financial aid administrators and is an active member of TASF AA, SASF AA and AVECO.

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 provides a variety of student services on campus, including the following:

- job and career fairs;
- referrals to outside services/agencies (i.e. transportation/day care);
- student clubs (i.e. Electronics club);
- a structured tutoring program; and
- an extensive new student orientation program.

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. Kevin Cole is responsible for the oversight of counseling students on employment opportunities. Mr. Cole has a bachelor's degree in Human Ecology from the University of Tennessee in Knoxville. Mr. Cole has over 2 years of experience in employment/career services. He began employment at ITT - Knoxville in May 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 financial aid department provides entrance counseling to students upon enrollment, guiding them through the direct loan website. During the second week of the quarter, a financial aid administrator attends the strategies classes to present the direct loan video. When a student drops or graduates from school, an exit interview is conducted, walking the student through the National Student Loan Database System (NSLDS), covering the responsibilities to student loans, and reviewing balances due for loans, loan grace periods, and different payment options.

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

The campus has several extracurricular activities available to students, such as the following:

- weekly student appreciation events;
- student clubs and organizations;
- guest speakers;
- reentry reception event; and
- open houses.

**GENERAL COMMENTS:**

The team would like to recognize and acknowledge the professionalism of the staff members at the ITT Technical Institute, Knoxville, Tennessee. In addition, the team noted that the student files were immaculate.

**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. Jon Berger, dean of academic affairs, oversees the educational activities of all academic programs at the Knoxville campus of ITT Technical Institute. Mr. Berger holds a bachelor's degree in Business Management from Fayetteville State University and a master's degree in Education from the University of Florida. He has served as dean since September of 2011. Prior to his current position, he was the accreditation liaison and assessment coordinator and faculty member for the College of Micronesia for four years. He was dean at Keiser University for two years and dean of ITT-Orlando for 1 1/2 years. Mr. Berger has served as a faculty member, chair, and associate dean at several ITT schools. He is supported by Ms. Jessica Cox, associate dean for general studies, and the program chairs of the five schools 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.

The dean of academic affairs, Mr. Jon Berger, is assigned full time to the position and as such is primarily responsible for the following functions:

- curriculum implementation;
- professional growth and in-service activities;
- teacher evaluations;
- student relations; and
- assistance with employment of academic staff.

The associate dean for general studies, Ms. Jessica Cox, and program chairs assist him in the development and administration of the academic programs. The associate dean and chairs have reduced class loads to provide the time required for administrative duties.

## 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 campus has a structured tutoring program available for students. Tutoring is provided by both peers and faculty. Students with academic issues or concerns may request assistance for tutoring by contacting their instructor, chair, associate dean, or dean. Tutoring is free and provided at convenient times for the student. Students are afforded the opportunity to take online and hybrid courses for general education classes. An open lab is provided once a week, staffed by faculty, to assist in both content and computer operation issues. The campus has a student organization, the Student Ambassadors, who assist with tutoring, advising, and mentoring. Students may request credit for previous college work and demonstrated knowledge and competency. Students with disabilities are encouraged to meet with the campus student disabilities coordinator to discuss and/or learn more about accommodations. The decision to use these services is a matter of individual choice. The facility is ADA compliant and several accommodations have been made in the past.

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. Ms. Jessica Cox, associate dean for general studies, currently serves on the NCC committee for humanities/composition. The district committee conducts scheduled conference calls to individual campuses and teachers to gain input. Faculty can make suggestions to their chair, associate dean, or dean. 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 courses.

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

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

In the initial review of faculty credentials identified in the catalog, the team was unable to locate an official transcript from Virginia Polytechnic Institute and State University (VT) in the faculty file for Mr. Thomas Oakes. The file did include an official transcript from the University of Tennessee Knoxville documenting an earned master's degree which, in effect, qualified Mr. Oakes to teach the courses he is currently assigned at the ITT, Knoxville campus. While on site, the team received a catalog addendum dated September 27, 2012 deleted the credentials Mr. Oakes had earned at VT.

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 sign an attendance sheet and receive an agenda at the in-service in which they participate. This information is transferred to their professional development plan and filed in their personnel folder. Faculty members not in attendance at a faculty meeting are required to complete an e-campus course on the topic presented or an area of need.

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

## 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 near I-40 in West Knoxville Tennessee. The facility occupies approximately 30,000 square feet of space containing classrooms, labs, a student lounge, library, and administrative offices. The building is well maintained, clean, and arranged in a manner conducive to student learning. The outside area is well lighted and conveniently located in front of the building. The facility is in compliance with ADA regulations. The campus is scheduled to move to a new facility in December of 2012. The site is two miles from the current facility. The move will allow for future expansion of programs, better infrastructure for new and emerging technologies, and the ability for students to access public transportation.

6.02 Does the campus utilize any additional space locations?

Yes     No

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

The campus has approximately 8000 square feet of space located at 10215 Technology Drive, which is adjacent to the campus. The space is not being utilized at this time, and there are no future plans for the use of this additional space. The lease for the space will expire in December of 2012.

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

## 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 Knoxville, TN 2012 -2013 Volume 56 catalog, published on September 17, 2012 with an effective date of 9/17/2012 – 9/17/2013.
- 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.)

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.)

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 via the following mediums:

- 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)

## **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 \$1200.00. As of the time of the visit, \$1949.90 had been spent on periodicals.

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

Yes     No

- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No
- 8.12 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

## PROGRAM EVALUATION

### Academic associate's degree in Business 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?  
 Mr. Richard Stinson is the chair for both schools of Business and Information Technology at the Knoxville, Tennessee campus of ITT. Mr. Stinson holds an associate's degree from the University of South Carolina in Lancaster, South Carolina; a bachelor's degree in Information Management and Systems from the University of South Carolina in Lancaster, South Carolina; and a master's degree in Business Administration from the University of Phoenix. Mr. Stinson was hired by ITT on September 1, 2009. He was promoted to the chair of the School of Business on June 18, 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)
- 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
- While there was no action plan in the CEP, the Project Management and Administration bachelor's degree only had 6 students in the program and 4 graduates. Two of the graduates were placed and 2 were not working. The academic associate's degree in Business Management was just offered for the first time starting September 24, 2012, and thus there is no retention or placement data at this time.
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 In the Project Management and Administration bachelor's degree, speakers from industry that hold the prestigious project management professional (PMP) designation have been routinely used as guest speakers. In addition, students have attended the monthly meetings of the local professional association, the East Tennessee Chapter of the Project Management Institute, to learn about the profession and to make career contacts. Mr. Stinson noted that the school does have a business entrepreneur's club, with the campus director serving as sponsor. Mr. Stinson, who recently relocated to the Knoxville area, will be seeking business contacts to further support and enrich the business 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.

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following program:

Academic associate's degree in Business Administration – 0 (not applicable; no graduates)

Bachelors' degree in Project Management and Administration - 2

How many calls to employers or graduates were successful?

Two of the calls made 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.

Both of the 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 64 of the campus' 2012-2013 catalog, volume 56, 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

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, 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:**

An observation of instructor Pamela Buskey teaching PM3110 (Introduction to Project Management) class was conducted. The room was prepared in advance and materials in packets and put at student tables prior to their arrival. The instructor demonstrated excellent instructional and classroom management techniques. Students were prepared for class and actively engaged in the facilitated session.

## **PROGRAM EVALUATION**

### **Bachelor's degree in Criminal Justice**

#### **Academic associate's degree in Criminal Justice**

#### **Academic associate's degree in Criminology and Forensics Technology**

#### **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?

Ms. Elizabeth Sterbens is the chair for the School of Criminal Justice. Ms. Sterbens holds an associate's degree in Criminal Justice from Edison State College, a bachelor's degree in Management from Hodges University, and a master's degree in Criminal Justice from Nova Southeastern University. The team found evidence that Ms. Sterbens has worked in various capacities in education and criminal justices fields since 1998. She has worked at this campus since 2010.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes     No

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

Yes     No

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

Yes     No

9.06 Does the program meet the needs of its students and the requirements 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 academic associate's degree in Paralegal Studies has a retention rate of 41.9%. There are three students remaining in this teach-out program.

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

The team found documentation of the following field trips for the Criminal Justice programs:

- Blount County Criminal Investigation office;
- a mock crime scene;
- Knox County Sherriff's office;
- Knox County Courthouse;
- Knox County Juvenile Court; and
- the Tennessee Department of Homeland Security.

The team found documentation of the following guest speakers for the Criminal Justice programs: Mr. Rick Lambert of the Special Agent in Charge (SAC) of the Federal Bureau of Investigation (FBI) and Ms. Jennifer Belcher of the Tennessee Department of Children's Services.

The team found documentation of the following field trips for the Paralegal Studies program: the University of Tennessee Law Library, United States District Court, and the Smokey Mountain Paralegal Association in Johnson City, Tennessee. The team found documentation of the following guest speakers for the Paralegal Studies program: Ms. Cathy Hulsey of the Smokey Mountain Paralegal Association and Ms. Jo Anne Learly of the Smokey Mountain Paralegal Association.

9.08 Are these resources sufficient?

Yes     No

9.09 Reviewed at AAC

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

Yes     No

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

and evaluation criteria?

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

9.12 Reviewed at AAC

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

Yes     No     NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

Yes     No

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

(a) Title and course descriptions

Yes     No

(b) Course numbers

Yes     No

(c) Course prerequisites and/or corequisites

Yes     No

(d) Instructional contact hours/credits

Yes     No

(e) Learning objectives

Yes     No

(f) Instructional materials and references

Yes     No

(g) Topical outline of the course

Yes     No

(h) Instructional methods

Yes     No

(i) Assessment criteria

Yes     No

(j) Method of evaluating students

Yes     No

(k) Date the syllabus was last reviewed

Yes     No

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

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

Yes     No

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

Yes     No

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

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

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

Yes     No

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

Yes     No

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

Yes     No     NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls were made to employers for the following programs :

Bachelor's degree in Criminal Justice - 8

Associate's degree in Criminal Justice – 9

Associate's degree in Criminology and Forensics Technology had no graduates.

Associate's degree in Paralegal Studies had no graduates.

How many calls to employers or graduates were successful?

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

Bachelor's degree in Criminal Justice - 4

Associate's degree in Criminal Justice – 5

Associate's degree in Criminology and Forensics Technology had no graduates.

Associate's degree in Paralegal Studies had no graduates.

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

All of the calls where contact was made 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 64 of the campus' 2012-2013 catalog, volume 56, 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

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, 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

## PROGRAM EVALUATION

**Academic associate's degree in Drafting and Design Technology**

**Academic associate's degree in Drafting and Design**

**Academic associate's degree in Graphic Communication and Design**

**Academic associate's degree in Visual Communications**

**Bachelor's degree in Digital Entertainment and Game Design**

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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. Seth Schweitzer is the chair of the School of Drafting and Design. Mr. Schweitzer has been employee as the chair since February of 2009. Mr. Schweitzer holds a bachelor's degree in Architecture and a master's degree in Business Administration, both from The University of Tennessee in Knoxville. Mr. Schweitzer is a state of Tennessee licensed professional architect. Mr. Seth Schweitzer is well qualified to chair the School of Drafting and Design.

Mr. Joshua Ferguson is the lead instructor for Digital Entertainment and Game Design (DEGD), Visual Communications (VC), and Graphic Communications Design (GCD). He has been employed at ITT-Knoxville since September of 2006 and was named lead instructor in September, 2012. Mr. Ferguson has a bachelor's degree in Engineering Technology and a master's degree in Technology from East Tennessee State University in Johnson City. In addition, Mr. Ferguson has held positions in web design with the HGTV of the Home and Garden Network and the Tennessee Environmental Council. Mr. Ferguson is also a principal in a game development company that has had two commercial video games published.

9.03 Does this individual 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:

Only one of five programs in this school, Visual Communications (VC), did not meet the student placement rate. 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 school utilizes community support with program advisory meetings held on a biannual base. The last Program Advisory Committee (PAC) was conducted on 2 April 2012, with eight members in attendance. The next PAC is scheduled for 12 October 2012. Additionally, guest speakers and field trips are utilized for four of the five programs, VC, GCD, DDT, and CDD. Two examples include involvement with Denark Construction Co., 13 September 2012, guest speaker, Jeremy Dololey and Type Designer, Insign Design 30 July 2012 for a field trip. The program has three adjunct instructors that work fulltime in the career field, providing valuable real life input to the program content.

9.08 Are these resources sufficient?

Yes  No

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

**(Section 3-1-512(c):** There is insufficient use of community resources in the DEGD program. For this program, the campus documented no use of community resources during the past year. The School of Drafting and Design does utilize a PAC, but there was no indication that any member(s) of the PAC is employed in the digital entertainment or game fields, nor were there any minutes referencing the DEGD program. No evidence of speakers from the industry, or industry field trips, or any direct involvement with the gaming or digital entertainment industry being provided to students within the last 12 month period was provided. The campus did provide to the team a short statement to engage events in the upcoming 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

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

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

The team found that one class, DT1320 (Building Information Modeling), had not received a course syllabus at the time of the visit, which was less than one week into the term. The campus did provide students with a course syllabus while the team was on site.

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls were made to employers for the following program:

Academic associate's degree in Drafting and Design Technology - 7

Academic associate's degree in Drafting and Design - no graduates

Academic associate's degree in Graphic Communication and Design - no graduates

Academic associate's degree in Visual Communications - 7

Bachelor's degree in Digital Entertainment and Game Design - 6

How many calls to employers or graduates were successful?

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

Academic associate's degree in Drafting and Design Technology - 7

Academic associate's degree in Drafting and Design - no graduates

Academic associate's degree in Graphic Communication and Design - no graduates

Academic associate's degree in Visual Communications - 7

Bachelor's degree in Digital Entertainment and Game Design - 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.

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 64 of the campus' 2012-2013 catalog, volume 56, 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

- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, 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?

- 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

## PROGRAM EVALUATION

**Bachelor 's degree in Electronics and 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 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. Liston Matthews is the chair of the School of Electronics Technology at this campus. He was originally hired as an instructor in September, 1998, and was promoted to chair in November, 2011. Mr. Matthews holds a bachelor's degree in Agriculture from the University of Wyoming, Laramie, and a master's degree in Educational Administration and Supervision from Lincoln Memorial University, Harrogate, TN. He has electronics engineering training from the U.S. Army and the University of Tennessee, Knoxville. Mr. Matthews is a certified electronics technician provided by the International Society of Certified Electronics Technicians.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes     No

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

Yes     No

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

Yes     No

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

(a) Student retention rate of 62%

Yes     No     Not applicable (new branch only)

(b) Student placement rate of 58%

Yes     No     Not applicable (new branch only)

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

The School of Electronics Technology invited a guest speaker from Oak Ridge Associated Universities, TN and went to a field trip to

Knox County, TN to provide students with personal knowledge of innovations in 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 that includes:

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

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 and graduates for the programs:

Bachelor degree in Electronics Communications Engineering Technology – 5

Academic Associate's degree in Computer and Electronics Engineering Technology - 9

Academic Associate's degree in Electrical Engineering Technology - NA (there have been no graduates)

How many calls to employers or graduates were successful?

Bachelor's degree Electronics Communications Engineering Technology – 2

Academic associate's 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 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 (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 56, 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
- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, 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

## PROGRAM EVALUATION

**Academic associate's degree in Computer Network Systems**

**Academic associate's degree in Network Systems Administration**

**Academic associate's degree in Software Development Technology**

**Bachelor's degree in Data Communication Systems Technology**

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

**Bachelor's degree in Information Systems Security**

**Bachelor's degree in Project 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. Richard Stinson is the chair for the School of Information Technology at the Knoxville, Tennessee campus of ITT. Mr. Stinson holds an associate's degree from the University of South Carolina in Lancaster, South Carolina; a bachelor's degree in Information Management and Systems from the University of South Carolina in Lancaster, South Carolina; and a master's degree in Business Administration from the University of Phoenix. Mr. Stinson was hired September 1, 2009. Mr. Stinson was promoted to chair for the School of Information Technology on June, 18, 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 School of Technology requires a minimum of either one guest speaker or field trip per course per quarter. In the Project Management degree, speakers from industry who hold the prestigious Project Management Professional designation have been routinely used as guest speakers. In addition, students have attended the monthly meetings of the local professional association and the East Tennessee Chapter of the Project Management Institute to learn about the profession and to make career 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
- For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes     No
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes     No

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

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

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

Yes     No

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

Yes     No

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

Yes     No     NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls were made to employers for the following programs:

Academic associate's degree in Computer Network Systems - 6

Bachelor's degree in Data Communication Systems Technology - 9

Bachelor's degree in Project Management - 5

The other programs in this report did not have any graduates on the 2011 CAR

How many calls to employers or graduates were successful?

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

Academic associate's degree in Computer Network Systems - 5

Bachelor's degree in Data Communication Systems Technology - 2

Bachelor's degree in Project Management - 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 64 of the campus' 2012-2013 catalog, volume 56, 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

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, 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 students in the School of Electronics Technology were very engaged and commented positively on their academic experience and their future job prospects as a result of the courses they had completed.

## 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. 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 (pp. 29, 30, 33, 34, 38, 39, 42, 43, 46 and 47).
<b>2. Section 3-1-512(c)</b>	There is insufficient use of community resources in the Digital Entertainment and Game Design program (p. 37).

## 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*):

A *system* for collecting and documenting data and information for elements of the CEP at the **campus** level is warranted, especially from graduates and employers, and then an annual analysis of the data collected and its meaning for program improvement.

Collect additional data on characteristics of the student population that might help to inform the instructional programs or, if already known or collected, integrate it into campus effectiveness planning. Such data might include prior education (e.g., high school graduation, post-secondary experience, GED, etc.), work experience, socio-economics status, family obligations, etc.

The team noted that several programs lacked significant contact with the "real-world" of practice and recommends more robust involvement with the business and industry community through use of increased community-based resources. This recommendation also came from students in some programs who requested more real-world experiences and contact with professionals.

The team also recommends that various programs' capstone projects be an actual work- or community-based project conducted by a student or teams of students to provide for a more rigorous measure of outcomes in the real-world of practice rather than a simulated project.

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 10/29/2012 2:19:33 AM -0400  
**To:** AOlson@globeuniversity.edu  
**Subject:** Visit Reports 2nd Edits  
**Attachments:** 16082.ITT Tech-Torrance NG.doc; 16084 NG 1st edit.doc.doc; 16059 NG 1st edit.doc.doc; 00010429RRFirstEdit.doc.doc; 00010429FirstEdit.doc.doc

Andrea,

I believe you are done with the past edits I have given you. Therefore, I am hoping you can handle so more reports. I am give you 5 more (and I promise I will get you back on a multiple of 5 before we are done).

If you can get me these by Tuesday or Wednesday COB, I would much appreciate it.

Ian Harazduk  
Manager, Compliance  
Accrediting Council for Independent Colleges and Schools  
750 First Street, NE, Suite 980  
Washington, D.C. 20002  
Tel: (202) 336-6795  
Fax: (202) 842-2593

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## REEVALUATION REPORT

**ITT Technical Institute**  
**5005 S. Wendler Drive**  
**Tempe, AZ 85282**  
**ACICS ID Code: 00016059**

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

Mr. Charles Wilson, Campus Director ([CWilson@itt-tech.edu](mailto:CWilson@itt-tech.edu))

[Regulatory053@itt-tech.edu](mailto:Regulatory053@itt-tech.edu)

October 10-11, 2012

Elizabeth M. Guinan	Chair	Retired, former President of The Art Institute of Charlotte	Charlotte, NC
Scott L. Rhude	Student-Relations Specialist	Owner, CSandZ Holdings	San Diego, CA
Carol Kizer	Educational Activities Specialist	Chair Emeritus, Hospitality Management Dept., Columbus State Community College	Columbus, OH
Joseph Aranyosi	Digital Game Design Specialist	Director of Curriculum Development, Career Education Corporation	Crystal Lake, IL
Steve Todoric	Criminal Justice Specialist	Curriculum Developer Law Enforcement, Pennsylvania State University	Wildwood, PA
Dr. Majid N. Tehrani	Electronics Technology Specialist	Instructor,	Fremont, CA
Dr. Linda Szul	Information Technology Network and Security Specialist	Professor	Ford City, PA
Craig Passley	Drafting and Design/Construction Management Specialist	Program Director, Westwood College DuPage	Woodridge, IL
Lindsey Withem	ACICS Accreditation Staff	Senior Accreditation Coordinator	Washington, DC

## PROGRAMS OFFERED BY

ITT Technical Institute

Tempe, AZ

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2011		2010	
						Ret.	Pla.	Ret.	Pla.
Academic Associate's	*Business Management	970	90	9/4	Na	na	na	na	
Academic Associate's	Computer and Electronics Engineering Technology (Teach-out)	1120	96	26/6	73.3%	93.1%	83.0%	86.7%	
Academic Associate's	Computer Drafting and Design (teach-out)	1140	96	22/10	72.3%	69.4%	75.6%	60.7%	
Bachelor's	Construction Management (teach-out)	960	180	6/7	77.4%	95.0%	81.2%	66.7%	
Bachelor's	Criminal Justice (teach-out)	1880	180	14/9	77.7%	75.0%	82.0%	<b>47.1%</b>	
Academic Associate's	Criminal Justice (teach-out)	1020	96	15/11	70.7%	<b>53.9%</b>	82.5%	<b>0.0%</b>	
Academic Associate's	*Criminology and Forensic Technology	981	90	18/5	Na	na	na	na	
Bachelor's	Digital Entertainment and Game Design (teach-out)	980	180	½	85.7%	<b>22.2%</b>	87.7%	77.8%	
Academic Associate's	*Drafting and Design Technology	1058	90	39/17	Na	na	na	na	
Bachelor's	*Electrical Engineering and Communications Technology	2127	180	31/8	Na	na	na	na	
Bachelor's	Electronics and Communications Engineering Technology (teach-out)	2110	180	1/3	74.0%	100.0%	75.9%	76.9%	
Academic Associate's	*Electrical Engineering Technology	1058	90	54/31	Na	na	na	na	
Bachelor's	Information Systems Security (teach-out)	2090	180	11/4	77.6%	92.9%	81.3%	80.0%	
Bachelor's	*Information Systems and Cybersecurity	2164	180	37/7	Na	na	na	na	
Academic Associate's	Information Technology/Computer Network Systems (teach-out)	1120	90	33/17	70.1%	87.5%	84.4%	63.2%	
Academic Associate's	*Network Systems Administration	1058	90	68/47	Na	na	na	na	
Bachelor's	*Project Management and Administration:	1940	180	26/5	Na	na	na	na	

	Project Management Option, Information Technology Option, Construction Option								
<b>TOTAL ENROLLMENT</b>		613							

*Notes:* Typed in bold is any retention rate below 60.0% and any placement rate below 65.0%.

\* Program reviewed for the first time.

\*\* Program with no current enrollment.

## INTRODUCTION

In 1963 Arizona Tech was founded and in 1985 it was sold to ITT Educational Services, Inc. ITT Technical Institute in Tempe, Arizona moved to its present location in 2003. The campus occupies a free-standing building with ample parking and is easily accessible to major highways. Tempe is southeast of the city of Phoenix and considered part of the Phoenix metropolitan area. In the last four years, two additional ITT campuses have opened in the Phoenix area. The unemployment rate is listed as 6.5% for Tempe and 7.4% for Phoenix.

The student body is predominately male, non-traditional students with the majority attending evening school. All students are high school graduates or equivalent and many work full time. In addition, as indicated above, 9 of the 17 programs listed are in teach-out.

Since the team had not received the required and necessary reevaluation documents in advance of the visit, the first couple of hours of the visit were particularly challenging. The day before the visit, team members received an email with the following attachments: faculty and administrative staff summary form, program listing, equipment listing, and class schedule for the days of the visit. The morning of the visit, one copy of the self-study, campus effectiveness plan, catalog, and other documents were available in the team room. As quickly as possible, copies were made for all team members. The administrative assistant, Ms. Sasha Couzzens, was efficient in supplying necessary documents and files.

Questions were answered and most documents were supplied during the visit with full cooperation from the staff. Although, there were initial challenges, the team was impressed with the positive attitudes and the tenure of the administrative staff with most employed for three or more years.

## 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

### 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:* All programs include a required capstone course to solidify the student's overall learning process and to determine the level of the students' understanding of the program objectives. Beginning in 2009, the dean began tracking class average grades for capstone courses to develop a history of data that is used to analyze student learning outcomes. Faculty review proficiency levels achieved by graduates with respect to specific outcomes and makes changes as needed.
- *Student Engagement:* Student engagement is measured by student attendance and the ability to complete program courses.
- *Student Success:* Student Success is the measurement of the number of passing students divided by the number of student attempts (a student attempt is counted when a student sits for a section).
- *Employer Surveys:* Employers are a source in measuring the graduate's knowledge and determining the level of learning outcomes. In order to monitor the success level of training efforts, the corporate office surveys employers to obtain their opinion and input in determining success.

In the current campus effectiveness plan (CEP), the campus presents charts designed to track capstone assessment data, grades, student engagement, student success, and employer survey opinions. Learning outcome goals for each program are also included on the charts.

1.12 Are the following identified and described in the CEP?

The baseline data for each outcome.

Yes  No  Not Applicable

The data used by the campus to assess each outcome.

Yes  No  Not Applicable

How the data was collected.

Yes  No  Not Applicable

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

Yes  No  Not Applicable

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

Yes  No

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

Yes  No

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

**Retention Goal for 2013: 77%.** Specific activities to meet the retention goal include the following:

- Monitor the ten day report daily and follow up on at-risk students and actively involve instructors in developing and implementing a plan to reduce student withdrawals.
- Department chairs meet with students with two or more absences.
- Review instructor engagement rate report and success rates to assist chairs in assigning instructors to classes with best success match.
- Promote a sense of community among the students through academically focused student activities.
- Provide academic tutoring as needed and encourage attendance.

**Placement Goal for 2013: 77%.** Specific activities to meet the placement goal include the following:

- Identify and develop relationships with employers to increase the number who employ the campus graduates.
- Increase community awareness through membership in regional business organizations, professional organizations and employer visits to the campus.
- Train students in effective job preparation skills including resume writing, interviewing and negotiating salaries.
- Optimize the use of social media as a tool in identifying career opportunities for graduates and in connecting with employers through appropriate use of social media.

1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

Yes  No

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

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

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

**(Section 3-1-112):** Documentation of periodic progress meetings is not maintained by the campus. A binder of manager meeting agendas from January 2012 through October 2012 was provided which lists “CEP” or “Review CEP” in four of the weekly meetings for the past nine months. There are no minutes for any of the meetings and only one sign-in sheet from the September 2012 meeting was given to the team. The campus states in its CEP, “The progress and success of stated goals, initiatives, and outcomes are reviewed quarterly . . . The agenda, participants, and minutes of these quarterly meetings are maintained at the school.” Although there is limited evidence that the CEP is included in discussion, the campus does not follow a systematic procedure for assuring campus effectiveness.

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

The CEP is developed, reviewed, analyzed, maintained, and monitored by a campus committee including the director, functional managers, registrar and school chairs. The committee uses the mission statement as the guiding vision of the CEP and the development and implementation of the CEP is a collective effort. Mr. Charles Wilson, campus director, is ultimately responsibility for the CEP.

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:

**(Section 3-1-112):** Documentation of periodic progress meetings is not maintained by the campus. A binder of manager meeting agendas from January 2012 through October 2012 was provided which lists “CEP” or “Review CEP” in 4 of the weekly meetings for the past 9 months. There are no minutes for any of the meetings and only one sign-in sheet from the September 2012 was given to the team. The campus states in its CEP, “The progress and success of stated goals, initiatives, and outcomes are reviewed quarterly . . . The agenda, participants, and minutes of these quarterly meetings are maintained at the school.” Although there is limited evidence that the CEP is included in discussion, the campus does not follow a systematic procedure for assuring campus effectiveness.

**GENERAL COMMENTS:**

Although the team did not receive the CEP prior to the visit, it was available upon arrival at the campus. In addition to the required CEP elements, retention, placement, graduate satisfaction, employer satisfaction, and student learning outcomes, ITT also includes curriculum and student enrollments in the data collection, analysis, and review for campus improvement. The CEP is well written with excellent analysis to make it a valuable document providing a guide for campus effectiveness improvement. As noted above,

the CEP Committee is not in the habit of documenting and maintaining agendas or minutes of quarterly or annual meetings.

## 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. Chuck Wilson, campus director, is the on-site administrator. He holds a bachelor's degree in Management and a master's degree in Adult and Continuing Education both from the University of Phoenix. Following nine years in the US Navy as an electronics technician and instructor, Mr. Wilson began his career in proprietary education as an electronics instructor. He was promoted to dean in 1996 and to his current position as campus director in 2002. He is well qualified to serve in his current position.

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:**

Faculty and students appreciate the openness and responsiveness of the administrative staff.

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

- 4.01 How many student files were reviewed during the evaluation?  
 Fifty files were selected from the backup data of the CAR ending June 30, 2011 including 6 new student files, 2 re-enter files, 2 upgrade program files, 20 graduate student files, and 20 dropped files. Files were selected based on a combination of the number of students in each educational department from the CAR as well as student demographics on the CEP dated October 15, 2012
- 4.02 How does the institution ensure that its student relations reflect high ethical standards?  
 The director of the campus, Mr. Chuck Wilson, has been with the institution for 27 years and sets the tone for the importance of student relations at the campus. Mr. Wilson came up through the academic department and has a good feel for the needs of the students. The team interviewed approximately 150 students and found that they were satisfied with the services provided by the institution in relation to student services.
- 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. Patti Moberly, director of recruitment, is responsible for student recruitment activities and has been at ITT for eight years. Ms. Moberly holds an associate's degree in Marketing from Youngstown State University and will be completing her bachelor's degree in Information Technology at ITT Technical Institute in December of this year. Ms. Moberly worked at DeVry University for nine years before coming to ITT Technical Institute as well as being director of recruitment at Remington College for one year.

## 4.10 Describe the process for the recruitment of new students.

The corporate office generates most of the leads. The 12 admissions representatives receive these leads through email. Once a lead is received by the corporate office, the admissions representative contacts the potential student to try to schedule an appointment for the potential student to come into the campus for a face-to-face interview and a campus tour. The campus also produces some inquires through local sources such as attending job fairs and referral leads. Once a face-to-face interview is held, the admissions representative guides the potential student through the admissions process and encourages them to complete the process. Students are then introduced to the financial aid department which helps the students complete a financial aid application and then guides the student through all issues related to all charges and a plan to pay for their education. Orientation is held approximately two weeks before a start date at which all departments have time to introduce themselves to the new 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

**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 are published?

The standards of satisfactory academic progress policy is published on pages 61-64 of the 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)
- 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 it's 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)
- 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. Ray Enriquez, dean, is responsible for the administration of satisfactory academic progress (SAP). Hr. Enriquez has been with the institution for 27 years and has a master's degree from the University of Phoenix, a bachelor's degree from the University of Arizona and an associate's degree from Cochise College. The computer system generates a list each quarter of those students who need to be reviewed for SAP. Mr. Enriquez then reviews the list and initiates whatever action is necessary. In addition, the corporate office checks Mr. Enriquez's work and contacts him for clarification if necessary.
- 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. Diana Zalidivar is the director of finance and is responsible for overseeing financial aid at the institution. Ms. Zalidivar has been at ITT Technical Institute, Tempe for approximately 1.5 years and was part of a management training with ITT in Concord California where she was a financial aid coordinator. Ms. Zalidivar holds a bachelor's degree in Business from the University of the Pacific.

- 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 receives most of their professional training from the corporate office through quarterly webinars as well as monthly conference calls reviewing corporate rules and regulations as well as new government regulations. In addition, Ms. Zalidivar is a member of the Arizona Association of Student Financial Aid Administrators.

- 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.

Structured tutoring is provided by Ms. Sheryl Birling-Wolff, who is one of two library assistants. Tutoring hours are Tuesday - Friday 11:00 a.m. - 8:00 p.m. and Saturday 8:30 a.m. - 5:30 p.m. She has a bachelor's degree in Mathematics and Computer Science and a Masters in Plant Biology. Ms. Berling-Woff is available for one-on-one tutoring as well as small group tutoring in math and computer science as well as tutoring with students who are taking on-line courses. Academic tutoring is provided by the dean's office as well as through the faculty department chairs. Personal counseling is officially guided through the dean's office although all faculty and staff are informally involved. Although the campus does not provide any type of professional counseling, they do provide referrals to local outside agencies for issues such as legal aid, child care assistance agencies and physiological counseling. A traditional student orientation for new students is held approximately two weeks before the beginning of each quarter. Students are introduced to the various policies/procedures of the institution and are able to speak with some of the instructors that will be teaching in their program of study.

- 4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes  No  Not Applicable

- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes  No

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

**(Section 2-2-503):** The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The campus has the definition of a credit hour in the "Credit Hour" section of the catalog on pages 53 and a breakdown of clock hours to quarter credit hours under "Residence Courses" on page 54. The "Residence Courses" section refers to clock hours of "outside preparation" but does not state what qualifies as "outside preparation" and if "outside preparation" involves out-of-class assignments that are included as any percentage of the final grade of a course. The team also observed the policy regarding homework in the "homework" section on page 54 of the catalog that states each course will have "varying amounts of homework and outside class preparation depending on the course, faculty member and the student's progress in the course." There is no explanation in these sections regarding the credit and quarter hour conversions relating to out-of-class work assignments.

- 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. Cheri Hedger, director of career services, is responsible for the career services department. Ms. Hedger holds a bachelor's degree in Business Management from the University of Phoenix. She has 20 years of experience in human resources including, recruiting, benefits administration as well as working in compensation and compliance. Ms. Hedger has been with ITT Technical Institute for nine years in the career services department in various positions and was promoted to director this past January. The department consists of Ms. Hedger and two career services representatives.

- 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.

Entrance counseling is completed by the financial aid department when the student completes his/her financial aid package. An online tutorial is reviewed with the student having to click the mouse at various places throughout the tutorial to confirm that he/she has read and understood the information contained in the presentation. Exit counseling is performed by the corporate office. An exit package is sent to the student through the mail and the corporate office follows up with a call to insure that the student has received the package and understands the information. The financial aid office also has a chance to meet with graduates during their last quarter to insure they understand their loan liabilities and payment schedules.

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

The various academic departments have clubs to support cohesiveness and camaraderie among students. The team verified with the student body that such clubs are active at the institution.

## 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. Ray Enriquez is the dean of academic affairs who oversees the educational activities of all programs at the ITT Technical Institute, Tempe campus. He earned an associate's degree in Liberal Arts at Cochise College, a bachelor's degree in General Studies at the University of Arizona in Tucson, and a master's degree in Organizational Management at the University of Arizona in Phoenix. He also holds a diploma in Drafting/CAD from Miller Institute in Phoenix. His employment at ITT Technical Institute has encompassed 24 years and included positions as technical instructor, education supervisor, and school chair of Computer Drafting and Design. He has been in his present position as the academic dean on the Tempe campus for the past seven years.

- 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.

According to the job description, the dean is responsible for providing leadership and oversight of campus academic operations, instruction, assessment, faculty training and professional development programs, and library services. He has no teaching responsibilities. He is assisted by four full-time school chairs and the associate dean of general studies. School chairs have reduced teaching hours in order to fulfill their responsibilities for faculty supervision, curriculum development and delivery, and support for students in their fields of study. The associate dean, Dr. Chandra Ghose, has approximately the same responsibilities as the school chairs as she oversees general education curricula and instructional staff. She also coordinates campus retention initiatives, facilitates new student orientation, and monitors grades of students taking online courses. Three of the school chairs are each teaching two courses. During the visit, the school chair for Electronics is on medical leave, but would normally be expected to teach two courses also. His administrative duties are being assumed by Dr. Ghose during his absence. She served as chair of Electronics Technology for four years prior to becoming associate dean in August 2010. Dr. Ghose is also overseeing and facilitating the development and implementation of the new business programs and is in the process of organizing an advisory committee and locating appropriate internships. Her doctorate is in Business Management, and she has years of experience in the corporate world specializing in market research, consumer finance, and management. She is well qualified to assume these interim responsibilities within electronics and business. She has been relieved of her normal two course instructional duties during this term.

- 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?

ITT Technical Institute policies for student transfer of earned credit from another accredited institution and granting of credit for demonstrated knowledge and competency are described in the catalog. The team examined numerous student files that showed actual transfer credit into the campus, and the registrar provided three faculty graded test samples that qualified students for a CR grade on their transcripts, indicating credit by exam.

Academic personnel closely monitor student progress and attendance throughout each academic quarter, providing early intervention that helps students who are performing below expectation. The campus offers free tutoring for any student in any course through one-on-one or group tutoring by instructors, school chairs, and library assistants. Students with inadequate keyboarding skills can also take advantage of a regularly scheduled open lab that focuses on typing accuracy and speed. Student surveys indicated that 50% of students do not have adequate keyboarding skills. Many of these were falling behind because of their "hunt and peck" method for effective use of the keyboard.

Individual education plans for students with documented learning disabilities may be developed in accordance with central administration policy and is coordinated through the office of the campus director. The director and academic dean meet to determine how to proceed to facilitate each student's learning. Three or four students per year are in need of accommodations and have included provision of an interpreter, private testing space, and additional time for assignments and testing.

Realizing the impact of attendance on student success, students who miss more than one class are referred by the instructor to their school chair or associate dean to develop a plan to complete missed work or the necessity for dropping the class. Students with perfect attendance are recognized with their names listed prominently on a hallway display. Superior students are recognized in other hallway displays. This includes those students on the Honor Roll and those with Highest Honors. Capstone projects are on display, and instructors offer supplemental work and/or special projects to higher achieving students.

Courses are offered in concentrated blocks of time that appeal to busy students with job and family commitments and/or transportation issues. The option of taking general education courses online allows flexibility in scheduling. Sixty seven students are currently enrolled in at least one online general education course, all of which are offered through the ITT Technical Institute online campus in Carmel, Indiana. The campus library assistant has copies of all textbooks required for online courses, and she is readily available to help students encountering computer issues or in need of tutoring.

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

Curriculum development and revisions are conducted under the guidance and oversight of national curriculum committees that are comprised of faculty members representing each ITT Technical Institute district. The national chair for a school of study coordinates each respective curriculum committees' efforts. General education curriculum revisions are coordinated by the corporate director of curriculum development for general education. Three Tempe campus representatives are presently involved on national curriculum committees within their disciplines, representing the ITT Technical Institute Southwest District. They are Dr. Chandra Ghose, General Education; Dr. Mohamad Tavokoli, Electronics; and Mr. Alex Devereux, Drafting & Design. According to their job descriptions, campus faculty and school chairs are required to participate in their course curricula development and revision through feedback to their specific district or national curriculum committee member via a faculty portal. Campus faculty members indicate that they do make use of the faculty portal to recommend revisions that include content, textbooks, and other resources. The Tempe campus instructors meet regularly with their school chairs, and all faculty meet monthly and during quarterly in-services. These meetings provide ample opportunity for faculty and chairs to discuss any curriculum issues and determine recommendations to be forwarded according to the corporate process. Instructors must teach to the objectives in the curriculum, but they have flexibility concerning instructional methodology. They enhance the curriculum by sharing their own field experiences and current concepts during classroom instruction.

- 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?

Three of the four mandatory in-service programs have been completed thus far in 2012, with the next program scheduled for December. These programs focus on instructional improvement and are documented in a binder with sign-in sheets and minutes, outlines, and/or copies of PowerPoint presentations included. Certificates of completion are in individual faculty member's 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

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

Yes  No

All-campus faculty meetings occur monthly. School chairs meet quarterly with their faculty during the days scheduled for in-services. In order to keep everyone informed, faculty meeting minutes are sent to instructors who cannot attend, and those instructors must sign and return a form verifying that they have received and read those minutes. Agenda topics include reports given by each school chair and associate dean of general studies so that everyone is well informed across programs.

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

**GENERAL COMMENTS:**

The team is impressed by the superior efforts put forth on this campus to help students be successful. The longevity of service of instructors, school chairs and administrators is indicative of their commitment to teaching and learning. Students interviewed spoke highly of their ITT Technical Institute experiences.

**6. EDUCATIONAL FACILITIES**

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

ITT Technical Institute in Tempe, Arizona is an attractive 30,000 square foot modern facility that is divided into classrooms, laboratories, administrative offices, conference rooms, a learning resource center, bookstore, student services, lobby, and lounge areas. The facility has ample parking spaces and is conveniently located next to the Maricopa Freeway and public transportation. The campus has ramped entrances and accessible restroom facilities. The campus also provides drinking fountains, vending machines, microwaves, a pay phone, and instant hand sanitizer dispensers. The facility is in compliance with federal, state, and local ordinances and regulations, including those relating to safety and health, as evidenced by site inspection documentation and a certificate of occupancy. Emergency lighting, exit signs, fire extinguishers, signage, and display cabinets are all up to code.

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)?

A catalog dated 2012-2013, Volume 53, with a publication date of October 17, 2012 was used during the evaluation visit.

7.02 Does the self-study accurately portray the campus?

Yes  No

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

Yes  No

The catalog is provided to students in an electronic version. If a hard copy is requested the campus will print a copy of the catalog.

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:

When the team arrived on site the following discrepancies were in the campus catalog: instructor Mr. Larry Hansen was not listed in the catalog when he is teaching this term; Ms. Nancie Hill was not listed under general education in the catalog when she is teaching general education courses this term; and Mr. Pallas Kennedy, Mr. Ronald Pike, and Mr. Jerry Cripe did not have their degrees listed in the catalog. These discrepancies were corrected through a revised catalog while the team was on-site.

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

The catalog available online did not match the hard copy when the team arrived on-site. This was corrected during the team visit.

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 their website and television commercials to advertise. All advertising is created at the corporate headquarters of ITT Technical Institute. The advertising is specific to the program offerings at this campus of ITT Technical Institute.

Are the advertisements under acceptable headings?

Yes  No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes  No (Skip to Question 7.14.)

If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

Yes  No

7.14 Does the campus utilize services funded by third parties?

Yes  No (Skip to Question 7.15.)

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

Yes  No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?

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

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

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

Yes  No

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

Yes  No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes  No

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

Yes  No

8.05 Reviewed at AAC

8.06 Reviewed at AAC

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

8.07 Reviewed at AAC

8.08 Reviewed at AAC

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

The school director explained that there is not really a library budget for this individual campus except for the virtual library. Tempe's 2012 allocation for the virtual library is \$9,072, based upon campus enrollment. Requests for books, periodicals, or other resources that are not available through the virtual library are forwarded to the national librarian for purchase (or may be added to the Virtual Library). The fiscal year is January through December, and expenditures to date for the Tempe campus have included \$797.19 for periodicals and newspapers and the \$9,072 for access to 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

**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:**

ITT Technical Institute Virtual Library is available 24/7 to all students, faculty and staff on all campuses. It satisfies learning and research needs with its access to thousands of references including encyclopedia articles, dictionaries, directories, full-text online books and textbooks, and periodicals and journals. A small collection of books and resources related to general education and specific educational programs offered on this campus are housed in the LRC. A relevant collection of current periodicals is readily available to pick up and read in the LRC.

The ITT central administration national librarian, Ms. Kathryn Closter, plans, coordinates and manages centralized library resources and services, and she communicates regularly with all ITT campus librarians. On the Tempe campus, the academic dean oversees the Learning Resource Center (LRC) and its staff. Ms. Evelyn Bradley is a full-time library assistant, performing administrative and secretarial duties as well as some tutoring. Her hours are 8:00 a.m. to 5:00 p.m. weekdays. She has been in this position since 2007 and has completed LRC Service Provider Training and LRC Management online. She continues to benefit from professional growth activities via the network's email, conference calls, and LRC Best Practices web site managed by the national librarian. Ms. Bradley earned an academic associate's degree at ITT Tempe in Information Technology-Computer Network Systems and has completed 32 credits in the Computer Drafting and Design program at the Tempe campus. With her background, she is a valuable source of information and assistance for enrolled students and understands their learning challenges and needs.

Ms. Sheryl Berling-Wolff is also a full-time library assistant and has been in this position for three months. Her major activities revolve around helping students. She posts hours in the LRC from 11:00 a.m. to 8:00 p.m. Tuesdays through Fridays and 8:30 a.m. to 5:00 p.m. on Saturdays for one-on-one or group tutoring with students enrolled in online and day and evening on-campus courses and for those who need assistance with job or internship searches and resume writing. Her background, too, is particularly suited to this position. She is certified to teach secondary education and has taught math, general science, and computer science courses. She holds a bachelor's degree in Computer Science and a master's degree in Plant Science. Students truly appreciate the knowledge, helpfulness, and outstanding service provided by the two library assistants.

LRC hours are 8:30 a.m. to 10:00 p.m. weekdays and 8:30 a.m. to 7:00 p.m. most Saturdays. Guided by the LRC Operations Manual, the library assistants, associate dean, school chairs, instructors and two student workers help students in the use of library resources and equipment. The LRC is covered at all times, following a weekly staffing schedule. A comprehensive annual report is submitted to the national librarian. The report completed on June 31, 2012 identified the campus gate count as a total of 22,000. The report includes statistics on circulation, acquisitions, inventory, staff member meetings with instructors, library orientation sessions, and information literacy programs conducted by campus LRC staff, as well as collection assessments by each academic program chair and the associate dean of general studies.

## 9. PROGRAM EVALUATION

Bachelor's Degree in Project Management and Administration  
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?

**Business Management:**

Dr. Chanda Ghose is the associate dean of the general studies program and is currently overseeing the new Business Management program. Dr. Ghose holds a Ph.D. in Business Management from Georgia Institute of Technology. She also holds a master's degree in Technological Systems Management from SUNY at Stony Brook, a master's degree in Industrial Management from the Indian Institute of Technology (IIT) Kharagpur, India and a bachelor's degree in Electronics also from the IIT, Kharagpur, India. She has many years of experience in the corporate world and has years of quantitative market research experience in both the consumer finance and healthcare industries. In the credit industry, she worked in various capacities with companies such as Bank of America (Phoenix), American Express (New York) and Equifax (Atlanta). Her experience in the credit world has been primarily in credit cards where she has developed statistical models for targeting different consumer populations, segmentation work, and other analytical work. She has also spent considerable time in the healthcare industry working with companies such as Walsh America/PMSI, Cigna Healthcare of Arizona and its sister company. In the healthcare arena, her role has been primarily to provide analytical support for management decision making.

**Project Management and Administration:**

Mr. Alex Devereux is the current chair of the Drafting and Design program and has been the acting chair of the Project Management and Administration program since its inception. He has two master's degrees in Education from Jones International University and a bachelor's degree in Civil Engineering from Illinois Institute of Technology. He currently serves as the district coordinator for curriculum development at ITT Technical Institute for this region. Prior employment includes work as a manager and consultant for The Devereux Group, as a marketing consultant at George S. May, as a sales engineer at Sohio/BP Industrial Products, and liaison engineer at General Dynamics.

- 9.03 Does this individual 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 Project Management students have participated in field trips to the Arizona Mills Shopping Center and the Tempe Lake Arizona offices. Sundt Construction is a member of the program advisory committee (PAC) and takes an active role whenever the students are taking the Capstone Project course. The chair of the Business Management program is in the process of establishing a PAC at a scheduled meeting on November 14, 2012, and will encourage those members to be guest speakers for the new students in 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):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?  
 Yes  No  NA, (there have been no graduates)
- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes  No  Not Applicable
- 9.21 Does the campus participate in Title IV financial aid?  
 Yes  No (*Skip to question 9.24*)
- 9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?  
 Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-503)** The campus does not currently have a written policy that accurately reflects the U.S. Department of Education’s definition for credit hour programs that includes conversion ratios. The campus has the definition of a credit hour in the “Credit Hour” section of the catalog on pages 53 and a breakdown of clock hours to quarter credit hours under “Residence Courses” on page 54. The “Residence Courses” section refers to clock hours of “outside preparation” but does not state what qualifies as “outside preparation” and if “outside preparation” involves out-of-class assignments that are included as any percentage of the final grade of a course. The team also observed the policy regarding homework in the “homework” section on page 54 of the catalog that states each course will have “varying amounts of homework and outside class preparation depending on the course, faculty member and the student’s progress in the course.” There is no explanation in these sections regarding the credit and quarter hour conversions relating to out-of-class work assignments.

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

- 9.24 Are the following appropriate to adequately support the 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 campus director expects to hire a full time chair within the next year if both programs continue to grow at the rate of 10 to 15 students per quarter.

**9. PROGRAM EVALUATION**

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 Communication Engineering Technology

Academic Associate's 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

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

The academic programs are administered by Dr. Chanda Ghose as the acting chair while Mr. John Zilch is out on leave of absence. Dr. Ghose holds a Ph.D. in Business Management from Georgia Institute of Technology. She also holds a master's degree in Technological Systems Management from SUNY at Stony Brook, a master's degree in Industrial Management from the Indian Institute of Technology (IIT) Kharagpur, India and a bachelor's degree in Electronics also from the IIT, Kharagpur, India. She has many years of experience in the corporate world and has years of quantitative market research experience, in both the consumer finance and healthcare industries. In the credit industry, she worked in various capacities with companies such as Bank of America (Phoenix), American Express (New York) and Equifax (Atlanta). Her experience in the credit world has been primarily in credit cards where she has developed statistical models for targeting different consumer populations, done segmentation work and other analytical work. She has also spent considerable time in the healthcare industry working with companies such as Walsh America/PMSI, Cigna Healthcare of Arizona and its sister company. In the healthcare arena, her role has been primarily to provide analytical support for management decision making.

9.03 Does this individual 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).

There is a Program Advisory Committee for these programs with membership representing professional/business leaders in the community (copies of two meeting minutes per year on record). Guest speakers with appropriate qualifications and experience are invited to address students in these programs for some of the classes. Students also take part in field trips in some of the classes.

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):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments. However, complete description of the course assignments were identified in the instructor's guide handout in one of the classes, but not in the syllabus.

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

Yes  No

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

Yes  No

9.19 Was the 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: 10.

Bachelor's degree in Electronics and Communication Engineering Technology: 5.

How many calls to employers or graduates were successful?

Academic associate's degree in Computer and Electronics Engineering Technology: 7.

Bachelor's degree in Electronics and Communication Engineering Technology: 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.

Academic associate's degree in Computer and Electronics Engineering Technology: 7.

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

**(Section**

**2-2-503):** The campus does not currently have a written policy that accurately reflects the U.S. Department of Education’s definition for credit hour programs that includes conversion ratios. The campus has the definition of a credit hour in the “Credit Hour” section of the catalog on pages 53 and a breakdown of clock hours to quarter credit hours under “Residence Courses” on page 54. The “Residence Courses” section refers to clock hours of “outside preparation” but does not state what qualifies as “outside preparation” and if “outside preparation” involves out-of-class assignments that are included as any percentage of the final grade of a course. The team also observed the policy regarding homework in the “homework” section on page 54 of the catalog that states each course will have “varying amounts of homework and outside class preparation depending on the course, faculty member and the student’s progress in the course.” There is no explanation in these sections regarding the credit and quarter hour conversions relating to out-of-class work assignments.

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.

Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives. However, the course syllabi indicate "assignments" being evaluated and evidence of some evaluations were presented.

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

(a) Facilities

Yes    No

(b) Instructional equipment

Yes    No

(c) Resources

Yes    No

(d) Personnel

Yes    No

9.25 - reviewed at AAC

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

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

Yes    No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes    No

**OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY**

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes    No    NA, hiring responsibility is at AAC

**ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY**

9.30 Are teaching loads reasonable?

Yes    No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes    No    Not Applicable (no students in the second year)

9.42 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes  No  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

## 9. PROGRAM EVALUATION

Bachelor's Degree in Construction Management

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

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. Alexander Devereux is the chair for the School of Drafting and Design. Mr. Devereux earned a bachelor's degree in Civil Engineering at the Illinois Institute of Technology. Later, he completed two master's degrees in e-Learning: Corporate Training and Knowledge Management and Adult Educators and Administrators Specialization at the Jones International University. In addition to academic credentials, Mr. Alexander Devereux's work experience as a draftsman for several companies adds to his qualifications to mentor and advise students. He maintains involvement in professional associations including the American Drafting Design Association (ADDA) and the American Society of Civil Engineers.

9.03 Does this individual 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).

Mr. Alexander Devereux, chair of the School of Drafting and Design, provides community resources for students and faculty members. In March, to support of course topics discussed in DT1320, Building Information Modeling (BIM) M1, Mr. Orlando McLin, adjunct faculty, conducted a field trip entitled "Motivation in Building Information Modeling." The students have access to professional associations through several student chapters sponsored by the Associated General Contractors of America, Construction Management Association of America, and ADDA. The School of Drafting and Design is supported by local companies (e.g., Intel) and industry advisor committees including company personnel such as Mr. Willie Paiz (CH2MHill), Mr. Mark Schneider (Bentley Systems), and Mr. Richard Reese (Hensel Phelps Construction). These community resources support practical experience opportunities, major instructional areas, or course objectives as well as core coursework.

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):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Academic associate's degree in Computer Drafting and Design: 9.

Bachelor's degree in Construction Management: 3.

Academic associate's degree in Drafting and Design Technology: no graduates, new degree program.

How many calls to employers or graduates were successful?

Academic associate's degree in Computer Drafting and Design: 9.

Bachelor's degree in Construction Management: 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.

Academic associate's degree in Computer Drafting and Design: 9.

Bachelor's degree in Construction Management: 3.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

**(Section 2-2-503):** The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The campus has the definition of a credit hour in the "Credit Hour" section of the catalog on pages 53 and a breakdown of clock hours to quarter credit hours under "Residence Courses" on page 54. The "Residence Courses" section refers to clock hours of "outside preparation" but does not state what qualifies as "outside preparation" and if "outside preparation" involves out-of-class assignments that are included as any percentage of the final grade of a course. The team also observed the policy regarding homework in the "homework" section on page 54 of the catalog that states each course will have "varying amounts of homework and outside class preparation depending on the course, faculty member and the student's progress in the course." There is no explanation in these sections regarding the credit and quarter hour conversions relating to out-of-class work assignments.

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):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments. However, complete description of the course assignments were identified in the instructor's guide handout in one of the classes, but not 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

**NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

**OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY**

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No  NA, hiring responsibility is at AAC

**ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY**

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.42 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes  No  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

**GENERAL COMMENTS:**

The faculty pool for both associate and bachelor's degrees include professionals with industry accomplishments and related academic experiences as well as certifications in Leadership in Energy and Environmental Design (LEED) or ADDA. The team was impressed by the attention placed on student tutoring in the learning resource center. On the first visit day, the team observed students and staff discussing work assignments in the room adjacent to the learning resource center. As Sheryl Berly - Wolff, library assistant, reported the students, tutors, and adjunct faculty members meet in the common area adjacent to the learning resource center or an open room. A student worker and tutor helps students enrolled in computer drafting and design courses. A bulletin board designated for tutoring is easy to find in the learning resource center. Right below the bulletin board, the students can find a tutor request form.

**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?

Ms. Kathy Reed Kell is the department chair for the Criminal Justice department at the ITT Technical Institute, Tempe campus. Prior to her promotion to department chair, Ms. Kell had been employed for five years as an adjunct instructor in the Criminal Justice department. Before coming to ITT Technical Institute, Ms. Kell was an adult probation officer with the Maricopa County Probation Department where she was employed there for 20 years. Ms. Kell received an associate's degree in Administration of Justice from Mesa Community College then received a bachelor's degree in Sociology from Arizona State University and a master's degree in Education in Counseling and Human Relations from Northern Arizona 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)

The 2011 Campus Effectiveness Plan (CEP) provides the following data regarding the retention rates for the three criminal justice programs:

Academic associate's degree in Criminal Justice retention rate is 71.5%.

Academic associate's degree in Criminology and Forensic Technology retention rate is not applicable at this time.

Bachelor's degree in Criminal Justice retention rate is 78.9%.

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

The 2011 Campus Effectiveness Plan (CEP) provides the following data regarding the placement rates for the three criminal justice programs:

Academic associate's degree in Criminal Justice placement rate is 53.9%.

Academic associate's degree in Criminology and Forensic Technology retention rate is not applicable at this time.

Bachelor's degree in Criminal Justice retention rate is 75%.

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).

Documentation consisting of signed official request forms and student waiver agreements indicate the criminal justice program had conducted two field trips in 2012. A field trip in January to the Phoenix crime lab was attended by 16 students and a field trip to the Maricopa County Sheriff Office in August was attended by 18 students. There is a program advisory board for the criminal justice department and records reviewed by the team indicate there was a meeting in May of 2012 attended by nine members of the local criminal justice community.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes  No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

Yes  No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

***For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

If No, insert the section number in parentheses, list the courses, and explain:

**(Section 3-1-513(a) and Glossary):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?  
 Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

For the academic associate's degree in Criminal Justice four calls were attempted.

In the academic associate's degree in Criminology and Forensic Technology there are no graduates.

For the bachelor's degree in Criminal Justice four calls were attempted.

How many calls to employers or graduates were successful?

For the academic associate's degree in Criminal Justice two calls were successful.

In the academic associate's degree in Criminology and Forensic Technology there are no graduates.

For the bachelor's degree in Criminal Justice one call 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.

For the academic associate's degree in Criminal Justice two calls verified employment.

In the academic associate's degree in Criminology and Forensic Technology there are no graduates.

For the bachelor's degree in Criminal Justice one call verified 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:

**(Section 2-2-503):** The campus does not currently have a written policy that accurately reflects the U.S. Department of Education’s definition for credit hour programs that includes conversion ratios. The campus has the definition of a credit hour in the “Credit Hour” section of the catalog on pages 53 and a breakdown of clock hours to quarter credit hours under “Residence Courses” on page 54. The “Residence Courses” section refers to clock hours of “outside preparation” but does not state what qualifies as “outside preparation” and if “outside preparation” involves out-of-class assignments that are included as any percentage of the final grade of a course. The team also observed the policy regarding homework in the “homework” section on page 54 of the catalog that states each course will have “varying amounts of homework and outside class preparation depending on the course, faculty member and the student’s progress in the course.” There is no explanation in these sections regarding the credit and quarter hour conversions relating to out-of-class work assignments.

- 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):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade.

- 9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

**NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No

- 9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

**OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY**

- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No  NA, hiring responsibility is at AAC

**ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY**

- 9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.42 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at AAC

- 9.44 Reviewed at AAC
- 9.45 Reviewed at AAC
- 9.46 Reviewed at AAC
- 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes  No  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

## 9. PROGRAM EVALUATION

Bachelor's Degree in Information Systems Security  
 Bachelor's Degree in Information Systems and Cybersecurity  
 Academic Associate's Degree in Information Technology/Computer Network Systems  
 Academic Associate's Degree in Network Systems Administration

- 9.01 See response from AAC
- (a) See response from AAC
- (b) See response from AAC
- (c) See response from AAC
- (d) See response from AAC
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Jerhemy Waldon is Chair of the School of Information Technology. Mr. Waldon holds a master's degree in Information Systems from National University in LaJolla, California and a bachelor's degree in Software Engineering from the University of Advancing Technology in Tempe, Arizona. He is an accomplished professional with both IT work experience and teaching experience. He has been employed as an instructor by ITT Technical Institute since 2008 and as chair since 2010. He also holds a certificate as a 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).

The team found evidence that community resources are used to enrich the IT programs. There is documentation of field trips and minutes from combined Program Advisory Committee (PAC) meetings detailing breakout sessions by campus. The local chapter of the Information Systems Security Association (ISSA) meets on campus as does the Sonora Desert Chapter of the Security Users Group. Students have the opportunity to attend the meetings and network with IT professionals. Students are invited to join the IT club. This group holds regular meetings and Saturday BBQ's. IT professionals also attend giving students additional opportunities to network with professionals.

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):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments and students confirmed homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

**NOTE: Bachelor's degree in Information Systems and Cybersecurity--no graduates.**

**NOTE: Academic associate's degree in Network Systems Administration--no graduates.**

**Bachelor's degree in Information Systems Security--five calls were attempted.**

**Academic associate's degree in Information Technology/Computer Network Systems--four calls were attempted.**

How many calls to employers or graduates were successful?

Bachelor's degree in Information Systems Security--three calls were successful.

Academic associate's degree in Information Technology/Computer Network Systems--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.

**Bachelor's degree in Information Systems Security--three calls confirmed employment.**

**Academic associate's degree in Information Technology/Computer Network Systems--three calls confirmed 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:

**(Section 2-2-503):** The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The campus has the definition of a credit hour in the "Credit Hour" section of the catalog on pages 53 and a breakdown of clock hours to quarter credit hours under "Residence Courses" on page 54. The "Residence Courses" section refers to clock hours of "outside preparation" but does not state what qualifies as "outside preparation" and if "outside preparation" involves out-of-class assignments that are included as any percentage of the final grade of a course. The team also observed the policy regarding homework in the "homework" section on page 54 of the catalog that states each course will have "varying amounts of homework and outside class preparation depending on the course, faculty member and the student's progress in the course." There is no explanation in these sections regarding the credit and quarter hour conversions relating to out-of-class work assignments.

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):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives. The team verified through conversations with faculty and students that homework assignments are given and evaluated; however, a majority of syllabi provided to the team did not indicate that out-of-class work was required. Out-of-class work assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

**NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

**OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY**

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No  NA, hiring responsibility is at AAC

**ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY**

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.42 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes  No  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

**9. PROGRAM EVALUATION**

Bachelor's degree in Digital Entertainment and Game 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. Alex Devereux is the chair of the School of Drafting and Design, and oversees the Digital Entertainment and Game Design program. He has two master's degrees in Education from Jones International University and a bachelor's degree in Civil Engineering from Illinois Institute of Technology. Prior employment includes work as a manager and consultant for The Devereux Group, as a marketing consultant at George S. May, as a sales engineer at Sohio/BP Industrial Products, and liaison engineer at General Dynamics. He is a member of the International Game Developers Association, the National Association of Broadcasters, the eLearning Guild, and the American Design Drafting Association; and has attended the Game Developers Conference, Serious Games Summit, and Digital Hollywood. Awards include best new character at the New York Licensing Show for BBC Characters, and best commercial show montage for the BeautiControl Show by the San Jose Advertising Association. He has also attended trainings in the use of Adobe, Macromedia, and AutoDesk software.

9.03 Does this individual 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 field trips, guest speakers, and program advisory committee (PAC) meetings. Students participated in Avnet Tech Games, an annual college technology competition that provided students with the opportunity to apply their game development skills to real-world scenarios. Guest speakers include industry professionals and program alumni, such as Mr. Ken Smerz, president of Precision 3D Scanning, and Mr. Keith Sullivan, director at FITCH Phoenix Studio. Topics discussed during PAC meetings include program curriculum, industry trends, employment opportunities, equipment and software, and student workshops.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes  No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

Yes  No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

***For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

If *No*, insert the section number in parentheses, list the courses, and explain:

**(Section 3-1-513(a) and Glossary):** Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Seven calls to employers and graduates were attempted.

How many calls to employers or graduates were successful?

Two calls to employers were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Two calls where contact was made with employers confirmed the employment of the graduates as reported on the CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No  Not Applicable

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 No, insert the section number in parentheses and explain:

**(Section 2-2-503)** The campus does not currently have a written policy that accurately reflects the U.S. Department of Education’s definition for credit hour programs that includes conversion ratios. The campus has the definition of a credit hour in the “Credit Hour” section of the catalog on pages 53 and a breakdown of clock hours to quarter credit hours under “Residence Courses” on page 54. The “Residence Courses” section refers to clock hours of “outside preparation” but does not state what qualifies as “outside preparation” and if “outside preparation” involves out-of-class assignments that are included as any percentage of the final grade of a course. The team also observed the policy regarding homework in the “homework” section on page 54 of the catalog that states each course will have “varying amounts of homework and outside class preparation depending on the course, faculty member and the student’s progress in the course.” There is no explanation in these sections regarding the credit and quarter hour conversions relating to out-of-class work assignments.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:

**(Section 3-1-513(a) and Glossary):** Course syllabi do not identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

**NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, AND BACHELOR’S DEGREES ONLY**

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

**OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY**

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No  NA, hiring responsibility is at AAC

**ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY**

9.30 Are teaching loads reasonable?

Yes  No

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

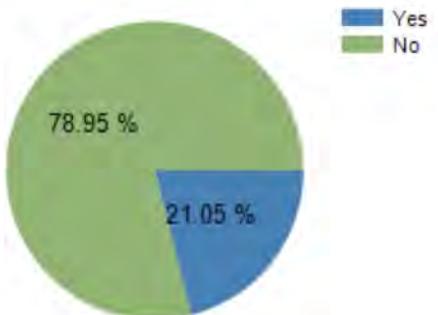
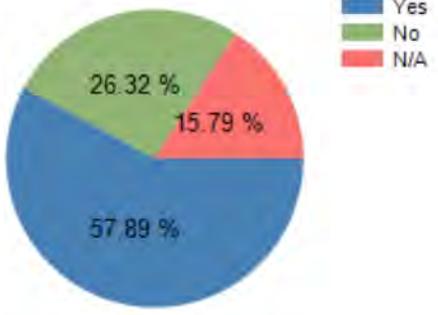
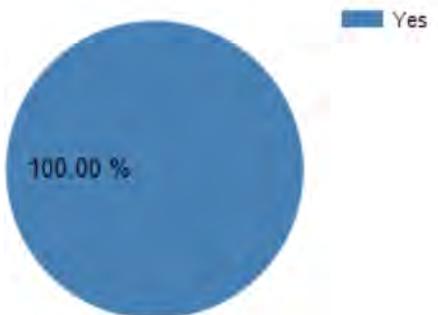
9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

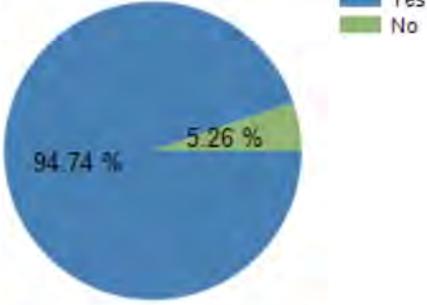
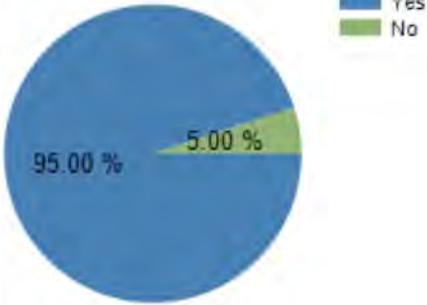
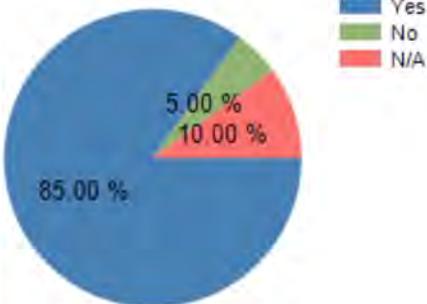
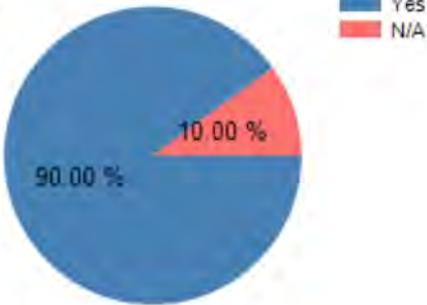
Yes  No  N A, (no students in the third and fourth years)

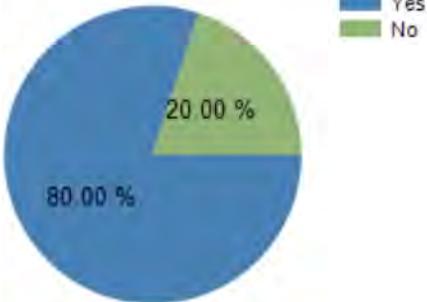
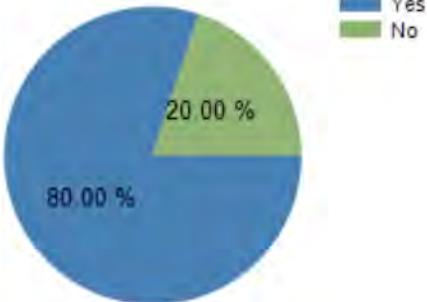
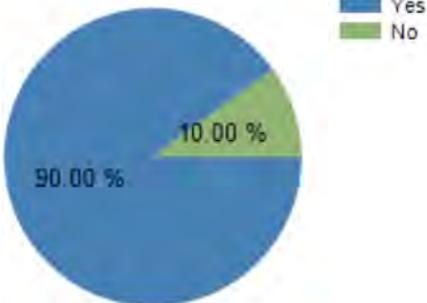
9.48 Reviewed at AAC

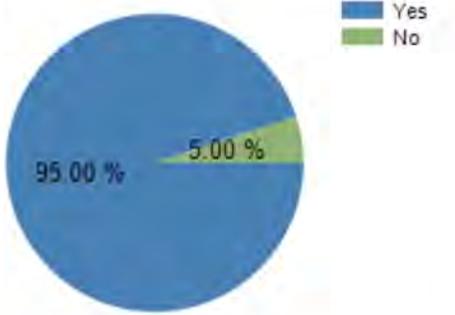
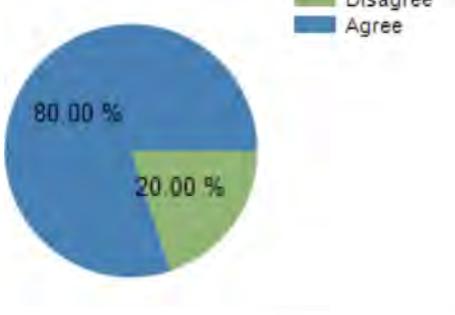
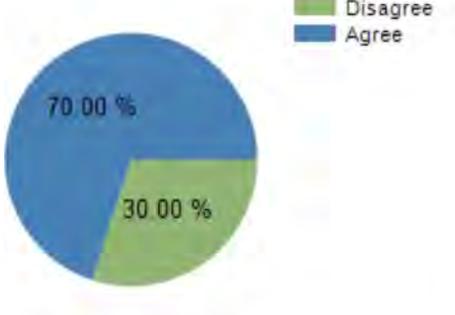
## Student Survey Response Summary Graph

	Survey Question	Category	Count	
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	4	
		No	15	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	11	
		No	5	
		N/A	3	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	19	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<table border="1"> <tr> <td>Yes</td> <td>17</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	17	No	2		<p>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 89.47% and a smaller green slice representing 10.53%.</p>
Yes	17							
No	2							
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<table border="1"> <tr> <td>Yes</td> <td>18</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	18	No	1		<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 94.74% and a very small green slice representing 5.26%.</p>
Yes	18							
No	1							
	<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>14</td> </tr> <tr> <td>No</td> <td>5</td> </tr> </table>	Yes	14	No	5		<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a blue slice representing 73.68% and a green slice representing 26.32%.</p>
Yes	14							
No	5							
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>14</td> </tr> <tr> <td>No</td> <td>5</td> </tr> </table>	Yes	14	No	5		<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a blue slice representing 73.68% and a green slice representing 26.32%.</p>
Yes	14							
No	5							

	<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>18</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	18	No	1	 <p>94.74 % 5.26 %</p>		
Yes	18								
No	1								
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>19</td> </tr> <tr> <td>No</td> <td>1</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	19	No	1	N/A	0	 <p>95.00 % 5.00 %</p>
Yes	19								
No	1								
N/A	0								
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>17</td> </tr> <tr> <td>No</td> <td>1</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	17	No	1	N/A	2	 <p>85.00 % 5.00 % 10.00 %</p>
Yes	17								
No	1								
N/A	2								
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>18</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	18	No	0	N/A	2	 <p>90.00 % 10.00 %</p>
Yes	18								
No	0								
N/A	2								

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>16</td> </tr> <tr> <td>No</td> <td>4</td> </tr> </table>	Yes	16	No	4	 <table border="1"> <tr> <td>Yes</td> <td>80.00 %</td> </tr> <tr> <td>No</td> <td>20.00 %</td> </tr> </table>	Yes	80.00 %	No	20.00 %		
Yes	16												
No	4												
Yes	80.00 %												
No	20.00 %												
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>20</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	20	No	0	 <table border="1"> <tr> <td>Yes</td> <td>100.00 %</td> </tr> </table>	Yes	100.00 %				
Yes	20												
No	0												
Yes	100.00 %												
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>16</td> </tr> <tr> <td>No</td> <td>4</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	16	No	4	N/A	0	 <table border="1"> <tr> <td>Yes</td> <td>80.00 %</td> </tr> <tr> <td>No</td> <td>20.00 %</td> </tr> </table>	Yes	80.00 %	No	20.00 %
Yes	16												
No	4												
N/A	0												
Yes	80.00 %												
No	20.00 %												
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>18</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	18	No	2	 <table border="1"> <tr> <td>Yes</td> <td>90.00 %</td> </tr> <tr> <td>No</td> <td>10.00 %</td> </tr> </table>	Yes	90.00 %	No	10.00 %		
Yes	18												
No	2												
Yes	90.00 %												
No	10.00 %												

<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>19</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	19	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 95.00% and a small green slice representing 5.00%.</p>
Yes	19					
No	1					
<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>4</td> </tr> <tr> <td>Agree</td> <td>16</td> </tr> </table>	Disagree	4	Agree	16	 <p>A pie chart with a legend. The legend shows a green square for 'Disagree' and a blue square for 'Agree'. The chart shows a blue slice representing 80.00% and a green slice representing 20.00%.</p>
Disagree	4					
Agree	16					
<p><b>5.2. I would recommend this school to others.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>6</td> </tr> <tr> <td>Agree</td> <td>14</td> </tr> </table>	Disagree	6	Agree	14	 <p>A pie chart with a legend. The legend shows a green square for 'Disagree' and a blue square for 'Agree'. The chart shows a blue slice representing 70.00% and a green slice representing 30.00%.</p>
Disagree	6					
Agree	14					

## SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
<b>1</b>	<b>2-2-503</b>	The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios (pages 16, 29, 33, 38, 43, and 47).
<b>2</b>	<b>3-1-112</b>	There is no documentation that periodic progress reports are completed to ensure that the CEP's activities are implemented (page 7).
<b>4</b>	<b>3-1-513(a) and Glossary</b>	Not all course syllabi identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments (pages 29, 33, 37, 38, 42, 43, 46, 47, 51, and 52).

## 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*):

### CAMPUS

- Involve all faculty and administrators in an in-service session to fully explain the rationale and procedures relating to the ACICS criteria requirements for assigning credit for homework that became effective Fall 2012.

### LIBRARY

1. Develop a supplement to the job description for the library assistant that includes the tutoring responsibilities which are extremely important in the campus retention efforts.
2. Although library hours are explained to new students during their orientation sessions, post hours prominently outside the LRC for continuous reference.

### FACULTY

- When preparing the schedule, consider Mr. Cammen Chan's qualifications and strengths and assign him exclusively to courses in electronics rather than electronics and information technology.

## 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, IN**  
**ACICS ID Code: 00016040**

October 8-9, 2012

Dr. Barry Shollenberger	Chair	Provost Emeritus, Virginia College	Valrico, FL
Dr. Lynda K. Angel	Student-Relations	AIBT (Ret.)	Phoenix, AZ
Dr. Nick L. Tex	Educational Activities	Carrington College	Scottsdale, AZ
Dr. Mary E. Fleck	Business Management/Project Management Specialist	Ignite, Inc.	Haslet, TX
Mr. James R. Grabe	Information Technology Specialist	Fortis Institute (Ret.)	Nashville, TN
Ms. Tenishia Charnette Jackson	Criminal Justice/Paralegal Specialist	Brown Mackie College	San Antonio, TX
Mr. Kenneth Markowitz	Engineering Specialist	New York City College of Technology	Wantagh, NY
Mrs. Nancy Saad Attra	Construction Management/Drafting and Design Specialist	Westwood College – Houston South	Houston, TX
Mr. Ian R. Harazduk	Manager, Compliance	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
TORRANCE, CA**

CREDENTIAL EARNED	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr.Hrs.	Enroll: Full- time/Part- time	AIR Retention & Placement			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Bachelor's Degree	Information Systems and Cybersecurity	2164	180	29/0	N/A	N/A	N/A	N/A
Bachelor's Degree	Information Systems Security	2080	180	4/0	87.5%	100%	88.9%	65%
Bachelor's Degree	**Project Management	2040	180	0/0	N/A	N/A	N/A	N/A
Academic Associate's Degree	Network Systems Administration	1058	90	82/1	N/A	N/A	N/A	N/A
Academic Associate's Degree	**Mobile Communications Technology	1056	90	0/0	N/A	N/A	N/A	N/A
Academic Associate's Degree	Information Technology – Computer Network Systems	1120	96	32/0	77.2%	69.8%	74.5%	<b>47.5%</b>
Bachelor's Degree	Electrical Engineering and Communications Technology	2127	180	41/0	N/A	N/A	N/A	N/A
Bachelor's Degree	Electronics and Communications Engineering Technology	2110	180	15/0	83.6%	88.9%	86%	75%
Academic Associate's Degree	Electrical Engineering Technology	1058	90	71/1	N/A	N/A	N/A	N/A
Academic Associate's Degree	Computer and Electronics Engineering Technology	1120	96	40/0	79.3%	80.5%	78.7%	<b>59.5%</b>
Bachelor's Degree	Construction Management	2100	180	4/0	87.5%	80%	95.8%	66.7%
Academic Associate's Degree	Drafting and Design Technology	1058	90	32/1	N/A	N/A	N/A	N/A
Academic Associate's Degree	**Graphic Communications and Design	1058	90	0/0	N/A	N/A	N/A	N/A
Academic Associate's Degree	Computer Drafting and Design	1140	96	26/0	76.6%	71.4%	69.7%	<b>43.8%</b>

Bachelor's Degree	**Business Management	1896	180	0/0	N/A	N/A	N/A	N/A
Bachelor's Degree	#Project Management and Administration – Project Management and Administration Option, Construction Option, Information Technology Option	1940	180	39/0	100%	N/A	N/A	N/A
Academic Associate's Degree	Business Management	970	90	22/1	N/A	N/A	N/A	N/A
Bachelor's Degree	Criminal Justice	1880	180	36/1	93.9%	<b>52.6%</b>	68.3%	<b>37.9%</b>
Academic Associate's Degree	Criminology and Forensic Technology	981	90	38/0	N/A	N/A	N/A	N/A
Academic Associate's Degree	Criminal Justice	1020	96	43/3	77.5%	<b>46.4%</b>	70%	<b>40%</b>
Academic Associate's Degree	**Paralegal	981	90	0/0	N/A	N/A	N/A	N/A
Academic Associate's Degree	Paralegal Studies	1030	96	8/0	66.7%	N/A	76.6%	N/A
	TOTAL ENROLLMENT			562/8				

# The campus catalog lists this program as a separate entity with three available options for students. The options and the enrollment in each:

- Project Management (Project Management and Administration Option) – 27 enrolled
- Project Management (Construction Option) – 12 enrolled
- Project Management (Information Technology Option) – 0 enrolled

\*\* The campus catalog listed five (5) programs that contained no students and were not evaluated by the team. The following are the programs with an explanation of the institution's plans regarding each program:

- Bachelor's degree in Project Management – The campus has no plans to enroll future students in this program.
- Academic associate's degree in Mobile Communications Technology – The campus has no plans to enroll future students in this program.
- Academic associate's degree in Graphic Communications and Design - The campus has no plans to enroll future students in this program.
- Bachelor's degree in Business Management - The campus has no plans to enroll future students in this program.
- Academic associate's degree in Paralegal - The campus has no plans to enroll future students in this program.

## INTRODUCTION

The ITT Technical Institute, Torrance, California campus is one of over 145 ITT/ESI Technical Institutes in 38 states. This nationwide system of colleges provides career-focused degree programs to over 80,000 students. The local campus opened in October 1986 in Carson, California and moved to its present location in March 2011. Enrollment has grown to a population of just under 600 students in 24 programs at the associate and baccalaureate levels. The campus is located in a modern stand-alone building in an upscale business/commercial park northeast of downtown Torrance. The campus listed 278 graduates on the 2011 Campus Accountability Report (CAR) with a placement rate of 68.8%. There is ample parking for students, faculty, and staff and the ingress and egress of the facility is excellent. Access from any point in Torrance and the surrounding areas is ensured by the campus proximity to Interstates 405 (San Diego Freeway) and 110 (Harbor Freeway).

The student population is 75% male and students' ages fall into non-traditional age ranges. Forty percent of students are Hispanic, 4% Caucasian, 14% African American and, 4% Asian American (37% of students polled declined to volunteer information for the demographic question and were listed as "undisclosed"). The team was impressed with the detail to which the facilities are maintained and the appearance of the campus is exemplary. The walls of the facility are decorated with ITT information regarding career choices and the available job markets in each programmatic area. In addition, the following items were thoughtfully displayed at various wall locations/displays around the facility:

- Numerous display cases where each program provided examples of hardware and software used in the classroom.
- "Program Wheels" for each program showing the curriculum of each program and the appropriate employment opportunities.
- Pictures of recent Torrance graduates in caps and gowns and listings of Honor Society graduates and Dean's Lists honorees.
- A Student Life presentation to prepare new students on what to expect in their campus activities.

The spacious meeting/work room provided the large team was electronically equipped with wired Internet connections and with all the materials necessary for the accomplishment of the visit mission. Campus administrative personnel made daily snacks and refreshments available for the benefit of the team.

**1. MISSION**

1.01 Response submitted by Academic Administrative Center

1.02 Response submitted by Academic Administrative Center

1.03 Response submitted by Academic Administrative Center

1.04 Response submitted by Academic Administrative Center

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?

 Yes  No

1.06 Is the campus committed to successful implementation of its mission?

 Yes  No**INSTITUTIONAL EFFECTIVENESS**

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?

 Yes  No

1.08 Does the campus have its own CEP, separate from the institution's IEP?

 Yes  No

1.09 Does the CEP describe the following?

The characteristics of the programs offered.

 Yes  No

The characteristics of the student population.

 Yes  No

The types of data that will be used for assessment.

 Yes  No

Specific goals to improve the educational processes.

 Yes  No

Expected outcomes of the plans.

 Yes  No

1.10 Are the following five required elements evaluated in the CEP?

Student retention.

 Yes  No

Student placement.

 Yes  No  Not Applicable (new branch only)

Level of graduate satisfaction.

 Yes  No  Not Applicable (new branch only)

Level of employer satisfaction.

 Yes  No  Not Applicable (new branch only)

Student learning outcomes.

 Yes  No

- 1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.

The campus is presently assessing the following instruments to measure student learning outcomes:

- Capstone Courses - These courses are designed to review all the central areas of a particular program and an exemplary grade in the class is predictive that students have learned what they were supposed to learn in the curriculum.
- Capstone Assessment Data - Assessment rubrics are utilized in addition to course grades to further identify any deficiencies in each curriculum.
- Student Engagement - This is measured by student attendance and the ability to complete program courses.
- Student Success - Student success is measured by dividing the number of passing students by the number of student attempts (a student attempt is counted when a student sits for a section).

The first two of these measures are recognized in the *Criteria* as examples of effective assessment evaluation of student learning outcomes.

- 1.12 Are the following identified and described in the CEP?

The baseline data for each outcome.

Yes  No  Not Applicable

The data used by the campus to assess each outcome.

Yes  No  Not Applicable

How the data was collected.

Yes  No  Not Applicable

An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes  No  Not Applicable

- 1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability (previously referred to as AIR) Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes  No

- 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes  No

- 1.15 Describe the specific activities that the campus will undertake to meet these goals.

The campus is currently undertaking the following specific activities to meet their retention goals:

- Utilize specific areas of faculty meetings to discuss high risk students.
- Implement "Attendance Best Practices" among faculty and staff.
- Utilize Weekly Engagement Report to analyze staff and trends.
- Coach low-performing instructors on retention best practices.

The campus is currently undertaking the following specific activities to meet their placement goals:

- Create individual "game plans" for each pre-graduate to ensure maximum success.
- Optimize the use of social media as a tool in finding employment opportunities.
- Continue to improve the career planning calendar to target pre-graduates for career training.
- Conduct "reputation building" events to strengthen the college's relationship to the community.

- 1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

Yes  No

(b) That specific activities listed in the plan have been completed.

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Mr. Richard Kwon, acting director, is responsible for implementing and monitoring the CEP. Mr. Kwon holds a bachelor's degree in English from California State University - Long Beach; a master's degree in Education from Pepperdine University in Malibu, California; and a juris doctorate from Chapman University - School of Law in Orange, California. Mr. Kwon has previous experience in career education as a teacher at the Sylvan Learning Center and the Art Institute, as an assistant dean at Westwood College, and as an academic affairs administrator at ITT since 2010. He was named acting director in September 2012. The CEP Committee (Team) consists of:

- Director (Acting Director)
- Dean
- Associate Dean(s)
- Director of Finance
- Director of Recruitment
- Director of Career Services
- Registrar
- Faculty Representative from each School of Study

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes  No

## 2. ORGANIZATION

- 2.01 (a) Response submitted by Academic Administrative Center
- 2.01 (b) Response submitted by Academic Administrative Center
- 2.01 Is the following information regarding the campus appropriately stated in the catalog?
- (c) Names of the administrators.
- Yes  No
- 2.02 Does the campus:
- (a) Adequately train its employees?
- Yes  No
- (b) Provide them with constant and proper supervision?
- Yes  No
- (c) Evaluate their work?
- Yes  No
- 2.03 Is the administration of the campus efficient and effective?
- Yes  No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?
- Yes  No
- (b) Know the person to whom they report?
- Yes  No
- (c) Understand the standards by which the success of their work is measured?
- Yes  No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
- Yes  No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
- Yes  No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?
- Yes  No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
- Yes  No  Not Applicable (initial applicants only)
- 2.09 Response submitted by Academic Administrative Center

### 3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes  No

3.02 Are all staff well trained to carry out administrative functions?

Yes  No

3.03 Who is the on-site administrator, and what are this person's qualifications?

Mr. Richard Kwon, acting director, is the chief on-site administrator. As previously noted, Mr. Kwon holds a bachelor's degree in English from California State University - Long Beach; a master's degree in Education from Pepperdine University in Malibu, California; and a juris doctorate from Chapman University - School of Law in Orange, California. Mr. Kwon has previous experience in career education as a teacher at the Sylvan Learning Center and the Art Institute, as an assistant dean at Westwood College, and as an academic affairs administrator at ITT since 2010. Mr. Kwon was named acting director in September 2012.

3.04 Does the campus list degrees of staff members in the catalog?

Yes  No

If Yes, is appropriate evidence of the degrees on file?

Yes  No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Response submitted by Academic Administrative Center

(b) Admissions.

Yes  No

(c) Response submitted by Academic Administrative Center

(d) Response submitted by Academic Administrative Center

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No

3.06 Response submitted by Academic Administrative Center

3.11 Do student files contain evidence of graduation from high school or the equivalent?

- Yes  No
- 3.12 Are appropriate transcripts maintained for all students?  
 Yes  No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?  
 Yes  No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes  No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes  No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
 Yes  No

#### 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

A total of 50 files were reviewed during this campus visit.

4.02 How does the institution ensure that its student relations reflect high ethical standards?

There are numerous actions taken by the corporate staff and the campus director of recruitment to ensure student relations reflect high ethical standards. The steps include: recruiters being certified by ITT and observations of phone calls, presentations, and student contact. The department has an open atmosphere with cubicles which allows for the direct supervision in all aspects of the daily activity of the recruiters.

4.03 Does the campus have appropriate admissions criteria?

Yes  No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

Yes  No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

Yes  No

4.06 reviewed at AAC

4.07 Is the admissions policy publicly stated?

Yes  No

4.08 Is the admissions policy administered as written?

Yes  No

4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

Mr. Luis Castro has been the director of student recruitment at this campus since April 2011. Mr. Castro is a retired gunnery sergeant from the US Marine Corps and is president of Platinum Properties, Inc. He holds a bachelor's degree in Management from Pepperdine University and a California real estate broker's license.

4.10 Describe the process for the recruitment of new students.

The process for recruitment of new students begins with a student making contact through advertisements created, produced, and distributed by the corporate staff members in charge of advertising and promoting the campus. Once a contact is made, based on the advertisement method observed, the information is referred to a recruiter at the campus. The recruiter telephones the prospective student and invites the student to visit the campus for an interview and tour. Once the prospective student appears at the campus, has listened to the presentation, and has taken the tour, the interested student will begin the enrollment process of taking the enrollment test and consulting with the financial aid coordinator.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?

Yes  No

4.11 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

4.12 Does the institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes  No

4.13 Does the state in which the campus operates require representatives to be licensed or registered?

Yes  No

4.14 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

4.15 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

Yes  No

4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes  No

4.17 reviewed at AAC

4.18 Is there evidence that the campus properly awards transfer of credit?

Yes  No  Not Applicable

4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?

Yes  No

4.21 Is the standards of satisfactory academic progress policy published in the catalog?

Yes  No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy are stated on page 67of the ITT 2012-2013 Catalog, Volume 59.

4.22 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes  No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes  No

(c) Procedures for re-establishing satisfactory academic progress.

Yes  No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes  No

Incomplete grades.

Yes  No

Repeated courses.

Yes  No

Non-punitive grades.

Yes  No  Not Applicable (institution does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (institution does not offer)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (institution does not offer)

The effect when a student changes programs.

Yes  No  Not Applicable (institution only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes  No  Not Applicable (institution only offers one credential)

The implications of transfer credit.

Yes  No

4.23 Does the campus apply its SAP standards consistently to all students?

Yes  No

4.24 Are students who are not making satisfactory academic progress properly notified?

Yes  No  Not Applicable (no students are in violation of SAP)

4.25 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?

Yes  No

4.26 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

Yes  No  Not Applicable (all programs are one year or less)

4.27 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

Yes  No  Not Applicable (all programs are less than two years)

4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?

Yes  No

4.29 Are students allowed to remain on financial aid during the probationary period?

Yes  No  Not Applicable (institution does not participate in financial aid)

If Yes, is the student informed of this policy?

Yes  No

- 4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?  
 Yes  No
- 4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes  No  Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)
- 4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (institution does not have extended enrollment)
- 4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes  No  Not Applicable (there is no such student)
- 4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes  No
- 4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?  
The administrator of satisfactory academic progress is the dean, Mr. Edgar Chavez. Mr. Chavez's background includes holding different positions in the ITT system since 1995. Mr. Chavez holds an associate's and bachelor's degree in Electronics Engineering Technology from ITT Tech and a master's degree in Computer Science from Azusa Pacific University.
- 4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes  No
- 4.37 reviewed at the institution level
- 4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?  
 Yes  No  Not Applicable (institution offers loans only)
- 4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?  
 Yes  No
- 4.40 Do the financial records of students clearly show the following?
- (a) Charges.  
 Yes  No
- (b) Dates for the posting of tuition.  
 Yes  No
- (c) Fees.  
 Yes  No
- (d) Other charges.  
 Yes  No
- (e) Payments.  
 Yes  No
- (f) Dates of payment.  
 Yes  No

(g) The balance after each transaction.

Yes  No

4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?

Yes  No

If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?

Yes  No  Not Applicable

4.42 Is the effective date listed on announcements of changes in tuition and fees?

Yes  No  Not Applicable (institution has not changed tuition or fees)

4.43 Is the institution's refund policy published in the campus catalog?

Yes  No

4.44 Is the refund policy fair, equitable, and applicable to all students?

Yes  No

4.45 Is the campus following its stated refund policy?

Yes  No

4.46 Does the campus offer financial aid?

Yes  No (Skip to Question 4.53.)

4.47 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Mr. Ruben Rivera is the director of student financial aid. Mr. Rivera began as a financial aid coordinator with ITT in 2008 and became the director in July 2012. Mr. Rivera holds a bachelor's degree in Finance from California State University - Long Beach and a master's degree in Business Administration from the University of Phoenix.

4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?

Yes  No

4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?

Yes  No

4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes  No

4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

The financial aid office remains current on regulation and policy changes by participating in the California Association of Student Financial Administrators (CASFA), corporate webinars, emails, conference calls, and access to the corporate financial aid portal.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes  No

4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes  No

4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Student services personnel are very active in providing appropriate needs to students. Tutoring, academic counseling, student orientation, and personal counseling are a few of the methods used for students in need of such services. Additional assistance includes help with transportation, housing, and part-time employment. The learning resource center is appropriately equipped to help students with after-school homework and extra tutoring by instructors.

- 4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes  No  Not Applicable
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes  No
- 4.57 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Mr. Zohaib Samana is responsible for the oversight of counseling students on employment opportunities. Mr. Samana holds a bachelor's degree in Business Economics from the University of California. His work experience includes career services positions at Devry, Inc prior to joining the campus.
- 4.58 Does the institution offer employment assistance to all students?  
 Yes  No  Not Applicable (institution enrolls only international students on a student visa)
- 4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes  No
- 4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?  
 Yes  No
- 4.61 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes  No  Not Applicable
- 4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes  No
- 4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
 At the time of accepting financial aid for tuition payments, students participate in a computerized financial aid entrance exam that explains the repayment obligations. After that, the student is again counseled on the repayment obligations as each disbursement is made to their account. When students leave school due to withdrawing or graduating, a financial aid exit exam is given that meets the qualifications of the Federal Department of Education.
- 4.64 Describe the extracurricular activities of the institution (if applicable).  
 Students are encouraged to participate in a variety of extracurricular activities which include:
- Student clubs and professional organizations
  - Alpha Beta Kappa Honor Society
  - Community Blood Drives
  - Annual American Red Cross CPR classes
  - Quarterly Student Honors Award Certificates
  - LRC Tutoring Services
  - Quarterly Student Appreciation Days

**GENERAL COMMENTS:**

The team felt that student files were exceptionally well-organized and allowed for easy evaluation and tracking of student activity throughout the enrollment.

## 5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes  No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Mr. Edgar Chavez is the campus dean and oversees the educational activities of all programs at the campus. As previously stated, Mr. Chavez holds an associate's and bachelor's degree in electronics engineering technology from ITT Technical Institute in Anaheim, Ca. and a master's degree in computer science from Azusa Pacific University. Mr. Chavez has been employed by ITT Technical Institute since 1995 as an instructor, associate dean, and supervisor of the library resource center in 2004. Mr. Chavez was promoted to his current position of dean in 2009. Additionally, Mr. Chavez has memberships in professional organizations and numerous documented professional development activities and in-service attendance. Mr. Chavez is well-qualified to oversee the educational activities of all programs at this campus.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes  No

5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

All program administrators report directly to the dean, Mr. Edgar Chavez. General education faculty members report to the associate dean, Mr. Dustin Pluta. Mr. Pluta reports directly to the dean. This reporting system allows program administrators sufficient authority and responsibility for the development and administration of their programs.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes  No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes  No

5.07- reviewed at AAC

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes  No

5.09 Does the campus have any programs that carry specialized or programmatic accreditation?

Yes  No

5.10 Are the educational programs consistent with the campus mission and the needs of its students?

Yes  No

5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes  No

5.12 What provisions are made for individual differences among students?

The campus provides several different types of provisions for individual differences among students. These provisions begin during the student's admission process. Prior to admission, students may ask to have their prior college transcripts reviewed for possible acceptance of transfer credits in lieu of retaking related courses. In addition, prior to admission, students may request to be granted credit for prior knowledge or competency in specific areas. Student must demonstrate such knowledge or skills by completing a proficiency examination and/or a project acceptable to the campus.

Once the student has begun taking classes, provisions are made for both the under-achieving and exceptional students. Under-achieving students are advised by their individual faculty member and the appropriate program chair. Based on a determination of the student's needs, specific tutoring is then recommended. Tutoring is scheduled through the Learning Resource Center (LRC). Exceptional students are encouraged, by their individual faculty member, to complete extra assignments and to assist other students. Students with learning disabilities are accommodated based on their individual ADA requirements.

- 5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.

Regular faculty meetings are held, along with regular department meetings and program advisory committee meetings. At these meetings the curriculum is discussed and recommendations made for changes. Recommendations presented to the local ITT curriculum committee are forwarded to the corporate office curriculum committee for consideration.

Additionally all faculty have access to the online Faculty Collaboration Portal. Faculty members may make curriculum recommendations on a 24/7 basis through this portal.

- 5.14 Does the faculty participate in this process?

Yes  No

- 5.15 - reviewed at AAC

- 5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

Yes  No  NA (institution does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

Yes  No

- 5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes  No

- 5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)

Facilities

Yes  No

Instructional equipment

Yes  No

Resources

Yes  No

Personnel

Yes  No

- 5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes  No

- 5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

Yes  No

5.21 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes  No

5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes  No

5.23 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

Yes  No  Not Applicable (no faculty members hold foreign credentials)

5.24 Is there documented evidence of a systematic program of in-service training at the campus?

Yes  No

If Yes, how is this documented?

Each faculty member's personnel profile contains a list of in-service training programs attended along with documentation to support attendance.

5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes  No

5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes  No

5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes  No

5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?

Yes  No

If No, insert the section number in parentheses, list faculty names, degrees, and courses, and explain:

**(Section 3-5-302):** Mr. Kenneth Herrod is currently teaching the general education course, EG 468, Ethics. According to the syllabus and catalog, this course provides students the opportunity to explore competing ethical theories and thorough analysis and critical thinking to determine their own code of ethics. Mr. Herrod holds a bachelor's degree in Arts from the University of California-Berkeley and a master's degree in Liberal Studies from Fort Hays State University. Mr. Herrod does not have any degrees in ethics nor 18 hours of credit on his transcripts related to ethics. For example, neither of the transcripts reviewed documented any specific courses in ethical theories, ethical analyses, or the development of one's own code of ethics.

5.31 - reviewed at AAC

5.32 - reviewed at AAC

5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes  No

5.34 - reviewed at AAC

5.35 - reviewed at AAC

5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes  No

## 6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The Torrance, California campus of ITT Technical Institute is located at 2555 West 190<sup>th</sup> Street, Suite 125. The physical plant consists of 30,000 square feet of space on the first floor of the facility and includes 19 classrooms, 5 computer laboratories (including one "mega-lab"), administrative offices for faculty and staff, a learning resource center, a book store, and appropriate restrooms. There is more-than-adequate parking for students, faculty, and staff and the proximity of the campus to Interstates 405 (San Diego Freeway) and 110 (Harbor Freeway) allow easy ingress and egress for day and evening students.

Part of the first floor and the second floor of the facility are unoccupied and the basement space is occupied by Exxon Mobile. An unusual aspect of the well-maintained facility includes numerous display cases that showcase various aspects of the program offerings of the campus along with student academic information and achievement. Each of the five schools (Information Technology, Electronics Technology, Drafting and Design, Business, and Criminal Justice) plus General Education has its own display case with examples of curriculum highlights. Other exhibits include:

- Local ITT graduates - Caps and gowns and pictures of students completing their graduation.
- Honor Society students and Dean's Lists.
- Examples of diplomas and certifications earned by graduates.
- A section on Student Life showing various benefits of the local campus.

6.02 Does the campus utilize any additional space locations?

Yes  No

6.03 Does the campus utilize learning sites?

Yes  No

6.04 Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?

Yes  No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?

(a) Equipment.

Yes  No

(b) Instructional tools.

Yes  No

(c) Machinery.

Yes  No

6.06 Is there evidence on file to show that all institutional facilities are in compliance with fire, safety, and sanitation regulations?

Yes  No  Not Applicable

## 7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The catalog used during the evaluation site visit is ITT Technical Institute, Torrance, California, 2012-2013 Catalog, Volume 59.

7.02 Does the self-study accurately portray the campus?

Yes  No

7.03 Does the campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?

Yes  No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

Yes  No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

Yes  No

(c) The names and titles of the administrators.

Yes  No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

Yes  No

(e) A statement of accreditation

Yes  No  Not Applicable (initial applicant)

(f) A mission statement.

Yes  No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

Yes  No

(h) An academic calendar.

Yes  No

(i) A full disclosure of the admission requirements.

Yes  No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

Yes  No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

Yes  No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

Yes  No

(m) A definition of the unit of credit.

Yes  No  Not Applicable (The institution does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes  No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes  No

(p) The transfer of credit policy.

Yes  No

(q) A statement of the tuition, fees, and any other charges.

Yes  No

(r) A complete and accurate listing of all scholarships offered.

Yes  No  Not Applicable (no scholarships offered)

(s) The refund policy.

Yes  No

(t) A statement describing the student services offered.

Yes  No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes  No  Not Applicable (initial applicants only)

7.05 Does the institution offer degree programs?

Yes  No

If Yes, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

Yes  No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes  No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes  No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes  No

7.06 Does the institution offer courses and/or programs via distance education?

Yes  No (Skip to Question 7.07.)

If Yes, does the catalog contain the following?

(a) A description of each mode of delivery used for distance education courses.

Yes  No

(b) Any additional or different admissions requirements for students taking distance education courses.

Yes  No  Not Applicable (there are no additional or different admissions requirements)

(c) A description of any tests used to determine access to distance education.

Yes  No  Not Applicable (no additional tests are given)

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.

Yes  No

(e) Costs and fees associated specifically with distance education.

Yes  No  Not Applicable (there are no additional costs and fees)

7.07 Does the catalog contain an addendum/supplement?

Yes  No (Skip to Question 7.08.)

If Yes, is it appropriate?

Yes  No

7.08 Is the catalog available online?

Yes  No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (Skip to Question 7.10.)

7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?

Yes  No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes  No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises through television commercials, the Internet, mailers, and brochures.

Are the advertisements under acceptable headings?

Yes  No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes  No (Skip to Question 7.14.)

If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

Yes  No

7.14 Does the campus utilize services funded by third parties?

Yes  No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?

Yes  No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?

Yes  No  Not Applicable (institution does not participate in financial aid)

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?

Yes  No

- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?  
 Yes  No
- 8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No
- 8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?  
 Yes  No
- 8.05 Reviewed at AAC
- 8.06 Reviewed at AAC
- 8.07 Reviewed at AAC
- 8.08 Reviewed at AAC
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
The current year's budget for the virtual library resources is \$8,817.00. To date, \$443.80 has been spent primarily for on-line subscriptions.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No
- 8.12 Reviewed at AAC
- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- 8.14 Reviewed at AAC
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?  
 Yes  No  Not Applicable (no interlibrary agreements)
- 8.16 Reviewed at AAC
- 8.17 Reviewed at AAC
- 8.18 Reviewed at AAC
- 8.19 Reviewed at AAC
- 8.21 Reviewed at AAC
- 8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?  
 Yes  No
- 8.23 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No
- 8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?  
 Yes  No

## 9. PROGRAM EVALUATION

Academic Associate's Degree in Business Management

Bachelor's Degree in Project Management and Administration - Project Management and Administration Option

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Rebecca Schiebrel, chair of the School of Drafting and Design, is assigned administrative responsibility for the School of Business. Ms. Schiebrel holds a master's degree in Business Administration from ITT Technical Institute and a bachelor's degree in Architecture from the University of Santo Tomas, Manila, Phillipines. Ms. Schiebrel started with ITT as a program chair in 1991. In addition to her educational management and administration experience, Ms. Schiebrel has over 8 years of experience in the field of architecture and project management. Ms. Schiebrel is assisted in administering the Project Management program by Mr. Garrett Whelan, chair of the School of Information Technology. Mr. Whelan holds bachelor's and master's degrees in Computer Science from Michigan Technological University. As chair, Mr. Whelan is responsible for the Project Management degree that was offered through the School of Information Technology. Mr. Whelan actively assists Ms. Schiebrel with faculty scheduling and student issues in the Project Management degree program.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

Yes  No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

None of the degree programs reviewed had graduates in this review period.

9.07 List the community resources and how they are utilized to enrich the program(s).

Community resources are being used to enrich the programs. In May 2012, Dr. Farideth Crowther was a guest speaker who talked to business students about entrepreneurship and topics such as teamwork and motivation. In August 2012, Mr. Mohd Kahn, project management instructor, took the project management students to an event sponsored by the Project Management Institute (PMI) at the Hyatt Regency Hotel in West Lake to learn about the project development process.

9.08 Are these resources sufficient?

Yes  No

- 9.09 Reviewed at AAC
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
  - (b) Course numbers  
 Yes  No
  - (c) Course prerequisites and/or corequisites  
 Yes  No
  - (d) Instructional contact hours/credits  
 Yes  No
  - (e) Learning objectives  
 Yes  No
  - (f) Instructional materials and references  
 Yes  No
  - (g) Topical outline of the course  
 Yes  No
  - (h) Instructional methods  
 Yes  No
  - (i) Assessment criteria  
 Yes  No
  - (j) Method of evaluating students  
 Yes  No
  - (k) Date the syllabus was last reviewed  
 Yes  No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

If *No*, insert the section number in parentheses, list the courses, and explain:

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include appropriate out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

None of the degree programs reviewed had any graduates.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

An addendum was observed in each syllabus that defined a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Some samples of homework for the School of Business were provided in the team room. Instructors stated they knew the expectation to give homework and understood the hourly requirement. A class discussion with new project management students resulted in students reporting that homework is routinely given. Although new to the bachelor's degree in Project Management program, these students recently graduated with associate degrees from various programs at ITT Torrance and students reported that regular homework was a part of each of their student experience.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

Yes  No

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

9.33 Reviewed at AAC

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes  No  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

**GENERAL COMMENTS:**

The campus exhibited a strong cadre of experienced faculty members who are being appropriately utilized. In addition, there has been a proper focus on ensuring that there is representation among the Project Management faculty of individuals possessing the prestigious Project Management Professional (PMP) certification. A classroom observation of a business class for the associate's degree in Business Management showed a very dedicated, well-prepared instructor, Mr. Ono, who incorporated practical examples of real life products and corporations to build a facilitated session and promote understanding of business start-up investing options. Students were pleased with the instruction and support they have received at ITT Tech, Torrance.

## 9. PROGRAM EVALUATION

Bachelor's Degree in Information Systems and Cybersecurity

Bachelor's Degree in Information Systems Security

Academic Associate's Degree in Network Systems Administration

Academic Associate's Degree in Information Technology - Computer Network Systems

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Garrett Whelan is the chair of Information Technology (IT) and holds bachelor's and master's degrees in Computer Science from Michigan Technological University. Having worked previously as a programmer with Smith's Aerospace, Mr. Whelan brings workplace experience in IT to the students in his programs. Mr. Whelan is actively engaged in earning an educational doctorate (Ed.D.) from California State University in Fullerton, California.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

Yes  No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The School of Information Technology utilizes numerous guest speakers. Recent speakers included the chief information officer of SpaceX who discussed internships and his company and an Information Technology (IT) manager from the Los Angeles school district. These speakers expose students to IT and engineering professionals which appropriately enrich the content of the program. A program advisory committee (PAC), composed of industry professionals, meets twice a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Are these resources sufficient?

- Yes  No
- 9.09 Reviewed at AAC
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
- Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
- Yes  No  NA
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites being followed?
- Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
- Yes  No
- (b) Course numbers
- Yes  No
- (c) Course prerequisites and/or corequisites
- Yes  No
- (d) Instructional contact hours/credits
- Yes  No
- (e) Learning objectives
- Yes  No
- (f) Instructional materials and references
- Yes  No
- (g) Topical outline of the course
- Yes  No
- (h) Instructional methods
- Yes  No
- (i) Assessment criteria
- Yes  No
- (j) Method of evaluating students
- Yes  No
- (k) Date the syllabus was last reviewed
- Yes  No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

If No, insert the section number in parentheses, list the courses, and explain:

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include appropriate out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

Academic associate's degree in Information Technology - Computer Network Systems - 7

Bachelor's degree in Information Systems Security- 4

There were no graduates in the bachelor's degree program in Information Systems and Cybersecurity and the academic associate's degree program in Network Systems Administration.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Information Technology - Computer Network Systems - 3

Bachelor's degree in Information Systems Security - 3

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No  Not Applicable

If No, insert “Section 3-1-303(a)” in parentheses and explain:

All five placement waivers were validated.

9.21 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

An addendum was observed in each syllabus that defined a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

Sample graded homework activities were observed and documented including research reports, review questions, and troubleshooting scenarios.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

Yes  No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.42 Reviewed at AAC

- 9.43 Reviewed at AAC
- 9.44 Reviewed at AAC
- 9.45 Reviewed at AAC
- 9.46 Reviewed at AAC
- 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
- Yes  No  N A, (no students in the third and fourth years)
- 9.48 Reviewed at AAC

## 9. PROGRAM EVALUATION

Bachelor's Degree in Criminal Justice

Academic Associate's Degree in Criminal Justice

Academic Associate's Degree in Paralegal Studies

Academic Associate's Degree in Computer and Forensic Technology

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Lydia Liberio is assigned to administer the academic programs. Ms. Liberio holds a juris doctorate from Loyola Law School and a bachelor's degree in Social Ecology from the University of California. Ms. Liberio has been employed at the campus since April 2011 and has served in the capacity of lead instructor, adjunct instructor, and program director. Ms. Liberio has also held various positions in the legal field since October 2000 including: acting manager of a legal department, associate counsel, and senior litigation partner.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

Yes  No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

Yes  No

9.07 List the community resources and how they are utilized to enrich the program(s).

The programs conduct field trips to local courts, law schools, municipalities, and the Federal Reserve Board. Student activities include weekly club meetings for Criminal Justice club students, mock trials and crime scene presentations, all of which are designed to provide students with real world application and hands-on experience in the field of Criminal Justice and related studies.

9.08 Are these resources sufficient?

Yes  No

- 9.09 Reviewed at AAC
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
  - (b) Course numbers  
 Yes  No
  - (c) Course prerequisites and/or corequisites  
 Yes  No
  - (d) Instructional contact hours/credits  
 Yes  No
  - (e) Learning objectives  
 Yes  No
  - (f) Instructional materials and references  
 Yes  No
  - (g) Topical outline of the course  
 Yes  No
  - (h) Instructional methods  
 Yes  No
  - (i) Assessment criteria  
 Yes  No
  - (j) Method of evaluating students  
 Yes  No
  - (k) Date the syllabus was last reviewed  
 Yes  No
- For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

Bachelor's degree in Criminal Justice - 5

Academic associate's degree Criminal Justice - 5

There were no graduates in the academic associate's degree program in Paralegal Studies or the academic associate's degree program in Computer and Forensic Technology

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Bachelor's degree in Criminal Justice - 4

Academic associate's degree in Criminal Justice - 4.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

The campus defines a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours externship, practicum or clinical activities. ITT Technical Institute uses a "time based option" for establishing out-of class activities which would equate to two hours of activity for every one hour of classroom time. The procedure for determining credit hours is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios. A clock hour is 50 minutes.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

Rubrics for research assignments, capstones, discussion forum postings and interviews demonstrating substantive academic rigor defined per course were produced as well as supporting documentation for out-of class work.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

Yes  No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes  No  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

## 9. PROGRAM EVALUATION

Academic associate's degree in Electrical Engineering Technology

Academic associate's degree in Computer and Electronics Engineering Technology

Bachelor's degree in Electrical Engineering and Communications Technology

Bachelor's degree in Electronics and Communications Engineering Technology

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Vaughn Grigsby is assigned to administer the Computer and Electronics Engineering Technology program (CEET), the Electrical Engineering Technology program (EET), the Electrical Engineering and Communications Technology program (EECT), and the Electronics and Communications Engineering Technology program (ECET). Mr. Grigsby, the program chair, holds a master's degree in Business Administration from ITT Technical Institute in Indiana, a bachelor's degree in Liberal Studies from Loyola Marymount College in California, and an associate's degree in Electronics from Southwest College in California. Mr. Grigsby has over 15 years of teaching electronics and over 10 years of practical experience as an electronics technician.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

Yes  No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

During the visit, documentation of community resources was provided the team for the (CEET) and the (ECET) programs. Guest speakers from industry were invited to speak on topics relevant to the students' programs and field trips to prospective employers such as ALJ Electronics Inc. and Southern California Edison were also arranged for the students. A review of the Program Advisory Committee (PAC) minutes indicated that PAC members have provided input to help students find entry-level positions as test technicians and associate engineers with their respective companies.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
- (b) Course numbers  
 Yes  No
- (c) Course prerequisites and/or corequisites  
 Yes  No
- (d) Instructional contact hours/credits  
 Yes  No
- (e) Learning objectives  
 Yes  No
- (f) Instructional materials and references  
 Yes  No
- (g) Topical outline of the course  
 Yes  No
- (h) Instructional methods  
 Yes  No
- (i) Assessment criteria  
 Yes  No
- (j) Method of evaluating students  
 Yes  No
- (k) Date the syllabus was last reviewed  
 Yes  No
- For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No

- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

Academic associate's degree in Computer and Electronics Engineering Technology - 4

Bachelor's degree in Electronics and Communications Engineering - 5

Currently there are no graduates in the academic associate's degree program in Electrical Engineering Technology and the bachelor's degree program in BS EECT programs.

How many calls to employers or graduates were successful?

Associate degree in Computer and Electronics Engineering Technology - 4

Bachelor's degree in Electronics and Communications Engineering - 5

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All the calls made confirmed the employment of graduates as reported in the 2011 CAR.

- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No  Not Applicable

- 9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

- 9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

ITT Technical Institute defines a quarter credit hour to be the equivalent of (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. A clock hour is 50 minutes.

- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The Team reviewed the following graded homework assignments:

Course No.	Title	Program
ET1210	DC-AC Electronics	ASEET
ET1220	Digital Fundamentals	ASEET
ET245	Electronic Devices 2	ASCEET
ET345	Control Systems	ASCEET
ET3150	Automatic Industrial Controls	BSEECT
ET3280	Electrical Machines & Energy Conversion	BSEECT
ET455	Digital Communications Systems 1	BSECET
ET485	Capstone Project	BSECET

- 9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

Yes  No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes  No  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

## 9. PROGRAM EVALUATION

Bachelor's degree in Construction Management

Bachelor's degree in Project Management and Administration, Construction Option

Academic associate's degree in Drafting and Design Technology

Academic associate's degree in Computer Drafting and Design

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Rebecca Schiebrel is assigned to administer the academic programs. Ms. Schiebrel holds a bachelor's degree in Architecture from the University of Santo Tomas in Manila, Philippines, and a master's degree in Business Administration from ITT Technical Institute. Ms. Schiebrel has over 8 years of experience in the fields of Architecture and Construction Management. She started her career at ITT Technical Institute in 1991.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

Yes  No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The team reviewed documentation of guest speakers and field trips that took place in 2012. These community resources are scheduled to enhance the students' experience and expose them to subjects related to the curriculum and their field of study. There was also documentation of a Program Advisory Committee (PAC) meeting held in April of 2012 for the School of Drafting and Design.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes  No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes  No  NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

Yes  No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

***For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

If *No*, insert the section number in parentheses, list the courses, and explain:

**(Section 3-1-513(a) and Glossary):** Course syllabi do not include appropriate out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

Academic Associate's degree in Computer Drafting and Design - 8

Bachelor's degree in Construction Management - 8

Currently, there are no graduates in the bachelor's degree program in Project Management and Administration - Construction Option and the academic associate's degree program in Drafting and Design Technology.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Computer Drafting and Design - 4

Bachelor's degree in Construction Management - 4

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

The campus defines a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours externship, practicum or clinical activities. ITT Technical Institute uses a "time based option" for establishing out-of class activities which would equate to two hours of activity for every one hour of classroom time. The procedure for determining credit hours is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios. A clock hour is 50 minutes.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team reviewed graded assignments that were based on reading material specified in the syllabus.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

## (d) Personnel

 Yes  No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

 Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?

 Yes  No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

 Yes  No  NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

 Yes  No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

 Yes  No  Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

 Yes  No  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

## SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Citation	Summary Statement (followed by report page number)
<b>3-1-513(a) and Glossary</b>	Not all syllabi include appropriate out-of-class work assignments that support the course learning objectives (pages 30, 35, 47).
<b>3-5-302</b>	One faculty member is not qualified to teach one course they have been assigned (page 20).

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

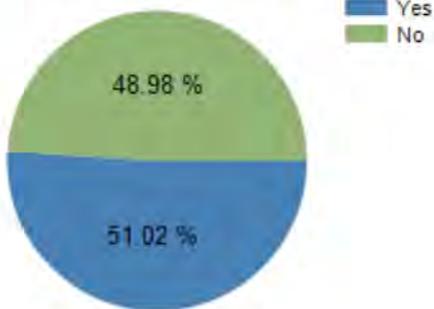
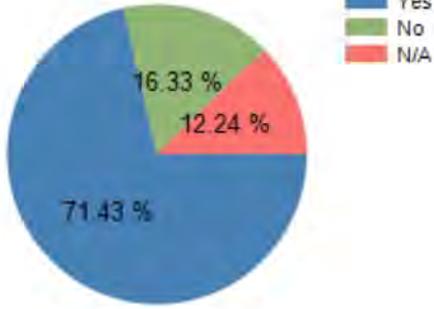
### **Institutional Effectiveness:**

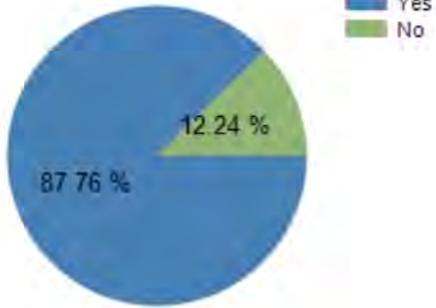
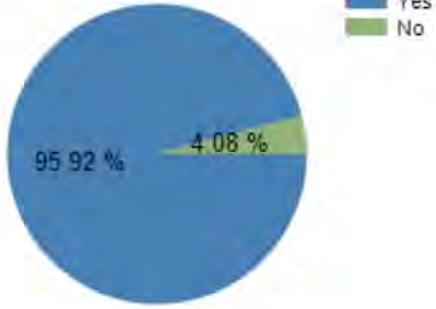
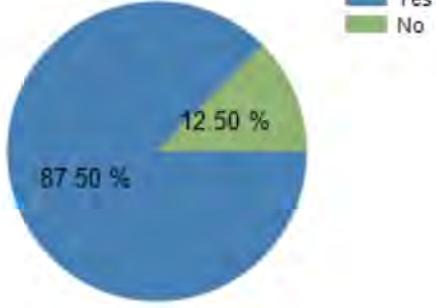
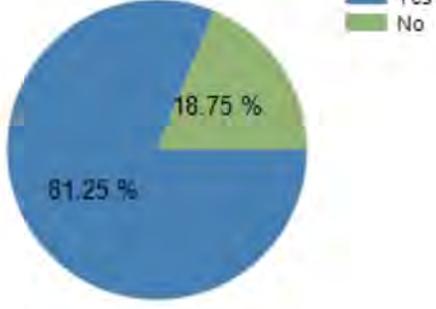
- Although two excellent measures are presently being utilized to assess student learning outcomes in the Campus Effectiveness Plan (CEP), the campus should consider replacing the other two elements being used. “Student Engagement” and “Student Success” should be eliminated as assessment tools and replaced by measures recognized by the *Council* (GPA, CGPA, pre-post tests, portfolios, etc.).

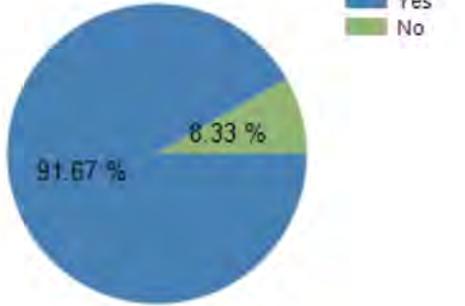
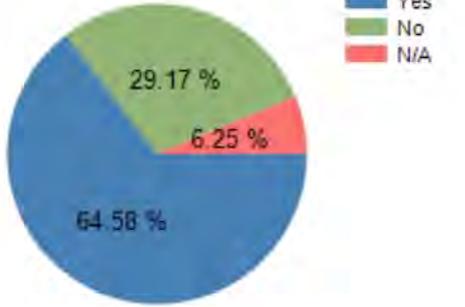
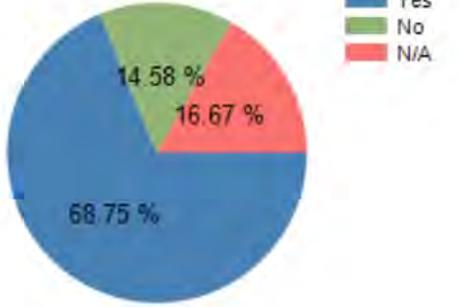
### **Relations with Students:**

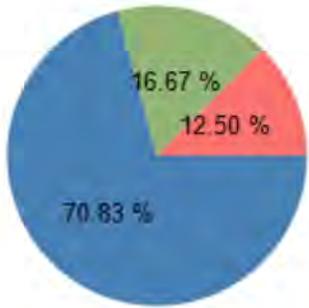
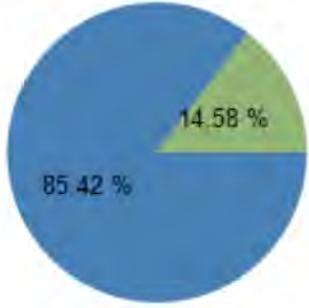
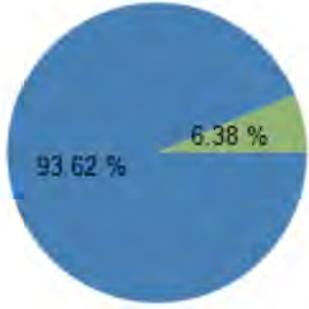
- While compliant with *Council* standards, the campus could improve the manner in which SAP probationary students are notified of their status. A letter with signatures of all concerned could be developed and stored in the student's personal file.
- Transfer of credit documentation could be better organized and placed in the student's file.

## Student Survey Response Summary Graph

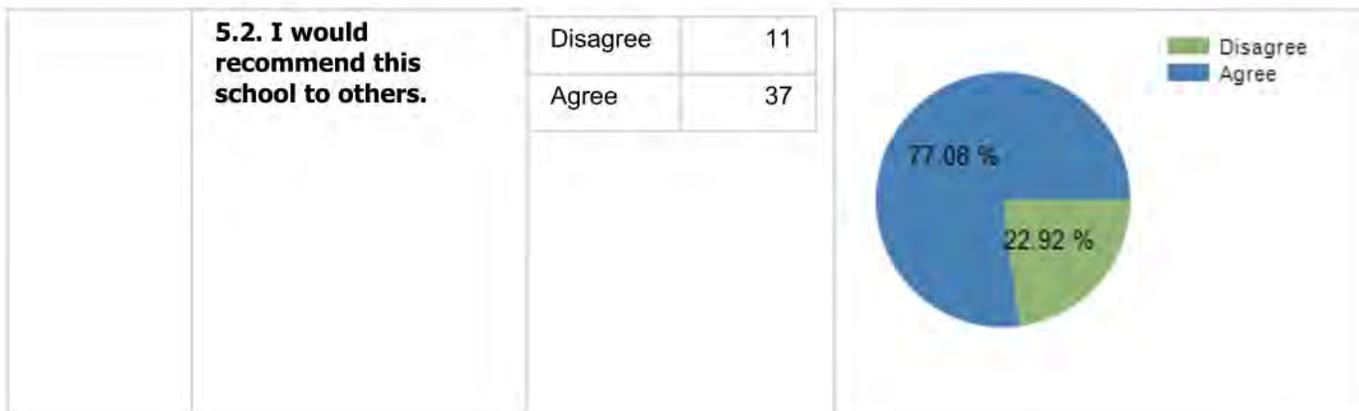
Personify Id	Survey Question	Category	Count	
00016082				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	25	
		No	24	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	35	
		No	8	
		N/A	6	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	49	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<table border="1"> <tr> <td>Yes</td> <td>43</td> </tr> </table>	Yes	43	<table border="1"> <tr> <td>No</td> <td>6</td> </tr> </table>	No	6	 <p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 87.76% and a smaller green slice representing 12.24%.</p>
Yes	43							
No	6							
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<table border="1"> <tr> <td>Yes</td> <td>47</td> </tr> </table>	Yes	47	<table border="1"> <tr> <td>No</td> <td>2</td> </tr> </table>	No	2	 <p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a very large blue slice representing 95.92% and a very small green slice representing 4.08%.</p>
Yes	47							
No	2							
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>42</td> </tr> </table>	Yes	42	<table border="1"> <tr> <td>No</td> <td>6</td> </tr> </table>	No	6	 <p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 87.50% and a green slice representing 12.50%.</p>
Yes	42							
No	6							
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>39</td> </tr> </table>	Yes	39	<table border="1"> <tr> <td>No</td> <td>9</td> </tr> </table>	No	9	 <p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 81.25% and a green slice representing 18.75%.</p>
Yes	39							
No	9							

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>44</td> </tr> </table>	Yes	44	<table border="1"> <tr> <td>No</td> <td>4</td> </tr> </table>	No	4	 <p>91.67 % 8.33 %</p>
Yes	44							
No	4							
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>31</td> </tr> </table>	Yes	31	<table border="1"> <tr> <td>No</td> <td>14</td> </tr> </table>	No	14	 <p>64.58 % 29.17 % 6.25 %</p>
Yes	31							
No	14							
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>33</td> </tr> </table>	Yes	33	<table border="1"> <tr> <td>No</td> <td>7</td> </tr> </table>	No	7	 <p>68.75 % 16.67 % 14.58 %</p>
Yes	33							
No	7							

	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>34</td> </tr> </table>	Yes	34	<table border="1"> <tr> <td>No</td> <td>8</td> </tr> </table>	No	8	<table border="1"> <tr> <td>N/A</td> <td>6</td> </tr> </table>	N/A	6	 <p>70.83 % 16.67 % 12.50 %</p> <p>Yes No N/A</p>
Yes	34										
No	8										
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>41</td> </tr> </table>	Yes	41	<table border="1"> <tr> <td>No</td> <td>7</td> </tr> </table>	No	7	 <p>85.42 % 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 % 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>	N/A	0	 <p>100.00 %</p> <p>Yes</p>
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> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	45	No	3		<table border="1"> <caption>Data for Question 4.4</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>45</td> <td>93.75%</td> </tr> <tr> <td>No</td> <td>3</td> <td>6.25%</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	45	93.75%	No	3	6.25%
Yes	45																
No	3																
Response	Count	Percentage															
Yes	45	93.75%															
No	3	6.25%															
	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>45</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	45	No	3		<table border="1"> <caption>Data for Question 4.5</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>45</td> <td>93.75%</td> </tr> <tr> <td>No</td> <td>3</td> <td>6.25%</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	45	93.75%	No	3	6.25%
Yes	45																
No	3																
Response	Count	Percentage															
Yes	45	93.75%															
No	3	6.25%															
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>7</td> </tr> <tr> <td>Agree</td> <td>41</td> </tr> </table>	Disagree	7	Agree	41		<table border="1"> <caption>Data for Question 5.1</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>41</td> <td>85.42%</td> </tr> <tr> <td>Disagree</td> <td>7</td> <td>14.58%</td> </tr> </tbody> </table>	Response	Count	Percentage	Agree	41	85.42%	Disagree	7	14.58%
Disagree	7																
Agree	41																
Response	Count	Percentage															
Agree	41	85.42%															
Disagree	7	14.58%															



**NEW GRANT****ITT TECHNICAL INSTITUTE**

**1455 West River Road  
Tucson, AZ 85704  
ACICS ID Code: 00016084**

**MAIN**

**ITT Technical Institute  
Indianapolis, IN 46268  
ACICS ID Code: 00016040**

Arnulfo Runas, Director ([arunas@iti-tech.edu](mailto:arunas@iti-tech.edu))

Regulatory054@itt-tech.edu

October 16-17, 2012

Paul Lacroix	Chair	Johnson & Wales University	Providence, RI
Maura Wilson	Student-Relations Specialist	Flagler College	Albany, OR
Richard Horn	Educational Activities Specialist	Education Management Corporation	Pittsburgh, PA
Linda Szul	Information Technology Systems & Security Specialist	Indiana University of Pennsylvania	Ford City, PA
Michael Jordan	Electrical Engineering Specialist	MBJ Enterprises, Inc.	Fishers, IN
Paul Harre	Drafting & Design Specialist	Southern Illinois University	Carbondale, IL
Paul Ryal	Graphic Design & Visual Communications Specialist	Remington College	Colorado Spring, CO
Steve Todoric	Criminal Justice Specialist	Pennsylvania State University	Wildwood, PA
John Padgett	Project Management & Business Specialist	City College	Fort Lauderdale, FL
Lindsey Withem	Senior Accreditation Coordinator	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE  
TUCSON, AZ**

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	Computer Drafting & Design	1140	96	11/1	74.3%	77.8%	83.6%	<b>50%</b>
Academic Associate's	Computer Electronics Engineering Technology	1120	96	22/3	76.7%	75%	na	na
Academic Associate's	Criminology & Forensics Technology*	981	90	41/7	na	na	na	na
Academic Associate's	Criminal Justice	1020	96	12/0	79.1%	29.4%	82.1%	100%
Academic Associate's	Drafting & Design Technology*	1058	90	46/5	na	na	na	na
Academic Associate's	Electronic Engineering Technology*	1058	90	69/18	na	na	na	na
Academic Associate's	Graphic Communications & Design*	1058	90	7/2	na	na	na	na
Academic Associate's	IT - Computer Network Systems	1120	96	19/3	80%	85%	85.7%	70.6%
Academic Associate's	Network Systems Administration*	1058	90	81/11	na	na	na	na
Academic Associate's	Visual Communications	1120	96	6/0	70.1%	<b>28.6%</b>	82.2%	na
Academic Associate's	Computer & Electronic Technology**	1120	96	0/0	na	na	75.6%	90.9%
Academic Associate's	IT-Multimedia**	1120	96	0/0	100%	na	90%	na
Academic Associate's	IT- Web Development**	1120	96	0/0	na	na	na	na
Academic Associate's	IT-Software Application & Programming**	1120	96	0/0	na	na	Na	na
Academic Associate's	Business Management**	970	90	0/0	na	na	na	na
Academic Associate's	Paralegal**	981	90	0/0	na	na	Na	na
Academic Associate's	Mobile Communications	1058	90	0/0	na	na	na	na

	Technology**							
Bachelor's	Criminal Justice	1880	180	11/0	76.7%	<b>25%</b>	85.3%	66.7%
Bachelor's	Digital Entertainment & Game Design	2100	180	1/0	79.3%	<b>36.4%</b>	91.7%	<b>25%</b>
Bachelor's	Electronics Engineering & Communications Technology	2110	180	8/0	92%	87.5%	93.1%	100%
Bachelor's	IT-Information Systems & Cybersecurity*	2090	180	31/2	na	na	na	na
Bachelor's	Information Systems Security	2080	180	4/1	90.6%	66.7%	91.2%	82.4%
Bachelor's	Project Management	2040	180	14/1	82.8%	na	na	na
Bachelor's	Project Management – Administration Option*	2040	180	14/0	na	na	na	na
Bachelor's	Software Application Development**	2090	180	0/0	na	na	na	na
Bachelor's	Construction Management**	2100	180	0/0	100%	83.3%	90%	na
Bachelor's	Business Management**	1860	180	0/0	na	na	na	na
	TOTAL ENROLLMENT		<b>449</b>					

Notes: Typed in bold is retention rate below 62.0% and any placement rate below 58.02%.

\* Program reviewed for the first time.

\*\* Program with no current enrollment

The institution is the process of revamping curricula and reevaluating the placement opportunities by program. Some programs have been replaced with new programs. The campus has ceased enrolling students in some programs pending review.

## Introduction

The Tucson, Arizona campus began operation in September 1984. In 1985, ITT Technical Services acquired the campus and the name was changed to ITT Technical Institute. The campus offers academic associate and bachelor degrees. A typical student is a Hispanic male in his mid-20's taking evening classes in IT-Computer Network Systems. The numbers in this program are closely followed by Electrical Engineering Technology. The campus serves Pima County.

**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.

Programs offered at ITT Technical Institute, Tucson emphasize career or technology-oriented study leading to either an academic associate's 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
- 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.

In order to support the activities undertaken to meet retention and placement goals, the campus has undertaken a number of initiatives among which are:

**Retention:**

Work with instructors and school chairs to identify "at risk" students early in the quarter.

Monitor attendance reports daily.

Monitor quarterly faculty performance assessments.

Monitor grade books to identify students with 2+ missing assignments.

Encourage faculty to increase guest speakers and field trips.

Have school chairs assist with teaching initial classes.

**Placement:**

- Create individual career game plans for each pre-graduate.
- Have about 5 – 10 high school visits on campus.
- Encourage each functional manager to attend one public relations event off campus per quarter.
- Have influential constituents visit the campus.
- Conduct at least two school functions to generate interest in the campus.
- Host at least one chamber of commerce meeting.
- Invite local political figures as graduation speakers.

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. Arnulfo Runas, is ultimately responsible for implementing and monitoring the CEP. He chairs a CEP committee comprised of all the functional managers. These include the dean, the associate dean, the director of finance, the director of recruitment, the director of career services, the registrar, and faculty representatives from each school of study. These functional managers work within the departmental teams to perform those activities outlined in the CEP. Mr. Runas earned a bachelor's degree in Electronic & Communications Engineering from the University of the East, Philippines and a master's degree in Information Technology from the American Intercontinental University in California. He has almost 40 years of experience in post-secondary education and industry. He has served as instructor, department head, technician teacher training specialist, assistant professor, service engineer, dean, director of education, associate dean of technology programs, dean of academic affairs and director. Mr. Runas qualifies both in education and experience to implement and monitor 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?

As indicated above, Mr. Arnulfo Runas, campus director, is the on-site administrator. He holds a bachelor's degree in Electronics and Communications Engineering from the University of the East, Philippines, and a master's degree in Information Technology from American Intercontinental University, California. Prior to coming to ITT Technical Institute first in 1988 and again in 2003, he served as an instructor, department head, technician teacher training specialist, service engineer, and associate dean of technology programs. During his tenure at ITT Technical Institute, he has served as dean of academic affairs and director. He possesses certifications to administer examinations for the Federal Communications Commission (FCC) Commercial Operator's License and for the Electronics Electricians Association (ETA) Technician certifications. He is a member of the American Society of Electrical Engineers (ASEE). He is a program evaluator for the Accrediting Council for Independent Colleges and Schools (ACICS) and attended an accreditation workshop in Savannah, Georgia in November 2011.

- 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  Not applicable

The campus does not currently hire student personnel.

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?

Forty two files were reviewed and evaluated during the team's visit

4.02 How does the institution ensure that its student relations reflect high ethical standards?

The campus ensures that its student relations reflect high ethical standards by utilizing policies and procedures that help guide its daily operations. This includes admissions and student relations. These policies and procedures are consistent with the mission and purposes of the institution and its programs. They are made available to all students and prospective students electronically and through other appropriate publications. Policies and procedures for recruiting and enrolling students, in addition to hiring and training standards for recruitment personnel are corporately developed and monitored. This includes an internal department audit that is done annually to assess the recruitment activities on 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?

Ms. Denise Barba is the director of recruitment (DOR). She earned a bachelor's degree in Deaf Studies from California State University. Ms. Barba has served in this capacity with ITT Technical Institute for 20 months. Previously, she served as DOR and regional training manager at DeVry University for 11 years, and spent four years as a sales department manager for a treatment center.

4.10 Describe the process for the recruitment of new students.

The admissions department receives its prospective student leads from ITT Technical Institute corporate office's television, radio and direct mail advertising, directly from inquiries on the campus's website, and referrals from other students. Additionally, there is a community relations specialist who has the responsibility of meeting with high school counselors and attending job and college fairs. An appointment is set with a prospective student to discuss ITT Technical Institute and its programs. The admissions interview is an established electronic format which ensures that all admissions personnel are trained on and deliver the same presentation to prospective students. Following the interview, the prospective student takes a tour of the facility, and if interested, completes an application and enrollment agreement. An appointment is set with financial aid to determine whether the student is eligible for any Title IV funding.

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 standards of academic progress (SAP) policy can be found on pages 61-64 of the 2012-2013 catalog, volume 52. In addition, the team reviewed the SAP policy contained within the 2009 catalog, volume 45, as it pertained to student files reviewed during the 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

If No, insert the section number in parentheses, list student names, and explain:

**(Section 3-1-421 and Appendix D)** The institution's satisfactory progress policy (SAP) from the 2009 Catalog (Volume 45), which was still in effect during 2010 and which covered the time frame for the student files selected for review during the visit, states on page 46 that the evaluation points to determine student SAP are: the end of each of the student's first academic year (three quarters), a student's fourth and any subsequent academic quarters, and the end of each of the student's second and any subsequent academic years.

The following students were evaluated at times other than what this policy dictates:

- Travis Brown was noted as SAP dismissed (with an unsigned letter in his file) after quarter two.
- Henry Martinez received a letter of dismissal after quarter one.

The following students should have been placed on SAP, but there was no indication in their file that they had been:

- Travis Brown - end of third quarter

- Todd Brown - end of ninth quarter
- Keith de la Torre - end of third quarter or first academic year, end of fifth quarter, end of sixth quarter or second academic year

The catalog also states on page 48 "Academic Probation": "Notwithstanding anything to the contrary in the evaluation points section: (a) a student will not be placed on academic probation more than three times during any specific program of study in which the student is or was enrolled at the school or at any other ITT Technical Institute; and (b) a student will not be placed on academic probation, if such placement would represent the third consecutive quarter of academic probation for that student while enrolled in that program of study at the school or at any other ITT Technical Institute."

The following students had multiple quarters on SAP:

- Keith de la Torre - four consecutive quarters
- Aaron Hollister - three quarters on SAP
- Henry Martinez - four quarters on SAP with three being consecutive
- Joshua Wahl - six consecutive quarters on SAP

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:

**(Section 3-1-421 and Appendix D)** The campus' practice is to calculate SAP following a quarter's completion, but only notify students on SAP if they continue in their attendance at the campus. That notification- in the form of a dismissal/appeal notice - takes place when the student returns to class the next quarter. At that point, the student completes the dismissal/appeal notice which is also referred to by institutional personnel as the "SAP appeal form." If a student does not begin classes in the immediate quarter following the SAP, they are not notified of their SAP status or that they have been terminated by the campus. Sometimes, but not always, the dismissal/appeal notice was completed by the institution, not signed by the student, and placed in the student file. If the student were to re-apply at some future date, the institution's practice was to tell the student that he/she had been dismissed. The student then completed the appeal form and could re-enter as a non-SAP student. In one case, a student, Travis Brown, re-entered and a dismissal/appeal letter was not evidenced.

There was no evidence that the following students were notified that they were being dismissed due to SAP:

- Todd Brown: quarter nine
- Travis Brown: unsigned notice in file indicating dismissal dated 9/10/2010; returned to class 12/6/2010 with unsigned letter remaining in file and no new notice/appeal on file.
- Keith de la Torre: quarter three, quarter five and quarter six
- Aaron Hollister: quarter seven; a notice was dated 9/5/2010 but signed by Mr. Hollister on 2/8/2011.
- Henry Martinez: quarter five notice of dismissal in file that was unsigned

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:

**(Section 3-1-421 and Appendix D)** There was no documented evidence that SAP was evaluated at the end of each academic year for the following students:

- Todd Brown - ninth quarter
- Travis Brown - third quarter
- Keith de la Torre - third quarter, fifth quarter, sixth quarter

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:

**(Section 3-1-421 and Appendix D)** There was no documented evidence that SAP was evaluated at the end of each academic year for the following students:

- Todd Brown - ninth quarter
- Travis Brown - third quarter
- Keith de la Torre - third quarter, fifth quarter, sixth quarter

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:

**(Sections 3-1-421 and Appendix D)** There was no documented evidence that SAP was evaluated at the end of the second academic year and dismissed for the following students:

- Todd Brown - ninth quarter
- Keith de la Torre - fifth quarter, sixth quarter
- Aaron Hollister - quarter four, quarter seven
- Henry Martinez - quarter four, quarter five
- Joshua Wahl - quarter four, quarter five, quarter six, quarter seven, quarter eight, quarter fifteen

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

If No (the student is not informed), insert the section number in parentheses, list student names, and explain:

**(Section 3-1-421 and Appendix D):** The students are allowed to remain on financial aid when they have signed the dismissal/appeal notice. In some cases, there are multiple dismissal/appeal notices, and the student continued to receive aid:

- Keith de la Torre - quarters four (had signed dismissal/appeal notice on file), five and six (no notices on file)
- Aaron Hollister - quarter five (had signed dismissal/appeal notice on file)
- Henry Martinez- quarters three, four (had signed dismissal/appeal notices on file) and five (no notice on file)
- Joshua Wahl - quarters five, six, nine, ten, eleven and twelve (had signed dismissal/appeal notices on file)

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:

**(Section 3-1-421 and Appendix D):** The institution's SAP appeal policy which appears on page 49 of the 2009-2010 catalog states: "The student's written appeal must explain in detail the special circumstances affecting the student's academic progress (such as the student suffering a serious illness or injury, the death of a relative of the student or other special circumstances) that may give rise to the school changing its determination to terminate the student from (or not to readmit the student into) his or her program of study at the school, despite the student's failure to conform to the requirements of the Satisfactory Academic Progress section of this catalog. The Dean will review the student's written appeal to determine whether, because of the special circumstances explained in the student's written appeal, the student can remain enrolled in (or be readmitted into) his or her program of study at the school despite the student's failure to conform to the requirements of the Satisfactory Academic Progress section of this catalog." ACICS' Appendix D-Standards of Satisfactory Progress states: "The institution must have an appeal process for students who do not meet the requirements of the institution's satisfactory academic progress policy. When an institution grants a student's appeal for mitigating circumstances, the student will be placed on probation and the student's eligibility for financial aid will be reinstated. A student on probation may receive federal financial aid funds for one payment period." During a review of the dismissal/appeal notices, the team noted the reasons given by the student for their failure to maintain SAP.

- Keith de la Torre- four quarters on SAP (three through six); one notice in file for the fourth quarter that student would "commit to attend and do assignments"
  - Aaron Hollister - two quarters on SAP (four and seven); one notice in file for the fourth quarter "better plan for a work schedule"
  - Henry Martinez - four quarters on SAP with notices for each: quarter one notice said "be more responsible"; quarter three notice "be more committed"; quarter four notice said "stay on task"; quarter five notice was not signed or mailed.
  - Joshua Wahl - six quarters on SAP with notices for fourth, fifth, sixth, seventh and 15<sup>th</sup>: quarter four notice said "take 3 classes, not 2"; quarter five notice said "had difficulty with on-line and not blowing it off"; quarter six notice stated "plan to stay focused"; quarter seven notice stated "I need to pass"; quarter 15 appeal stated "work on being able to attend".
- 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
- 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. William Scott Ivey is the dean, and is responsible for administering the satisfactory academic progress policy. Dr. Ivey holds doctorate and master's degrees in Forensic Psychology from Alliant International University and a bachelor's degree in Organizational Leadership from Azusa Pacific University. Dr. Ivey joined ITT in 2010 serving as dean in Oakland before moving to Tucson in 2011. Prior to being named dean, Dr. Ivey taught part time in criminal justice, general education, social sciences and business for two years. Dr. Ivey began his career with ten years as a police officer and paramedic.
- 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. Griselda Martinez is the director of finance (DOF). Ms. Martinez holds an associate's degree in International Studies from Pima Community College. Ms. Martinez has been with ITT for eight years, six as financial aid coordinator and two as DOF. Prior to joining ITT Technical Institute, Ms. Martinez served as a financial aid processor for eight 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 office stays current with regulation and policy changes in financial aid through a variety of means. ITT's corporate office sends updates about any changes pertaining to financial aid to the DOF who is responsible for the on-going update and training of the financial services staff. Regular training sessions are held electronically and staff receives a certificate to document their participation. These certificates are kept on file and were reviewed by the team. The DOF also participates in annual training seminars offered by the corporate office and receives updates from the Department of Education. Additionally, Ms. Martinez has attended a conference sponsored by the Department of Veteran's Affairs and quarterly ITT district 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 offers student services that include orientation and tutoring. The orientation program includes remarks from the director regarding postsecondary technical education and the current demands of the job market. Other speakers include the dean, associate dean, chairs of the academic departments, faculty and other administrative personnel from departments such as financial aid and career services. The virtual library and the student portal are also discussed. Tutoring is available to both day and evening students. Tutoring schedules are posted around the campus so that students can avail themselves of the sessions.

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

**(Section 2-2-503):** The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The campus has the definition of a credit hour in the "Credit Hour" section of the catalog on pages 52-53 and a breakdown of clock hours to quarter credit hours under "Residence Courses" on page 53. The "Residence Courses" section refers to clock hours of "outside preparation" but does not state what qualifies as "outside preparation" and if "outside preparation" involves out-of-class assignments that are included as any percentage of the final grade of a course. The team also observed the policy regarding homework in the "homework" section on page 53 of the catalog that states each course will have "varying amounts of homework and outside class preparation depending on the course, faculty member and the student's progress in the course." There is no explanation in these sections regarding the credit and quarter hour conversions relating to out-of-class work assignments.

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. Katherine Bogy is the director of career services. Ms. Bogy joined ITT Technical Institute as a telemarketer for employment leads in July 2009; she was promoted to director of career services in October 2009. Prior to joining ITT, Ms. Bogy worked in the employment staffing and recruiting field for three years and in retail management and sales for seven 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.  
Numerous opportunities are taken to reinforce the responsibility a student has for student loan repayment. It begins with the U.S. Department of Education's (DOE) publication "Funding Education Beyond High School: The Guide to Federal Student Aid 2011/2012" which is given to students upon enrollment. Enrolling students are given a copy of the "Cost Summary and Payment Addendum to Enrollment Agreement" (CSPA) which details their financial obligations for each academic year. An entrance interview is completed and then students are reminded with each packaging award year. When a student discontinues enrollment due to dropping or graduating, an exit interview is held in person or via certified mail. The exit interview paperwork includes a deferment eligibility chart, a chart estimating repayment, as well as contact information for lenders.
- 4.64 Describe the extracurricular activities of the institution (if applicable).  
There are a number of activities available to students, many of which are based upon their program of enrollment. These include clubs and associations (Photography, American Design and Drafting (AFFA), Information Systems Security Association (ISSA), and the Electronics Technicians Association - International (ETA-I), field trips (recently the electronics students attended the 2012 Citizens for Solar Power potluck exhibition, and career fairs twice a year. Additionally, there is a "REVIT" workshop every Thursday that is beyond the scope of a regularly scheduled class.

**GENERAL COMMENTS:**

While reviewing a number of drop student files reviewed, it was noted that funds were dispersed after a student had ceased to attend (in one case it was six months after the student dropped). While the campus in all cases refunded those funds in a timely manner, it appears that they are not consistent in notifying lenders that the student has ceased to attend so that future disbursements did not continue to arrive.

**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. William Scott Ivey is the dean of academic affairs. He earned a doctorate and master's degrees in Forensic Psychology from Alliant International University and a bachelor's degree in Organizational Leadership from Azusa Pacific University. Dr. Ivey joined ITT in 2010 serving as dean in Oakland, California before moving to Tucson in 2011. Prior to being named dean, he taught for ITT as a part-time instructor in criminal justice, general education, social sciences and business for two years. He served for ten years as a police officer and paramedic.
- 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.
- Program administrators serve on advisory committees for their area of study. Faculty members, program administrators, and the dean may formally propose changes to existing curricula through a formal central administration procedure for that purpose. Program administrators have reduced teaching hours to allow time for the development and administration of the programs they oversee.
- 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?
- Accelerated students are encouraged to undertake extra projects and to assist fellow students whenever possible. Below average performers are advised by their faculty and the campus' program chairs when a problem is identified. If it is determined that a student's skills are below average, the student is encouraged to attend tutoring sessions. Tutoring with the faculty and/or program chair is available by appointment and typically conducted out of the Learning Resource Center. Individual education plans for students with identified learning disabilities may be developed in accordance with the institution's central administration policy. Other student differences are addressed within the guidelines established by the central administration.
- 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. Faculty have several channels through which to provide input on programs. First, each program has a representative on a district level committee of the institution's corporate parent. The faculty also complete surveys on curriculum. They may also directly contact the national program chair or channel such inquiries through local program chairs or the dean. Lastly, faculty may post questions on a question board maintained by the corporate staff.
- 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 for the assessment of knowledge, skills. Pr competencies required?

Yes  No  NA

Though the institution has provisions and processes for students who demonstrate competencies from previous academic experiences, the team did not experience any files where these processes were required.

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?

Sign-in sheets are utilized for in-service programs to document attendance. Descriptions of programs attended are included in faculty members' 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

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

If No, insert the section number in parentheses, list faculty names, degrees, and courses, and explain:

**(Sections 3-4-302 and 3-5-302):** The team determined that three instructors teaching in general education courses are not assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*.

Mr. Joseph Kokemor teaches course EG 351-Social Psychology. He holds an associate's degree in General Studies; a bachelor's degree in Criminal Justice; a master's degree in Public Administration; and a master's degree in Social Work. In the work for his degrees, Mr. Kokemor has not taken courses which appear to qualify him to teach EG 351. The campus explained that eight courses taken in his master's degree in Social Work and his master's degree in Public Administration constitute adequate coursework to teach EG 351. The team reviewed each of these courses to identify which would constitute appropriate coursework to teach EG 351, and which would not. These courses included:

Master of Social Work degree:

SWG 501: Human Behav/Social Enviro I - qualifies.

SWG 502: Human Behav/Social Enviro II - qualifies.

SWG 585: Community and Organization Change - does not qualify.

SWG 531: Social Services and Community Services I - does not qualify.

SWG 612: Social Work with Groups - does not qualify.

SWG 636: course not found on transcript; does not qualify.

SWG 613: Adv Soc Wk Prac/Behav Hlth - does not qualify.

Master of Public Administration degree:

PA 540: Correction Policy + Theory - does not qualify.

PA 543: White Collar + Org Crime - does not qualify.

Psych 558: Violence and Youth - qualifies.

Psych 562: Mental Health Law + Policy - qualifies.

The team determined that he does not have the 18 semester credit hours of coursework in psychology or equivalent.

Mr. Thomas Reilly teaches EN 1320-Composition I. He holds a bachelor's degree in Education; a bachelor's degree in Political Science; a master's degree in Education, and a doctor of philosophy degree in Higher Education. In the work for his degrees Mr. Reilly has not taken courses which qualify him to teach EN 1320. The campus explained that two courses he had taken in his master's degree program and the course credits for the writing of his dissertation for his doctoral degree constitute adequate training to teach EN 1320. The team reviewed each of these courses and determined which ones would constitute appropriate qualifications to teach EG 351, and which ones would not. These courses included:

SPED 295: Obj for Lang Arts - qualifies.

SPED 224: Intr Beh Prin Ed - does not qualify.

ED 920: Courses taken for dissertation - do not qualify

The team determined that he does not have the 18 semester credit hours of course work in English or equivalent.

Benjamin Gadowski teaches ES 2555-Survey of Economics. He holds a bachelor's degree in Business Administration and a master's degree in Business Administration. In the work for his degrees, Mr. Gadowski has not taken courses which appear to qualify him to teach ES 2555. The campus explained that eight courses he had taken in his master's degree in Business Administration constitute adequate training to teach ES 2555. The team reviewed each of these courses to determine which ones would constitute appropriate qualifications to teach ES 2555, and which ones would not. These courses included:

MBA 501: Forces Influencing Business in the 21<sup>st</sup> Century - does not qualify.

MBA 502: Managing the Business Enterprise - does not qualify.

MBA 503: Introduction to Finance and Accounting - does not qualify.

MBA 530: Human Capital Development - does not qualify.

MBA 540: Maximizing Shareholder Wealth - does not qualify.

MBA 550: Resource Optimization - does not qualify.

MBA 580: Strategies for Competitive Advantages - does not qualify.

MBA 590: Strategic Implementation and Alignment - does not qualify

The team determined that he does not have the 18 semester credit hours of course work in English or equivalent.

**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?

**GENERAL COMMENTS:**

Faculty are generally satisfied with the operation of the campus, the support they and the students receive, and the sense of teamwork at the campus. Specific requests for improvements included addition of more MAC computers; faster computers; and addition of more white board space, particularly to match the reach of ceiling-mounted projectors in the classrooms.

## 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 Tucson ITT Technical Institute, Tucson, Arizona campus is located at 1455 West River Road and is ten miles north of downtown Tucson in a free-standing, one-story commercial building. It is compliant with the Americans with Disabilities Act (ADA). The campus is approximately 20,000 square feet and consists of four lecture classrooms, six laboratories, a learning resource center (library), a student break area, a staff break room and numerous offices for staff and faculty. It has a clean, well-lighted, and an educationally appropriate atmosphere that accommodates the student population in a clean and suitable learning environment. Classrooms and labs have adequate space with up-to-date equipment. There is ample and easily accessible parking available near the building.

- 6.02 Does the campus utilize any additional space locations?

Yes  No

- 6.03 Does the campus utilize campus additions?

Yes  No

- 6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?

Yes  No

- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment

Yes  No

(b) Instructional tools

Yes  No

(c) Machinery

Yes  No

- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

Yes  No  Not Applicable

### GENERAL COMMENTS:

The team was impressed with the professional appearance and environment of the physical space, the arrangement of the instructional space, and the contemporary furnishings and equipment being used at the campus. Overall, the facility provides an adequate amount of instructional and administrative space appropriately organized and equipped to support the current number of students and programs being offered. The team found the contemporary physical facility provides an environment that supports and is conducive to the learning, teaching, and administrative activities being conducted.

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

A catalog dated 2012-2013 Volume 52 with a publication date of October 2, 2012 was used during the evaluation visit.

- 7.02 Does the self-study accurately portray the campus?

Yes  No

- 7.03 Does the campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?

Yes  No

The campus administers the catalog in an electronic version. If a hard copy is requested the campus will print a hard copy for 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 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)

The campus has an addendum to the president's scholarship and the second chance incentive scholarship in an addendum found within the campus catalog. This addendum pre-dates the campus 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

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 its website and television commercials to advertise. The advertising is specific to the program offerings of ITT Technical Institute. All advertising is created at the corporate offices.  
 Are the advertisements under acceptable headings?  
 Yes  No
- 7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?  
 Yes  No (Skip to Question 7.14.)  
 If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?  
 Yes  No
- 7.14 Does the campus utilize services funded by third parties?  
 Yes  No (Skip to Question 7.15.)
- 7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?  
 Yes  No
- 7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?  
 Yes  No  Not Applicable (institution does not participate in financial aid)

## **8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY**

- 8.01 Does the campus develop an adequate base of library resources?  
 Yes  No
- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?  
 Yes  No
- 8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No
- 8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?  
 Yes  No
- 8.05 Reviewed at AAC
- 8.06 Reviewed at AAC

### **OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

- 8.07 Reviewed at AAC
- 8.08 Reviewed at AAC
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

The campus provided information on expenditures for the Learning Resource Center from September 2011 through September 2012. Expenditures for books totaled \$200.63 and expenditures for magazine and newspaper subscriptions totaled \$247.80. In addition, the expenditure by ITT corporate for the virtual library at the campus is \$6,204.

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**

Academic Associate's degree in Criminal Justice  
 Academic Associate's degree in Criminology and Forensic Technology  
 Bachelor's degree in Criminal Justice

**ALL PROGRAMS**

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. David J. Norvell has been the school chair of the Criminal Justice programs at ITT, Tucson since September 2012. Mr. Norvell earned a bachelor's degree in the Administration of Justice from Western New Mexico University. He then earned his master's degree in Criminal Justice from American Military University. Prior to his appointment as department chair, Mr. Norvell was employed by ITT, Tucson as an adjunct instructor in the criminal justice curriculum. He is qualified to perform the duties of school chair.

- 9.03 Does this individual 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 was provided a list of the program advisory committee (PAC). Of the total 44 members listed, 6 members on the committee represent the criminal justice community. The team reviewed PAC meeting minutes from March 8, 2012 and May 22, 2012. The March 8th minutes did reflect three criminal justice advisory board members in attendance, while the May 22nd meeting noted that no members of the criminal justice advisory board attended. A review of the guest speaker documentation reveals that two guest speakers made presentations during August 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):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
- Yes  No  NA, (there have been no graduates)
- How many calls to employers or graduates were attempted?
- There were a total of six calls made to employers of the academic associate's degree program in Criminal Justice.
- There was one call made to employers of the bachelor's degree program in Criminal Justice.
- There are no graduates in the academic associate's degree program in Criminology and Forensic Technology.
- How many calls to employers or graduates were successful?
- There were three successful calls in the academic associate's degree program in Criminal Justice..
- No calls were successful in 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.
- Three calls confirmed the employment of the graduates as reported on the 2011 CAR for the academic associate's degree program in Criminal Justice.
- No calls confirmed the employment of the graduate in Criminal Justice.
- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
- Yes  No  Not Applicable
- 9.21 Does the campus participate in Title IV financial aid?
- Yes  No (Skip to question 9.24)
- 9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
- Yes  No  Not Applicable (Clock hour programs only)
- If *No*, insert the section number in parentheses and explain:
- (Section 2-2-503):** The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The campus has the definition of a credit hour in the “Credit Hour” section of the catalog on pages 52-53 and a breakdown of clock hours to quarter credit hours under “Residence Courses” on page 53. The “Residence Courses” section refers to clock hours of “outside preparation” but does not state what qualifies as “outside preparation” and if “outside preparation” involves out-of-class assignments that are included as any percentage of the final grade of a course. The team also observed the policy regarding homework in the "homework" section on page 53 of the catalog that states each course will have “varying amounts of homework and outside class preparation depending on the course, faculty member and the student's progress in the course.” There is no explanation in these sections regarding the credit and quarter hour conversions relating to out-of-class work assignments.
- 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 for the three criminal justice programs do not identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade.
- 9.24 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities
- Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

**NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

**OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY**

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No  NA, hiring responsibility is at AAC

**ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY**

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.42 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes  No  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

**9. PROGRAM EVALUATION**

Academic Associate's degree in Computer and Electronics Engineering Technology  
 Academic Associate's in Electrical Engineering Technology  
 Bachelor's degree in Electrical Engineering and Communications 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. Arthur Toussaint is the chair for the School of Electronics Technology at the ITT Technical Institute, Tucson campus. He has held this position for one year. Prior to becoming the chair, Mr. Toussaint was an adjunct instructor at the campus for seven years. Mr. Toussaint holds a master's degree in Nuclear Engineering from the University of Arizona and the equivalent of a bachelor's degree in Electrical and Electronic Engineering from North East London Polytechnic. The transcripts from North East London Polytechnic were reviewed by Educational Credential Evaluators and determined to be the United States of America (US) equivalent of a bachelor's degree in Electrical and Electronics Engineering. Prior to joining the institution, Mr. Toussaint had 13 years of experience in numerous career positions related to the academic 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

9.07 List the community resources and how they are utilized to enrich the program(s).

Numerous activities are utilized to enrich the programs, including:

- Student chapter of the Electronics Technicians Association - International (ETA-I)
- Field trip to the 2012 Citizens for Solar / ETA-I Solar Potluck Exhibition
- Fall and Summer Career Fairs
- A program advisory board (PAC) meets periodically with school officials

Sufficient documentation was provided for all of these activities.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at AAC

- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  NA  
No directed independent studies were utilized during the visit or during the 2011 reporting period.
- 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):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Four calls were made to employers of the academic associate's degree in Computer and Electronics Engineering Technology.

There were no graduates from the academic associate's degree in Electrical Engineering Technology.

There were no graduates from the bachelor's degree in Electrical Engineering and Communications Technology - n/a

How many calls to employers or graduates were successful?

Four calls were successful to employers of the graduates in Computer and Electronics Engineering Technology.

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:

The academic associate's degree Computer and Electronics Engineering Technology program did not have any students listed as "not available for placement" in the 2011 CAR.

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?

Yes       No       Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

**(Section 2-2-503):** The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The campus has the definition of a credit hour in the "Credit Hour" section of the catalog on pages 52-53 and a breakdown of clock hours to quarter credit hours under "Residence Courses" on page 53. The "Residence Courses" section refers to clock hours of "outside preparation" but does not state what qualifies as "outside preparation" and if "outside preparation" involves out-of-class assignments that are included as any percentage of the final grade of a course. The team also observed the policy regarding homework in the "homework" section on page 53 of the catalog that states each course will have "varying amounts of homework and outside class preparation depending on the course, faculty member and the student's progress in the course." There is no explanation in these sections regarding the credit and quarter hour conversions relating to out-of-class work assignments.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-513(a) and Glossary):** Course syllabi do not identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes    No

(b) Instructional equipment

Yes    No

(c) Resources

Yes    No

(d) Personnel

Yes    No

9.25 - reviewed at AAC

**NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes    No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes    No

**OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY**

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes    No    NA, hiring responsibility is at AAC

**ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY**

9.30 Are teaching loads reasonable?

Yes    No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

 Yes  No  Not Applicable (no students in the second year)

9.42 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

 Yes  No  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

**GENERAL COMMENTS:**

The team greatly appreciated the cooperation and hospitality received. The campus environment was well maintained, inviting, and conducive to educating students. Instructors praised the institution's online faculty development courses as rich in content and professionally stimulating. Instructors also praised the structure and the thoroughness of the material provided in the course instructor guides.

**9. PROGRAM EVALUATION**

Bachelor's degree in Project Management

Bachelor's degree in Project Management 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

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Cris Reid is the chair of the School of Business. He is an experienced instructor and academic manager. Mr. Reid holds a bachelor's degree in Mechanical Engineering from University of Arizona, as well as a master's degree in Business Administration from University of Phoenix. Additionally, Mr. Reid has many certifications from Microsoft including a MCT - Microsoft Certified Trainer.

9.03 Does this individual possess appropriate academic or experiential qualifications?

 Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

 Yes  No

- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%  
 Yes  No  Not applicable (new branch only)  
 (b) Student placement rate of 58%  
 Yes  No  Not applicable (new branch only)  
 The bachelor's degree in Project Management and Project Management Administrative Option are new programs in their second term.
- 9.07 List the community resources and how they are utilized to enrich the program(s).  
 Industry professionals are invited into the classroom. Several classes took a field trip to Allied Signal & Honeywell. The campus maintains logs and student sign in sheets for evidence of these types of community resources. Additionally the program has a program advisory committee (PAC).
- 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  N
- 9.16 Is an appropriately detailed syllabus on file for each course that includes  
 (a) Title and course descriptions  
 Yes  No  
 (b) Course numbers  
 Yes  No  
 (c) Course prerequisites and/or corequisites  
 Yes  No  
 (d) Instructional contact hours/credits  
 Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

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):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

**(Section 2-2-503):** The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The campus has the definition of a credit hour in the "Credit Hour" section of the catalog on pages 52-53 and a breakdown of clock hours to quarter credit hours under "Residence Courses" on page 53. The "Residence Courses" section refers to clock hours of "outside preparation" but does not state what qualifies as "outside preparation" and if "outside preparation" involves out-of-class assignments that are included as any percentage of the final grade of a course. The team also observed the policy regarding homework in the "homework" section on page 53 of the catalog that states each course will have "varying amounts of homework and outside class preparation depending on the course, faculty member and the student's progress in the course." There is no explanation in these sections regarding the credit and quarter hour conversions relating to out-of-class work assignments.

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):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

**NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

**OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY**

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No  NA, hiring responsibility is at AAC

**ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY**

9.30 Are teaching loads reasonable?

Yes  No

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes  No  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

**9. PROGRAM EVALUATION**

Bachelor's Degree in Information Systems Security  
 Bachelor's Degree in Information Systems and Cybersecurity  
 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

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Chris Reid is chair of the School of Information Technology and chair of the School of Business. Mr. Reid is an experienced instructor and academic manager who holds a bachelor's degree in Mechanical Engineering from the University of Arizona and a master's degree in Business Administration from the University of Phoenix. Mr. Reid has several certifications from Microsoft including an MCT - Microsoft Certified Trainer. Mr. James Li is identified as the subject matter expert (SME) for the Information Technology program. Mr. Lee holds a master's degree in Computer Information Systems from the University of Phoenix. He also holds several certifications including A+ and Microsoft Certified Systems Administrator.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the 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):** While on site the team found that the subject matter experts (SME) in IT, Mr. James Li, is teaching six classes with six different preparations (IT 260 Networking Application Services and Security, IS 4550 Security Policies and Implementation, NT 1430 Linux Networking, IT 302 Linux System Administration, NT 2580 Introduction to Information Security, and NT 1210 Introduction to Networking). While the teaching load falls within the limit set by ACICS and is consistent with the workload of other ITT full-time faculty, the addition of the duty as the SME makes the work load unreasonable. Further, a review of the instruction/administration information sheet in his folder indicates that his duties are divided as "67.5% teaching and 32.5% identified as "other" which is explained as "prep." There is no mention of administrative duties. The team found that Mr. Lee, with his current course load, does not have time to adequately address his responsibilities as the SME.

- 9.06 Does the program meet the needs of its students and the requirements 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 community resources are used to enrich the IT programs. Students participate in field trips and attend across school activities including an A+ workshop and career fairs. Combined (Business and IT) program advisory council meetings are regularly held. In addition, the Tucson Chapter of Information Systems Security Association (ISSA) meets on campus affording students the opportunity to network with IT professionals by either joining the organization as a student member or attending the meetings at no charge.
- 9.08 Are these resources sufficient?
- Yes  No
- 9.09 Reviewed at AAC
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
- Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
- Yes  No  NA
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites being followed?
- Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
- Yes  No
- (b) Course numbers
- Yes  No
- (c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

***For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No

If *No*, insert the section number in parentheses, list the courses, and explain:

**(Section 3-1-513(a) and Glossary):** Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Five calls were attempted to the employers of graduates from the academic associate's degree in Computer Network Systems.

Two calls were attempted to the employers of the bachelor's degree in Information Systems Security.

There are no graduates in the academic associate's degree in Network Systems Administration or in the bachelor's degree in Information Systems and Cybersecurity.

How many calls to employers or graduates were successful?

Three calls were successful in the academic associate's degree in Computer Network Systems.

Two calls were successful in the bachelor's degree in Information Systems Security.

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 employment in the associate's degree in Computer Network Systems.

Two calls confirmed employment in the bachelor's degree in Information Systems Security.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?

Yes  No  Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

**(Section 2-2-503):** The campus does not currently have a written policy that accurately reflects the U.S. Department of Education’s definition for credit hour programs that includes conversion ratios. The campus has the definition of a credit hour in the “Credit Hour” section of the catalog on pages 52-53 and a breakdown of clock hours to quarter credit hours under “Residence Courses” on page 53. The “Residence Courses” section refers to clock hours of “outside preparation” but does not state what qualifies as “outside preparation” and if “outside preparation” involves out-of-class assignments that are included as any percentage of the final grade of a course. The team also observed the policy regarding homework in the "homework" section on page 53 of the catalog that states each course will have “varying amounts of homework and outside class preparation depending on the course, faculty member and the student’s progress in the course.” There is no explanation in these sections regarding the credit and quarter hour conversions relating to out-of-class work assignments.

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):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 - reviewed at AAC

**NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

**OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY**

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No  NA, hiring responsibility is at AAC

**ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY**

9.30 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.42 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes  No  N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

**GENERAL COMMENTS:**

While on site the team was informed that the department chair for IT will be teaching three classes the next quarter making his workload responsibilities 70% teaching and 30% administration. A major concern of the team is that the chair will not have adequate time to devote to his administrative duties.

**9. PROGRAM EVALUATION**

Academic Associate's Degree in Computer Drafting and Design  
Academic Associate's Degree in Drafting and Design Technology

**ALL PROGRAMS**

9.01 See response from AAC

- (a) See response from AAC
- (b) See response from AAC
- (c) See response from AAC
- (d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Saba Alsafar, chair, is administratively and academically responsible for the Computer Drafting and Design and the Drafting and Design Technology programs. She was hired as an adjunct instructor at ITT Technical Institute, Tucson in December 2008 and was promoted to her current position in October 2011. Ms. Alsafar holds a bachelor's and master's degree in Architectural Design from the University of Technology, Iraq. Her transcripts were translated by Educational Credentials Evaluators, Inc. Milwaukee, Wisconsin. She is a licensed professional architect in the State of Arizona and the countries of Jordan and Iraq. Ms. Alsafar also has 15 years of teaching experiences at the post secondary level.

9.03 Does this individual 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 was provided documentation that indicated the use of guest lectures, a field trip to the University of Arizona's Student Reception Center, and a field trip to a local company named Biosphere 2. The field trips were taken to enhance the course material being taught in CD 245, Sustainable Design. There is also a program advisory committee (PAC) which meets twice annually.

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):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Five calls were made to employers of the Computer Drafting and Design program.

There were no graduates from the Drafting and Design Technology program.

How many calls to employers or graduates were successful?

Five calls were successful to employers of the Computer Drafting and Design 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.

Five calls where contact was made with employers or graduates 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 *No*, insert the section number in parentheses and explain:

**(Section 2-2-503):** The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The campus has the definition of a credit hour in the "Credit Hour" section of the catalog on pages 52-53 and a breakdown of clock hours to quarter credit hours under "Residence Courses" on page 53. The "Residence Courses" section refers to clock hours of "outside preparation" but does not state what qualifies as "outside preparation" and if "outside preparation" involves out-of-class assignments that are included as any percentage of the final grade of a course. The team also observed the policy regarding homework in the "homework" section on page 53 of the catalog that states each course will have "varying amounts of homework and outside class preparation depending on the course, faculty member and the student's progress in the course." There is no explanation in these sections regarding the credit and quarter hour conversions relating to out-of-class work assignments.

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):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade. The documentation presented to the team included graded assignments of creating residential dwelling roof designs using REVIT software, creating floor plans and building elevations using CAD software, and creating assemblies for an object using INVENTOR software.

9.24 Are the following appropriate to adequately support the 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 was impressed with the quality of the faculty members academic preparation and work experiences they possess.

**9. PROGRAM EVALUATION**

Academic Associate's Degree in Visual Communications

Academic Associate's Degree in Graphics Communications and Design

**ALL PROGRAMS**

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Saba Alsafar is the chair of the School of Drafting and Design and oversees the Visual Communications (VC) and Graphics Communications and Design (GCD) programs. She was hired as an adjunct instructor at ITT Technical Institute, Tucson in December of 2008 and was promoted to school chair in October of 2011. Ms. Alsafar holds a master's and a bachelor's degree from the University of Technology, Iraq. Her credentials have been verified by Educational Credential Evaluators, Inc. (ECE) located in Milwaukee, Wisconsin. Ms Alsafar is a licensed professional architect in the State of Arizona and the countries of Jordan and Iraq and has fifteen years of teaching experience in higher education. She teaches two classes and supervises two directed independent study classes during the week and spends the balance of her work week administering the School of Drafting and Design and counseling students. Mr. Dan Burke is considered the subject matter expert (SME) for VC. Mr. Burke is the past chair of VC, and is now an adjunct instructor in addition to the SME for VC. Mr. Burke holds a bachelor's degree in Architecture from the University of Arizona and holds a 3DS Max Masterclass Teaching Certificate in Autodesk. He has many classes in photography, design, broadcast graphics and animation from Arizona State University, Tempe, Arizona.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

ITT Tucson utilizes field trips to local business and invites local industry leaders as guest speakers to enhance student instruction. Documented evidence for trips to West Press and Science in the City, and signed student waivers for field trips are on file. A program advisory committee is in place for the CDD program and meets at least two times a year, with documented evidence presented to the team for meetings. Students participate in local community and on campus job fairs including attending the Schemberger Careers event for 3D printing and part scanning positions. Students may attend student club meetings or join several professional clubs, including the photography club and the American Design Drafting Association (ADDA).

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):** Not all course syllabi in the VC and GCD programs identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments. Grade book headings use headers as assignments and do not show a homework or out-of-class assignments section.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes    No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes    No

9.19 Was the 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 in the Graphic Communication & Design program.

Two calls were made for the placed Visual Communications (VC) graduates listed in the 2011 CAR.

How many calls to employers or graduates were successful?

Two calls to the employers of placed (VC) 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.

Two successful calls to employers verified that the related field placements are the same as reported 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 *No*, insert the section number in parentheses and explain:

**(Section 2-2-503):** The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The campus has the definition of a credit hour in the "Credit Hour" section of the catalog on pages 52-53 and a breakdown of clock hours to quarter credit hours under "Residence Courses" on page 53. The "Residence Courses" section refers to clock hours of "outside preparation" but does not state what qualifies as "outside preparation" and if "outside preparation" involves out-of-class assignments that are included as any percentage of the final grade of a course. The team also observed the policy regarding homework in the "homework" section on page 53 of the catalog that states each course will have "varying amounts of homework and outside class preparation depending on the course, faculty member and the student's progress in the course." There is no explanation in these sections regarding the credit and quarter hour conversions relating to out-of-class work assignments.

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):** Not all course syllabi in the programs identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade. Grade books do not have a homework percentage calculated into 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?

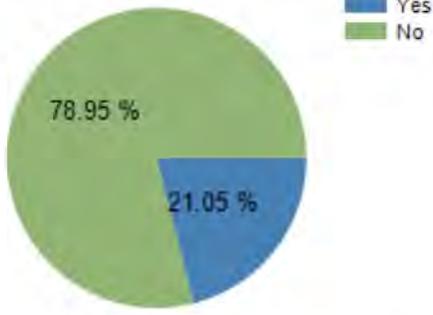
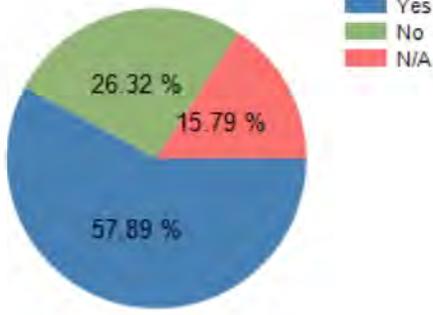
Yes  No  Not Applicable (no students in the second year)

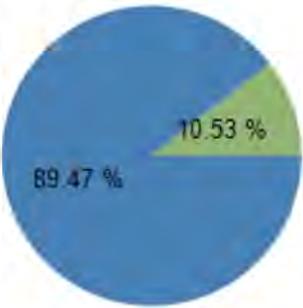
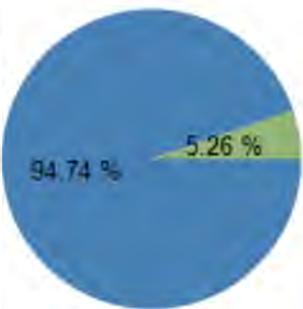
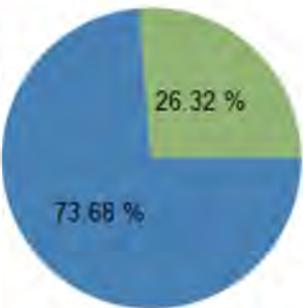
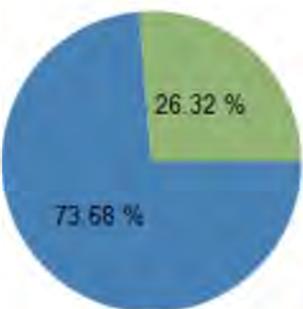
**GENERAL COMMENTS:**

The team found evidence that some classes had text book issues where textbooks were delivered to students after the start of a class. The team discovered the problem with late books is a publisher back order and that ITT Technical Institute, Tucson provided the students with publisher approved photocopies of the chapters needed for class work while waiting for book delivery. ITT Technical Institute, Tucson also placed the book in the virtual library making the text book available to students via the internet.

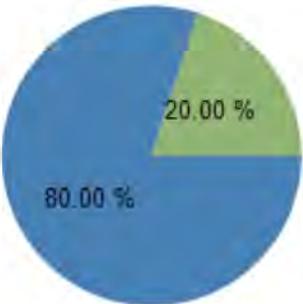
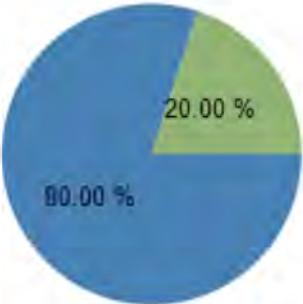
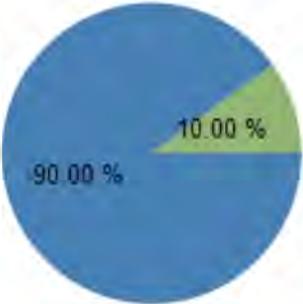
While interviewing students, the team was informed by several students that they were transferred from the VC program to the GCD program because they were unable to complete a scheduled class. The complaint brought up by students is that students in other programs were able to enter into an independent study to make up a class, while no one in the VC program was allowed to do an independent study to make up a missed class to stay in the VC program they entered.

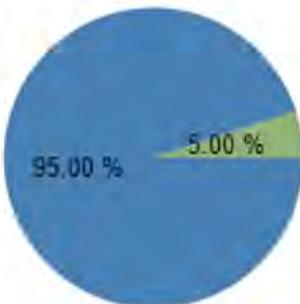
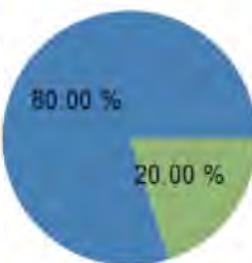
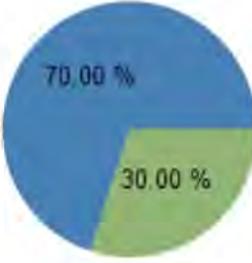
## Student Survey Response Summary Graph

Survey Question	Category	Count	
<b>1.1. Do you have other postsecondary or college education?</b>	Yes	4	
	No	15	
<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	11	
	No	5	
	N/A	3	
<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	19	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<table border="1"> <tr> <td>Yes</td> <td>17</td> </tr> </table>	Yes	17	 <p>89.47 % 10.53 %</p>		
Yes	17						
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<table border="1"> <tr> <td>Yes</td> <td>18</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	18	No	1	 <p>94.74 % 5.26 %</p>
Yes	18						
No	1						
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>14</td> </tr> <tr> <td>No</td> <td>5</td> </tr> </table>	Yes	14	No	5	 <p>73.68 % 26.32 %</p>
Yes	14						
No	5						
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>14</td> </tr> <tr> <td>No</td> <td>5</td> </tr> </table>	Yes	14	No	5	 <p>73.68 % 26.32 %</p>
Yes	14						
No	5						

	<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>18</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	18	No	1	<p>A pie chart showing the distribution of responses for question 2.4. The chart is divided into two segments: a large blue segment representing 'Yes' at 94.74% and a small green segment representing 'No' at 5.26%. A legend to the right of the chart shows a blue square for 'Yes' and a green square for 'No'.</p>		
Yes	18								
No	1								
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>19</td> </tr> <tr> <td>No</td> <td>1</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	19	No	1	N/A	0	<p>A pie chart showing the distribution of responses for question 3.1. The chart is divided into two segments: a large blue segment representing 'Yes' at 95.00% and a small green segment representing 'No' at 5.00%. A legend to the right of the chart shows a blue square for 'Yes' and a green square for 'No'.</p>
Yes	19								
No	1								
N/A	0								
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>17</td> </tr> <tr> <td>No</td> <td>1</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	17	No	1	N/A	2	<p>A pie chart showing the distribution of responses for question 3.2. The chart is divided into three segments: a large blue segment representing 'Yes' at 85.00%, a small green segment representing 'No' at 5.00%, and a red segment representing 'N/A' at 10.00%. A legend to the right of the chart shows a blue square for 'Yes', a green square for 'No', and a red square for 'N/A'.</p>
Yes	17								
No	1								
N/A	2								
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>18</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	18	No	0	N/A	2	<p>A pie chart showing the distribution of responses for question 3.3. The chart is divided into two segments: a large blue segment representing 'Yes' at 90.00% and a red segment representing 'N/A' at 10.00%. A legend to the right of the chart shows a blue square for 'Yes' and a red square for 'N/A'.</p>
Yes	18								
No	0								
N/A	2								

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>16</td> </tr> <tr> <td>No</td> <td>4</td> </tr> </table>	Yes	16	No	4	 <p>80.00 % 20.00 %</p> <p>■ Yes ■ No</p>		
Yes	16								
No	4								
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>20</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	20	No	0	 <p>100.00 %</p> <p>■ Yes</p>		
Yes	20								
No	0								
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>16</td> </tr> <tr> <td>No</td> <td>4</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	16	No	4	N/A	0	 <p>80.00 % 20.00 %</p> <p>■ Yes ■ No</p>
Yes	16								
No	4								
N/A	0								
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>18</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	18	No	2	 <p>90.00 % 10.00 %</p> <p>■ Yes ■ No</p>		
Yes	18								
No	2								

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	Yes	19	 <p>95.00 % 5.00 %</p> <p>■ Yes ■ No</p>
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	Disagree	4	 <p>80.00 % 20.00 %</p> <p>■ Disagree ■ Agree</p>
	<p><b>5.2. I would recommend this school to others.</b></p>	Disagree	6	 <p>70.00 % 30.00 %</p> <p>■ Disagree ■ Agree</p>
		Agree	14	

## SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
<b>1</b>	<b>2-2-503</b>	The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios (pages 17, 30, 35, 39, 42, and 48).
<b>2</b>	<b>3-1-421 and Appendix D</b>	The campus is not administering the standards of satisfactory academic progress policy as written (pages 12, 13, 14, and 15).
<b>3</b>	<b>3-1-511</b>	Not all program administrators have adequate time and resources to administer their programs (page 41).
<b>4</b>	<b>3-1-513(a) and Glossary</b>	Not all course syllabi identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments (pages 29, 30, 34, 35, 38, 39, 42, 43, 47, 48, 51, and 52).
<b>5</b>	<b>3-4-302 and 3-5-302</b>	Not all instructors teaching general education have earned 18 semester or equivalent hours of coursework in the area of their teaching discipline (pages 21 and 22).

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

- Additional physical volumes be obtained for the LRC in order to expand the offerings at the campus and provide more current materials and editions, particularly in technology-based works.
- For a larger presentation viewing for students, the team recommends that larger white boards and/or white projection screens be used.

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 10/30/2012 10:35:13 PM -0400  
**To:** Lisa Bynoe (lisabynoe\_acics@yahoo.com)  
**Subject:** Visit Reports Revision  
**Attachments:** \_\_\_ITT\_Technical\_Institute,\_Kansas\_City,\_MO\_(2).doc.doc.doc

Lisa,

The report attached went through a second edit; however, there are a number of things the reviewer was unsure of how to correct or needed addition information. Can you please review this report once again for the following issues and get the report back to the Visit Reports folder as quickly as possible.

- I did not find a program report for the associate's degree programs in Criminology and Forensic Technology (36 students) or Criminal Justice (27 students) nor the bachelor's degree in Criminal Justice (27 students) - used page 2 as my guideline. It appears as if a CJ specialist went—so did this section simply get left out?
- Page 53 lists a review of a bachelor's degree in Project Management (0 enrollments) - also lists it in paragraph 9.02. Was this reviewed if with 0 enrollments?
- There were many inconsistencies in citations on 9.16 (l) and (m); page 28 lists two citations (3-1-513(a) and 3-1-513); both are listed in the summary. However, all of the other pages only use 3-1-513(a) for the same question.
- There are also many variations of the citation used for 9.23: page 34 uses 3-1-513(a) rather than 2-2-503(a); page 38 uses both; page 47 does not cite this at all even though they do cite 9.16; pages 44 and 52 use only 2-2-503(a)
- It appears as though in many sections after question 9.16 there is a page break. There is a tool "format painter" on the Home screen in Word that may be able to help this formatting issues. If you highlight a section of the report that is formatted correctly, click format painter, and then highlight over the incorrect portion, it may solve this problem. Please give it a try.

If you have any questions, please let me know. Thank you.

Ian Harazduk

Manager, Compliance

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, D.C. 20002

Tel: (202) 336-6795

Fax: (202) 842-2593

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## REEVALUATION REPORT

**ITT Technical Institute**

**9159 East 41st Terrace**

**Kansas City, MO 64133**

**ACICS ID Code: 00021681**

**Dr. Dave Roustio, Campus Director (DRoustio@itt-tech.edu)**

**INSTITUTIONAL E-MAIL (Regulatory029@itttech.edu)**

**MAIN**

**9511 Angola Court**

**Indianapolis, IN 46268**

**ACICS ID Code: 00016040**

**INSTITUTIONAL E-MAIL (Regulatory011@itt-tech.edu)**

**October 11-12, 2012**

Mrs. Jan M. Gordon	Chair	Spencerian College	Louisville, KY
Ms. Maura K. Wilson	Student Relations Specialist	Flagler College, Retired	Albany, OR
Mr. Glen E. Miller	Educational Activities	Southwestern College	Cincinnati, OH
Mr. Keith W. Reed	Project/Business Management Specialist	Lincoln College of Technology	Maineville, OH
Mr. William P. Fox	Criminal Justice Specialist	Retired	Lake City, PA
Ms. Kimberly Mears	Paralegal Specialist	University Medical Center	Las Vegas, NV
Mr. Harold B. Grimes	Construction Specialist	Redstone College	Federal Heights, CO
Dr. Norbert Joseph Thomas	Graphic / Visual Communications / Software Development Specialist	Winona State University	Clear Lake, IA
Dr. David Pak	Network Administrative Specialist	Ivy Christian College	Ashburn, VA
Mr. Timothy A. Peterson	Electronics Specialist	Brown College, Retired	Minneapolis, MN
Mr. Robert Mitchell	Computer Drafting / Drafting and Design Specialist	Sullivan College of Technology & Design	Louisville, KY
Ms. Lisa Bynoe	ACICS Staff Representative	Associate Professor of Business	Charlotte, NC

## PROGRAMS OFFERED BY

ITT Technical Institute 00021681

Kansas City, MO

CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	CLOCK HRS.	QTR. HRS.	ENROLL: FT (full- time) / PT (part- time)	AIR RETENTION & PLACEMENT			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Academic Associate's	Business Management	1020	90	10/4	N/A	N/A	N/A	N/A
Bachelor's	**Business Management	1860	180	N/A	N/A	N/A	N/A	N/A
Bachelor's	Project Management Administration	1940	180	5/0	N/A	N/A	N/A	N/A
Bachelor's	Project Management Administration- Construction	1940	180	6/0	N/A	N/A	N/A	N/A
Bachelor's	Project Management Administration- Information Technology	1940	180	1/0	N/A	N/A	N/A	N/A
Academic Associate's	Criminology and Forensic Technology	981	90	29/7	N/A	N/A	N/A	N/A
Academic Associate's	Criminal Justice	1020	96	18/9	68.0%	84.6%	<b>54.97%</b>	100%
Academic Associate's	**Paralegal	981	90	N/A	N/A	N/A	N/A	N/A
Academic Associate's	Paralegal Studies	1030	96	2/1	<b>51.4%</b>	N/A	75%	N/A
Bachelor's	Criminal Justice	1880	180	18/9	79.6%	<b>58.8%</b>	84.29%	76.47%
Academic Associate's	Computer Drafting and Design	1140	96	19/1	70.3%	69.0%	71.65%	81.25%
Academic Associate's	Drafting and Design Technology	1058	90	16/7	N/A	N/A	N/A	N/A
Academic Associate's	Graphic Communications and Design	1058	90	28/8	N/A	N/A	N/A	N/A
Academic Associate's	Visual Communications	1120	96	12/3	64.1%	N/A	77.78%	N/A
Bachelor's	Construction Management	2090	180	0/1	84.6%	<b>50%</b>	64.29%	N/A
Academic Associate's	Computer and Electronics Engineering Technology	1120	96	16/8	62%	91.7%	70.7%	95.5%
Academic Associate's	Electrical Engineering Technology	1058	90	49/7	N/A	N/A	N/A	N/A

Bachelor's	Electrical and Communications Engineering and Technology	2100	180	12/2	93.8%	<b>44.4%</b>	88%	100%
Bachelor's	Electrical Engineering and Communications Technology	2149	180	6/2	N/A	N/A	N/A	N/A
Academic Associate's	Information Technology-Computer Network Systems	1120	96	28/11	80.4%	80.2%	77.3%	81%
Academic Associate's	Network Systems Administration	1058	90	64/19	N/A	N/A	N/A	N/A
Academic Associate's	**Software Development Technology	1120	96	0/0	61%	0%	90.3%	N/A
Bachelor's	Information Systems and Cybersecurity	2164	180	37/5	N/A	N/A	N/A	N/A
Bachelor's	Information Systems Security	2080	180	31/3	81.7%	90.5%	86.5%	100%
Bachelor's	**Software Applications Development	2090	180	0/0	N/A	N/A	N/A	N/A
Bachelor's	**Project Management	2040	180	0/0	84.6%	<b>33.3%</b>	90.5%	N/A
<b>TOTAL ENROLLMENT</b>				491				

*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.

**\*\*Programs with No Enrollment:**

Bachelor's degree in Business Management and associate's degree in Paralegal Studies has not been offered at this location as of this date. Associate's degree in Software Development Technology is being taught out. There are no current enrollments as of the start of the current quarter. The institution will assess interest in re-entries and consider surrendering the program. Bachelor's of science degree in Software Applications Development has been surrendered.

Please use this page to give an overall narrative of the institution and to explain any extenuating circumstances.

The ITT Technical Institute in Kansas City, MO is part of a nationwide system of colleges. The school currently offers academic associate degree programs and bachelor degree programs in several areas of study: project/ business management, criminal justice, computer drafting and design, computer and electronic engineering, paralegal, electronic engineering, graphic communications, computer network systems, visual communications, construction management, and information systems. 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 125 ITT Technical Institutes in 37 states, which provide career-focused degree programs to more than 80,000 students. Headquartered in Carmel, Indiana, ITT/ESI has been actively involved in the higher education community in the United States since 1969. ITT Technical Institute Kansas City, MO opened in 2004 and moved to its current location in 2006. The school maintains approval to operate from the Missouri Department of Higher Education. The current demographics of the campus include a 20 percent female population and a 80 percent male population with 34 percent comprised of Caucasian or white, non-Hispanic; 14 percent of the population is African-American or black, non-Hispanic; 4 percent Hispanic, Asian or pacific islander and 48 percent undisclosed. The campus has a current population of 491 students with the largest program being the academic associate's degree in Network Systems with 83 students. The majority of the students attend during evening classes.

**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.

Academic benchmarks have been established within each program to ascertain that students comprehend the concepts and understand the practical functions to be performed.

Capstone course grades and outcomes assessment (from capstone rubrics) are indicators of program success or failure. Review of capstone courses is considered essential as part of assessing student learning outcomes. It is the objective of each capstone course that program expertise be clearly evidenced. Many of the ITT Technical Institute programs utilize a capstone course to solidify the student's overall learning process and to determine the level of the student's understanding of the program objectives. Beginning in 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. Assessment of student learning extends beyond grades, and those measures are included in the campus' overall assessment of a program's success or its deficiencies. Additional tools for assessment include student surveys, faculty feedback, advisory committee feedback, student success, and student engagement. Student engagement is measured by student attendance and the ability to complete program courses. Employers are another resource in measuring the graduate's knowledge and determining the level of learning outcomes. In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success.

- 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 following activities are being implemented to improve placement:

\* Career services will identify more opportunities in the areas with lower placement by thoroughly leveraging existing contacts and finding new contacts;

\* Career services will continue to monitor the employment status of graduating students;

\* Career services will work with employed graduates to establish relationships with employer;

\* A career services specialist is assigned to contact and work with graduates weekly and will provide frequent updates on job openings.

The following activities are being implemented to improve retention:

\* Students needing additional one-on-one attention will have increased tutoring opportunities with expanded office hours and open lab times;

\* Recruitment representatives will be notified when students do not attend class and will call the student to encourage them to return to class;

\* Students receiving grades of D or F will be contacted weekly by their instructor;

- \* School academic chairs will conduct one-on-one follow-up advising with quarter one students after the term begins;
- \* School chairs will assist with teaching initial classes in an attempt to improve student success.

1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

Yes  No

(b) That specific activities listed in the plan have been completed.

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The CEP is developed, reviewed, analyzed, maintained, and monitored by a campus steering team. The CEP team consists of the director, dean, associate dean, director of finance, director of recruitment, director of career services, registrar, 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, Mr. David Roustio, 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. Mr. Roustio has been the campus director since 2009 and holds a master's of science degree from Webster 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?

The director, Mr. Dave Roustio, is the on-site administrator for the ITT Technical Institute, Kansas City, campus. Mr. Roustio joined ITT Technical Institute on April 15, 2009, in his current role of college director. Mr. Roustio brings 20 years of corporate leadership, human resources, financial management, business operations, and compliance leadership. Mr. Roustio is a graduate of Webster University. He served for 17 years with the May Company and Macy's Department Stores in a variety of positions including corporate training, human resources, and operations.

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.

ITT Institute, Kansas City, does not accept ability-to-benefit students; therefore questions 3.07 through 3.10 are not applicable.

- 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?

40 files were reviewed during the evaluation.

The team requested 50 student files from the institution during the morning of the first day. After repeated requests, the team was brought the first set of files (graduates) at approximately 4 p.m. The remainder of the files were not brought to the team room until close to the end of the first day of the visit. A staff member had to then be asked to come to the team room and organize the multiple files so that one student's multiple files were stacked together (i.e. admissions file, financial aid file, placement file).

4.02 How does the institution ensure that its student relations reflect high ethical standards?

The institution ensures that its student relations reflect high ethical standards by utilizing policies and procedures that help guide its daily operations, including admissions and student relations. These policies and procedures are consistent with the mission and purpose of the institution and are available to all students and prospective students, both 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 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?

Ms. Barbie Bell is the director of recruitment at the ITT Kansas City campus. Ms. Bell holds a bachelor's degree in Marketing from Central Missouri State University. She has served in this capacity since February, 2011 and served as a representative/manager of recruitment for ITT from 2006 to 2011. Prior to beginning employment with ITT, she served as a marketing coordinator and a medical office specialist for two years.

4.10 Describe the process for the recruitment of new students.

The admissions department receives its prospective student leads from the ITT corporate office's advertising, directly from inquiries on the campus's website, and referrals from other students. An appointment is set with a prospective student to discuss ITT and its programs. The admissions interview is an established electronic format which ensures that all admissions personnel are trained on and deliver the same presentation to prospective students. Following the interview, the prospective student takes a tour of the facility, and if interested, completes an application and enrollment agreement. An appointment is set with financial aid to determine whether the student is eligible for any Title IV funding.

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 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

4.21 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) appear on pages 70-74 of the October 1, 2012 catalog. Additionally, the team was provided with an updated SAP policy statement with an effective date of 7/25/2012.

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?

Ms. Joy Vann-Hamilton joined the Kansas City campus as dean on September 24, 2012. As dean, she is responsible for monitoring students' satisfactory academic progress. Ms. Vann-Hamilton holds a master's degree in Business Administration (MBA) from Notre Dame, a bachelor's degree in Psychology from Wichita State University, an associate's degree in General Studies from Fort Scott Community College, and is pursuing a doctorate degree in Curriculum and Instruction from Andrews University.

Ms. Vann-Hamilton has served other institutions as a college dean for four years, a vice president of program operations for one year, an assistant provost and director of faculty learning for five years, and a director for minority engineering programs for ten years. She has also served as an educational consultant for one year.

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. Anita Phillips is the director of finance. She has held this position since May 2008. Prior to this position, she served as financial aid administrator at this campus for four years. Prior to joining ITT, she had two years' experience as business manager/registrar and as assistant director (eight years) with other educational institutions.

Ms. Phillips holds a diploma in Office Education from Manhattan Area Vo Tech.

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

If No, insert the section number in parentheses and explain:

While the team was on-site, they were provided with evidence that Ms. Phillips had renewed her membership in the National Association of Student Financial Aid Administrators (NASFAA).

- 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 director of finance stays current with regulation and policy changes through internal electronic training modules from ITT. She has participated in six ESI training sessions in 2012 including topics such as "FAA Access to CPS Online," "ISIR Management" and "Financial Aid Compliance Training." She also participated in two webinars offered by Great Lakes Training on "Professional Judgment Perplexities" and "Dependency Status Dilemmas."
- 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.
- Student services offered by the campus include tutoring (faculty members are paid for their tutoring services), student orientation and academic advisement.
- 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. Ron Kroeger is the director of career services. Mr. Kroeger holds a bachelor's degree in Management Human Resources from Park University. Mr. Kroeger has served as director of career services since November, 2009. Prior to joining ITT, he spent six years in the employment staffing industry working for three different staffing agencies.
- 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 institution has a standardized process of providing student loan counseling. Students are required to complete an entrance and exit interview, as well as loan counseling forms when re-packaging. Enrolling students are required to view a video during the financial aid application process.

4.64 Describe the extracurricular activities of the institution (if applicable).

The students reported that extracurricular activities have included barbecues, clothing drives for local charities, volunteer opportunities at an orphanage, three student societies and one student fraternity.

**GENERAL COMMENTS:**

The team found the wording of the SAP policy and procedures to be ambiguous and very broadly written. The team believes that it is written in a way that has the potential to be confusing to students and to the school personnel who are charged with following the policy; in particular with regard to the ability of a student to appeal a SAP dismissal at the end of the second year.

While the team did review several student appeals for SAP, they contained vague language with regard to the mitigating circumstances and the steps the student will take to improve upon their performance.

## 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. Joy Vann-Hamilton, dean, is assigned to oversee the educational activities at the ITT, Kansas City campus. She holds a master's degree in Business Administration from University of Notre Dame and a bachelor's degree in Psychology from Wichita State University. She became dean on September 24, 2012. Prior experience includes principal consultant with Cum Laude Educational Consultants, academic regional dean at Vatterott College, principal investigator with NSF Project, Go The Distance Multimedia vice-president, program operations with Kauffman Scholars, Inc. and assistant provost, University of Notre Dame.

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 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 changes in corporate syllabi and administrative procedures, each campus is allowed the academic freedom to evaluate the needs of their own students and facility. The Kansas City, MO campus of ITT has faculty on the corporate curriculum committee 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 offer advice 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 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 supports students with identified learning difficulties through peer and faculty tutoring. In addition, the resource center personnel provide additional academic support. This office is staffed by appropriately qualified individuals. In addition, department chairpersons provide tutoring on a regular basis through individual appointments as well as through posted hours.

5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.

ITT 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. Some faculty participants have been selected to serve on corporate-wide curriculum committees. They can offer suggestions to the appropriate personnel within the organizational structure (usually the program chair). 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 enough academic freedom to allow faculty to enhance the curriculum.

- 5.14 Does the faculty participate in this process?  
 Yes  No
- 5.15 Reviewed at 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)
- 5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes  No
- 5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)
- Facilities  
 Yes  No
- Instructional equipment  
 Yes  No
- Resources  
 Yes  No
- Personnel  
 Yes  No
- 5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes  No
- 5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes  No
- 5.21 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  
 Yes  No
- 5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes  No
- 5.23 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?  
 Yes  No  Not Applicable (no faculty members hold foreign credentials)
- 5.24 Is there documented evidence of a systematic program of in-service training at the campus?

Yes  No

If Yes, how is this documented?

**The campus has a binder listing in-service training, with a sign-in log to document instructor/staff participation.**

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 Academic Administrative Center.

5.32 Reviewed at 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

**BACHELOR'S DEGREES ONLY**

5.34 Reviewed at Academic Administrative Center.

5.35 Reviewed at 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 campus consists of 23,000 square feet, which contain theory classrooms, laboratories, administrative offices, library, and bookstore. The facility has a capacity for 653 students and staff. The institution has not exceeded this size. 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, an employee lounge, testing rooms, and conference rooms are also available. The main student areas are comprised of electronics labs, computer labs, theory classrooms, and the learning resource center.

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 Kansas City, MO 2012-2013 catalog, Volume 22, published October 1, 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.)

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**

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 Academic Administrative Center.

8.06 Reviewed at Academic Administrative Center.

**OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

8.07 Reviewed at Academic Administrative Center.

8.08 Reviewed at 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 budget for the ITT, Kansas City campus is \$2400.00 for the current year. The library has spent, \$1614.71 or 67% of allocated budget, on books for criminal justice, electronic kits for the library, supplies for electronic kits, and publications/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**ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

8.12 Reviewed at 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 Reviewed at 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 Reviewed at Academic Administrative Center.

8.17 Reviewed at Academic Administrative Center.

8.18 Reviewed at Academic Administrative Center.

**ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY**

8.19 Reviewed at Academic Administrative Center.

8.21 Reviewed at 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 team found the learning resource center to be well organized, well-staffed with library assistants who are very helpful to students, instructors, and staff.

## 9. PROGRAM EVALUATION

**Academic Associate's Degree in Computer and Electronics Engineering Technology**

**Academic Associate's Degree in Electrical Engineering Technology**

**Bachelor's Degree in Electronics and Communications Engineering Technology**

**Bachelor's Degree in Electrical Engineering and Communications Technology**

### ALL PROGRAMS

9.01 See response from Academic Administrative Center

- (a) See response from Academic Administrative Center
- (b) See response from Academic Administrative Center
- (c) See response from Academic Administrative Center
- (d) See response from Academic Administrative Center

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. David Baird is the chair assigned to administer the academic program for Electronics Technology for both the associate's and bachelor's degree programs. Mr. Baird holds a bachelor's degree in Electronics Technology from Devry Institute in Kansas City, Missouri and a master's degree in Music Composition from the University of Missouri in Kansas City, Missouri. Mr. Baird also has over 20 years of experience in industry directly related to the electronics field. Mr. Baird is also an active member of the Institute of Electrical and Electronics Engineers (IEEE).

9.03 Does this individual 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 in reviewing the community resource binder and interviewing the chair for the Electronics program that community resources were being utilized to enrich the Electronics program. The team found evidence of guest speakers such as Matt Simmons, a technical services coordinator with Rhythm Engineering and also a graduate of the program, and Wesley Berry, an electrical engineer with Johnson Controls. The documentation shows that there was very good representation of students at each event. There was also evidence of two field trips that directly related to the studies in electronics.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at 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 Reviewed at 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 Reviewed at 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) 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 the student is expected to spend on completion of the work assignments. Although the campus provided samples of some graded homework assignments, 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)

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 and Electronics Engineering Technology - 8

Bachelor's degree in Electronics and Communications Engineering Technology - 6

How many calls to employers or graduates were successful?

The following number of calls, by program, were successful:

Academic associate's degree in Computer and Electronics Engineering Technology - 4

Bachelor's degree in Electronics and Communication Engineering Technology - 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 22, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:

**(Section 2-2-503(a)):** The team did not find adequate evidence that out-of-class work or the equivalency is being evaluated in all courses. Discussion with the faculty and the students in the Electronics program indicated as little as two hours of out-of-class work was assigned per 4 credit hours to 4.5 credit hours of classroom instruction. Students in the Electronics program verified that they were given homework in most classes and it was graded; however, it was only two to three hours per 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 Reviewed at Academic Administrative Center.

**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 Academic Administrative Center

If No, insert the section number in parentheses and explain:

The team found in interviewing the chair that the Electronics program is in the process of hiring an additional faculty person to fill the position left vacant from an adjunct instructor that retired at the end of the last quarter. This has created an temporary extra load on the chair to cover an additional class; however, there was not found evidence that this interfered with the chair performing his normal duties.

**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 Academic Administrative Center.

9.39 Reviewed at Academic Administrative Center.

9.40 Reviewed at 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 Reviewed at Academic Administrative Center.

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at Academic Administrative Center.

9.44 Reviewed at Academic Administrative Center.

9.45 Reviewed at Academic Administrative Center.

9.46 Reviewed at 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 Reviewed at Academic Administrative Center.

## 9. PROGRAM EVALUATION

**Academic Associate's Degree in Computer Network Systems**

**Academic Associate's Degree in in Network Systems Administration**

**Bachelor's Degree in Information Systems and Cybersecurity**

**Bachelor's Degree in Information Systems Security**

### ALL PROGRAMS

9.01 Reviewed at Academic Administrative Center.

- (a) Reviewed at Academic Administrative Center.
- (b) Reviewed at Academic Administrative Center.
- (c) Reviewed at Academic Administrative Center.
- (d) Reviewed at Academic Administrative Center.

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?

Ray Childers is the assigned program chair of computer network systems, network systems administration, information systems and cybersecurity, and information systems security. He has a bachelor's degree in Computer Science from Northeastern Missouri State University and a master's degree in Business Administration from University of South Carolina. He is a computer network system professional with over 20 years of experience in information technology. He has substantial knowledge of PC hardware, Cisco router and switch configuration, WAN support and Ethernet. Mr. Childers efficiently utilizes a computer system and related software including Microsoft Office, analysis of protocols, 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).

The faculty members and administrative staff interviewed stated that community resources used to enrich the computer network systems administration, information systems and cybersecurity and information systems security program 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 two student field trips, both of which took place in 2011 and 2012.

- 9.08 Are these resources sufficient?  
 Yes  No
- 9.09 Reviewed at 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 progra or no student is far enough along in the program)
- 9.12 Reviewed at 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 Reviewed at 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) and Glossary):** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for the 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:

Academic associate's degree in Computer Network Systems - 60

Academic associate's degree in Network Systems Administration - N/A

Bachelor's degree in Information Systems and Cybersecurity - N/A

Bachelor's degree in Information Systems Security - 19

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 - 44

Academic associate's degree in Network Systems Administration - N/A

Bachelor's degree in Information Systems and Cybersecurity - N/A

Bachelor's degree in Information Systems Security - 15

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 61 of the campus'2012-2013 catalog, volume 22, 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.

9.24 Are the following appropriate to adequately support the 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 Academic Administrative Center.

**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 Academic Administrative Center.

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 Reviewed at Academic Administrative Center.

9.39 Reviewed at Academic Administrative Center.

9.40 Reviewed at 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 Reviewed at Academic Administrative Center.

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at Academic Administrative Center.

9.44 Reviewed at Academic Administrative Center.

9.45 Reviewed at Academic Administrative Center.

9.46 Reviewed at 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 Reviewed at Academic Administrative Center.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Visual Communications

### Academic Associate's Degree in Graphic Communications and Design

#### ALL PROGRAMS

- 9.01 See response from Academic Administrative Center
- (a) See response from Academic Administrative Center
- (b) See response from Academic Administrative Center
- (c) See response from Academic Administrative Cabinet
- (d) See response from Academic Administrative Cabinet

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. Rafil Dabbagh serves as the chair for the School of Drafting and Design. Mr. Dabbagh holds a bachelor's of science degree in Chemical Engineering from Baghdad University and a diploma in Computer-Aided Design from Vatterott College. Outside of education, Mr. Dabbagh has held steel detailer and senior detailer jobs with Steel Structure Construction. Mr. Aaron Garrison serves as the program chair and subject matter expert for visual communications and graphic communications and design. Mr. Garrison holds an associate's of science degree in Graphic Design from Johnson County Community College and a bachelor's of science degree in Media Arts from the Art Institute of Pittsburgh.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

Yes  No

- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

- 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

- 9.07 List the community resources and how they are utilized to enrich the program(s).

The design program areas at ITT Technical Institute Kansas City use community resources to augment classroom study. Visual Communications and Graphic Communications and Design students went on several field trips including Kingston Printing, Nelson Atkins Art Gallery, and Trinity Animation. Additionally, Mr. John Cropper, journalist, appeared as a guest speaker in class.

- 9.08 Are these resources sufficient?

Yes  No

- 9.09 Reviewed at 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 Reviewed at 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 Reviewed at 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) 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 61 of the campus' 2012-2013 catalog, volume 22, 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.

**(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 Academic Administrative Center.

**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 Academic Administrative Center.

9.39 Reviewed at Academic Administrative Center.

9.40 Reviewed at 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 Reviewed at Academic Administrative Center.

**GENERAL COMMENTS:**

Mr. Dabbagh, chair of the School of Drafting and Design is wonderful. He shows great enthusiasm for his job and cares about student success. He is very willing to open up and converse about the college, his experiences, and his background. The same can be said for the instructors in the program. Interviews with faculty were very positive and the interviewees were very interested in the success of the students.

Faculty members in the Visual Communications and Graphic Communications and Design programs need to be reassured that it is okay to supplement the ITT approved curriculum with real-world projects in the classroom.

Students requested daycare options on campus and laptops/software to use off campus. Commutes to campus made working on homework outside of class difficult.

## 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 Academic Administrative Center

- (a) See response from Academic Administrative Center
- (b) See response from Academic Administrative Center
- (c) See response from Academic Administrative Cabinet
- (d) See response from Academic Administrative Cabinet

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. Rafil Dabbagh is assigned to administer the Design Drafting program. Mr. Dabbagh has a bachelor's of science degree in Chemical Engineering from the University of Baghdad. The Foreign Academic Credentials Service and a National Association of Credential Evaluation Services (NACES) member verified his transcripts to the equivalent to a bachelor's degree with a major in Chemical 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 administration of the educational program(s)?

Yes  No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

9.06 Does the program meet the needs of its students and the requirements 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 adequately used to enrich the drafting and design and computer aided drafting and design programs at the Kansas City campus. The team determined Mr. Larry Schmit of Riewit Engineering, was a guest speaker on September 26, 2012, to discuss AutoCAD 3D modeling 2012 version. The team also determined Mr. Michael Vodehnal took his capstone class on a field trip on September 16, 2012, to a railroad site for site surveying.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at 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 Reviewed at 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 Reviewed at 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)):** Course syllabi do not include, as appropriate, out of class work assignments that support the learning objectives for most courses.

Although the campus provided sample of some graded homework assignments, the majority of syllabi provided to the team indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes    No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes    No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?  
 Yes    No    NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

Academic associate's degree in Drafting and Design Technology - 10

Academic associate's degree in Computer Drafting and Design - 10

How many calls to employers or graduates were successful?

The following number of calls, by program, were successful:

Academic associate's degree in Drafting and Design Technology - 0

Academic associate's degree in Computer Drafting and Design - 9

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 61 of the campus' 2012-2013 catalog, volume 22, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes       No       Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

**(Section 2-2-503(a):** The team did not find adequate evidence that out-of-class work or the equivalency is being evaluated in all courses. Discussion with instructors indicated as little as two hours and no more than seven hours of out-of-class work were assigned per four credit hours of classroom or direct faculty instruction. Students in the Drafting and Design program estimated an average of four hours a week of out-of-class work. Eight to nine hours of out-of-class work would be required by the criteria or 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 Academic Administrative Center.

**ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY**

- 9.30 Are teaching loads reasonable?

Yes    No

**GENERAL COMMENTS:**

The Drafting and Design program permits the student to learn several different design computer programs, AutoCadd, Revit and Inventor are a few examples. This will allow the student to have more career opportunities in several industries.

## 9. PROGRAM EVALUATION

### **Bachelor's Degree in Construction Management**

#### ALL PROGRAMS

9.01 See response from Academic Administrative Center.

- (a) See response from Academic Administrative Center.
- (b) See response from Academic Administrative Center.
- (c) See response from Academic Administrative Center.
- (d) See response from Academic Administrative Center.

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. Rafil Dabbagh is the chairperson of the school of Drafting and Design and the Construction Management program. His bachelor's of science degree is from the University of Baghdad (Iraq) and has been approved by the Foreign Academic Credentials Services (NACES) as equivalent to a bachelor's degree earned at a regionally accredited college in the United States. He has six years relevant industry experience. He has been an adjunct instructor at ITT Technical Institute, Kansas City since 2007. He has held the chairperson position since 2011.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

Yes  No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

9.06 Does the program meet the needs of its students and the requirements 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 evidence that the effective use of community resources are utilized to enrich the program. The program has had five guest speakers and one field trip and there is also a program advisory committee (PAC) that meets twice per year. The PAC serves to encourage utilization of guest speakers.

9.08 Are these resources sufficient?

Yes  No

9.09 Reviewed at 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 Reviewed at 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 Reviewed at 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) 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 and graduates.

How many calls to employers or graduates were successful?

There was one successful call to employers and graduates.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The successful contact confirmed the employment of the graduate 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)

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.

Visitation with instructors and students verified evaluation of homework and provided examples of current work that is to be handed back to students.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.25 Reviewed at Academic Administrative Center.

**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 Academic Administrative Center.

**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 Academic Administrative Center.

9.44 Reviewed at Academic Administrative Center.

9.45 Reviewed at Academic Administrative Center.

9.46 Reviewed at 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 Reviewed at Academic Administrative Center.

**GENERAL COMMENTS:**

The program leadership is very positive and cooperative in helping with materials needed for this visit.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Paralegal Studies

#### ALL PROGRAMS

9.01 See response from AAC

- (a) See response from Academic Administrative Center.
- (b) See response from Academic Administrative Center.
- (c) See response from Academic Administrative Center.
- (d) See response from Academic Administrative Center.

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. Julia Viles is assigned to administer the Paralegal program. Ms. Viles holds a master's degree in Management from University of Phoenix (Kansas City, Missouri) and a bachelor's degree in Criminal Justice and Criminology from University of Missouri Kansas City (Kansas City, Missouri). Ms. Viles is supported by Ms. Wendy Staton, the paralegal lead instructor/subject matter specialist. Ms. Staton has a master's degree in Legal Analysis and a certificate in Paralegal Studies from Webster University (Kansas City, Missouri) and a bachelor's degree in Criminal Justice from University of Central Missouri (Warrensburg, 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)

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:

To meet the retention goal of 65%, the institution is focusing on activities that will assist in increasing its graduation rate.

9.07 List the community resources and how they are utilized to enrich the program(s).

The paralegal program has an active advisory board that consists of attorneys and paralegals in the community. The students have gone on field trips to the law library, and law offices. Several local attorneys have come in as guest speakers.

9.08 Are these resources sufficient?

- Yes  No
- 9.09 Reviewed at 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 Reviewed at 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 Reviewed at 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)):** 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?

None – there have been no graduates.

How many calls to employers or graduates were successful?

None – there have been no graduates.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

None – 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 62 of the campus 2012-2013 catalog, volume 22, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

**(Section 2-2-503(a)):** There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Instructors and students confirmed they were doing out-of-class work that was equivalent to two to three hours per week.

9.24 Are the following appropriate to adequately support the 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 Renewed at Academic Administrative Center.

**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 Academic Administrative Center.

9.39 Reviewed at Academic Administrative Center.

9.40 Reviewed at 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 Reviewed at Academic Administrative Center.

## 9. PROGRAM EVALUATION

**Academic Associate's Degree in Business Management**

**Bachelor's Degree in Project Management**

**Bachelor's Degree in Project Management Administration**

**Bachelor's Degree in Project Management and Administration, Construction Option**

**Bachelor's Degree in Project Management and Administration, Information Technology Option**

**ALL PROGRAMS**

9.01 See response from Academic Administrative Center.

- (a) See response from Academic Administrative Center.
- (b) See response from Academic Administrative Center.
- (c) See response from Academic Administrative Center.
- (d) See response from Academic Administrative Center.

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. Julia Viles is assigned to administer the academic programs of academic associate's degree of Business Management, bachelor's degree in Project Management, bachelor's degree in Project Management and Administration, bachelor's degree in Project Management and Administration with a concentration in Construction Option, and bachelor's degree in Project Management and Administration with an Information Technology Option. Ms. Viles holds a bachelor's degree in Criminal Justice from the University of Missouri, a bachelor's degree in Sociology from the University of Missouri, and a master's degree in Management from the University of Phoenix. Project Management has three separate concentrations. Ms. Viles receives subject matter and curriculum-related support for the Construction Option and Information Technology Option from the chairs of those departments. Ms. Viles has recently started attending classes to earn her master's degree in Information Assurance and Security from Capella University. Ms. Viles is a dedicated manager with over nine years' experience in retail and education. Prior to joining ITT Technical Institute, Ms. Viles worked for Community America Credit Union conducting investigations related to retail crimes.

9.03 Does this individual 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, after a review of the community resources binder and after speaking with the Business program chairperson that the Business and Project Management programs are currently not utilizing community resources. The team was shown one technology related resource, but found the resources insufficient for business and project management students. The team found a greater need for program specific speakers, field trips, outside resources, and other related resources to this program. The program has been in existence for nine months without appropriate resources.

9.08 Are these resources sufficient?

Yes  No

If No, insert the section number in parentheses and explain:

**(Section 3-1-512(c)):** The team found that resources of the community are not being utilized to enrich the business and project management programs.

9.09 Reviewed at 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 Reviewed at Academic Administrative Center.

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:

While the school uses independent studies on occasion, the programs evaluated in this section are not currently utilizing independent studies.

9.14 Reviewed at 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) and Glossary):** Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?  
 Yes  No  NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

Academic associate's degree in Business Management – 0

Bachelor's of science degree in Project Management – 2

Bachelor's of science degree in Project Management and Administration – 0

Bachelor's of science degree in Project Management and Administration, Construction Option – 1

Bachelor's of science degree in Project Management and Administration – Information Technology Option - 0

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Bachelor's of science degree in Project Management – 2

Bachelor's of science degree in Project Management and Administration, Construction Option – 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 61 of the campus' 2012-2013 catalog, volume 22, 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, list the courses, and explain:

**(Section 2-2-503(a)):** All business and project management courses are covered in this paragraph. Instructors and students did verify that outside work is being performed and graded, but the team has found that the work is inadequate to complete the hours mandated by the Department of Education of two hours outside work for each credit hour of classroom time.

9.24 Are the following appropriate to adequately support the 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 Academic Administrative Center.

9.39 Reviewed at Academic Administrative Center.

9.40 Reviewed at 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 Reviewed at Academic Administrative Center.

**BACHELOR'S DEGREES ONLY**

9.43 Reviewed at Academic Administrative Center.

9.44 Reviewed at Academic Administrative Center.

9.45 Reviewed at Academic Administrative Center.

9.46 Reviewed at 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 Reviewed at Academic Administrative Center.

## SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

<b>Section: 3-1-513 (a) and Glossary</b>	The syllabi do not contain language specific to out-of-work assignments that support the learning objectives for several courses (pages 28, 33, 34, 38, 39, 43, 46, 51, and 55).
<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 (page 28).
<b>Section 2-2-503(a)</b>	There is no evidence that out of class work or the equivalency is being evaluated in all courses (pages 29, 38, 44, 52, and 56).
<b>Section 3-1-512(c)</b>	There are insufficient community resources to support two programs (page 54).

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**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 10/26/2012 1:41:21 PM -0400  
**To:** Rosite George <rkgeorge@email.com> (rkgeorge@email.com)  
**Subject:** Visit Reports: 2nd Edits  
**Attachments:** ITTWichita 1st edit.doc.doc; 00062296 ITT Durham final.docx.docx; ITT Akron absolute final.doc.doc; 135520 Stratford University Newport News, VA ALV Report.doc.doc; 60264 ALI 1st edit.doc.doc

Rosite,

Here are 5 more reports. Please get these to me by Tuesday COB. Thank you.

Ian Harazduk  
Manager, Compliance  
Accrediting Council for Independent Colleges and Schools  
750 First Street, NE, Suite 980  
Washington, D.C. 20002  
Tel: (202) 336-6795  
Fax: (202) 842-2593

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## Additional Location Inclusion

### ITT TECHNICAL INSTITUTE

3518 Westgate Drive, Suite 150  
Durham, NC 27707

**ACICS ID Code: 00062296**

Mr. Scott DePrefontaine, Campus Director (sdepfontaine@itt.edu)  
www.itt.edu

Main Campus  
ITT Technical Institute  
Indianapolis, IN 46268  
ACICS ID Code: 00016040

### Dates of Visit:

October 11-12, 2012

Dr. George Fakhoury	Chair	Heald College (Retired)	Concord, CA
Ms. Debra Rocha	Student Relations Specialist	Brandman University	Irvine, CA
Ms. MaryGail Lowery	Educational Activities	Alabama DOE (Retired)	Sevierville, TN
Dr. Fawzi Ben Massaoud	IT/Computer Networking Systems/ Electrical Technology	Wonderlic, Inc.	Carmel, IN
Ms. Silvia Gimbutas	Computer Drafting and Design/ Drafting and Design Techology	Westwood College	Chicago, IL
Mr. Steve Todoric	Criminal Justice/Forensics	Penn State University	Pittsburgh, PA
Ms. Jennifer Newham	Accreditation Coordinator	ACICS	Washington, DC

**PROGRAMS OFFERED BY**  
**ITT TECHNICAL INSTITUTE**  
**DURHAM, NORTH CAROLINA**

CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr.H rs.	Enroll: Full- time/Part- time	CAR Retention & Placement			
					2010		2011	
					Ret.	Pla.	Ret.	Pla.
Academic Associate's*	Network Systems Administration	1058	4.5	17/5	NA	NA	NA	NA
Academic Associate's*	Electrical Engineering Technology	1058	4.5	13/13	NA	NA	NA	NA
Academic Associate's*	Drafting and Design Technology	1058	4.5	8/6	NA	NA	NA	NA
Academic Associate's*	Criminology and Forensic Technology	981 (1071 with externship)	4.5	8/15	NA	NA	NA	NA
Academic Associate's*	Information Technology- Computer Networking Systems	1120	4.0	15/8	NA	NA	100%	NA
Academic Associate's*	Computer and Electronic Engineering Technology	1120	4.0	8/3	NA	NA	100%	NA
Academic Associate's*	Computer Drafting and Design	1130	4.0	6/2	NA	NA	NA	NA
Academic Associate's**	Criminal Justice		4.0	NA	NA	NA	NA	NA
Academic Associate's**	Graphic Communication and Design		4.5	NA	NA	NA	NA	NA
Academic Associate's**	Software Development Technology		4.5	NA	NA	NA	NA	NA
Academic Associate's**	Visual Communication		4.0	NA	NA	NA	NA	NA
Bachelor's**	Business Management		4.5	NA	NA	NA	NA	NA

Bachelor's**	Business Management		4.5	NA	NA	NA	NA	NA
Bachelor's**	Criminal Justice		4.0	NA	NA	NA	NA	NA
Bachelor's**	Construction Management		4.5	NA	NA	NA	NA	NA
Bachelor's**	Electronics and Communication Engineering Technology		4.5	NA	NA	NA	NA	NA
Bachelor's**	Electrical Engineering and Communication Technology		4.5	NA	NA	NA	NA	NA
Bachelor's**	Information Systems and Cybersecurity		4.5	NA	NA	NA	NA	NA
Bachelor's**	Information Systems Security		4.5	NA	NA	NA	NA	NA
Bachelor's**	Project Management		4.5	NA	NA	NA	NA	NA
Bachelor's**	Project Management and Administration (Project management and Admin Option)		4.5	NA	NA	NA	NA	NA
Bachelor's**	Project Management and Administration (Construction Option)		4.5	NA	NA	NA	NA	NA
Bachelor's**	Project Management and Administration (Information Technology Option)		4.5	NA	NA	NA	NA	NA
Bachelor's**	Software Applications Development		4.5	NA	NA	NA	NA	NA
	TOTAL ENROLLMENT		127					

*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.

**\*\* At the time of the visit, the campus has no immediate plans to offer any of the programs that are not currently running. This decision will be evaluated periodically dependant on market needs.**

The ITT Institute, Durham campus was opened in May 2011 and offers associate and bachelor degree programs. The school occupies 19,709 square feet. The building is divided into administrative and educational areas complete with classrooms and laboratories. Ample and well-lit parking is available. The facility is designed to serve the disabled. The facility is in compliance with federal, state and local ordinances and regulations, including those related to safety and health. Currently, the campus offers evening classes only. The student population is comprised of 72% females and 27% males. The demographics of the student population are 67% African-American and 15% Caucasians.

## 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

### 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 will be based on the 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.
- Procedures are in place to identify potentially high-risk students and with the help of internal reports and surveys to monitor retention/attrition, the campus will strive to achieve above-average student retention rates.
- The campus has no graduates at this point in time, and therefore, no placement rates to 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 team consists of Mr. Scott DePrefontaine, the campus director, the dean (currently vacant), director of finance, director of recruitment, director of career services, the registrar, and faculty representatives 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. Scott DePrefontaine holds a bachelor of science degree in Music Education from West Chester University in West Chester, VA. He is currently completing a master's in Business Administration online from Daniel Webster College with an expected graduation date in 2014. Mr. Scott DePrefontaine joined ITT as a senior representative in May of 2008. He was promoted to manager of recruitment in November 2010 and later received another promotion to director of recruitment in

February 2011. In November 2011, Mr. DePrefontaine was again promoted and became the campus director at the Durham location. Prior to joining ITT Technical Institute, Mr. DePrefontaine held several positions in sales and business management. Mr. DePrefontaine noted to the team that he reviews all faculty professional development plans, interacts with the faculty almost on a daily basis to identify and address program needs, and currently administers all programs. He also coordinates the lead instructors and other faculty members, based on students' needs.

- 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?

Twenty five files of matriculated 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?

The ITT Technical Institute, Durham, NC campus hires the most qualified candidates for the departments that comprise student relations processes. The campus director conveyed that it is important that his management team is compliance-driven and willing to participate in ongoing training. 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?

Mr. Michael Anthony is the director of recruitment for the ITT Durham, NC campus. He joined the management team in February of 2012. Mr. Anthony has spent most of his professional career in human resources and recruitment. He holds a professional certificate as a certified project manager. Mr. Anthony earned an associate's degree in HR Management from the Community College of Air Force, Montgomery, AL and a bachelor of science degree in Business Administration from Touro University International in Cypress, CA.

- 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, and 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 Institute. Calls from prospective students rotate through the seven educational representatives. The representative makes 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 under goes the testing dictated by the program of interest. If the student's score meets the testing threshold, they are toured and complete the admission paperwork and 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

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 ITT Technical College, Durham, NC 2012-2013 (dated 10/01/12) catalog on pages 54-61, volume 7.

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?  
 At the time the visit, the administration of SAP is the responsibility of the campus director Mr. Scott DePrefontaine, due to the vacancy of the academic dean position. As previously noted, Mr. Scott DePrefontaine holds a bachelor of science degree in Music Education from West Chester University in West Chester, VA. He is currently completing a master's in Business Administration online from Daniel Webster College with an expected graduation date in 2014. Mr. Scott DePrefontaine joined ITT as a senior representative in May of 2008. He was promoted to manager of recruitment in November 2010 and later received another promotion to director of recruitment in February 2011. In November 2011, Mr. DePrefontaine was again promoted and became the campus director at the Durham location. Prior to joining ITT Technical Institute, Mr. DePrefontaine held several positions in sales and business management. Mr. DePrefontaine noted to the team that he reviews all faculty professional development plans, interacts with the faculty almost on a daily basis to identify and address program needs, and currently administers all programs. He also coordinates the lead instructors and other faculty members, based on students' needs.
- 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. Rebecca Andersen is the director of finance. She has worked for ITT in this capacity since August 2012. Prior, Ms. Andersen worked as the assistant director of finance and a manager trainee at the ITT Cary, NC campus since June 2010. She holds a bachelor in arts degree in Finance from the University of Miami, Coral Gables, FL.
- 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. Rebecca Andersen, campus director of finance, is responsible for the ongoing training of the financial aid coordinators at the ITT Durham, NC campus. The central administration's student financial services regularly sends school updates and/or changes pertaining to financial aid to students as they occur. They also periodically conduct training sessions for all financial aid personnel via telecommunication resources. The campus receives timely and appropriate updates from other interested agencies involving the financial aid process. Ms. Andersen conducts regularly scheduled training sessions with the financial aid coordinators as part of her 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 beginning students. The orientation is normally held three weeks before classes begin. 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 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 completed.

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. Tonya Winchester is the director of career services for this campus since 2011. She earned a bachelor of science degree from Duke University in Durham, NC and is in the process of completing her MBA degree at Eastern Carolina University. She worked as a career consultant and as the associate director of career services since 2006, prior to accepting her current 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.