

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

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

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

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

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

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

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

Yes  No

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

Yes  No

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

Yes  No

9.29 Are teaching loads reasonable?

Yes  No

#### FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

Yes  No

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

Yes  No

- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes     No     Not Applicable (no students in the second year)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No     Not applicable

#### FOR BACHELOR'S DEGREES ONLY

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

#### GENERAL COMMENTS:

The staff was friendly and efficient in getting materials requested by the team. Students were satisfied with the faculty, the staff, and their programs of study.

#### 9. PROGRAM EVALUATION

**Academic Associate's degree in Graphic Design**

**Bachelor's degree in Graphic Design: Major in Game Art**

**FOR ALL PROGRAMS**

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

Yes  No (*Skip to question 9.02*)

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

Mr. John Wilbanks is assigned to administer the graphic design and game art programs, and has been a lead faculty member in the school of design since March 2014. Mr. Wilbanks has a master's degree in organizational management from the University of Phoenix and bachelor's degrees in advertising & graphic design and in illustration from Rocky Mountain College of Art & Design. Prior experience includes video post-production work at InnerView; graphic design and video production work at the University of Colorado; art direction and project management work at Giggles Korporate Kards; and design and video instruction at the Art Institute of Colorado, IADT Online, and Colorado Technical University. Mr. Wilbanks is also a member of the Colorado Film and Video Association and a certified instructor for Avid Media Composer 7.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

Academic Associate's degree in Graphic Design

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

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (no program graduates)

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

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No

Bachelor's degree in Graphic Design: Major in Game Art

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

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (Additional Location Inclusion only)

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

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
Community resources include guest speakers; field trips; participation in professional associations, conferences, and competitions; a program advisory committee; and other community events. Guest speakers utilized included Mr. Steven Martinez from Toon Boom who discussed 2D/3D animation and digital art asset creation and Chris Lancaster from NetDevil who discussed how to create procedural game design documents and timelines. Field trips used included visits to Game On, COMICFEST, and International Game Developers Association meetings to examine and discuss game and interactive software development processes, sequential entertainment and game art asset creation, and professional business operations. Students met with the Colorado Game Developers Association following the Game Developers Conference to discuss gaming trends and employment opportunities, and they also participated in Denver Comic Con to showcase their artwork and meet with game art professionals. Students also participated in the Anime, Comic, and Video Game Restyling and Reengineering Contest as well as the League of Legends 5v5 Tournament at the Clutch Gaming Arena to showcase their game art and development skills.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?  
 Yes  No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes  No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
- (b) Course numbers  
 Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

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

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

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

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

Yes  No

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

Yes  No

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

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

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

Academic Associate's degree in Graphic Design - 0 (no program graduates)

Bachelor's degree in Graphic Design: Major in Game Art - 10

How many calls to employers or graduates were successful?

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

Bachelor's degree in Graphic Design: Major in Game Art - 5

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

All five of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

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

#### FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?  
 Yes       No (*Skip to question 9.24*)
- 9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes       No       Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes       No       Not Applicable (Clock hour programs only)

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

Both students and instructors confirmed that out-of-class work is being assigned and graded. Graded student work and course grade calculations were provided to the team as documentation.

#### FOR ALL VISITS

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

Yes       No

(f) The use of appropriate experiences.

Yes       No

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

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

Yes       No

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

Yes       No

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

Yes       No

9.29 Are teaching loads reasonable?

Yes       No

#### FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

Yes       No

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

Yes       No

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

Yes       No

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

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

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

Yes       No       Not applicable

#### FOR BACHELOR'S DEGREES ONLY

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

## 9. PROGRAM EVALUATION

### Occupational Associate's degree in Automotive Technology

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
Mr. Kenneth Burnum, automotive technology program chair, is assigned to administer the automotive technology program at Westwood College - Denver North. He holds a bachelor's degree in business administration from Southwest Texas State University in San Marcos, Texas. Additionally, he currently holds several Automotive Service Excellence (ASE) certifications. Mr. Burnum joined Westwood College in March 2013 as an auto repair instructor. He was promoted to program chair in October 2013.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No

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

Yes  No

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

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

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (Additional Location Inclusion only)

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

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No

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

The program utilizes community support as indicated by documentation of the recent program advisory committee meetings held April 17, 2014 and June 27, 2013. The program employs five adjunct instructors that hold full-time positions in the automotive career fields. Guest speakers and field trips are also used to enrich the curriculum. The institution has a community partnership with Adams County Human Services Department in Colorado to provide basic automotive servicing for low income families.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes  No

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

Yes  No

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

Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

Yes  No (*Skip to question 9.13*)

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

Yes  No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes  No

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

- (a) Title and course descriptions  
 Yes     No
- (b) Course numbers  
 Yes     No
- (c) Course prerequisites and/or corequisites  
 Yes     No
- (d) Instructional contact hours/credits  
 Yes     No
- (e) Learning objectives  
 Yes     No
- (f) Instructional materials and references  
 Yes     No
- (g) Topical outline of the course  
 Yes     No
- (h) Instructional methods  
 Yes     No
- (i) Assessment criteria  
 Yes     No
- (j) Method of evaluating students  
 Yes     No
- (k) Date the syllabus was last reviewed  
 Yes     No

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

- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)

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

- Yes     No

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

- Yes     No

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

- Yes     No     Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were nine calls made to employers or graduates.

How many calls to employers or graduates were successful?

There were five successful calls.

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

There were five successful calls that confirmed the employment of graduates as reported on the 2013 CAR.

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

#### FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?  
 Yes     No (*Skip to question 9.24*)

- 9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (Clock hour programs only)

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

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

The grading of out-of-class work is recorded in the electronic grade book for each individual course. The grade book was examined by the team. Also, copies of graded homework assignments were provided to the team for review.

#### FOR ALL VISITS

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

(a) Facilities.

Yes     No

(b) Instructional equipment.

Yes     No

(c) Resources.

Yes     No

(d) Personnel.

Yes     No

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

(a) Systematic planning.

Yes     No

(b) Well-defined instructional objectives.

Yes     No

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

Yes     No

(d) Appropriate modes of instructional delivery.

Yes     No

(e) The use of appropriate assessment strategies.

Yes     No

(f) The use of appropriate experiences.

Yes  No

### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes  No
- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No
- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes  No
- 9.31 What is the current student/teacher ratio?  
 (Calculate the student/teacher ratio by using the following formula:  
 -Add the number of students enrolled in the program-specific courses (courses with program prefix)  
 -Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).  
 The current student/teacher ratio is 9:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes  No
- 9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes  No
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)

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

Yes  No

**GENERAL COMMENTS:**

The automotive technology staff and students were helpful and assisted the team whenever requested. The program is based on both the Automotive Service Excellence (ASE) and National Automotive Technicians Education Foundation (NATEF) standards. The automotive technology program is well structured and overall provides a positive educational experience for students.

**9. PROGRAM EVALUATION**

**Bachelor's degree in Construction Management**

**Academic Associate's degree in Construction Management**

**Academic Associate's degree in Computer Aided Design/Architectural Drafting**

**FOR ALL PROGRAMS**

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

Yes  No (*Skip to question 9.02*)

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

Mr. Joshua Mason is the chair of the school of business since October 2013, which includes the construction management programs and the computer aided design/architectural drafting program. He holds a master's degree in master of management from the University of Phoenix in Northglenn, Colorado, and a bachelor's degree from the University of Phoenix in Santa Ana, California.

Mr. Tom Thompson is the lead instructor for the construction management programs and the computer aided design/architectural drafting program. He has held this position since July 1998. He has a master's degree in architecture from Virginia Tech and a bachelor's degree in architecture from Iowa State University. Mr. Thompson serves as the subject matter expert for the three programs and assists Mr. Mason.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

Bachelor's degree in Construction Management

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

Yes     No     Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes     No     Not Applicable (Additional Location Inclusion only)

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

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes     No

Note: The 2013 CAR listed the program with a placement rate of 50 percent. The total number of graduates listed for the program was only eight which meets the mitigating circumstances.

Academic Associate's degree in Construction Management

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

Yes     No     Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes     No     Not Applicable (no program graduates)

Academic Associate's degree in Computer Aided Design/Architectural Drafting

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

Yes     No     Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes     No     Not Applicable (Additional Location Inclusion only)

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

The construction management programs participated in a field trip on April 28, 2014 at Anythink Library in Denver, Colorado. The construction management programs also held a field trip on March 12, 2013 at the Fulginiti Pavilion at Anschutz Medical Center in Denver, Colorado. In addition, the bachelor's programs and academic associate's programs conducted a program advisory committee meeting on April 17, 2014.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes     No

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

Yes     No

- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes     No     Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?  
 Yes     No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes     No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes     No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes     No
  - (b) Course numbers  
 Yes     No
  - (c) Course prerequisites and/or corequisites  
 Yes     No
  - (d) Instructional contact hours/credits  
 Yes     No
  - (e) Learning objectives  
 Yes     No
  - (f) Instructional materials and references  
 Yes     No
  - (g) Topical outline of the course  
 Yes     No
  - (h) Instructional methods  
 Yes     No
  - (i) Assessment criteria  
 Yes     No
  - (j) Method of evaluating students  
 Yes     No
  - (k) Date the syllabus was last reviewed  
 Yes     No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)

- 9.16 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes     No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes     No
- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes     No     Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

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

Academic Associate's degree in Computer Aided Design/Architectural Drafting - 1

Academic Associate's degree in Construction Management - 0 (no program graduates)

Bachelor's degree in Construction Management - 7

How many calls to employers or graduates were successful?

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

Academic Associate's degree in Computer Aided Design/Architectural Drafting - 1

Bachelor's degree in Construction Management - 3

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

All four of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

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

#### FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?  
 Yes     No (*Skip to question 9.24*)
- 9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes     No     Not Applicable (Clock hour programs only)

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

The out-of-class work is submitted to the instructor and feedback is given verbally and thru an online grade book that the institution utilizes, Blackboard. The team was provided samples of the homework to examine and viewed the electronic grade book for classes currently offered.

**FOR ALL VISITS**

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

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

- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes     No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?  
 Yes     No
- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes     No
- 9.29 Are teaching loads reasonable?  
 Yes     No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

**FOR BACHELOR'S DEGREES ONLY**

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

**GENERAL COMMENTS:**

The faculties of the construction management and computer aided design/architectural drafting programs were very professional and helpful to the team. The students enrolled in the three programs responded in a positive manner regarding the institution, the programs in which they were enrolled, the faculty, and the staff.

**9. PROGRAM EVALUATION****Academic Associate's degree in Dental Assisting**

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

Yes  No (*Skip to question 9.02*)

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

Ms. Carol Rykiel was appointed program chair of the dental assisting program on December 9, 2013. Ms. Rykiel holds a master's degree from Colorado State University in management and a bachelor's degree from the University of Colorado - Denver in dental hygiene. Ms. Rykiel has eight years experience as a practicing dental hygienist and six months experience as a program 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 development and administration of the educational program(s)?

Yes  No

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

Yes  No

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

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

Yes  No  Not Applicable (no rate reported on the 2013 CAR)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (no program graduates)

Note: The answer is not applicable because the program is relatively new and only in the second course of the program.

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

The dental assisting program has a program advisory committee that is composed of dentists, dental assistants, and dental hygienists. Dental assisting students have participated in an Oral Cancer Walk, provided oral health screenings as part of the 9Health Fair, and toured the Patterson Dental supply facilities.

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

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

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

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

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

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

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

Yes     No

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

Yes     No

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

Yes     No     Not Applicable (there have been no program graduates)

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

Yes     No     Not Applicable (there have been no program graduates)

**FOR NEW GRANTS AND INITIAL GRANTS ONLY**

9.20 Does the campus participate in Title IV financial aid?

Yes     No (*Skip to question 9.24*)

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

Yes     No     Not Applicable (Clock hour programs only)

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

Yes     No     Not Applicable (Clock hour programs only)

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

Examples of out-of-class homework assignments presented on-site included workbook assignments; research papers; an Occupational, Safety, and Health Administration (OSHA) handbook; and diagrams of head and neck anatomy. The electronic grade book used at the institution was also examined by the team to verify that the out-of-class work is being evaluated.

**FOR ALL VISITS**

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

(a) Facilities.

Yes     No

(b) Instructional equipment.

Yes     No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

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

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

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

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

#### FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

Yes  No

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

**(Section 3-1-541):** Ms. Carol Rykiel is not academically or experientially qualified to teach DENT120 Clinical Procedures. A review of transcripts, continuing education certifications, and the ACICS data sheet as well as a personal interview with Ms. Rykiel did not provide evidence that she has the experience or academic qualifications related to dental assisting to teach DENT120 Clinical Procedures. On-site, a letter was submitted by Dr. Carlile, an employer of Ms. Rykiel that states Ms. Rykiel acts primarily as a dental hygienist but performs dental assisting duties "as needed." Required skills of DENT120 include tray set-ups for basic diagnostic and operative dental procedures as well as instrument transfer and maintenance of the operating field. The letter as presented does not sufficiently demonstrate or justify the qualifications of Ms. Rykiel to teach her assigned course.

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

Yes  No

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

Yes  No

9.29 Are teaching loads reasonable?

Yes  No

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

**COMMENDATIONS:**

The dental assisting clinical laboratory is well designed with current industry-standard equipment.

**9. PROGRAM EVALUATION**

**Academic Associate's degree in Health Information Technology**

**Academic Associate's degree in Healthcare Office Administration**

**Academic Associate's degree in Medical Assisting**

**Academic Associate's degree in Medical Office Management**

**Occupational Associate's degree in Medical Assisting**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes     No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Audrey Theisen, Registered Health Information Administrator (RHIA), is assigned to administer the health information programs at the institution. She holds a master's degree in computer information systems from the University of Phoenix in Englewood, Colorado and a bachelor's degree in business from St. Mary's College in Leavenworth, Kansas. Prior to joining Westwood College as program chair in September 2013, Ms. Theisen served as program coordinator of the medical billing and coding program at Kaplan College in Denver and as program chair of the school of health sciences at ITT Technical Institute in Thornton, Colorado. She also has four years of in-field experience.

Mr. Dennis Steuerwald, Certified Medical Assistant (CMA), is assigned to administer the medical assisting and medical office management programs. He holds a bachelor's degree in psychology from the University of Denver and an associate's degree in medical specialties from CollegeAmerica in Denver. Mr. Steuerwald joined Westwood

College as an adjunct instructor in December 2010 and was later promoted to the position of program chair in December 2011. His prior teaching experience includes three years as lead and adjunct medical instructor at CollegeAmerica in Denver, Colorado. Mr. Steuerwald has five years of in-field experience in area health facilities.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

Academic Associate's degree in Health Information Technology

Academic Associate's degree in Healthcare Office Administration

Academic Associate's degree in Medical Assisting

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

Yes  No  Not Applicable (no rate reported on the 2013 CAR)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (no program graduates)

Academic Associate's degree in Medical Office Management

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

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (no program graduates)

Occupational Associate's degree in Medical Assisting

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

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (Additional Location Inclusion only)

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

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No

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

Community resources used in the medical programs include field trips, guest speakers, and community services. Students have participated in "The City of Brighton Citizen Emergency Responder Training" (CERT), a program to train community members to assist in rescue, triage, and control in the event of a natural, terrorist-based, or other type of disaster. Students have also participated in breast cancer walks, health fairs, an annual spring carnival, and a school

fundraiser. Sign-in sheets and pictures taken at the events further support the activities. In addition, minutes of advisory committee meetings and signed externship contractual agreements evidenced involvement of community resources in the medical programs.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes  No

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

Yes  No

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

Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

Yes  No (*Skip to question 9.13*)

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

Yes  No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes  No

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

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

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

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

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

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

Yes  No

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

Yes  No

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

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

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

Occupational Associate's degree in Medical Assisting - 6

Academic Associate's degree in Medical Assisting - 0 (no program graduates)

Academic Associate's degree in Health Information Technology - 0 (no program graduates)

Academic Associate's degree in Medical Office Management - 0 (no program graduates)

Academic Associate's degree in Medical Office Administration - 0 (no program graduates)

How many calls to employers or graduates were successful?

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

Occupational Associate's degree in Medical Assisting - 6

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

All six of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

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

Yes  No  Not Applicable

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

9.20 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

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

Yes       No       Not Applicable (Clock hour programs only)

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

Yes       No       Not Applicable (Clock hour programs only)

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 members made available to the team grade books and graded materials submitted by students for review. Students were interviewed and provided access to their homework assignments. Also, program specific binders in the team room provided several samples of homework assignments for each medical program.

#### FOR ALL VISITS

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

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

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

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

#### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

Yes       No

#### FOR OCCUPATIONAL ASSOCIATE'S AND ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes     No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?  
 Yes     No
- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes     No

#### FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.29 Are teaching loads reasonable?  
 Yes     No

#### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes     No
- 9.31 What is the current student/teacher ratio?  
 (Calculate the student/teacher ratio by using the following formula:  
 -Add the number of students enrolled in the program-specific courses (courses with program prefix)  
 -Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).  
 The current student/teacher ratio in the occupational associate's medical assisting program is 9:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes     No
- 9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes     No
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes     No     Not Applicable (no students in the second year)

- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

**GENERAL COMMENTS:**

The team's visit evidenced sound and well-run medical programs. The program directors and faculty are knowledgeable, caring, and committed to student success. Students interviewed were positive about their programs and had confidence in their abilities to secure post-graduation employment.

**9. PROGRAM EVALUATION**

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

**Academic Associate's degree in Paralegal**

**Bachelor's degree in Criminal Justice: Major in Administration**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Lisa Hopsicker, program chair, is assigned to administer the criminal justice and paralegal programs. Ms. Hopsicker has been in this position since October 2012. She holds a master's degree in social work from Arizona

State University in Tempe and a bachelor's degree in psychology from Hartwick College in Oneonta, New York. She brings to the institution 12 years of law enforcement and victim services experience.

Ms. Hopsicker is assisted with the paralegal program by a lead faculty member, Ms. Judith Bernstein. Ms. Bernstein holds a JD degree from the Thomas M. Cooley Law School in Lansing, Michigan, and a bachelor's degree in professional studies with an emphasis in community development from Pace University in Pleasantville, New York. Ms. Bernstein is licensed to practice law in Florida, New Jersey, and Utah. She brings to the institution over 13 years of legal and teaching experience.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

Academic Associate's degree in Criminal Justice

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

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (Additional Location Inclusion only)

Academic Associate's degree in Paralegal

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

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (no program graduates)

Bachelor's degree in Criminal Justice: Major in Administration

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

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (Additional Location Inclusion only)

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

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No

Note: The institution provided a program placement improvement plan for the bachelor's degree in criminal justice: major in administration program.

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

The criminal justice and paralegal programs utilizes several different types of community resources to enrich the programs. The community resources consist of program advisory committee meetings, field trips, and guest speakers. The team reviewed program advisory committee meeting minutes for April 2014 and November 2013. Also, students participated in the following field trips and guest speaker events:

- Field trips were used to enrich the curriculum and consisted of a tour to the Federal District Court in Denver, Colorado, and a tour of the courtroom of Senior Judge Wiley Y. Daniel, US District Court for the District of Colorado.
- Guest speakers were used to enrich the curriculum and included Dr. Clark Davenport, Rocky Mountain Paralegal Association (RMPA); volunteers from Child Advocate; and Federal Bureau of Prisons personnel from Englewood.

In addition, the institution sponsored a criminal justice symposium covering enforcement, courts, and corrections. The team was provided documentation to verify these activities.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes       No

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

Yes       No

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

Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

Yes       No (*Skip to question 9.13*)

- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes     No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes     No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes     No
  - (b) Course numbers  
 Yes     No
  - (c) Course prerequisites and/or corequisites  
 Yes     No
  - (d) Instructional contact hours/credits  
 Yes     No
  - (e) Learning objectives  
 Yes     No
  - (f) Instructional materials and references  
 Yes     No
  - (g) Topical outline of the course  
 Yes     No
  - (h) Instructional methods  
 Yes     No
  - (i) Assessment criteria  
 Yes     No
  - (j) Method of evaluating students  
 Yes     No
  - (k) Date the syllabus was last reviewed  
 Yes     No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.16 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes     No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes     No

- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes     No     Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

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

Academic Associate's degree in Criminal Justice - 2

Academic Associate's degree in Paralegal - 0 (no program graduates)

Bachelor's degree in Criminal Justice: Major in Administration - 7

How many calls to employers or graduates were successful?

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

Academic Associate's degree in Criminal Justice - 2

Bachelor's degree in Criminal Justice: Major in Administration - 5

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

All seven of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

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

#### FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?  
 Yes     No (*Skip to question 9.24*)
- 9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes     No     Not Applicable (Clock hour programs only)

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

The team interviewed students and faculty as well as reviewed course syllabi to verify out-of-class work by students. Faculty members provided the team with homework assignments that had been submitted by students and graded. In addition, students interviewed by the team provided access to their homework assignments and provided evidence of graded homework.

#### FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?  
 (a) Facilities.  
 Yes     No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

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

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

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

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

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

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

Yes  No

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

Yes  No

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

Yes  No

9.29 Are teaching loads reasonable?

Yes  No

#### FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

Yes  No

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

**FOR BACHELOR'S DEGREES ONLY**

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

**GENERAL COMMENTS:**

Students interviewed by the team acknowledged support for the criminal justice and paralegal programs by the institution.

**SUMMARY**

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

<u>Number</u>	<u>Section</u>	<u>Summary Statement</u>
<b>1.</b>	<b>3-1-541</b>	The dental assisting program director is not academically and experientially qualified to teach in the program (page 63).

## RECOMMENDATIONS

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

### **Graphic Design and Graphic Design: Major in Game Art Programs:**

- Analyze the need for additional printers as well as projectors with higher resolution in the graphics programs (the instructional equipment currently in use is satisfactory but some students and instructors expressed the need for some additional equipment).
- Study the pros and cons of adding typography and business content to the graphic programs (some instructors voiced this need for curriculum revision to expand employment opportunities for graduates).

### **Dental Assisting Program:**

- Add additional dental assisting resources to the learning commons as the program moves forward in the curriculum (i.e. The Dental Assisting Journal).
- Encourage Ms. Susan Cotton, dental assisting adjunct instructor, to complete the Dental Assisting National Board (DANB), take continuing education courses related to dental assisting, or document her dental assisting experience to enable her to teach the dental assisting clinical courses. (Ms. Cotton has over seven years experience as a dental hygienist. However, following a review of her academic credentials, continuing education courses, faculty development plan, and data sheet, evidence could not be found to demonstrate that she has the academic preparation or experience necessary to teach future dental assisting clinical courses.)

### **Medical Programs:**

- Review the MEDI299 Externship syllabus and consider revising the teaching strategies, research, and grading sections to better reflect current procedures (the review of student files revealed possible differences between the medical externship syllabus and current procedures being followed).

## CRITERIA

## QUESTIONS

## 5. EDUCATIONAL ACTIVITIES

## 3-1-520—CREDENTIALS CONFERRED

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

## 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

## 3-1-500. Educational Activities.

The faculty shall have a clear responsibility, distinct from that of developing institutional policy, to participate in administering and implementing policy, especially as it pertains to academic affairs. The institution shall adopt and publish a policy on the responsibility and authority of faculty in matters of academic governance. At a minimum, the policy should address the role of faculty in development of the educational program of the institution; selection of course materials, instructional equipment and other educational resources; systematic evaluation and revision of the curriculum; assessment of student learning outcomes; and planning for institutional effectiveness.

Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.

The institution must provide and document notification to students as to

- (a) which programs hold specialized or programmatic accreditation;  
 (b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located. For on-line programs, this information must be provided for all states from which the institution enrolls students; and  
 (c) any other requirements that are generally required for employment.

The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.

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

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

**3-1-512. Program Planning.** Educational activities shall be consistent with the institution's mission and objectives. The

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

Mr. Scott Scofield, academic dean, is assigned to oversee the educational activities of all programs at the campus. He was initially employed by Computer Systems Institute (CSI) as a Healthcare Career Program adjunct instructor in August 2011, became assistant academic dean in May 2012, and became the academic dean in April 2013. Prior to starting at CSI, Mr. Scofield had a 26-year career with the U.S. Navy as a hospital corpsman, senior chief, including a total of six years as a primary instructor or master training specialist. During his years in the Navy, he earned several healthcare certifications and currently holds certification as a Registered Medical Assistant, Certified Phlebotomy Technician, and Certified Clinical Medical Assistant.

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

Yes  No

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

The job descriptions for program administrators clearly identify their authority and responsibility 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 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

Yes  No

(b) Selection of course materials, instructional equipment and other

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<p>credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.</p> <p>The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:</p> <p>(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.</p> <p>(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.</p> <p>(c) Resources of the community shall be utilized to enrich the program.</p>	<p>educational resources.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(c) Systematic evaluation and revision of the curriculum.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(d) Assessment of student learning outcomes.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(e) Planning for institutional effectiveness.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p><b>The faculty governance policy is included on page 37 of the Faculty/Instructor Handbook.</b></p> <p>5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No (<i>Skip to question 5.10</i>)</p> <p><b>FOR NEW GRANTS ONLY</b></p> <p>5.10 Does the campus have any programs with current specialized or programmatic accreditation?</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No (<i>Skip to question 5.14</i>)</p>
<p><b>3-1-500-EDUCATIONAL ACTIVITIES</b></p> <p><b>3-1-512. Program Planning.</b> Educational activities shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.</p> <p>The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:</p> <p>(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.</p> <p>(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in</p>	<p><b>FOR ALL CAMPUSES</b></p> <p>5.14 Are the educational programs consistent with the campus' mission and the needs of its students?</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>5.16 What provisions are made for individual differences among students?</p> <p>Computer System Institute uses an "Early Alert Program" that allows early and timely intervention with students who display difficulties that will inhibit or stop their academic progress. Interventions may include participation in student group programs, meetings with tutors, counseling, and workshops designed to help the individual student academically or personally. Instructors who were interviewed confirmed they use a variety of instructional delivery methods to better meet the individual differences among the students in their courses. And standard accommodations required by the Americans with Disabilities Act are provided for students with documented disabilities.</p>

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<p>the learning applications, learning environments, and modes of instructional delivery available to students.</p>	
<p><b>3-1-514. Program Evaluation.</b> The faculty shall participate in a systematic process of continuous curriculum evaluation and revision. Institutions are encouraged to consider curriculum changes designed to serve students' needs that may be determined by community surveys or other fact-finding procedures relating to educational or employer needs.</p>	<p>5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  Recommendations from students, staff, faculty, the director of career development, advisory committee members, or employers can start the process for a curriculum change. The curriculum is continually reviewed by the academic dean, program administrators, and faculty at the campus. Campus recommendations are forwarded to the corporate level where they are reviewed and discussed prior to final approval. Faculty members confirmed their participation in the curriculum review process and indicated they felt their input was considered and valued.</p> <p>5.18 Does the faculty participate in this process?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p><b>3-1-516. Course and Program Measurement.</b> The Council recognizes that institutions must provide for their students a learning environment in which achievement is encouraged. It further recognizes the legitimacy of both traditional (e.g., lecture/laboratory/practicum) and nontraditional (e.g., distance education or independent study) educational delivery methods. A framework for transfer of credit and consistent application of academic credit awards should apply to all of these varied forms of educational delivery.</p> <p>Institutions, therefore, must demonstrate in written policies and procedures for determining credit hours a knowledge of appropriate academic course and program measurement and correct application of the measurement.</p> <p>A "clock (contact) hour" includes a minimum instructional time of 50 minutes of supervised or directed instruction and appropriate break(s). Therefore, when calculating conversions from clock to credit hours or allocating credit for courses, institutions must take great care to ensure that scheduled breaks are educationally appropriate. Long periods of instruction with unusually short or no breaks are not acceptable. The institution has the burden of convincing the Council that the breaks are sufficiently long and frequent for the program being taught. Thus, it is rare for an institution to be able to divide by 50 in calculating the credit-hour equivalent of contact hours; usually, the denominator should be 60 or something between 50 and 60.</p>	<p>5.19 Is credit appropriately converted in relation to total student contact hours in each class?  <input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses, identify the courses, and explain:  <b>(Section 3-1-516(a)):</b> The campus is not currently scheduling some courses appropriately to ensure there is a sufficient amount of supervised or directed instruction to justify the amount of academic credit being granted. The course schedule in effect at the time of the visit indicates that many faculty members are scheduled to be providing instruction in two different classes at the same time. Following are the specifics for three of the many instructors scheduled in this way::</p> <ul style="list-style-type: none"> <li>• Herbert Erlbach is scheduled to lecture for SS102 Professional Development from 0845-1015 and to supervise lab for the course from 1030-1315, both in Room 168. He is also scheduled to lecture for BM112 Customer Service from 1030-1130 and to supervise lab for the same course from 0845-1115, both in Room 165.</li> <li>• Mae Azcueta is scheduled to lecture for M14B Foundations of ICVD-10 from 0845-0945 and to supervise lab for the same course 1000-1315. She is also scheduled to lecture for HT151 Foundations of CPT from 1000-1115 and to supervise lab for the same course from 0845-0945. All four of the preceding teaching activities are scheduled in Room 162.</li> <li>• April Artis is scheduled to lecture for SS102 Professional Development from 1745-1930 and to supervise lab for the same course from 2000-2200. She is also scheduled to lecture for BM112 Customer Service from 1930-2030 and to supervise lab for the same course from 2030-2200. All four of</li> </ul>

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	<p>the preceding teaching activities are scheduled for Room 168. (See additional information related to this issue in each of the Section 9 Program Evaluation Reports.)</p>
<p>(b) Credit award rationales for nontraditional delivery of courses or programs (e.g., distance education or independent study) generally do not use the above lecture/laboratory/practicum formulas for credit calculation. The rationale used must be submitted to the Council for pre-approval of the credit calculation. As a part of the approval application, an institution must demonstrate that the clock or credit hours awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale. The institution may accomplish this by demonstrating that students completing these programs or courses have acquired equivalent levels of knowledge, skills, or competencies to those acquired in traditional formats.</p>	<p>5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  <input type="checkbox"/> Yes      <input type="checkbox"/> No      <input checked="" type="checkbox"/> Not Applicable (campus does not award such credit)</p>
<p><b>3-1-517. Course Scheduling.</b> Courses must be scheduled in such a way as to be educationally appropriate for the academic background of the students served, the type of the coursework involved, and the method of educational delivery. The Council will review the number of minutes of instruction provided, the appropriateness of the length of the breaks between classes, the number of classroom hours per week, the expectation of outside preparation, and the educational needs of the students.</p>	<p>5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>Except for the issue described in item 5.19 above.</p>
<p><b>3-1-530-INSTRUCTION</b></p> <p><b>3-1-531. Instructional Tools.</b> Institutions shall:</p> <p>(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;</p> <p>(b) ensure academic freedom and other conditions favorable for effective classroom instruction;</p> <p>(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and</p> <p>(d) comply with applicable copyright laws in the use of instructional materials</p>	<p>5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (<i>If only nondegree programs are offered with no general education courses, skip to 5.22</i>)</p> <p>(a) Facilities.  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(b) Instructional equipment.  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(c) Resources.  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(d) Personnel.  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>

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<p><b>3-1-540–FACULTY</b></p> <p><b>3-1-541–FACULTY PREPARATION</b> Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach. Faculty members shall be competent to teach the subject matter offered and shall have reasonable latitude in their choice of teaching methods. The institution must provide evidence that all faculty members are graduates of institutions accredited by agencies recognized by the United States Department of Education. Faculty who are graduates from institutions outside the United States must be graduates of institutions recognized by their government and their transcript must be translated into English and be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States.</p> <p><b>3-1-542. Verification of Credentials.</b> Institutions must maintain official transcripts for credentials that qualify faculty members to teach their assigned courses and for those credentials that are listed in the catalog. All these credentials shall be on file in the administrative offices at the campus location nearest to where the faculty member is primarily employed. An official transcript is one sent from the registrar's office at the institution where study was completed directly to an employing institution, or downloaded electronically from a link provided to the employing institution from the institution where study was completed. Transcripts received electronically must bear an indication that it is an "official transcript" and the link provided must have information on how to verify the authenticity of the transcript. A transcript bearing the notation "issued to student" is not an official transcript for employment purposes.</p>	<p>5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors? <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credentials 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? <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No      <input type="checkbox"/> Not Applicable (no faculty members hold foreign credentials)</p>
<p><b>3-1-543. Faculty Development.</b> Institutions are required to establish faculty development plans including both in-service and professional growth activities to enhance faculty expertise. There shall be documented evidence on an annual basis of these development plans and their implementation. For those faculty who are trained in teaching methodology on the postsecondary level and who possess limited related outside employment, the plan should concentrate on content update, e.g., new software, equipment, techniques, etc. For those faculty who are practitioners trained in content rather than teaching methodology, the plan should concentrate on curriculum concepts, new theories and techniques of instruction, and new educational media. Institutions are responsible for demonstrating that these plans are appropriate given each faculty members' training, education, and related work experience and that they provide the proper mix of in-service training and professional growth based on the academic and experiential background of the faculty. (See Glossary for definitions of "in-service training", "professional growth", and "faculty development").</p>	<p>5.28 Is there documented evidence of a systematic program of in-service training at the campus? <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>Yes</i>, how is this documented? There is documentation in a three-ring binder that includes an agenda, brief description of the topics covered, and sign-in sheets for an in-service conducted on July 26, 2013; and there is a listing of the dates for three in-service programs to be held in 2014.</p> <p>5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans? <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p><b>3-1-544. Faculty Meetings.</b> Regularly scheduled faculty meetings or department meetings, with participation by full-time and part-time faculty, shall be held. Discussions and attendance shall be recorded.</p>	<p>5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings? <input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p><b>3-2-105. Stability.</b> There shall be an adequate core of full-</p>	<p>5.31 Is there an adequate core of full- and/or part-time faculty to assure</p>

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<p>and/or part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.</p>	<p>sound direction and continuity of development for the educational programs?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p><b>2-2-507. Contracts or Agreements with Accredited Institutions.</b> A written arrangement between one institution eligible to participate in HEA Title IV financial aid programs and another eligible institution or with a consortium of such institutions permits an institution to arrange for a portion of its approved program to be delivered by another accredited institution. Contracts or consortium agreements describing these arrangements must be in writing and must be disclosed in the catalog. Institutions are advised that specific state and federal regulations may apply.</p> <p><b>3-2-508. Contracts with Unaccredited Institutions or Entities.</b> An institution may enter into a contract with an unaccredited institution or entity for the delivery of up to 25% of a program of study.  The institution must submit the contract and provide the following information to ACICS for review and approval prior to the initiation of the contract:  (a) a full catalog description of the program and the services to be provided by the contractor;  (b) a systematic plan for administrative and student evaluations of instructors provided by the contractor;  (c) evidence of the qualifications of faculty to teach the contracted courses;  (d) a description of the instructional facilities provided by the contractor; and  (e) plans for the completion of the program should the contractor fail to provide contracted services.</p>	<p>5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>Yes</i>, do the contracts and/or agreements comply with all requirements of the applicable criterion?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>The campus has a contract to provide "Out of School Youth Program Services" from June 1, 2013-May 31, 2014, for Lake County, where the campus is located.</p>
	<p><b>GENERAL COMMENTS:</b>  Overall, educational operations at the Gurnee campus are conducted in a comfortable environment that promotes and supports a positive atmosphere for learning and teaching. The faculty are knowledgeable in the fields in which they teach and are committed to their students. Students who were interviewed were generally very positive about their instructors and informed the team they feel their instructors sincerely care about students' personal and academic success.</p> <p><b>COMMENDATIONS:</b>  The faculty members who attended the general faculty meeting during the visit are commended for the high level of enthusiasm, professionalism, and camaraderie demonstrated during the meeting. Their very positive statements about their working conditions and the support received from campus administration were notable.</p>

# REPORT QUESTIONS

## CRITERIA

## QUESTIONS

### 9. PROGRAM EVALUATION

#### Bachelor in Game Art; Academic Associate in Graphic Design

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

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

Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.

The institution must provide and document notification to students as to

- (a) which programs hold specialized or programmatic accreditation;
- (b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located. For on-line programs, this information must be provided for all states from which the institution enrolls students; and
- (c) any other requirements that are generally required for employment.

The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.

**2-1-809. Student Achievement Review.** The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

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

#### FOR ALL PROGRAMS

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

- Yes       No (*Skip to question 9.02*)

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

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

- Yes       No

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

*Add additional qualifiers if necessary:*

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

Year:                      Pass Rate:

Not Available

Year:                      Pass Rate:

Not Available

Year:                      Pass Rate:

Not Available

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

- Yes       No       Not Applicable

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

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

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

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

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

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

Mr. John Wilbanks is assigned to administer the graphic design and game art programs, and has been a lead faculty member in the School of Design since March 2014. Mr. Wilbanks has a master's degree in organizational management from the University of Phoenix, and bachelor's degrees in advertising & graphic design and illustration from Rocky Mountain College of Art & Design. Prior experience includes video post-production work at InnerView, graphic design and video production work at the University of Colorado, art direction and project management work at Giggles Korporate Kards, and design and video instruction at the Art Institute of Colorado, IADT Online, and Colorado Technical University. Mr. Wilbanks is also a member of the Colorado Film and Video Association and a Certified Instructor for Avid Media Composer 7.

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 development and administration of the educational program(s)?

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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If <i>No</i> , 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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If <i>No</i> , insert the section number in parentheses and explain: _____
<p><b>2-1-809. Student Achievement Review.</b> The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.</p>	9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas: (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 70 percent? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not Applicable (Additional Location Inclusion only)  If <i>No</i> , does the campus provide one of the following: A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p><b>3-1-512. Program Planning.</b> Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.</p>	If <i>No</i> , insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:  _____
<p>The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:</p>	9.07 List the community resources and describe how they are utilized to enrich the program(s). Community resources include guest speakers, field trips, participation in professional associations, conferences, and
<p>(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed,</p>	

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<p>leased, or owned by another entity or provided by or through a network of entities.</p> <p>(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.</p> <p>(c) Resources of the community shall be utilized to enrich the program.</p>	<p>competitions, program advisory committees, and other community events. Guest speakers included Steven Martinez from Toon Boom who discussed 2D/3D animation and digital art asset creation, and Chris Lancaster from NetDevil who discussed how to create procedural game design documents and timelines. Field trips included visits to Game On, COMICFEST, and International Game Developers Association meetings to examine and discuss game and interactive software development processes, sequential entertainment and game art asset creation, and professional business operations. Students met with the Colorado Game Developers Association following the Game Developers Conference to discuss gaming trends and employment opportunities, and also participated in Denver Comic Con to showcase their artwork and meet with game art professionals. Students also participated in the Anime, Comic, and Video Game Restyling and Reengineering Contest as well as the League of Legends 5v5 Tournament at the Clutch Gaming Arena to showcase their game art and development skills.</p> <p>9.08 Is the utilization of community resources sufficient to enrich the program?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <span style="background-color: #cccccc; display: inline-block; width: 50px; height: 15px;"></span></p>
<p><b>3-1-513. Program Development.</b> The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:</p> <p>(a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract signed by the student and institution that outlines the course objectives and procedures unique to this form of instruction. For practica, externships, and internships, institutions are required to develop a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria. The Council's expectations for detailed syllabi,</p>	<p>9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <span style="background-color: #cccccc; display: inline-block; width: 50px; height: 15px;"></span></p> <p>9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement</p>

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<p>independent study, practica, externships, and internships are outlined in the Glossary.</p> <p>(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.</p> <p>Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Guidelines for English as a Second Language.)</p>	<p>between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input checked="" type="checkbox"/> Not Applicable (these elements are not part of the program <i>or</i> no student is at the point of needing them)</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="checkbox"/></p>
<p><b>Glossary Definitions</b></p>	
<p><b>Practicum.</b> A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty or staff member, a written agreement shall be developed that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria.</p>	<p>9.11 Does the program use independent studies?  <input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No (<i>Skip to question 9.13</i>)</p> <p>9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards  <input type="checkbox"/> Yes    <input type="checkbox"/> No</p>
<p><b>Independent Study.</b> Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student's grasp of the subject matter. Under the supervision of a faculty member, a learning contract signed by the student and institution shall be developed which outlines specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. Because independent study classes are the exception and not the rule, the number of courses that a student will be allowed to take independently should be limited.</p>	<p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="checkbox"/></p> <p>9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>
<p><b>Syllabus.</b> A description of how the course will be taught with a planned arrangement of materials and activities. The minimum requirements for a course syllabus consist of the title and course description, course number, course prerequisites and/or corequisites, instructional contact hours/credits, learning objectives, instructional materials and references, topical outline of the course, instructional methods, out-of-class learning activities and assignments, assessment criteria, method of evaluating students, and the date the syllabus was last reviewed. A course syllabus should be reviewed to ensure that it reflects the most recent trends, developments, and instructional materials for the specific subject areas. A current syllabus prepared and utilized by instructors in guiding and directing the learning experience of the students is necessary to ensure the quality of instruction (Rev.8/2012).</p>	<p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="checkbox"/></p> <p>9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="checkbox"/></p>
	<p>9.15 Is an appropriately detailed syllabus on file for each course that includes:  (a) Title and course descriptions</p>

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- Yes       No  
 (b) Course numbers  
 Yes       No  
 (c) Course prerequisites and/or corequisites  
 Yes       No  
 (d) Instructional contact hours/credits  
 Yes       No  
 (e) Learning objectives  
 Yes       No  
 (f) Instructional materials and references  
 Yes       No  
 (g) Topical outline of the course  
 Yes       No  
 (h) Instructional methods  
 Yes       No  
 (i) Assessment criteria  
 Yes       No  
 (j) Method of evaluating students  
 Yes       No  
 (k) Date the syllabus was last reviewed  
 Yes       No

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

- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)  
 (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)

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

■

- 9.16 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

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explain:  
 [REDACTED]

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

Yes       No

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

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

Yes       No       Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Nine calls to program graduates and one call to an employer were attempted.

How many calls to employers or graduates were successful?

Four calls to program graduates and one call to an employer were successful.

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

Five out of five contacts confirmed the employment of the graduates as reported on the CAR.

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

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

Yes       No       Not Applicable

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

## 2-2-500 – PROGRAMS OF STUDY

**2-2-501. Evaluation of Programs for Purposes of Federal Financial Aid.** As part of its evaluation of an institution for initial accreditation or renewal of accreditation, ACICS will review the institution’s policies and procedures for determining credit hour assignments for purposes of awarding federal financial aid. ACICS will evaluate the reliability and accuracy of the institution’s assignment of credit hours, as defined in 34 CFR 600.2 and in 34 CFR 668.8(k) and (l), to courses and programs and will determine whether this assignment conforms to commonly accepted practice in higher education.

- (a) **Credit Hours for Credit Hour Programs.** The evaluation of credit hour programs, as defined in 34 CFR 600.2, for purposes of financial aid is based on the following federal definition of a credit hour:

Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

- (b) **Credit Hours for Programs that are neither Credit Hour nor Clock Hour Programs.** Clock hour programs as defined in 34 CFR 688.8(k)(2) may not assign credit hours for the purpose of awarding federal financial aid. However, undergraduate degree programs of less than two years in length and non-degree programs that are not fully transferrable to degree programs of at least two years in length (with at least two graduates) at the same institution are eligible to convert clock hours to credit hours for purposes of awarding federal financial aid. In doing so, these programs may seek to combine a minimum number of hours in a range of hours of student work outside of class with a required minimum number of hours of instruction alone to meet or exceed a total number of clock hours of instruction. The evaluation of these clock-to-credit hour programs is based upon the following federal conversion formulas:

The institution’s student work outside of class combined with the clock hours of instruction meet or exceed the following numeric requirements:

- (i) A semester hour must include at least 37.5 clock hours of instruction;  
 (ii) A trimester hour must include at least 37.5 clock

## FOR NEW GRANTS AND INITIAL GRANTS ONLY

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

Yes  No (*Skip to question 9.24*)

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

Yes  No  Not Applicable (Clock hour programs only)

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

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

Yes  No  Not Applicable (Clock hour programs only)

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

Both students and instructors confirmed that out-of-class work is being assigned. Graded student work and course grade calculations were provided as documentation.

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

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- (iii) hours of instruction; and  
A quarter hour must include at least 25 clock hours of instruction; and

The clock hours of instruction alone meet or exceed the following numeric requirements:

- (A) A semester hour must include at least 30 clock hours of instruction;  
(B) A trimester hour must include at least 30 clock hours of instruction; and  
(C) A quarter hour must include a least 20 hours of instruction(8/2012).

### 3-1-530—INSTRUCTION

**3-1-531. Instructional Tools.** Institutions shall:

- (a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;  
(b) ensure academic freedom and other conditions favorable for effective classroom instruction;  
(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and  
(d) comply with applicable copyright laws in the use of instructional materials.

### FOR ALL VISITS

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

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

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

\_\_\_\_\_

**3-1-532. Instructional Components.** Required instructional components shall include:

- (a) systematic planning;  
(b) well-defined instructional objectives;  
(c) the selection and use of appropriate learning materials;  
(d) appropriate modes of instructional delivery;  
(e) the use of appropriate assessment strategies; and  
(f) the use of appropriate experiences.

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

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

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

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

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

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

**3-2-102. Field Preparation.** Assignments requiring more than three preparations in different fields (e.g., secretarial studies, business administration, data processing) shall not be given to an instructor during one academic term.

**3-2-103. Subject Preparation.** Not more than five preparations in different subjects within the same field (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term.

**3-2-104. Assignments.** The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

- (a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.
- (b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.
- (c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

**3-3-302. Assignments.** During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., secretarial studies, business administration, data processing). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, and Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and related experience. The size of the faculty shall be appropriate to the total student enrollment.

The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

- (a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.

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

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

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

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

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

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

- 9.27 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:

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<p>(b) Instructors teaching general education shall hold a minimum of a master's degree. Instructors shall have a minimum of 18 semester or equivalent hours of coursework in their teaching discipline.</p> <p>Instructors teaching courses other than general education shall hold bachelor's degrees at a minimum and shall be assigned based on their major and minor academic preparation and/or related experience. However, exceptions to the bachelor's degree requirement may be justified for instructors who have demonstrable current exceptional professional level experience in the assigned field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minors or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.</p> <p>(c) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.</p> <p>(d) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.</p> <p><b>3-4-302. Assignments.</b> During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.</p> <p>Instructors teaching general education shall hold a minimum of a master's degree. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework in the area of their teaching discipline.</p> <p>Instructors teaching courses other than general education shall hold bachelor's degrees at a minimum and shall be assigned based on their major and minor academic preparation and/or related experience. However, exceptions to the bachelor's degree requirement may be justified for instructors who have demonstrable current exceptional professional level experience in the assigned field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in</p>	

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the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

In addition to the degree requirements outlined above, at least one-half of the courses, including those core courses common to nonacademic degree or nondegree programs, shall be taught by faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or bachelor's degrees plus professional certification. This calculation does not apply, however, to courses in fields in which graduate degrees, professional degrees, or professional certifications are not generally available.

**3-5-302. Assignments.** During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction and preferably in not more than two fields. The size of the faculty shall be appropriate for the total student enrollment.

Instructors teaching general education shall hold a minimum of a master's degree. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework in the area of their teaching discipline.

Instructors teaching courses other than general education shall hold bachelor's degrees at a minimum and shall be assigned based on their major and minor academic preparation and/or related experience. However, exceptions to the bachelor's degree requirement may be justified for instructors who have demonstrable current exceptional professional level experience in the assigned field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field. In addition to the degree requirements outlined above, at least one-half of all lower-division courses and all upper-division courses, including those core courses common to nonacademic degree or nondegree programs, shall be taught by faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or bachelor's degrees plus professional certification. This calculation does not apply, however, to courses in fields in which graduate degrees, professional degrees, or professional certifications are not generally available.

**3-3-304, 3-4-304, 3-5-304, & 3-6-504. Stability.** There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other

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

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measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

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

Yes       No

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

\_\_\_\_\_

**3-4-303, 3-5-303, & 3-6-503. Teaching Load.** Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

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

- 9.29 Are teaching loads reasonable?

Yes       No

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

\_\_\_\_\_

### INTRODUCTION

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

#### 3-2-100-FACULTY

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, including student-teacher ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.

**3-2-101 & 3-3-303. Teaching Load.** An instructor's teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.

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

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

Yes       No

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

\_\_\_\_\_

**3-2-106 & 3-3-305. Student-Teacher Ratio.** The student-teacher ratio shall be reasonable at all times in keeping with generally

- 9.31 What is the current student/teacher ratio?

CRITERIA	QUESTIONS
<p>accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:</p> <p>(a) the amount of lecture given by instructors in skills-building and practice classes;</p> <p>(b) the level of existing skills of the students;</p> <p>(c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and</p> <p>(d) the use of technology in providing alternative instruction or evaluation.</p>	<p>(Calculate the student/teacher ratio by using the following formula:            -Add the number of students enrolled in the program-specific courses (courses with program prefix)            -Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).</p> <p>9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:            _____</p>
<p><b>3-3-200—EDUCATIONAL ACTIVITIES</b></p> <p><b>3-3-201. Objectives.</b> The objectives of an occupational associate's degree program are an extension of the institution's awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate's degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.</p> <p>Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.</p> <p><b>3-3-202. Education Requirements.</b> The minimum number of credits required for the occupational associate's degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.</p>	<p><b>FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY</b></p> <p>9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:            _____</p>
<p><b>3-3-203. Curriculum.</b> The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate's degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate's degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.</p> <p><b>3-3-204. Enrollment.</b> Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall</p>	<p>9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:            _____</p> <p>9.35 Is enrollment in the second academic year of the two-</p>

CRITERIA	QUESTIONS
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be based upon appropriate first-year prerequisites.

year program sufficient to support regularly scheduled classes?

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

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

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

Yes     No

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

**3-4-201. Objectives.** The objectives of an associate's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of an academic associate's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

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

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

#### FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

Yes     No

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

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

Yes     No

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

**3-4-203. Curriculum.** The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers.

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

CRITERIA	QUESTIONS
<p>Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.</p> <p><b>3-4-204. Enrollment.</b> Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.</p>	<p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:</p> <p>9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Applicable (no students in the second year)</p> <p>If No, insert the section number in parentheses and explain:</p> <p>9.41 Are the second-year courses based upon appropriate first-year prerequisites?  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not applicable</p> <p>If No, insert the section number in parentheses and explain:</p>
<p><b>3-5-201. Objectives.</b> The objectives of a bachelor's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a bachelor's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.</p> <p>Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.</p> <p><b>3-5-202. Education Requirements.</b> The minimum number of credits required for the bachelor's degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.</p> <p>There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses. . . .</p> <p>. . . Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that</p>	<p><b>FOR BACHELOR'S DEGREES ONLY</b></p> <p>9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and explain:  <span style="background-color: gray; color: gray;">[REDACTED]</span></p> <p>9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>If No, insert the section number in parentheses and</p>

CRITERIA	QUESTIONS
<p>are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor's degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor's degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor's degree upon graduation.</p>	<p>explain:  <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input checked="" type="checkbox"/> Not Applicable (institution offers all four years of the degree)</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="checkbox"/></p>
<p><b>3-5-203. Curriculum.</b> The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.</p>	<p>9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="checkbox"/></p>
<p><b>3-5-204. Enrollment.</b> Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.</p>	<p>9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Applicable (no students in the third and fourth years)</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="checkbox"/></p>
	<p>9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="checkbox"/></p>

CRITERIA	QUESTIONS
<p><b>3-6-100—NATURE OF GRADUATE EDUCATION</b></p> <p>The awarding of a master's degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component designed to teach research skills should be included.</p> <p><b>3-6-300—ORGANIZATION AND ADMINISTRATION</b></p> <p><b>3-6-301. Committee Oversight.</b> The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.</p>	<p><b>FOR MASTER'S DEGREES ONLY</b></p> <p>9.48 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="text"/></p>
<p><b>3-6-302. Program Administration.</b> The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.</p>	<p>9.49 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?  <input type="text"/></p> <p>9.50 Does this person have appropriate academic or experiential qualifications?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="text"/></p> <p>9.51 Is the time devoted to the administration of the educational programs sufficient?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="text"/></p>
<p><b>3-6-4-400—EDUCATIONAL ACTIVITIES</b></p> <p><b>3-6-401. Objectives.</b> The objectives of a master's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a master's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master's degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student's ability to integrate and apply the subject matter.</p>	<p>9.52 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="text"/></p>

CRITERIA	QUESTIONS
<p><b>3-6-402. Program Development.</b> Graduate faculty must be directly involved in the development and modification of master's degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs.</p>	<p>9.53 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="text"/></p>
<p><b>3-6-403. Education Requirements.</b> The minimum number of credits required for the master's degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master's degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.</p>	<p>9.54 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required.?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="text"/></p>
<p><b>3-6-404. Curriculum.</b> The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.</p>	<p>9.55 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="text"/></p>
<p><b>3-6-405. Enrollment.</b> Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.</p>	<p>9.56 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  <input type="text"/></p>
	<p>9.57 Are the course prerequisites appropriate, and are they being followed?</p>

CRITERIA	QUESTIONS
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Yes       No

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

**3-6-501. Preparation.** The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor.

9.58 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

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

**3-6-502. Assignments.** Instructors shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the graduate enrollment. All master's program faculty should have appropriate graduate degrees, and the number with terminal degrees should be appropriate for the graduate enrollment. At least one-half of the graduate-level courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage graduate faculty members to engage in scholarly research and to publish in professional journals.

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

Yes       No

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

Faculty who do not possess appropriate graduate degrees may be assigned to teach in master's degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.

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

Yes       No

If *Yes*, please describe how the campus encourages scholarly activity:  
 [REDACTED]

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

**GENERAL COMMENTS:**  
 [REDACTED]

**COMMENDATIONS:**  
 [REDACTED]

**RECOMMENDATIONS:**

CRITERIA	QUESTIONS
	<p>Although the equipment that is currently in use for the program is satisfactory, both students and instructors recommended adding additional printers as well as projectors with higher resolution that will match the resolutions in use on classroom computer monitors. Instructors also recommended adding additional typography and business content to the programs that will better prepare graduates for employment opportunities.</p>

**REEVALUATION REPORT****ITT TECHNICAL INSTITUTE****1656 Henthorne Boulevard****Maumee, OH****ACICS ID Code: 00022856****Mr. James Unger, Campus Director (junger@itt-tech.edu)****Campus Email Address (Regulatory091@itt-tech.edu)****ITT Technical Institute****Indianapolis, IN****ACICS ID Code: 00010640**

June 28-29, 2012

Ms. Rogena Kyles	Chair	Attorney	Alexandria, VA
Dr. Darlene A. Minore	Student Relations Specialist	Minore Educational Strategies	Bainbridge, WA
Ms. Gladys Delgado Flecha	Educational Activities and Business Programs Specialist	Humacao Community College	Humacao, PR
Mr. Al Nikroo	Computer Drafting and Design Specialist	Westwood College	Anaheim, CA
Ms. Linda V. Hill	IT-Computer Network Systems	Kaplan University	Avonmore, PA
Mr. Mark I. Baldwin	Graphic Communications and Design	DeVry University	Golden, CO
Dr. Samy Maurice Hanna	Electronic and Electrical Engineering Specialist	Engineering Consultant	Danville, CA

Mr. Joseph Aranyosi	Visual Communications Specialist	Career Education Corporation	Crystal Lake, IL
Mr. J. Scott Moline	Criminal Justice and Criminal Forensics Technology Specialist	Kaplan University	Ankeny, IA
Mr. Maurice Wadlington	Accreditation Coordinator	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
ITT TECHNICAL INSTITUTE – MAUMEE  
MAUMEE, OH**

CREDENTIAL EARNED	APPROVED PROGRAM TITLE	QTR HRS	Enrol FT/ PT	CAR			
				Retention & Placement			
				2010		2011	
				RET	PLA	RET	PLA
Bachelor of Science	Criminal Justice	180	15/05	85.7%	47.9%	82.9%	76.9%
Bachelor of Science	Electronics and Communications Engineering Technology	180	06/01	NA	NA	92.6%	71.4%
Associate of Applied Science	Criminal Justice	96	39/15	58.3%	85.7%	66.5%	72.7%
Associate of Applied Science	Business Management	90	04/00	NA	NA	NA	NA
Associate of Applied Business	Business Administration	90	12/03	N/A	N/A	68.5%	61%
Associate of Applied Science	Information Technology-Computer Network Systems	96	47/19	75.4%	71.1%	75.4%	71.7%
Associate of Applied Science	Computer Drafting & Design	96	13/08	67.2%	52.0%	58.5%	60.0%
Associate of Applied Science	Graphic Communications and Design	90	08/04	75.4%	NA	57.6%	100%
Associate of Applied Science	Visual Communications	96	12/05	84.6%	66.7%	67.1%	72.2%
Associate of Applied Science	Computer and Electronics Engineering Technology	96	20/15	76.8%	80.0%	63.3%	45.2%
Associate of Applied Science	Electrical Engineering Technology	90	11/16	NA	NA	92.6%	71.4%
<b>TOTAL ENROLLMENT</b>		<b>365</b>					

## INTRODUCTION

The ITT-Maumee campus is located in a one-story building of about 21,000 square feet in the Toledo suburb of Maumee, Ohio. All areas of the facility are handicapped-accessible, both inside and out. With scores of spaces available in the lots surrounding the building, parking is not a problem for students, faculty, staff, or visitors. Very limited public transportation forces most students to drive to the campus.

Males constitute 78.8% of student enrollment; females, 21.2%. Three hundred and seventy-nine of the 401 students attend the evening session. Less than half of the students indicated their race or ethnicity; of those responding, 30.9% are Caucasian, 13.2% are African-American, and 4.7% are Hispanic.

Since 2009, the campus has experienced a substantial drop in enrollment, in excess of 30%, and is working closely with its corporate office on strategies to increase enrollment and strengthen retention efforts. One of these strategies includes the phasing out of several older programs and the introduction of newer but related ones designed to make credits earned at the campus more transferable to other colleges and universities. Consideration is also being given to expanding the scope of offerings beyond the primarily technical, computer-based programs currently offered.

## 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, capstone assessment data, student engagement data, and student success indicators are used to evaluate student learning outcomes. Quoting the CEP, capstone courses are used to "solidify the student's overall learning process and to determine the level of the student's understanding of the program objectives." Final grades in these courses are tracked to determine averages and develop a database of performance over time. Faculty uses capstone assessment data to review proficiency levels of graduates for specific outcomes and to identify any measures for improvement that may be necessary. Student engagement is determined by student attendance and course completion rates. Student success is a measure of the percent of students successfully completing a course divided by the number of students who attempted the 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.

For its retention goals, the campus will employ a number of strategies, including closer monitoring of attendance and more immediate follow-up on absentees; increasing involvement of school chairs in academic advisement; solicitation of more input from students to better address their special needs and concerns; and working to improve instructional skills across the board for all faculty members. To achieve its placement goal, the campus will expand its networking activities, working actively to identify more potential employers; and, interacting earlier with near-graduates to help prepare them for more effective job search skills.

- 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 committee of key managers is responsible for development and administration of the CEP. That committee consists of the campus director as the lead, the academic dean, the registrar, school chairs, and the directors of admission, financial aid, and placement.

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. James Unger is the campus director at ITT-Maumee and was hired into the position in June 2005. Before joining the campus, he had worked in the field of higher education as both an admissions director and a campus director. Mr. Unger has a bachelor's degree in Business Education from Defiance College in Ohio.

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?  
Thirty-four files of matriculating students were reviewed during the team visit. The files reviewed were drawn from the active, graduate, and withdrawn students reported in the 2011 CAR.
- 4.02 How does the institution ensure that its student relations reflect high ethical standards?  
ITT Maumee, OH ensures that its student relations reflect high ethical standards by hiring the most qualified candidates who undergo rigorous training to ensure that students are their top priority with the school's mission always at the forefront of each area of student relations.
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes  No
- 4.06 reviewed at AAC
- 4.07 Is the admissions policy publicly stated?  
 Yes  No
- 4.08 Is the admissions policy administered as written?  
 Yes  No

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

Mr. Robert Hull has been the director of recruitment for ITT Maumee, OH since September of 2011. He received a bachelor's in Speech Communication from Otterbein College, Westerville, OH. Before joining ITT, Mr. Hull was the operations manager for Lowe's Home Improvement for nine years. Prior to his tenure with Lowe's, Mr. Hull was an office manager with Manpower Staffing in Grove City, OH for nine years.

- 4.10 Describe the process for the recruitment of new students.

Student inquiries are routed to the school through the national call center. Additionally, the school receives direct inquiries via calls, referrals and walk-ins. Inquiries are rotated through eight recruitment representatives. The campus' goal is to return inquiry calls within one business day. The goal of the initial contact with the prospective student is to schedule a tour within forty-eight hours. The prospective student tours the campus, visiting with students, faculty, chairs and administration. After the tour there is a multi-media presentation. At the end of the multi-media presentation, if the prospective student wishes to apply, the Wonderlic SLE is administered. If the student scores a 13 or higher, admissions materials are completed. The student then visits with a financial aid representative to determine what materials are needed for their formal financial aid interview. After this second financial aid interview, the student is offered a financial aid package. The financial aid coordinator reviews the financial obligations to complete the program of choice with the prospective student. Then admissions documents are signed with the recruitment representative assigned to that student. At this point, the student is considered an admitted student. The recruitment representative remains in contact with the newly admitted student on a regular basis until the new quarter begins.

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 for ITT Maumee, OH are published in 2012-2013 catalog on pages 57-61.
- 4.22 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.  
 Yes  No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.  
 Yes  No
- (c) Procedures for re-establishing satisfactory academic progress.  
 Yes  No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.  
 Yes  No
- Incomplete grades.  
 Yes  No
- Repeated courses.  
 Yes  No
- Non-punitive grades.  
 Yes  No  Not Applicable (institution does not offer)
- Non-credit or remedial courses.

Yes  No  Not Applicable (institution does not offer)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (institution does not offer)

The effect when a student changes programs.

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

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

Yes  No  Not Applicable (institution only offers one credential)

The implications of transfer credit.

Yes  No

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

Yes  No

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

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

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

Yes  No

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

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

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

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

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

Yes  No

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

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

If Yes, is the student informed of this policy?

Yes  No

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

Yes  No

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

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

- 4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (institution does not have extended enrollment)
- 4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes  No  Not Applicable (there is no such student)
- 4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes  No
- 4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Mr. William Steinman is the dean of ITT-Maumee and also oversees the academic affairs department. Mr. Steinman is responsible for the administration of satisfactory academic progress. His tenure with ITT began in March of 2007. He had served as adjunct faculty and a department chair prior to his appointment as dean. Mr. Steinman worked for the Toledo Public Schools for eleven years as a high school teacher. His teaching license from Ohio is current and in good standing. Mr. Steinman holds a bachelor's in biology from the University of Toledo, a master's of business of administration in Business Management from Tiffin University in Ohio. He is currently working on his doctorate in Education Administration and Supervision at the University of Toledo.

- 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

Students acknowledge they are directed to the link where the latest version of the catalog is located on the school's website for enrolled students. Student acknowledgement is via an electronic signature. When students sign into the area of the website for enrolled, they are able to quickly access the link to the most current catalog.

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)

There has been a tuition freeze since 2010, but tuition increases are traditionally published each March annually.

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. Todd Schroeder is the director of finance for ITT Maumee, OH and is responsible for the on-site administering of student financial aid. He has been employed in this capacity by ITT since 2006. Prior to joining ITT, Mr. Schroeder was employed in the private finance sector for 19 years. He holds a bachelor's in Finance from The Ohio State 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).

Mr. Todd Schroeder is a member of the Ohio Association of Student Financial Aid Administrators (OASFAA) but he has not been afforded the opportunity to attend an OASFAA or a National Association of Student Financial Aid Administrators (NASFAA) regional or national meeting. He attends US Funds and ITT workshops on a regular basis. Additionally, ITT holds monthly and quarterly webinars to ensure that on-site financial aid administrators

are current on policy and procedures. Mr. Schroeder also serves as the regional financial aid director and provides support for other directors of finance in his region.

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.

ITT Maumee offers a variety of student services on campus. The dean and director of recruitment organize an extensive student orientation each quarter. Structured tutoring is offered and arranged by department chairs. Personal counseling referrals are offered on an individual need basis. Career fairs are organized twice yearly and the career services department conducts structured career guidance lessons during the Professional Development Class (PDC) offered during the students' 7th or 8th quarter of enrollment.

4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes  No  Not Applicable

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

Ms. Stephanie Sayre, who joined ITT in November 2010, is the director of career services at the campus. Her prior experience includes working for six months as a career development specialist for Ross Medical Education Center and working three years in the field of human resources and recruitment in the private sector. Ms. Sayre hold a bachelor's in Business Management from Purdue University in Indiana. While the team was on-site, Ms. Sayre had difficulty providing the team the data and information requested and extracting reports relative to the visit from the school's data base.

4.57 Does the institution offer employment assistance to all students?  
 Yes  No  Not Applicable (institution enrolls only international students on a student visa)

4.58 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes  No

4.59 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?  
 Yes  No

4.60 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes  No  Not Applicable

4.61 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes  No

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

Newly enrolled students must indicate understanding of repayment obligations for any Title IV student loan funds they may receive. Additionally, the financial services team reviews repayment obligations for the student's entire program of study while at ITT. These meetings are noted in the student's on-line records with other documents signed during the admission's process. The campus' corporate office sends exit counseling documents to every student thirty days after graduation or after the student's last day of attendance.

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

ITT Maumee is very involved in the community and the campus' culture is very supportive of extracurricular activities. To support community service initiatives, ITT has a program referred to as Student Professional Experience (SPE), where students volunteer their time for projects in their area of study for people or organizations in need. These projects are listed on the student's resume when they seek employment as experience relative to their program of study. ITT Maumee has an active chapter of the National Technical Honor Society. There is a club for each program of study with active participation. Additionally, the study body sponsored a blood drive, canned food drive and electronics recycling event recently.

#### GENERAL COMMENTS:

The team wishes to thank Ms. Debra Brunk, the registrar, for retrieving the student data and files requested in such a timely manner. The files were well organized and easy to review. The same commendations are extended to the finance office staff.

The team was concerned that Ms. Sayre, the director of career services, was not capable of effectively using the ITT database for essential report abstraction, a fact that adversely impacted the team's ability to verify graduate employment. The campus should consider additional training and possible mentoring for her in this area.

The team noted that, even though he also serves as the ITT regional finance (financial aid) representative for a number of campuses, Mr. Schroeder has not attended an annual meeting or workshop of the Ohio Association of Student Financial Aid Administrators, of which he is a member, or its national counterpart and does not attend U. S. Department of Education workshops. These entities represent major actors in the field of student financial aid and can provide a wealth of information for workshop participants.

## 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. William Steinman, the dean of academic affairs, is assigned to oversee the educational activities of all programs at the campus. Mr. Steinman has a master's degree in Management from Tiffin University in Ohio and a bachelor's degree in Biology from the University of Toledo.

- 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.

Mr. Steinman's job description contains sufficiently broad language granting him the authority necessary to carry out his detailed responsibilities and his teaching assignments are limited to one course to ensure that he has adequate time to perform his administrative duties of academic oversight and faculty supervision.

- 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?

Students with special needs are served by the campus following ADA-compliant guidelines developed by the corporate office. Other provisions made for individual differences among student include tutoring programs and assessments given to ascertain the students' progress. Transfer credit is available for students who have attended other colleges and advanced standing may be requested for students who have previous work or life experience related to their program of study.

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

The curriculum for each program offered at the campus is prepared at the corporate level so opportunities for faculty input are limited. However, faculty does have the opportunity to recommend materials and references and to make recommendations regarding the curriculum to the academic dean for forwarding to the corporate curriculum committee.

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 documented evidence of a systematic program on in-service training at the campus includes faculty development plans in faculty files, professional development reports, and certificates of attendance and completion. A 12-month calendar of scheduled in-service training sessions has been prepared and discussed and discussed at faculty meetings.

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 ITT-Maumee campus occupies a one-story 21,214 square feet building at 1656 Henthorne Drive, Suite B in Maumee, Ohio. The building contains theory classrooms, laboratories, administrative offices, a learning resource center, a student lounge and a bookstore. The facility has onsite parking and there is a sufficient number of spaces to accommodate students, employees and guests. The building complies with applicable provisions of the Americans with Disabilities Act (ADA) including ramped entrances, restroom facilities and water fountains for disabled individuals. The facilities are in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

- 6.02 Does the campus utilize any additional space locations?

Yes  No

- 6.03 Does the campus utilize 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 volume 17 catalog.

- 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 via brochures, television commercials and online that are all prepared at the corporate level.  
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

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

- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
The campus has budgeted \$7,225 for library resources for 2012, which amounts to approximately 0.1% of tuition revenue. Approximately \$6,225 is allocated to the ITT Virtual Library, with the remaining funds being used for physical library acquisitions including publications, subscriptions, and equipment. The campus had spent approximately half of its library budget as of the time of the visit.
- 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**

8.13 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)

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

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:**

Library staff should be commended for the organization, cleanliness, and supportive resources the team observed in the library. However, the team noted that, given the large numbers of evening students using the library, physical space and the number of computer workstations were minimal.

## **9. PROGRAM EVALUATION**

**Bachelor of Science Degree in Criminal Justice**

Associate of Applied 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?

Ms. Niki Schroeder is assigned to manage the Criminal Justice programs at both the associate's and bachelor's degree levels. Ms. Schroeder holds masters degrees from Colorado Technical University in both Criminal Justice Management and Human Resource Management. She earned bachelor degrees in Criminal Justice and in

Sociology, both from Lourdes College in Ohio. Ms. Shroeder was employed as a case specialist by the Northwest Community Corrections Center for four years and as a family specialist for Wood City Department of Job and Family Services for eight months.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%  
 Yes  No  Not applicable (new 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 confirmed that field trips to criminal justice agencies have been scheduled and completed and guest speakers who are practitioners have been invited to speak to 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  N/A
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course?  
 Yes  No

- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?  
 Yes  No  NA, (there have been no graduates)
- (a) How many calls to employers or graduates were attempted?  
 8
- (b) How many calls to employers or graduates were successful?  
 5
- (c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.  
 5
- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes  No  Not Applicable
- 9.21 Are the following appropriate to adequately support the number and nature of the program?  
 (a) Facilities  
 Yes  No  
 (b) Instructional equipment  
 Yes  No  
 (c) Resources  
 Yes  No  
 (d) Personnel  
 Yes  No

9.22 - reviewed at AAC

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

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

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

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

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

Yes  No

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

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

Yes  No  NA, hiring responsibility is at AAC

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

9.27 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.35 Reviewed at AAC

9.36 Reviewed at AAC

9.37 Reviewed at AAC

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

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

9.39 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

9.40 Reviewed at AAC

9.41 Reviewed at AAC

9.42 Reviewed at AAC

9.43 Reviewed at AAC

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

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

**GENERAL COMMENTS:**

The team wishes to commend this campus on its very positive staff, the clean and inviting work environment, and the dedication to and investment in its students. Student interviews were positive and the faculty's level of work satisfaction was high. There is an atmosphere of success, dedication, and pursuit of excellence on the campus. The Criminal Justice program has recruited an August group of practitioners for membership on its program action committee. The program boasts an active Criminal Justice Club and schedules both guest speakers and tours in and around the Lucas County, Ohio area to enhance student awareness of Criminal Justice agencies.

## 9. PROGRAM EVALUATION

Associate of Applied Science Degree 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?
- Ms. LaDale Jackson is the chair of the School of Drafting and Design and has served in this role since December 2011. Ms. Jackson has a master's in Education Media Design and Technology from Full Sail University in Florida, a bachelor's in Individualized Programs from the University of Toledo, and an associate's in Graphic Design from Davis College in Toledo. She has been employed at ITT since June 2008 when she was hired as an adjunct instructor. Ms. Jackson has previously taught at both Owens Community College and Herzing University and she has ten years of industry experience working in graphic design and media positions. Ms. Jackson is a member of the eLearning Guild, the Association for the Advancement of Computing in Education (AACE), and the National Association of Photoshop Professionals (NAPP).
- 9.03 Does this individual 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 no guest lecturers or any field trips incorporated into the program. There is a program advisory committee (PAC) that is scheduled to meet twice annually but there was no documentation of any involvement of the PAC related to the Graphic Communication and Design program.
- 9.08 Are these resources sufficient?
- Yes  No
- If No, insert the section number in parentheses and explain:
- (Section 3-1-512(c)):** The school does not sufficiently utilize community resources to enrich the Graphic Communication and Design (GCD) program. Since the program began in September 2011, it has not utilized

any outside speakers or field trips. The PAC for the School of Drafting and Design, where the GCD program is located, meets twice a year but the team found no documentation of any results or actions that derived from said meetings for the benefit of the GCD program.

- 9.09 Reviewed at AAC
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  N/A
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course?  
 Yes  No
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?  
 Yes  No  NA, (there have been no graduates)
- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes  No  Not Applicable
- 9.21 Are the following appropriate to adequately support the number and nature of the program?  
 (a) Facilities  
 Yes  No  
 (b) Instructional equipment  
 Yes  No  
 (c) Resources  
 Yes  No  
 (d) Personnel  
 Yes  No
- 9.22 - reviewed at AAC

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

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

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

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

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

- 9.27 Are teaching loads reasonable?  
 Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

- 9.35 Reviewed at AAC
- 9.36 Reviewed at AAC
- 9.37 Reviewed at AAC
- 9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)
- 9.39 Reviewed at AAC

**9. PROGRAM EVALUATION**

Bachelor of Science Degree in Electronics and Communications Engineering Technology

Associate of Applied Science Degree in Electrical Engineering Technology

Associate of Applied Science Degree in Computer and Electronics Engineering Technology

**ALL PROGRAMS**

- 9.01 See response from AAC.
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Dr. Diana Stachowiak is assigned to administer the above three programs as the chair of the School of Electronics Technology. She has a doctorate and a master's in Electrical Engineering and a bachelor's in Mathematics, all from the University of Toledo. She started at this campus in 2006 as an adjunct instructor before being assigned to her current position in 2007. Dr. Stachowiak had more than ten years' experience teaching at different institutions before joining ITT.
- 9.03 Does this individual 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 program for the associate's degree in Computer and Electronics Engineering Technology (CEET) has student placement rate of 72% .
- The associate's degree in Electrical Engineering Technology and the bachelor's degree in Electronics and Communications Engineering Technology are new programs and no placement data were included in the 2011 Campus Accountability Report (CAR).
- 9.07 List the community resources and how they are utilized to enrich the program(s).
- The School of Electronics uses the following community resources to enrich the three programs:
- The campus has a Program Advisory Committee (PAC) advising 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 one presentation by a guest speaker in the field of electronics;
  - Students in these programs participated in one field trip relevant to their programs of study; and
  - Students are encouraged to become members of the Electronics Technicians Association (ETA).
- 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  N/A
- 9.15 Are course prerequisites being followed?
- Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course?
- Yes  No

- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?  
 Yes  No  NA, (there have been no graduates)
- (a) How many calls to employers or graduates were attempted?  
 9
- (b) How many calls to employers or graduates were successful?  
 7
- (c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.  
 6

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

**(Section 3-1-303(a))** : The placement rate could not be verified for the Computer and Electronics Engineering Technology program. The record of employment for Latoya Murry, a December 2010 program graduate, could not be confirmed. The listed employer stated that she had not worked there and was unknown to them.

The Electrical Engineering Technology and Electronics and Communications Engineering Technology programs are new and had no data reported on the 2011 CAR.

- 9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes  No  Not Applicable
- 9.21 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities  
 Yes  No
- (b) Instructional equipment  
 Yes  No
- (c) Resources  
 Yes  No
- (d) Personnel  
 Yes  No

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

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

Yes  No

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

Yes  No

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

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

Yes  No  NA, hiring responsibility is at AAC

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

9.27 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

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

**BACHELOR'S DEGREES ONLY**

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

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

9.45 Reviewed at AAC

**9. PROGRAM EVALUATION**

**Associate of Applied Science Degree in Information Technology – Computer Network Systems**

**ALL PROGRAMS**

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

Ms. Peggy Rapai is the chair for the School of Information Technology. She received a master's in Computer Information Systems from the University of Phoenix, a bachelor's in Microbiology and Medical Technology from Eastern Michigan University, a macro associate's degree in Science from Monroe Community College (MI), and an associate's degree in Liberal Arts from ITT Technical Institute in 1979. She has a certificate from Microsoft for Networking Essentials and a certificate from CompTia as an A+ Certified Professional.

9.03 Does this individual 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 response is for the Information Technology-Computer Network Systems program only; there had been no graduates for the Network Systems Administration program.

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

The programs use community representatives for their advisory committee and have taken program students to Hancock-Wood Electric for a tour of the entire facility, conducted by the company's IT director who showed the students the server room and the whole computer network and explained how it was built for the company. The students go on field trips to Buckeye Cable to see the backroom servers and the network monitoring of the cable company. The IT department also uses former students (graduates) to come to the classroom as guest speakers.

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  N/A

9.15 Are course prerequisites being followed?

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No  NA NOTE: There were no graduates for the Network Systems Administration program.

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

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

5

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

5

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

Yes  No  Not Applicable

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

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

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

Yes  No

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

Yes  No

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

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

Yes  No  NA, hiring responsibility is at AAC

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

9.27 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

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

**BACHELOR'S DEGREES ONLY**

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

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

**GENERAL COMMENTS:**

The team was impressed with the library and how easy it is for students and other users to find their program-related books and references with the color coding system used to identify each program.

**9. PROGRAM EVALUATION**

Associate of Applied Science Degree in Visual Communications

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

Ms. LaDale Jackson is the chair of the School of Drafting and Design and has served in this role since December 2011. Ms. Jackson has a master's in Education Media Design and Technology from Full Sail University in Florida, a bachelor's in Individualized Programs from the University of Toledo, and an associate's in Graphic Design from Davis College in Toledo. She has been employed at ITT since June 2008 when she was hired as an adjunct instructor. Ms. Jackson has previously taught at both Owens Community College and Herzing University and she has ten years of industry experience working in graphic design and media positions. Ms. Jackson is a member of the eLearning Guild, the Association for the Advancement of Computing in Education (AACCE), and the National Association of Photoshop Professionals (NAPP). Based upon her academic and professional experience, Ms. Jackson is qualified to administer the Visual Communications program.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

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

Yes  No

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

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

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

Community resources for the program include advisory committee meetings, guest speakers, and field trips. Topics covered within advisory committee meetings include community outreach, software requirements, curriculum changes, survey results, graduate skills and learning outcomes, employer needs, and industry trends. Guest speakers included Wyatt Weed and Gayle Gallagher of Pirate Pictures, who discussed various levels of movie production such as special effects work, cinematography, and direction. Other guest lecturers included Tim Nordmann of Nordmann Photography and John Specht, an independent movie director/producer. Field trips to observe and discuss typography in the local community were completed in support of the Typography and Digital Type and Image Manipulation courses. Students also developed logos and Websites for local businesses as part of their 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  N/A
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course?  
 Yes  No
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?  
 Yes  No  NA, (there have been no graduates)
- (a) How many calls to employers or graduates were attempted?  
 4
- (b) How many calls to employers or graduates were successful?  
 3

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

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.22 - reviewed at AAC

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

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

Yes  No

- 9.25 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

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

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

Yes  No  NA, hiring responsibility is at AAC

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

- 9.27 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE’S DEGREES ONLY**

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

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

## 9. PROGRAM EVALUATION

Associate of Applied Science Degree in Computer Drafting and Design

### ALL PROGRAMS

9.01 See response from AAC

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

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

Ms. LaDale Jackson is the chair of the School of Drafting and Design and has served in this role since December 2011. Ms. Jackson has a master's in Education Media Design and Technology from Full Sail University in Florida, a bachelor's in Individualized Programs from the University of Toledo, and an associate's Graphic Design from Davis College in Toledo. Although Ms. Jackson has impressive academic and experiential credentials, none of them relate to the Computer Drafting and Design program.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

**(Section 3-1-511):** The individual assigned to administer the Computer Drafting and Design program does not have academic or experiential qualifications related to the program of study and no subject matter expert (lead instructor) had been assigned to cover the curriculum aspects 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

9.06 Does the program meet the needs of its students and the requirements of the council as shown by 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 had participated in two field trips to develop an understanding of sustainability in design. An advisory committee has been established for the program and has met at least once but the only documentation presented to the team was a meeting agenda; no meeting minutes were available.

9.08 Are these resources sufficient?

Yes  No

The resources only meet minimum expectations and broader use of community resources should be undertaken.

9.09 Reviewed at AAC

- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Reviewed at AAC
- 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?  
 Yes  No  N/A
- 9.14 Reviewed at AAC
- 9.15 Are course prerequisites being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course?  
 Yes  No
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?  
 Yes  No  NA, (there have been no graduates)
- (a) How many calls to employers or graduates were attempted?  
 7
- (b) How many calls to employers or graduates were successful?  
 6
- (c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.  
 3
- If No, insert "Section 3-1-303(a)" in parentheses and explain:  
**(Section 3-1-303(a)):** The team could not verify the reported employment status of the graduates Ronnie Madson as a draftsman for Galaxy Products or of Matthew Harris and Megan Grimmatt as estimators for Everdry Company. Initial and follow-up calls to both employers yielded the same result: that those graduates were unknown to them and had never worked for their companies.
- 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)):** Graduate Tanesha Fisher was reported as unavailable for placement because of continuing education because of continuing education at Owens State Community College. While there was an "Application Summary" sheet from Owens indicating an "Admit" decision into the Pre-LPN to RN Transfer program for the Fall 2010 term, the document was dated June 18, 2010 and Ms. Fisher graduated September 5, 2010 from ITT-Maumee. There was no additional documentation provided and the placement office could not confirm that Ms. Fisher had actually begun her studies at Owens.

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.22 - reviewed at AAC

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

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

Yes  No

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

Yes  No

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

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

Yes  No  NA, hiring responsibility is at AAC

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

9.27 Are teaching loads reasonable?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.35 Reviewed at AAC

9.36 Reviewed at AAC

9.37 Reviewed at AAC

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

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

9.39 Reviewed at AAC

**BACHELOR'S DEGREES ONLY**

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

**9. PROGRAM EVALUATION**

Associate of Applied Business Degree in Business Administration

Associate of Applied Science Degree in Business Management

**ALL PROGRAMS**

- 9.01 See response from AAC
- (a) See response from AAC
- (b) See response from AAC
- (c) See response from AAC
- (d) See response from AAC
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. William Steinman, the dean of academic affairs, is also assigned to oversee the business programs. Mr. Steinman has a master's degree in Management from Tiffin University in Ohio and a bachelor's degree in Biology from the University of Toledo.

- 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 individual who is assigned to administer the Computer Drafting and Design program does not have the academic or experiential qualifications related to the program of study.

- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
- Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
- (a) Student retention rate of 62%
- Yes  No  Not applicable (new branch only)
- (b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

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

The programs have offered only one field trip for students in the past year and there was no documentation to indicate significant involvement of the programs' advisory committee.

9.08 Are these resources sufficient?

Yes  No

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

**(Section 3-1-512(c)):** The institution is not making adequate use of available community resources for the business programs.

9.09 Reviewed at AAC

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

Yes  No

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

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

9.12 Reviewed at AAC

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

Yes  No  N/A

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No  NA, (there have been no graduates)

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

Two calls were placed to employers.

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

Two calls were successful.

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

Both employers confirmed the graduates' placement status.

Please note that the team was able to view current statements and documentation from employers in the files of five other graduates and those documents confirmed the reported placement status of those graduates.

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

Yes  No  Not Applicable

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

9.22 - reviewed at AAC

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

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

Yes  No

- 9.25 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

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

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

Yes  No  NA, hiring responsibility is at AAC

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

- 9.27 Are teaching loads reasonable?

Yes  No

#### **ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.35 Reviewed at AAC

9.36 Reviewed at AAC

9.37 Reviewed at AAC

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

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

9.39 Reviewed at AAC

### BACHELOR'S DEGREES ONLY

9.40 Reviewed at AAC

9.41 Reviewed at AAC

9.42 Reviewed at AAC

9.43 Reviewed at AAC

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

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

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

9.45 Reviewed at AAC

## SUMMARY

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

Citation # ( <b>bold</b> )	Summary Statement (followed by report page number)
<b>3-1-303 (a)</b>	Documentation was insufficient to verify the "continuing education" classification of one graduate in the Computer Drafting and Design program. Additionally, the team was unable to verify placement in the school of Computer Drafting and the school of Electronics (pages 32,39,41).
<b>3-1-511</b>	The program chair for the Computer Drafting and Design program was not academically or experientially qualified to oversee the program curriculum (page 39).
<b>3-1-512 (c)</b>	There is no evidence of sufficient community resources for the Graphic Design, Business Administration and Business Management programs (page 29).

## **RECOMMENDATIONS**

The team recommends that the Computer Drafting and Design program encourage students to join field-related professional organizations in order to stay current in the industry and network with potential employers. Many of these organizations provide opportunities for student members to attend tradeshow and workshops. They also sponsor industry representatives as guest speakers and encourage students to participate in community-based projects and design competitions.





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**From:** Maurice Wadlington <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A485F246B6E74618A42FFBFF0566D503-MWADLINGTON>  
**Sent:** 6/24/2012 10:58:10 PM -0400  
**To:** (b)(6)@mbj.us; (b)(6)@westwood.edu; (b)(6)@comcast.net; (b)(6)@baldwinconsulting.org; (b)(6)@sbcglobal.net; (b)(6)@comcast.net; (b)(6)@careered.com; (b)(6)@hotmail.com; (b)(6)@mac.com; (b)(6)@hotmail.com  
**CC:** (b)(6)@gmail.com  
**Subject:** ITT-Tech Template/ Report Writing Guide  
**Attachments:** ITT 9 Programs rev May2012.doc; Report Writing Editing Guide 2011 - EVALUATOR.doc; New\_Program\_Report.doc; ITT 4 Student Relations rev May2012.doc; ITT 5 Educational Activities revMay 2012.doc; ITT 8 Library rev May2012.doc

Good Evening Team,

As promised, please find attached the report template for your program or specialty area along with the report writing guide. Have a great evening and I will see you in the morning at 8:15 a.m.

**\*\*Mark, ITT-Tech actually does not have a specific New Program template, Therefore, I have attached the New Program Template for you.**

*Best regards,*

*Maurice Wadlington, M.Ed.*

*Accreditation Coordinator*

*Accrediting Council for Independent Colleges and Schools*

*750 First Street, NE*

*Suite 980*

*Washington, DC 20002*

*(202) 336-6779- Office*

(202) 842-2593 – Fax

(202-421-(b)(6)) Cell

(b)(6) @acics.org

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## REPORT QUESTIONS

### CAMPUS

#### 4. RELATIONS WITH STUDENTS

##### ALL PROGRAMS

- 4.01 How many student files were reviewed during the evaluation?
- 4.02 How does the institution ensure that its student relations reflect high ethical standards?
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No  
 If No, insert the section number in parentheses and explain:
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No  
 If Yes, are these parties supervised by and familiar with the campus?  
 Yes  No  
 If the parties are not supervised by and familiar with the campus, insert the section number in parentheses and explain:
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes  No  
 If No, insert the section number in parentheses, list student names, and explain:
- 4.06 reviewed at AAC
- 4.07 Is the admissions policy publicly stated?  
 Yes  No  
 If No, insert the section number in parentheses and explain:
- 4.08 Is the admissions policy administered as written?  
 Yes  No  
 If No, insert the section number in parentheses and explain:

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

4.10 Describe the process for the recruitment of new students.

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

Yes  No

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

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

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

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

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

Yes  No

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

Yes  No

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

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

Yes  No

If Yes, is evidence of licensure or registration on file?

Yes  No

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

4.14 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

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

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

Yes  No

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

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

Yes  No

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

4.17 reviewed at AAC

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

Yes  No  Not Applicable

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

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

Yes  No

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

#### **FOR MASTER'S DEGREE PROGRAMS ONLY**

4.20 reviewed at AAC

#### **FOR ALL PROGRAMS**

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

Yes  No

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

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

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

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

Yes  No

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

Yes  No

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

Yes  No

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

Withdrawals.

Yes  No

Incomplete grades.

Yes  No

Repeated courses.

Yes  No

Non-punitive grades.

Yes  No  Not Applicable (institution does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (institution does not offer)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (institution does not offer)

The effect when a student changes programs.

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

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

Yes  No  Not Applicable (institution only offers one credential)

The implications of transfer credit.

Yes  No

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

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

Yes  No

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

- 4.24 Are students who are not making satisfactory academic progress properly notified?  
 Yes  No  Not Applicable (no students are in violation of SAP)  
If No, insert the section number in parentheses, list student names, and explain:
- 4.25 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?  
 Yes  No  
If No, insert the section number in parentheses, list student names, and explain:
- 4.26 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?  
 Yes  No  Not Applicable (all programs are one year or less)  
If No, insert the section number in parentheses, list student names, and explain:
- 4.27 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
 Yes  No  Not Applicable (all programs are less than two years)  
If No, insert the section number in parentheses, list student names, and explain:
- 4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes  No  
If No, insert the section number in parentheses, list student names, and explain:
- 4.29 Are students allowed to remain on financial aid during the probationary period?  
 Yes  No  Not Applicable (institution does not participate in financial aid)  
If Yes, is the student informed of this policy?  
 Yes  No  
If No (the student is not informed), insert the section number in parentheses, list student names, and explain:
- 4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?  
 Yes  No  
If No, insert the section number in parentheses, list student names, and explain:
- 4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes  No  Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)  
If No, insert the section number in parentheses, list student names, and explain:

- 4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (institution does not have extended enrollment)  
If No, insert the section number in parentheses, list student names, and explain:
- 4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes  No  Not Applicable (there is no such student)  
If No, insert the section number in parentheses, list student names, and explain:
- 4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes  No  
If No, insert the section number in parentheses and explain:
- 4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
- 4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes  No  
If No, insert the section number in parentheses and explain:
- 4.37 reviewed at the institution level
- 4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?  
 Yes  No  Not Applicable (institution offers loans only)  
If No for any applicable item, insert the section number in parentheses and explain:
- 4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?  
 Yes  No  
If No, insert the section number in parentheses, list student names, and explain:
- 4.40 Do the financial records of students clearly show the following?  
(a) Charges.  
 Yes  No  
(b) Dates for the posting of tuition.  
 Yes  No

(c) Fees.

Yes  No

(d) Other charges.

Yes  No

(e) Payments.

Yes  No

(f) Dates of payment.

Yes  No

(g) The balance after each transaction.

Yes  No

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

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

Yes  No

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

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

Yes  No  Not Applicable

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

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

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

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

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

Yes  No

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

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

Yes  No

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

4.45 Is the campus following its stated refund policy?

Yes  No

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

- 4.46 Does the campus offer financial aid?  
 Yes  No (Skip to Question 4.53.)
- 4.47 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
- 4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?  
 Yes  No  
If No, insert the section number in parentheses and explain:
- 4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?  
 Yes  No  
If No, insert the section number in parentheses and explain:
- 4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes  No  
If No, insert the section number in parentheses and explain:
- 4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
- 4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes  No  
If No, insert the section number in parentheses and explain:
- 4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes  No (Skip to Question 4.54.)  
If Yes, is there evidence that the campus provides a copy of the written policy to all student applicants prior to enrollment?  
 Yes  No  
If No (there is no such evidence), insert the section number in parentheses and explain:
- If Yes, is the size of the discount based on the financial benefit that the institution receives from the payment of cash earlier than would be required under the normal tuition payment schedule?  
 Yes  No  Not Applicable  
If No, insert the section number in parentheses and explain:

- 4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
- 4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes  No  Not Applicable  
If Not Applicable, explain:  
  
If No, insert the section number in parentheses and explain:
- 4.56 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
- 4.57 Does the institution offer employment assistance to all students?  
 Yes  No  Not Applicable (institution enrolls only international students on a student visa)  
If No, insert the section number in parentheses and explain:
- 4.58 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes  No  
If Yes, explain:  
  
If Yes, does the campus maintain the required data on its graduates and nongraduates?  
 Yes  No  
If No (the campus does not maintain the required data), insert the section number in parentheses and explain:
- 4.59 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?  
 Yes  No  
If No, insert "Section 3-1-303(a)" in parentheses and explain:
- 4.60 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes  No  Not Applicable  
If No, insert "Section 3-1-303(a)" in parentheses and explain:
- 4.61 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes  No  
If No, insert the section number in parentheses and explain:

- 4.62 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
- 4.63 Describe the extracurricular activities of the institution (if applicable).

**MASTER'S DEGREE PROGRAMS ONLY**

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

Yes  No

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

**GENERAL COMMENTS:**

QUESTION	CRITERIA	ANNOTATION
4.01 4.02	<p><b>3-1-400–RELATIONS WITH STUDENTS</b></p> <p>Each institution should strive to ensure that its relations with students always reflect the highest ethical standards and conform to all applicable laws and regulations. Each institution also is required to develop a program of student services that is consistent with its stated mission, including services provided for students attending branch campuses and learning sites. Such services should support the educational program and reflect the institution's concern for the welfare of the student.</p>	
4.03 4.04 4.05	<p><b>3-1-410–ADMISSIONS AND RECRUITMENT</b></p> <p>It is up to an institution to establish its own admissions criteria. It is the responsibility of ACICS to ensure that all who are enrolled are accorded equal educational opportunity.</p> <p>The ultimate responsibility for the activities of an institution's employees, vendors, contractors, or agents in the referral, recruiting, evaluation, and admissions processes always remains with the institution. An institution may not delegate without supervision these activities to anyone whose economic incentives are to recruit prospects through means that are unethical or subject to public criticism or to admit ill-prepared applicants. The institution may not contract, directly or indirectly, with third parties who are generally unfamiliar with the institution. "Non-employees" are independent contractors who are not considered "employees" under the Internal Revenue Code.</p> <p>Institutions participating in Title IV programs must be aware of regulations imposed by the U.S. Department of Education as they apply to recruiting practices.</p> <p><b>3-6-600–ADMISSIONS</b></p> <p><b>3-6-601. Enrollment Prerequisites.</b> The threshold admission requirement to a master's degree program is a baccalaureate degree.</p> <p><b>3-6-602. Evaluation of Applicants.</b> Institutions should use appropriate techniques to evaluate applicants and to determine whether they have the academic qualifications to benefit from graduate study.</p>	

QUESTION	CRITERIA	ANNOTATION
4.06 4.07 4.08	<p><b>3-1-411. Admissions.</b> The admissions policy shall conform to the institution's mission, shall be publicly stated, and shall be administered as written. The following minimums apply:</p> <p>(a) The requirements for students admitted to programs leading to a certificate, diploma, or degree shall include graduation from high school or its equivalent, or demonstration of the ability to benefit from the training offered. Such ability-to-benefit determination shall include, at a minimum, the administration of a test approved by the U.S. Department of Education and academic and career advising.</p> <p>(b) It is the responsibility of the institution to maintain student records which reflect the requirements for admission of all students.</p> <p>(c) Institutions are not precluded from admitting, under different requirements, students who are beyond the age of compulsory school attendance or who may be otherwise specially circumstanced, such as:</p> <p>(i) having financial sponsorship through contractual arrangements with public or private organizations;</p> <p>(ii) having identifiable needs requiring remedial instruction as a supplement to the regular curriculums;</p> <p>(iii) participating in innovative postsecondary programs specially described to ACICS; or</p> <p>(iv) being enrolled in individual courses not leading to an academic credential.</p> <p><b>3-6-604. Conformance to Institutional Objectives.</b> Admissions procedures, transfer policies, and requirements for graduation shall be consistent with the overall philosophy and objectives of the institution.</p>	
4.09 4.10 4.11 4.12	<p><b>3-1-412. Recruitment.</b> Recruiting shall be ethical and compatible with the educational objectives of the institution. The allocation of an institution's financial resources for purposes of recruitment shall be consistent with the stated mission of the institution. The following minimums apply:</p> <p>(a) An institution shall ensure that any person or entity engaged in admissions or recruitment activities on its behalf is communicating current and accurate information regarding courses and programs, services, tuition, terms, and operating policies.</p> <p>(b) No prospective student names obtained as a result of a survey, canvass, promise of future employment or income while a student, or other marketing activity by an institution may be used for recruitment purposes unless the name of that institution is clearly identified and purposes of such activity are communicated to the respondent. This does not preclude the use of surveys or other studies to determine the employment needs and the educational desires of the local community.</p>	

QUESTION	CRITERIA	ANNOTATION
4.13 4.14 4.15 4.16	<p>(c) An institution shall conform to the laws and regulations of each of the states in which it operates and shall ensure that each of its representatives is properly licensed or registered as required by the laws of that state.</p> <p>(d) Representatives of an institution shall use only those titles which accurately reflect their actual duties and responsibilities. Recruitment and enrollment personnel may not be designated as counselors or advisors and may not make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement.</p> <p>(e) Referrals are permitted, and the referrer may be paid a fee so long as the referrer provides full disclosure and does not misrepresent the purposes of soliciting a prospective referral and such payments do not violate state or federal laws.</p> <p>(f) All recruiters must be supervised by the institution's administration to ensure that their activities are in compliance with all applicable standards.</p>	
4.17 4.18 4.19	<p><b>3-1-413. Transfer of Credit.</b> An institution shall evaluate and consider awarding proper academic credit for credits earned at institutions accredited by agencies recognized by the United States Department of Education. The institution shall establish and adhere to a systematic method for evaluating and awarding academic credit for those courses that satisfy current program course requirements. Written policies and procedures must clearly outline the process by which transfer of academic credit is awarded. The institution shall make public its policies on transfer of credit, including a statement of the criteria established by the institution by which a determination is made with regard to accepting credits from another institution.</p>	
4.20	<p><b>3-6-603. Transfer of Credit.</b> Transfer of credit for appropriate master's-level course work from another institution may be granted according to the policy established by the institution. No more than one-half of the credits required for the master's degree may be transferred from another institution.</p>	

QUESTION	CRITERIA	ANNOTATION
4.21-4.36	<p><b>3-1-420—STANDARDS OF SATISFACTORY PROGRESS</b></p> <p>Each institution shall establish and administer measures of satisfactory academic progress for all students as referenced in Appendix D.</p> <p><b>3-1-421. Compliance.</b> The institution complies with the requirements of Appendix D.</p> <p><b>3-1-422. Documenting Compliance.</b> The institution documents compliance with its Satisfactory Academic Progress policy.</p> <p><b>3-1-423. Oversight.</b> The institution encourages and assists students who are experiencing difficulty in progressing satisfactorily in their programs.</p> <p><b>APPENDIX D—Standards of Satisfactory Progress</b></p> <p>An essential element in providing appropriate instruction and support services to students is monitoring their satisfactory academic progress (SAP). The Council requires all institutions to develop a policy of satisfactory academic progress that measures whether students are maintaining satisfactory academic progress in their educational program. The policy must contain all of the elements required by the Council and federal regulations. The Council expects institutions to publish those standards for students enrolled in the institution's educational program(s). The Council also expects institutions to monitor whether a student meets the minimum qualitative and quantitative components of the standards.</p> <p>The Council has determined that the institutional policy must include the following requirements, which are consistent with the regulations specified by the U.S. Department of Education for student eligibility for receiving Federal Title IV financial assistance.</p> <p>Each of these requirements must be strictly observed:</p> <ol style="list-style-type: none"> <li>1. The institution has written standards and a schedule of satisfactory academic progress for all students, which are published in the catalog and in appropriate institutional literature, and are consistently applied to all students.</li> <li>2. The institution strictly adheres to its published standards of satisfactory academic progress and notifies students when satisfactory academic progress is not being made.</li> <li>3. The standards of satisfactory academic progress provide for minimum qualitative standards, such as a grade point average or completion of work projects, which can be measured against a norm.</li> <li>4. The policy defines a maximum time frame, not to exceed 150% of the normal program length, as defined by the institution, for all programs, in which the educational objective must be successfully completed (e.g., number of academic years, credit hours attempted, clock hours completed, months/weeks, terms or modules, etc. as appropriate), as opposed to simply setting a time limit on eligibility for Title IV financial aid.</li> <li>5. The institution has provisions for an evaluation point at least by the end of each academic year (or at 50% of the normal program length if the program is one academic year or less) that determine whether the student has met the qualitative and quantitative components of the standards.</li> <li>6. The institution has provisions for utilizing and publishing a schedule designating the minimum percentage or amount of work that a student must successfully complete at the end of each increment to complete the educational program within the maximum time frame.</li> <li>7. The institution has provisions for determining at the end of each increment whether the student has met the qualitative and quantitative components of the standards. The qualitative and quantitative standards must be cumulative and must include all periods of the student's enrollment regardless of whether or not the student receives federal financial aid.</li> <li>8. The institution's policies define the effect on satisfactory academic progress of course withdrawals, incomplete grades, repeated courses, and non-punitive grades. The institution's policies define the effect of non-credit or remedial courses on satisfactory academic progress.</li> <li>9. The institution may allow a student to have a probation period for a specified period of time. The institution should state whether the student is eligible for federal financial aid during the probation period.</li> <li>10. The institution has provisions for an evaluation at the end of the second</li> </ol>	<p><b>4.22-Check for non-punitive grades WITHIN the SAP policy.</b></p>

QUESTION	CRITERIA	ANNOTATION
4.37	<p><b>3-1-430 –TUITION AND FEES</b></p> <p><b>3-1-431. Institutionally Financed Grants, Scholarships and Loans.</b> The Council recognizes that most accredited institutions offer or administer grants, scholarships and loans for students. Institutions must meet appropriate guidelines for such programs in order to ensure their legitimacy. Participation in ethical institutional grant (See Appendix E, “Guidelines for Institutionally Funded Student Aid”), institutional loan, and scholarship programs requires adherence to the following:</p> <p>(a) In addition to administering federal or state student aid programs, institutions may offer the following types of student financial aid:</p> <p>(i) grants funded by the institution and awarded to all students within a qualifying category or to all students who demonstrate a need in accordance with published standards;</p> <p>(ii) scholarships funded by the institution or a third-party and administered by the institution to provide aid to students who demonstrate academic achievement in accordance with published standards;</p> <p>(iii) loans funded by the institution and available equally to all students.</p>	
4.38	<p>(b) Institutionally financed or administered grants, scholarships and loans must be described in the current catalog with a description of the criteria for the award, the application procedures and deadlines, and amounts that may be awarded. All information must avoid false, misleading or exaggerated statements.</p> <p>(c) Institutionally financed loans may vary in amount depending on the student’s need. The terms and conditions for loans, including forbearance and repayment, must be described in the current catalog. All institutionally financed loans must be collected in accordance with sound and aggressive business practices for the collection of student loans. Institutions must counsel students concerning their loan repayment obligations.</p>	
4.39	<p><b>3-1-432. Tuition and Charges.</b> Institutions may charge varying amounts of tuition and fees for different programs. All charges should be consistent for students enrolling at the same time and in the same programs, however, and detailed financial records should indicate at all times the financial obligation of the student to the institution. The following are minimum expectations:</p> <p>(a) The tuition and other charges, including the period for which the student is financially obligated, shall be clearly stated in the catalog of the institution. The existence of any separate or comparable publication containing tuition rates must be referenced specifically in the catalog. The schedule of charges must be uniformly administered to all categories of students.</p>	
4.40	<p>(b) The financial records of the students shall clearly show the charges and dates for the posting of tuition, fees, and other charges; the payments and dates of payment; and the balance after each transaction.</p>	
4.41	<p>(c) The enrollment agreement or catalog used by an institution must clearly outline the financial obligations of both the institution and the student. When an enrollment agreement is used, the student must receive a copy.</p>	
4.42	<p>(d) Announcements of changes in tuition or fees must state the effective date of the change and be uniformly administered.</p> <p>(e) Terms of payment may be varied by the institution so long as the tuition charges are uniformly administered.</p>	
4.43 4.44 4.45	<p><b>3-1-433. Refund Policy.</b> The institution must have a fair and equitable refund policy that is applicable to all students and that is published in the institution’s catalog. Specific federal or state policies may apply.</p>	

QUESTION	CRITERIA	ANNOTATION
4.46 4.47 4.48	<p><b>3-1-434. Administration of Student Financial Aid.</b> Participation in state or federal student financial aid programs requires serious administrative responsibility. The Council expects all institutions participating in such programs to be knowledgeable of and in compliance with applicable laws and regulations. The following requirements govern how such activities are evaluated by ACICS</p> <p>(a) An institution participating in student financial aid programs shall designate at least one competent person at the site to administer student financial aid. The extent of this activity and the personnel needed shall be governed by the size and classification of the institution. The person who determines the amount of student awards cannot be responsible for disbursing those awards.</p>	
4.49	<p>(b) The person or persons assigned to administer student financial aid programs must in all cases be a part of the administration. Administrative personnel involved in student recruitment as their major activity shall not have the final decision-making authority in the approval or awarding of student financial aid.</p>	
4.50 4.51 4.52	<p>(c) There shall be professional awareness on the part of the financial aid administrator as shown by membership and participation in state, regional, or national financial aid associations and by other educational activities designed to keep the administrator up to date on procedures and changes in the field.</p>	
4.53	<p><b>3-1-435. Cash Discounts.</b> Any institution providing discounts for cash received in advance of the normal payment schedule must have a written policy. That policy must be provided in writing to all student applicants prior to enrollment.</p> <p>The institution must demonstrate that the policy:</p> <p>(a) is available to all students at the institution; and</p> <p>(b) bases the size of the discount on the financial benefit the institution receives from the payment of cash earlier than otherwise would be required under the institution's normal tuition payment schedule or applicable retail installment contract.</p>	

QUESTION	CRITERIA	ANNOTATION
4.53 – 4.62	<p><b>3-1-400—STUDENT SERVICES</b></p> <p><b>3-1-441. Counseling and Guidance.</b> Each institution shall designate at least one person on staff experienced in counseling students on personal or academic problems and employment opportunities. The extent of such activity, and the personnel assigned to it, shall be determined by the size, classification, and admissions standards of the institution, the characteristics and location of students, and the means of communication with them. Orientation activities shall assist new students in adapting to the institution. The following are minimum expectations:</p> <p>(a) A system of educational, occupational, and personal advising shall be available to students and shall be provided on a periodic basis to ability-to-benefit students enrolled pursuant to Section 3-1-303(b).</p> <p>(b) Institutions shall emphasize retention and program completion for all students through activities that take into account their academic and socioeconomic characteristics.</p> <p>(c) Institutions shall provide employment assistance and document activity. An institution shall not guarantee employment or the starting salary of its graduates. Follow-up studies on graduates and employer satisfaction shall be conducted by all institutions at specific measuring points following placement of the graduate. All institutions that use placement percentages or salary projections as part of their recruiting activities shall maintain data on all graduates, including the percentage receiving jobs and the percentage receiving jobs in the career field for which they were trained. Institutions also should keep data on students who do not graduate but who become employed on their own or with the institution's assistance.</p> <p>An institution is encouraged to provide placement assistance, when requested, to graduates of other ACICS-accredited institutions who are relocating to a new community.</p> <p>(d) Institutions shall document that students are counseled concerning their student loan repayment obligations.</p>	
4.63	<p><b>3-1-442. Extracurricular Activities.</b> Institutions which sponsor or conduct programs of extracurricular activities shall base such programs on well-defined purposes. These programs shall be designed primarily to serve the educational needs of the students, and the institution shall provide guidance and supervision for them.</p>	
4.64	<p><b>3-6-600—ADMISSIONS</b></p> <p><b>3-6-601. Enrollment Prerequisites.</b> The threshold admission requirement to a master's degree program is a baccalaureate degree.</p> <p><b>3-6-602. Evaluation of Applicants.</b> Institutions should use appropriate techniques to evaluate applicants and to determine whether they have the academic qualifications to benefit from graduate study.</p>	

**ACADEMIC ADMINISTRATIVE CENTER****4. RELATIONS WITH STUDENTS****ALL PROGRAMS**

4.01 - reviewed at campus level

4.02 - reviewed at campus level

4.03 - reviewed at campus level

4.04 - reviewed at campus level

4.05 - reviewed at campus level

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

Yes  No

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

4.07 - reviewed at campus level

4.08 - reviewed at campus level

4.09 - reviewed at campus level

4.10 - reviewed at campus level

4.11 - reviewed at campus level

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

Yes  No

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

Yes  No

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

■■■

4.13 - reviewed at campus level

4.14 - reviewed at campus level

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

Yes  No

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

■■■

4.16 - reviewed at campus level

4.17 Does the institution have written policies and procedures for evaluating and accepting transfer of credit?

Yes  No

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

4.18 - reviewed at campus level

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

Yes  No

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

**FOR MASTER'S DEGREE PROGRAMS ONLY**

4.20 Is the maximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for the master's degree?

Yes  No

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

■■■

**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 is listed on pages 137-142 of the institution's catalog.

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

■■■

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

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

Yes  No

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

Yes  No

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

Yes  No

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

Withdrawals.

Yes  No

Incomplete grades.

Yes  No

Repeated courses.

Yes  No

Non-punitive grades.

Yes  No  Not Applicable (institution does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (institution does not offer)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (institution does not offer)

The effect when a student changes programs.

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

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

Yes  No  Not Applicable (institution only offers one credential)

The implications of transfer credit.

Yes  No

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

(Section 3-1-420 and Appendix D) The institution's satisfactory academic progress policy does not include the effects on course completion percentage or cumulative grade point average of non-punitive grades, non-credit or remedial courses, or the effect of earning an additional credential. Although pieces of this information is referenced in various areas within the catalog, it is incomplete and is not included within the satisfactory academic progress policy.

4.23 - reviewed at campus level

4.24 - reviewed at campus level

4.25 - reviewed at campus level

4.26 - reviewed at campus level

4.27 - reviewed at campus level

4.28 - reviewed at campus level

4.29 - reviewed at campus level

4.30 - reviewed at campus level

4.31 - reviewed at campus level

4.32 - reviewed at campus level

4.33 - reviewed at campus level

4.34 - reviewed at campus level

4.35 - reviewed at campus level

4.36 - reviewed at campus level

4.37 Does the institution finance any of the following? (Mark all that apply.)

(a)  Scholarships.

(b)  Grants.

(c)  Loans.

(d)  The institution does not offer scholarships, grants, and/or loans. (Skip to Question 4.39.)

If Yes for any item, does the institution properly identify all scholarship, grant, and loan programs?

Yes  No

If No (the institution does not properly classify these programs), insert the section number in parentheses and explain:

█

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

Yes  No  Not Applicable (institution offers loans only)

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

The team notes that the non-institutional Champagne Scholarship is incorrectly identified in the institutional catalog. During the visit it was disclosed that although this scholarship is funded by a foundation, it is only available to ITT students and therefore should be identified as an institutional scholarship.

4.39 - reviewed at campus level

4.40 - reviewed at campus level

4.41 - reviewed at campus level

4.42 - reviewed at campus level

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

Yes  No

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

■■■

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

Yes  No

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

■■■

4.45 - reviewed at campus level

4.46 - reviewed at campus level

4.47 - reviewed at campus level

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

Yes  No

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

■■■

4.49 - reviewed at campus level

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

Yes  No

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

■■■

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

The financial aid office stays current with policy and regulation changes by holding a variety of memberships in the National Association of Student Financial Aid Administrators (NASFAA) and its "Today's News" daily electronic newsletter, by actively participating in ifap daily communications, through communications with various state and federal regulators, and through a variety of professional development activities such as presentations by the Association of Private Sector Colleges and Universities (APSCU), the Department of Education's Private Career Colleges & Schools (PCCS), and Federal Student Aid (FSA) on the web.

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

Yes  No

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

█

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

Yes  No (Skip to Question 4.54.)

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

Yes  No

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

█

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

Yes  No  Not Applicable

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

█

- 4.54 Is there a policy regarding student services offered by the campus' such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Yes  No

- 4.55 Does the policy include follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the institution's graduates?

Yes  No

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

mis-placed question

- 4.56 - reviewed at campus level

4.57 - reviewed at campus level

4.58 Does the institution use placement percentages or salary projections as part of its recruiting activities?

Yes  No

If Yes, explain:

■■■■

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

Yes  No

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

■■■■

4.59 Is the beginning enrollment on the most current Institutional Accountability Report (IAR) the same as the ending enrollment reported on the previous year's IAR?

Yes  No

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

The institution is not required to report this information as this is their first year of operating in this capacity.

4.60 Was the team able to verify the retention rate for the institution and for each program as reported on the Institutional Accountability Report (IAR) last submitted to the Council?

Yes  No  Not Applicable

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

■■■■

4.61 - reviewed at campus level

4.62 Describe the process the institution 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.

4.63 - reviewed at campus level

**MASTER'S DEGREE PROGRAMS ONLY**

4.64 - reviewed at campus level

**GENERAL COMMENTS:**



## REPORT QUESTIONS

### CAMPUS

#### 5. EDUCATIONAL ACTIVITIES

##### FOR ALL PROGRAMS

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

Yes  No

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

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

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

Yes  No

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

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

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

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

Yes  No

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

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

Yes  No

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

- 5.07 reviewed at AAC

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

Yes  No

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

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

Yes  No (Skip to question 5.10)

If Yes, does the campus:

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

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

Notify students as to:

Which programs hold specialized or programmatic accreditation?

Yes  No

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

Yes  No

Any other requirements that are generally required for employment?

Yes  No

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

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

Yes  No

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

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

Yes  No

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

5.12 What provisions are made for individual differences among students?

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

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

5.14 Does the faculty participate in this process?

Yes  No

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

5.15 reviewed at AAC

- 5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
- Yes  No  NA (institution does not award such credit)
- If No, insert the section number in parentheses and explain:
- If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
- Yes  No
- If No (there is not appropriate documentation of the assessments), insert the section number in parentheses and explain:
- 5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
- Yes  No
- If No, insert the section number in parentheses and explain:
- 5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only *nondegree programs are offered with no general education courses, skip to 5.19*)
- Facilities.
- Yes  No
- Instructional equipment.
- Yes  No
- Resources.
- Yes  No
- Personnel.
- Yes  No
- If No for any item, insert the section number in parentheses and explain:
- 5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
- Yes  No
- If No, insert the section number in parentheses and explain:
- 5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
- Yes  No
- If No, insert the section number in parentheses and explain:

- 5.21 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  
 Yes  No  
If No, insert the section number in parentheses and explain:
- 5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes  No  
If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:
- 5.23 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?  
 Yes  No  Not Applicable (no faculty members hold foreign credentials)  
If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:
- 5.24 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes  No  
If Yes, how is this documented?  
  
If No, insert the section number in parentheses and explain:
- 5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?  
 Yes  No  
If No for missing plans, insert the section number in parentheses, list faculty names, and explain:  
  
If No for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:
- 5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes  No  
If No, insert the section number in parentheses and explain:
- 5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes  No  
If No, insert the section number in parentheses and explain:

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

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

Yes  No

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

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

5.29 reviewed at AAC

5.30 reviewed at AAC

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

5.31 reviewed at AAC

5.32 reviewed at AAC

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

Yes  No

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

**BACHELOR'S DEGREES ONLY**

5.34 reviewed at AAC

5.35 reviewed at AAC

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

Yes  No

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

**GENERAL COMMENTS:**

QUESTION	CRITERIA	ANNOTATION
5.01	<p><b>3-1-520—CREDENTIALS CONFERRED</b></p> <p><b>3-1-521. Conferring of Credentials.</b> The conferring of certificates, diplomas, or degrees by an institution shall be consistent with its mission and objectives and in compliance with applicable state laws.</p> <p><b>3-3-100—STATE AUTHORITY</b></p> <p>The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the associate's degree.</p> <p><b>3-4-100—STATE AUTHORITY</b></p> <p>The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the associate's degree.</p> <p><b>3-5-100—STATE AUTHORITY</b></p> <p>The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the bachelor's degree.</p> <p><b>3-6-200—STATE AUTHORITY</b></p> <p>The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the master's degree.</p>	
5.02 – 5.09	<p><b>3-1-500. Educational Activities.</b></p> <p>The faculty shall have a clear responsibility, distinct from that of developing institutional policy, to participate in administering and implementing policy, especially as it pertains to academic affairs. The institution shall adopt and publish a policy on the responsibility and authority of faculty in matters of academic governance. At a minimum, the policy should address the role of faculty in development of the educational program of the institution; selection of course materials, instructional equipment and other educational resources; systematic evaluation and revision of the curriculum; assessment of student learning outcomes; and planning for institutional effectiveness.</p> <p>Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.</p> <p>The institution must provide and document notification to students as to</p> <ul style="list-style-type: none"> <li>(a) which programs hold specialized or programmatic accreditation;</li> <li>(b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located. For on-line programs, this information must be provided for all states from which the institution enrolls students; and</li> <li>(c) any other requirements that are generally required for employment.</li> </ul> <p>The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.</p> <p><b>3-1-511. Program Administration.</b> The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.</p> <p>Within the administrative structure of the institution, program</p>	

	administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.	
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5.10 5.11 5.12	<p><b>3-1-500—EDUCATIONAL ACTIVITIES</b></p> <p><b>3-1-512. Program Planning.</b> Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.</p> <p>The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:</p> <p>(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.</p> <p>(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.</p>	
5.13 5.14	<p><b>3-1-514. Program Evaluation.</b> The faculty shall participate in a systematic process of continuous curriculum evaluation and revision. Institutions are encouraged to consider curriculum changes designed to serve students' needs that may be determined by community surveys or other fact-finding procedures relating to educational or employer needs.</p>	
5.15	<p><b>3-1-516. Course and Program Measurement.</b> The Council recognizes that institutions must provide for their students a learning environment in which achievement is encouraged. It further recognizes the legitimacy of both traditional (e.g., lecture/laboratory/practicum) and nontraditional (e.g., distance education or independent study) educational delivery methods. A framework for transfer of credit and consistent application of academic credit awards should apply to all of these varied forms of educational delivery.</p> <p>Institutions, therefore, must demonstrate a knowledge of appropriate academic course and program measurement and correct application of the measurement.</p> <p>(a) Credit in traditionally delivered programs measured in credit hours must be calculated based on one of the following attribution formulas:</p> <p>(i) One quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of practicum. The formula for calculating the number of quarter credit hours for each course is: (hours of lecture/10) + (hours of lab/20) + (hours of practicum/30); or</p> <p>(ii) One semester credit hour equals, at a minimum, 15 classroom hours of lecture, 30 hours of laboratory, and 45 hours of practicum. The formula for calculating the number of semester credit hours for each course is: (hours of lecture/15) + (hours of lab/30) + (hours of practicum/45).</p> <p>Many courses are a combination of lecture, lab, and practicum. Therefore, the institution should be very careful in allocating the number of hours of each in a particular course.</p> <p>The definition of a "clock (contact) hour" states that the minimum instructional time is 50 minutes of supervised or directed instruction and</p>	

	<p>appropriate break(s). Therefore, when calculating conversions from clock to credit hours or allocating credit for courses, institutions must take great care to ensure that scheduled breaks are educationally appropriate. Long periods of instruction with unusually short or no breaks are not acceptable. The institution has the burden of convincing the Council that the breaks are sufficiently long and frequent for the program being taught. Thus, it is rare for an institution to be able to divide by 50 in calculating the credit-hour equivalent of contact hours; usually, the denominator should be 60 or something between 50 and 60.</p>	
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5.16	<p>Credit award rationales for nontraditional delivery of courses or programs (e.g., distance education or independent study) generally do not use the above lecture/laboratory/practicum formulas for credit calculation. The rationale used must be submitted to the Council for pre-approval of the credit calculation. As a part of the approval application, an institution must demonstrate that the clock or credit hours awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale. The institution may accomplish this by demonstrating that students completing these programs or courses have acquired equivalent levels of knowledge, skills, or competencies to those acquired in traditional formats.</p> <p>Courses offered in nontraditional formats must be structured to ensure that students have sufficient opportunity for preparation, reflection, and analysis concerning learned subject matter. Institutions should be aware that federal law requires a minimum number of weeks per academic year for Title IV eligibility purposes. The U.S. Department of Education uses eligibility criteria and definitions for Title IV disbursements that may be different from these in the <i>Accreditation Criteria</i>.</p> <p>Institutions may award academic credit to students who demonstrate competency in a subject area based on their academic, occupational, or personal experiences. The following expectations apply:</p> <p>(i) Institutions shall establish and adhere to a systematic method for evaluating and awarding academic credit for those experiences (e.g., experiential learning, advanced academic standing, credit by examination) that satisfy current program course requirements.</p> <p>(ii) Institutions must maintain documentation to support that credit hours awarded are appropriate based on the assessment of the knowledge, skills, or competencies acquired.</p>	
5.17	<p><b>3-1-517. Course Scheduling.</b> Courses must be scheduled in such a way as to be educationally appropriate for the academic background of the students served, the type of the coursework involved, and the method of educational delivery. The Council will review the number of minutes of instruction provided, the appropriateness of the length of the breaks between classes, the number of classroom hours per week, the expectation of outside preparation, and the educational needs of the students.</p>	
5.18 – 5.21	<p><b>3-1-530–INSTRUCTION</b></p> <p><b>3-1-531. Instructional Tools.</b> Institutions shall:</p> <p>(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;</p> <p>(b) ensure academic freedom and other conditions favorable for effective classroom instruction;</p> <p>(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and</p> <p>(d) comply with applicable copyright laws in the use of instructional materials</p>	
5.22 5.23	<p><b>3-1-540–FACULTY</b></p> <p><b>3-1-541–FACULTY PREPARATION</b></p> <p>Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach. Faculty members shall be competent to teach the subject matter offered and shall have reasonable latitude in their choice of teaching methods. The institution must provide evidence that all faculty members are graduates of institutions accredited by agencies recognized by the United States Department of Education.</p> <p>Faculty who are graduates from institutions outside the United States</p>	

	<p>must be graduates of institutions recognized by their government and their transcript must be translated into English and be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States.</p> <p><b>3-1-542. Verification of Credentials.</b> Institutions must maintain official transcripts for credentials that qualify faculty members to teach their assigned courses and for those credentials that are listed in the catalog. All these credentials shall be on file in the administrative offices at the campus location nearest to where the faculty member is primarily employed. An official transcript is one sent from the registrar's office at the institution where study was completed directly to an employing institution. A transcript bearing the notation "issued to student" is not an official transcript for employment purposes.</p>	
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5.24 5.25	<p><b>3-1-543. Faculty Development.</b> Institutions are required to establish faculty development plans including in-service and/or professional growth activities to enhance faculty expertise. There shall be documented evidence on an annual basis of these development plans and their implementation. For those faculty who are trained in teaching methodology on the postsecondary level and who possess limited related outside employment, the plan should concentrate on content update, e.g., new software, equipment, techniques, etc. For those faculty who are practitioners trained in content rather than teaching methodology, the plan should concentrate on curriculum concepts, new theories and techniques of instruction, and new educational media. Institutions are responsible for demonstrating that these plans are appropriate given each faculty members' training, education, and related work experience and that they provide the proper mix of in-service training and/or professional growth based on the academic and experiential background of the faculty. (See Glossary for definitions of "in-service training", "professional growth", and "faculty development").</p>	
5.26	<p><b>3-1-544. Faculty Meetings.</b> Regularly scheduled faculty meetings or department meetings, with participation by full-time and part-time faculty, shall be held. Discussions and attendance shall be recorded.</p>	
5.27	<p><b>3-2-105. Stability.</b> There shall be an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.</p>	
5.28	<p><b>3-3-302. Assignments.</b> During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., medical assisting, business administration, information technology). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, and Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and/or related experience. The size of the faculty shall be appropriate to the total student enrollment.</p> <p>The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:</p> <p>(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses. Instructors at a minimum shall have earned 15 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment.</p> <p><b>3-4-302 &amp; 3-5-302. Assignments.</b> During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.</p> <p>Instructors teaching general education shall hold a master's degree at a minimum and shall be assigned based on their major and minor academic preparation. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework in the area of their teaching discipline.</p>	
5.29 5.30	<p><b>3-3-201. Objectives.</b> Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.</p> <p><b>3-3-202. Education Requirements.</b> There shall be a minimum of 10 semester hours, 15 quarter hours, or their equivalent in general education or applied general education courses. The catalog must identify the</p>	

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

**ACADEMIC ADMINISTRATIVE CENTER****5. EDUCATIONAL ACTIVITIES****FOR ALL PROGRAMS**

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

X Yes  No

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

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

Dr. Michael Linzmaier, ITT Senior Vice President and Chief Academic Officer, oversees the educational activities of all academic programs at the corporate offices. Dr. Linzmaier has an earned Ph. D. and has been working with ITT since 1999. He has served as a Campus Dean (3.0 yrs), a Campus Director (4+ yrs), a District Manager (1+ yrs), and a Corporate Officer (3 yrs).

5.03 Does this person have appropriate academic or experiential qualifications?

X Yes  No

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

5.04 Does institution make provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

X Yes  No

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

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

X Yes  No

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

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

X Yes  No

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

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

X Yes  No

(b) Selection of course materials, instructional equipment and other educational resources.

X Yes  No

(c) Systematic evaluation and revision of the curriculum.

X Yes  No

(d) Assessment of student learning outcomes.

X Yes  No

(e) Planning for institutional effectiveness.

X Yes  No

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

5.08 - reviewed at campus level

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

X 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?

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

Notify students as to:

Which programs hold specialized or programmatic accreditation?

X 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 institution is located?

X Yes  No

Any other requirements that are generally required for employment?

X Yes  No

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

5.10 Are the educational programs consistent with the institution's mission and the needs of its students?

X Yes  No

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

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

Yes  No

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

5.12 What provisions are made for individual differences among students?

For example, ITT has disclosed policies for student transfer of earned credit from another accredited institution; testing out of a course; different modalities in which to enroll in course (e.g., campus classrooms, on-line, & directed study); in some programs students can choose between earning credit through externships or a choice of regular courses; and offers courses at different time frames on campus.

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

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

The faculty are encouraged to evaluate, revise, and make changes to the curriculum through participating in the various ITT curriculum committees. Faculty make suggestions to their supervisors and peers on the ITT curriculum committee, who then travel to corporate at least once a year at which time, those suggestions are brought forth and discussed by the ITT curriculum committee, whose membership consists of representatives from the 13 districts of ITT, as well as designated members from the corporate staff. Thus, the faculty members' suggestions have the opportunity to get approval through the implementation of the ITT curriculum committee policies and procedures. ITT also has a Faculty Collaboration Portal where faculty can communicate directly with corporate staff or they can simply post their observations or suggestions onto a designated faculty posting area, which is available and open to all faculty at ITT, but actually done through the Faculty Collaboration Portal. The faculty can also access the curriculum database which contains curriculum courseware and version content for syllabi/course content and a quarterly updated textbook list. ITT has a policy where a faculty member can add up to 20% additional course content to the already prescribed course syllabus and outcomes (these cannot be changed). ITT has a detailed formal published policy for "Outlining the Procedures for Proposing Curriculum Corrections or Changes" (CUR 2.0). National Curriculum Committee meeting minutes were observed and reviewed.

5.14 - reviewed at campus level

5.15 Is credit appropriately converted in relation to total student contact hours in each class?

Yes  No

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

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 institution adheres?

X Yes  No  NA (institution does not award such credit)

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

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

X Yes  No

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

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

X Yes  No  NA, responsibility at campus

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.

X Yes  No

Instructional equipment.

X Yes  No

Resources.

X Yes  No

Personnel.

X Yes  No

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

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

X Yes  No

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

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

X Yes  No

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

5.21 - reviewed at campus level

5.22 - reviewed at campus level

5.23 - reviewed at campus level

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

Yes  No

If Yes, how is this documented?

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

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

Yes  No

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

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

Yes  No  NA, responsibility is at campus

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

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

Yes  No

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

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

5.28 - reviewed at campus level

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

5.29 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?

Yes  No

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

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

Yes  No

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

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

5.31 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

X Yes  No

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

5.32 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

X Yes  No

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

5.33 - reviewed at campus level

**BACHELOR'S DEGREES ONLY**

5.34 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

X Yes  No

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

5.35 Do the program's general education courses meet Council standards?

Yes  No

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

5.36 - reviewed at campus level

**GENERAL COMMENTS:**

# REPORT QUESTIONS

## CAMPUS

### 9. PROGRAM EVALUATION

[Name of Credential] in [Program Title]

#### ALL PROGRAMS

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

Yes  No

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

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

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

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

Yes  No

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

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

Yes  No

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

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

(a) Student retention rate of 62%

Yes  No  Not applicable (new branch only)

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(b) Student placement rate of 58%

Yes  No  Not applicable (new branch only)

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

Yes  No

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

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

9.08 Are these resources sufficient?

Yes  No

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

9.09 Reviewed at AAC

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

Yes  No

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

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

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

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

9.12 Reviewed at AAC

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

Yes  No  N/A

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

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

Yes  No

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

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

Yes  No

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

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

Yes  No

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

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

Yes  No

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

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

Yes  No  NA, (there have been no graduates)

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

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

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

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

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

Yes  No  Not Applicable

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

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

(a) Facilities

Yes  No

(b) Instructional equipment

Yes  No

(c) Resources

Yes  No

(d) Personnel

Yes  No

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

9.22 - reviewed at AAC

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

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

Yes  No

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

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

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

Yes  No

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

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

Yes  No

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

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

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

Yes  No  NA, hiring responsibility is at AAC

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

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

9.27 Are teaching loads reasonable?

Yes  No

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

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

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

Yes  No

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

9.29 What is the current student/teacher ratio?

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



9.30 Reviewed at AAC

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

9.31 Reviewed at AAC

9.32 Reviewed at AAC

9.33 Reviewed at AAC

9.34 Reviewed at AAC

#### **ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.35 Reviewed at AAC

9.36 Reviewed at AAC

9.37 Reviewed at AAC

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

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

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

9.39 Reviewed at AAC

#### **BACHELOR'S DEGREES ONLY**

9.40 Reviewed at AAC

9.41 Reviewed at AAC

9.42 Reviewed at AAC

9.43 Reviewed at AAC

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

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

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

9.45 Reviewed at AAC

#### **MASTER'S DEGREES ONLY**

9.46 Reviewed at AAC

9.47 Reviewed at AAC

9.48 Reviewed at AAC

9.49 Reviewed at AAC

9.50 Reviewed at AAC

- 9.51 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula?  
 Yes  No  
If No, insert the section number in parentheses and explain:
- 9.52 Reviewed at AAC
- 9.53 Reviewed at AAC
- 9.54 Reviewed at AAC
- 9.55 Are the course prerequisites being followed?  
 Yes  No  
If No, insert the section number in parentheses and explain:
- 9.56 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?  
 Yes  No  NA, faculty hiring responsibilities are at AAC  
If No, insert the section number in parentheses, list the faculty and course, and explain:
- 9.57 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?  
 Yes  No  NA, faculty hiring responsibilities are at AAC  
If No, insert the section number in parentheses and explain:
- 9.58 Does the institution encourage graduate faculty members to engage in scholarly research and to publish in professional journals?  
 Yes  No  NA, faculty hiring responsibilities are at AAC  
If No, insert the section number in parentheses and explain:

**GENERAL COMMENTS:**



QUESTION	CRITERIA	ANNOTATION
9.01	<b>3-1-500–EDUCATIONAL ACTIVITIES</b>	
	For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.	
	Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.	
	The institution must provide and document notification to students as to (a) which programs hold specialized or programmatic accreditation;  (b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located. For on-line programs, this information must be provided for all states from which the institution enrolls students; and	
	(c) any other requirements that are generally required for employment.  The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.	
	<b>2-1-809. STUDENT ACHIEVEMENT REVIEW</b>	
	The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.	
	<b>3-1-512. PROGRAM PLANNING</b>	
	Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.	
9.02 thru 9.05	<b>3-1-511. Program Administration.</b>	
	The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.	
	Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.	
9.06 thru 9.08	<b>2-1-809. Student Achievement Review.</b>	

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

QUESTION	CRITERIA	ANNOTATION
	<p>(a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract that outlines the course objectives and procedures unique to this form of instruction. For practica, externships, and internships, institutions are required to develop a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria. The Council's expectations for detailed syllabi, independent study, practica, externships, and internships are outlined in the Glossary.</p>	
	<p>(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.</p> <p>Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Guidelines for English as a Second Language.)</p>	
	<p><b>Glossary Definitions</b></p>	
	<p><b>Practicum.</b> A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty or staff member, a written agreement shall be developed that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria.</p>	
	<p><b>Independent Study.</b> Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student's grasp of the subject matter. Under the supervision of a faculty member, a learning contract shall be developed which outlines specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. Because independent study classes are the exception and not the rule, the number of courses that a student will be allowed to take independently should be limited.</p>	
	<p><b>Syllabus.</b> A description of how the course will be taught with a planned arrangement of materials and activities. The minimum requirements for a course syllabus consist of the title and course description, course number, course prerequisites and/or corequisites, instructional contact hours/credits, learning objectives, instructional materials and references, topical outline of the course, instructional methods, assessment criteria, method of evaluating students, and the date the syllabus was last reviewed. A course syllabus should be reviewed to ensure that it reflects the most recent trends, developments, and instructional materials for the specific subject areas. A current syllabus prepared and utilized by instructors in guiding and directing the learning experience of the students is necessary to ensure the quality of instruction.</p>	
	<p><b>3-1-530–INSTRUCTION</b></p>	
9.21	<p><b>3-1-531. Instructional Tools.</b></p>	
	<p>Institutions shall</p> <p>(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;</p>	

QUESTION	CRITERIA	ANNOTATION
	<p>(b) ensure academic freedom and other conditions favorable for effective classroom instruction;</p> <p>(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and</p> <p>(d) comply with applicable copyright laws in the use of instructional materials.</p>	
9.22	<p><b>3-1-532. Instructional Components</b></p> <p>Required instructional components shall include:</p> <p>(a) systematic planning;</p> <p>(b) well-defined instructional objectives;</p> <p>(c) the selection and use of appropriate learning materials;</p> <p>(d) appropriate modes of instructional delivery;</p> <p>(e) the use of appropriate assessment strategies; and</p> <p>(f) the use of appropriate experiences.</p>	
9.23 thru 9.25	<p><b>3-1-541. Faculty Preparation.</b></p> <p>Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.</p> <p><b>3-2-102. Field Preparation</b></p> <p>Assignments requiring more than three preparations in different fields (e.g., secretarial studies, business administration, data processing) shall not be given to an instructor during one academic term.</p> <p><b>3-2-103. Subject Preparation</b></p> <p>Not more than five preparations in different subjects within the same field (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term.</p> <p><b>3-2-104. Assignments</b></p> <p>The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:</p> <p>(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.</p> <p>(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.</p>	
	<p>(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.</p> <p><b>3-3-302. Assignments</b></p>	

QUESTION	CRITERIA	ANNOTATION
	<p>During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., secretarial studies, business administration, data processing). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, and Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and related experience. The size of the faculty shall be appropriate to the total student enrollment.</p> <p>The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:</p>	
	<p>(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.</p>	
	<p>(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.</p>	
	<p>(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.</p>	
	<p><b>3-4-302. Assignments</b></p>	
	<p>During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.</p>	
	<p>Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.</p>	
	<p><b>3-5-302. Assignments</b></p>	
	<p>During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction and preferably in not more than two fields. The size of the faculty shall be appropriate for the total student enrollment.</p>	

QUESTION	CRITERIA	ANNOTATION
	<p>Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.</p>	
9.26	<p><b>3-3-304, 3-4-304, 3-5-304, &amp; 3-6-504. Stability</b></p>	
	<p>There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.</p>	
9.27	<p><b>3-4-303, 3-5-303, &amp; 3-6-503</b></p>	
	<p>Teaching Load. Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.</p>	
	<p><b>INTRODUCTION</b></p>	
	<p>In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.</p>	
9.28	<p><b>3-2-100–FACULTY</b></p>	
	<p>Teaching hours, assignments, and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, including student-teacher ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.</p>	
	<p><b>3-2-101 &amp; 3-3-303. Teaching Load</b></p>	
	<p>An instructor's teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.</p>	
9.29 thru 930	<p><b>3-2-106 &amp; 3-3-305. Student-Teacher Ratio</b></p>	

QUESTION	CRITERIA	ANNOTATION
	<p>(a) The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:</p> <p>(b) the amount of lecture given by instructors in skills-building and practice classes;</p> <p>(c) the level of existing skills of the students;</p> <p>(d) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and</p> <p>(e) the use of technology in providing alternative instruction or evaluation.</p>	
9.31	<p><b>3-3-200—EDUCATIONAL ACTIVITIES</b></p> <p><b>3-3-201. Objectives</b></p> <p>The objectives of an occupational associate's degree program are an extension of the institution's awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate's degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.</p> <p>Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.</p> <p><b>3-3-202. Education Requirements</b></p> <p>The minimum number of credits required for the occupational associate's degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.</p>	
9.32 thru 9.34	<p><b>3-3-203. Curriculum</b></p> <p>The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate's degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate's degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.</p> <p><b>3-3-204. Enrollment</b></p> <p>Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites</p>	
9.35 thru 9.36	<p><b>3-4-201. Objectives</b></p> <p>The objectives of an associate's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of an academic associate's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.</p> <p>Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.</p>	

QUESTION	CRITERIA	ANNOTATION
	<p><b>3-4-202. Education Requirements</b></p> <p>The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.</p> <p>There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements, and it must provide an explanation of the course numbering system.</p>	
9.37 thru 9.39	<p><b>3-4-203. Curriculum</b></p> <p>The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.</p> <p><b>3-4-204. Enrollment</b></p> <p>Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.</p>	
9.40 thru 9.42	<p><b>3-5-201. Objectives</b></p> <p>The objectives of a bachelor's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a bachelor's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.</p> <p>Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.</p> <p><b>3-5-202. Education Requirements</b></p> <p>The minimum number of credits required for the bachelor's degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.</p> <p>There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses.</p>	

QUESTION	CRITERIA	ANNOTATION
	<p>Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor's degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor's degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor's degree upon graduation.</p>	
<p>9.43 thru 9.45</p>	<p><b>3-5-203. Curriculum</b></p>	
	<p>The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.</p>	
	<p><b>3-5-204. Enrollment</b></p>	
	<p>Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.</p>	
<p>9.46</p>	<p><b>3-6-100—NATURE OF GRADUATE EDUCATION</b></p>	
	<p>The awarding of a master's degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component designed to teach research skills should be included.</p>	
	<p><b>3-6-300—ORGANIZATION AND ADMINISTRATION</b></p>	
	<p><b>3-6-301. Committee Oversight</b></p>	
	<p>The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.</p>	
<p>9.47 thru 9.49</p>	<p><b>3-6-302. Program Administration</b></p>	
	<p>The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.</p>	
<p>9.50</p>	<p><b>3-6-4-400—EDUCATIONAL ACTIVITIES</b></p>	
	<p><b>3-6-401. Objectives</b></p>	
	<p>The objectives of a master's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a master's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master's degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student's ability to integrate and apply the subject matter.</p>	

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

Criteria is in paragraph preceding questions

## ACADEMIC ADMINISTRATIVE CENTER

### 9. PROGRAM EVALUATION

#### The School of Business:

Accounting (online associate's program)

Accounting (online bachelor's program)

Business Management (residence bachelor's program)

Business Management (online bachelor's program)

Business Management (residence associate's program)

Business Management (online associate's program)

Business Administration (residence bachelor's program) / Marketing Management Option

Business Administration (online bachelor's program) / Finance Option / Human Resource Management Option / Marketing Option / Marketing Management Option

Business Administration (online associate's program)

Business Administration (online masters program)

Business Accounting Technology (online associate's program)

Business Accounting Technology (online bachelor's program) / Financial Accounting Option / Internal Controls Option

#### ALL PROGRAMS

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

Yes, all campuses  Yes, some campuses  No

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

Yes, all campuses  Yes, some campuses  No

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

The national chair of business, Sheldon Goldstein, is responsible for developing curriculum for all of the business programs offered at ITT Technical Institute. Mr. Goldstein has a bachelor of science in Mechanical Engineering from City College of New York, a master's degree in Mechanical Engineering from Massachusetts Institute of Technology, and a master of business in administration from Fairleigh Dickinson University.

Mr. Goldstein has over 15 years of experience in business and engineering management.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

9.05 Reviewed at campus level

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

(a) Student retention rate of 62% at all campuses?

Yes  No

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

Yes  No

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

Yes  No

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

(2-1-809, 3-1-512 and 3-1-111) The institution did not provide the team with any data to verify student retention and placement rates for the School of Business.

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

Yes  No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

Yes  No

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

Yes  No

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

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

9.12 Does the program use independent studies?

Yes  No (Skip to Question 9.13.)

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

Yes  No

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

Yes  No

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

Yes  No

9.17 Reviewed at campus level

9.18 Reviewed at campus level

9.19 Reviewed at campus level (remotely, prior to visit)

9.20 Reviewed at campus level

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

(a) Facilities

Yes  No  NA, reviewed at campus

(b) Instructional equipment

- Yes  No  NA, reviewed at campus
- (c) Resources  
 Yes  No
- (d) Personnel  
 Yes  No  NA, reviewed at campus
- 9.22 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes  No
- (b) Well-defined instructional objectives.  
 Yes  No
- c) The selection and use of appropriate and current learning materials.  
 Yes  No
- (d) Appropriate modes of instructional delivery.  
 Yes  No
- (e) The use of appropriate assessment strategies.  
 Yes  No
- (f) The use of appropriate experiences.  
 Yes  No

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

- 9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No  
The team will review this information at the campus level.
- 9.25 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No  
The team will review this information at the campus level.

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

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

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

- 9.27 Reviewed at campus level

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

- 9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

9.29 Reviewed at campus level

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

Yes  No

The team will review this at the campus level

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

Yes  No

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

Yes  No

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

Yes  No

9.38 Reviewed at campus level

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

Yes  No  Not applicable

**BACHELOR'S DEGREES ONLY**

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

Yes  No

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

Yes  No

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

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

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

Yes  No

9.44 Reviewed at campus level

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

Yes  No

**MASTER'S DEGREES ONLY**

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

Yes  No

- 9.47 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?  
 The national chair of business, Sheldon Goldstein, is responsible for developing curriculum and the administration of the masters program offered at ITT Technical Institute. Mr. Goldstein has a bachelor's of science in Mechanical Engineering from City College of New York, a master's degree in Mechanical Engineering from Massachusetts Institute of Technology, and a master of business in administration from Fairleigh Dickinson University.  
 Mr. Goldstein has over 15 years of experience in business and engineering management.
- 9.48 Does this person have appropriate academic or experiential qualifications?  
 Yes  No
- 9.49 Is the time devoted to the administration of the educational programs sufficient?  
 Yes  No
- 9.50 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?  
 Yes  No
- 9.51 Is there a policy to address graduate program faculty direct involvement in the development and modification of the master's degree policies, procedures, and curricula?  
 Yes  No
- 9.52 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required.?  
 Yes  No
- 9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.54 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes  No
- 9.55 Are the course prerequisites appropriate?  
 Yes  No
- 9.56 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?  
 Yes  No  NA, faculty hiring responsibilities are at campus level
- 9.57 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?  
 Yes  No  NA, faculty hiring responsibilities are at campus level
- 9.58 Does the institution encourage graduate faculty members to engage in scholarly research and to publish in professional journals?  
 Yes  No  NA, faculty hiring responsibilities are at campus level

GENERAL COMMENTS:

## ACADEMIC ADMINISTRATIVE CENTER

### 9. PROGRAM EVALUATION

**Associate of Applied Science in Mobile Communications Technology**

**Bachelor of Science in Electrical Engineering and Communications Technology**

**Bachelor of Science in Industrial Automation Engineering Technology**

**Bachelor of Science in Electrical Engineering Technology**

#### ALL PROGRAMS

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

Yes, all campuses  Yes, some campuses  No

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

The curriculum for these programs is developed by a curriculum committee which has members representing various ITT campuses at which these degree programs are offered. The curriculum committee is also responsible for continuous improvement of the curriculum, and also for dealing with any unscheduled upgrades/modification of the curriculum. The curriculum committee is headed by the national chair for the School of Electronics Technology.

Dr. Shen has worked as the National chair of the School of Electronics Technology at ITT Technical Institutes since May 2009. Prior to his selection for this position, Dr. Shen served as the corporate curriculum manager from 2006 to 2009, and as chair, School of Electronics Technology from 2000 to 2006 at ITT.

Dr. Shen was a visiting assistant professor at Monmoth College for two years (1998 to 2000). He held several teaching and professional positions in China and U.S.A. between 1970 and 1998.

Dr. Shen received the bachelor of science degree in Electronics Engineering from Dalian University of Technology (China) and the master of science degree in Physics from California State University, Los Angeles. Dr. Shen secured his PhD degree in Physics from University of California in Riverside.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

Dr. Shen indicated that the curriculum committee has sufficient authority and responsibility for development of these educational programs.

9.05 Reviewed at campus level

The curriculum for these programs has input from campuses of ITT during the development process.

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

(a) Student retention rate of 62% at all campuses?

Yes  No

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

Yes  No

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

Yes  No

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

- 9.07 Is there a policy for developing community resource involvement at the campus level for this program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Does the program use independent studies?  
 Yes  No (Skip to Question 9.14)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?  
 Yes  No
- 9.16 Is an appropriately detailed master syllabus on file for each course?  
 Yes  No
- 9.17 Reviewed at campus level
- 9.18 Reviewed at campus level
- 9.19 Reviewed at campus level (remotely, prior to visit)
- 9.20 Reviewed at campus level
- 9.21 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities  
 Yes  No  NA, reviewed at campus
- (b) Instructional equipment  
 Yes  No  NA, reviewed at campus
- (c) Resources  
 Yes  No
- (d) Personnel

- Yes  No  NA, reviewed at campus
- 9.22 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes  No
- (b) Well-defined instructional objectives.  
 Yes  No
- (c) The selection and use of appropriate and current learning materials.  
 Yes  No
- (d) Appropriate modes of instructional delivery.  
 Yes  No
- (e) The use of appropriate assessment strategies.  
 Yes  No
- (f) The use of appropriate experiences.  
 Yes  No

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

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

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

- 9.27 Reviewed at campus level

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

- 9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
- Yes  No
- If No, insert the section number in parentheses, list the instructor and course, and explain:

- 9.29 Reviewed at campus level

- 9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
- Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

- 9.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
- Yes  No
- 9.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
- Yes  No

- 9.37 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.38 Reviewed at campus level
- 9.39 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable

**BACHELOR'S DEGREES ONLY**

- 9.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes  No
- 9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes  No  NA, (institution offers all four years of the degree)
- 9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.44 Reviewed at campus level
- 9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

GENERAL COMMENTS:

## 9. PROGRAM EVALUATION

### Associate of Applied Science in Health Information Technology

#### ALL PROGRAMS

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

Yes, all campuses     Yes, some campuses     No

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

The curriculum for these programs is developed by a curriculum committee which has members representing various ITT campuses at which these degree programs are offered. The curriculum committee is also responsible for continuous improvement of the curriculum, and also for dealing with any unscheduled upgrades/modification of the curriculum. The curriculum committee is headed by the national chair for the School of Health Sciences.

Ms. Bonnie Aspiazu is the acting national chair for the School of Health Sciences at ITT Technical Institutes. She has been in her current position since 2009, and has also served as the program chair at the Indianapolis campus of ITT Technical Institute since 2006. Prior to joining ITT, Ms. Aspiazu was vice president for professional services at Tipton Hospital for 23 years (1983 to 2006).

Ms. Aspiazu received the Bachelor of Science degree in Medical Records Administration from Indiana University-Perdue University. She got her Master of Business Administration (MBA) degree from Indiana Wesleyan University. Ms. Aspiazu is a fellow of American College of Health Care Executives and a Registered Health Administration Professional.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes     No

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

Yes     No

Ms. Aspiazu indicated that the curriculum committee has sufficient authority and responsibility for development of these educational programs.

9.05 Reviewed at campus level

The curriculum for these programs has input from campuses of ITT during the development process.

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

(a) Student retention rate of 62% at all campuses?

Yes     No

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

Yes     No

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

Yes     No

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

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

Yes     No

- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Does the program use independent studies?  
 Yes  No (Skip to Question 9.13.)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?  
 Yes  No
- 9.16 Is an appropriately detailed master syllabus on file for each course?  
 Yes  No
- 9.17 Reviewed at campus level
- 9.18 Reviewed at campus level
- 9.19 Reviewed at campus level (remotely, prior to visit)
- 9.20 Reviewed at campus level
- 9.21 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities  
 Yes  No  NA, reviewed at campus
- (b) Instructional equipment  
 Yes  No  NA, reviewed at campus
- (c) Resources  
 Yes  No
- (d) Personnel  
 Yes  No  NA, reviewed at campus
- 9.22 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes  No
- (b) Well-defined instructional objectives.  
 Yes  No

- c) The selection and use of appropriate and current learning materials.  
 Yes  No
- (d) Appropriate modes of instructional delivery.  
 Yes  No
- (e) The use of appropriate assessment strategies.  
 Yes  No
- (f) The use of appropriate experiences.  
 Yes  No

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

- 9.23 Is there a policy to address faculty assignments regarding teaching in no more than three fields of instruction, with no more than five preparations?

Yes  No

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

**This was confirmed by the national chair of the School of Information Technology.**

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

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

Yes  No  NA, hiring responsibility is at campus level

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

- 9.27 Reviewed at campus level

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

- 9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

- 9.29 Reviewed at campus level 9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

Yes  No

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

Yes  No

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

Yes  No

- 9.38 Reviewed at campus level

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

Yes  No  Not applicable

GENERAL COMMENTS:

## 9. PROGRAM EVALUATION

### Bachelor of Science in Project Management (Residence Program)

#### ALL PROGRAMS

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

Yes, all campuses  Yes, some campuses  No

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

The curriculum for these programs is developed by a curriculum committee which has members representing various ITT campuses at which these degree programs are offered. The curriculum committee is also responsible for continuous improvement of the curriculum, and also for dealing with any unscheduled upgrades/modification of the curriculum. The curriculum committee is headed by the national chair for the School of Information Technology.

Mr. Wenzhuang Liu is the national chair of the School of Information Technology at ITT Technical Institutes. Before assuming this role in 2009, Mr. Liu worked as the director of curriculum development from 2005 to 2009, and corporate curriculum manager from 1999 to 200d, at ITT. He also worked as senior network analyst at ITT for nine years. Mr. Liu worked in a number of academic and administrative positions at four institutions in China, New Zealand and U.S.A. between 1982 and 1997.

Mr. Liu got the bachelor of arts degree in English and Literature form Xi'An Foreign languages University (China). Mr. Liu received a Master of Arts degree in Student Personnel Administration in Higher Education, and Master of Science degree in Information and Communications Science from Ball State University.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

Mr. Liu indicated that the curriculum committee has sufficient authority and responsibility for development of these educational programs.

9.05 Reviewed at campus level

The curriculum for these programs has input from campuses of ITT during the development process.

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

(a) Student retention rate of 62% at all campuses?

Yes  No

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

Yes  No

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

Yes  No

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

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

Yes  No

- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Does the program use independent studies?  
 Yes  No (Skip to Question 9.13.)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?  
 Yes  No
- 9.16 Is an appropriately detailed master syllabus on file for each course?  
 Yes  No
- 9.17 Reviewed at campus level
- 9.18 Reviewed at campus level
- 9.19 Reviewed at campus level (remotely, prior to visit)
- 9.20 Reviewed at campus level
- 9.21 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities  
 Yes  No  NA, reviewed at campus
- (b) Instructional equipment  
 Yes  No  NA, reviewed at campus
- (c) Resources  
 Yes  No
- (d) Personnel  
 Yes  No  NA, reviewed at campus
- 9.22 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes  No
- (b) Well-defined instructional objectives.  
 Yes  No

- c) The selection and use of appropriate and current learning materials.  
 Yes  No
- (d) Appropriate modes of instructional delivery.  
 Yes  No
- (e) The use of appropriate assessment strategies.  
 Yes  No
- (f) The use of appropriate experiences.  
 Yes  No

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

- 9.23 Is there a policy to address faculty assignments regarding teaching in no more than three fields of instruction, with no more than five preparations?

Yes  No

This was confirmed by the national chair of the School of Information Technology.

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

- 9.27 Reviewed at campus level

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

- 9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

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

- 9.29 Reviewed at campus level

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

Yes  No

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

**BACHELOR'S DEGREES ONLY**

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

Yes  No

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

Yes  No

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

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

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

Yes  No

9.44 Reviewed at campus level

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

Yes  No

GENERAL COMMENTS:



## 9. PROGRAM EVALUATION

**Bachelor of Science in Construction Management (residence program)**

**Bachelor of Science in Construction Management (online program)**

**Associate of Applied Science in Drafting and Design Technology (residence program)**

**Associate of Applied Science in Drafting and Design Technology (online program)**

**Associate of Applied Science in Computer Drafting and Design**

**Associate of Applied Science in Construction Technology (online program)**

### ALL PROGRAMS

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

Yes, all campuses     Yes, some campuses     No

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

All construction management, construction technology, computer drafting, and drafting and design programs are included in the School of Drafting and Design. Mr. Thomas Bledsaw is the national chair for the school. Mr. Bledsaw possesses both a bachelor of science and a master of science in Industrial Technology. He has eight years of profession-related experience and 20 years of education experience as both a faculty member teaching drafting and CAD courses and as an administrator.

Curricular modifications can be initiated by the faculty through a cooperate level School of Drafting and Design committee comprised of discipline specific faculty members from the thirteen districts encompassing the geographic areas covered by ITT institutions. Faculty members are also encouraged to suggest curricular modifications through a faculty collaborative portal. Curricular modifications required by software updates are typically initiated by the national chair or the national director of curriculum development. A curriculum team comprised of subject matter experts, many of whom are ITT faculty members, incorporate modifications into the course support materials which include the syllabus, instructor guide, assignments, and tests.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes     No

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

Yes     No

9.05 Reviewed at campus level

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

(a) Student retention rate of 62% at all campuses?

Yes     No

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

Yes     No

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

Yes     No

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

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

- Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Does the program use independent studies?  
 Yes  No (Skip to Question 9.13.)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?  
 Yes  No
- 9.16 Is an appropriately detailed master syllabus on file for each course?  
 Yes  No
- 9.17 Reviewed at campus level
- 9.18 Reviewed at campus level
- 9.19 Reviewed at campus level (remotely, prior to visit)
- 9.20 Reviewed at campus level
- 9.21 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities  
 Yes  No  NA, reviewed at campus
- (b) Instructional equipment  
 Yes  No  NA, reviewed at campus
- (c) Resources  
 Yes  No
- (d) Personnel  
 Yes  No  NA, reviewed at campus
- 9.22 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes  No
- (b) Well-defined instructional objectives.

Yes  No

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

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

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

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

Yes  No

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

Yes  No

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

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

Yes  No  NA, hiring responsibility is at campus level

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

Yes  No

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

Yes  No

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

Yes  No

9.38 Reviewed at campus level

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

Yes  No  Not applicable

**BACHELOR'S DEGREES ONLY**

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

Yes  No

- 9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes  No  NA, (institution offers all four years of the degree)
- 9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.44 Reviewed at campus level
- 9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

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

GENERAL COMMENTS:



## 9. PROGRAM EVALUATION

### AAC Nursing

#### ALL PROGRAMS

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

Yes, all campuses  Yes, some campuses  No

If Yes, list the relevant campuses.

This requirement is relevant for all campuses that offer the nursing program(s).

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

The Associate of Science in Nursing program prepares graduates to become licensed registered nurses after successfully passing the National Council Licensure Examination - Registered Nurse (NCLEX-RN). The curriculum provides a balance of didactic theory and practical skills training in the laboratory and at clinical sites to meet the educational and placement objectives of the program. The curriculum addresses the traditional areas of nursing practice as well as the concepts of professional nursing roles of caregiver, advocate, educator, communicator, and manager. Assessment of student learning occurs at reasonable intervals and consists of supervised evaluation of nursing care skills as well as tests and examinations that are based upon the format used on the licensure examination.

Students in the Bachelor of Science in Nursing program have already passed the NCLEX-RN and are licensed as registered nurses as a requirement for admission into the program.

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

Yes, all campuses  Yes, some campuses  No

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

The NCLEX-RN is a national computerized test that is required for licensure to practice as a registered nurse in all states. The examination council has established criteria for pass rates.

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

The institution was not required to submit a composite IAR, therefore this information could not be ascertained.

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

Yes, all campuses  Yes, some campuses  No

List the campuses that fell below standard:

See letter 'c' above.

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

The curricula for the nursing programs were developed by the corporate chair of health sciences at the time as well as several nursing educators/consultants in the field. The process involved concept exploration, research, and content development in collaboration with the corporate staff responsible for curriculum development including the chief academic officer, the vice president for curriculum development, and the directors of curriculum development for general studies and distance education. Based upon a review of their personnel files, these individuals are qualified for their positions.

Ms. Faye McHaney is the interim national chair for the Breckenridge School of Nursing. Ms. McHaney has an Associate of Science in Nursing, a Bachelor of Science in Nursing, and a Master of Science in Nursing from the University of Mobile, and a Doctorate of Nursing Practice from the University of South Alabama. Ms. McHaney is

a registered nurse, an advanced registered nurse practitioner, and a certified family nurse practitioner with 18 years of experience in the field.

The process of curriculum development is ongoing. Faculty members from individual campuses provide direct input through the faculty portal and local campus faculty meetings. Representatives from the 13 regional curriculum committees meet annually with the national chair to discuss and refine curriculum.

The corporation also makes use of local advisory committees consisting of industry professionals to determine local employer expectations, changing technology, and student outcomes in curriculum.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

9.05 Reviewed at campus level

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

(a) Student retention rate of 62% at all campuses?

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

The corporate policy for the use of community resources includes the use of advisory committees at each campus that meet a minimum of twice annually to provide evaluative feedback to the nursing program(s). The committee must be composed of at least seven representatives from health facilities and clinical sites used by the program and members of the community that represent the nursing profession.

The national chair for the nursing program trains the nursing chairs at each site to monitor the use of community resources to include at least two activities per quarter. The expectation is that guest speakers and field trips are an integral part of each course.

The Associate of Science in Nursing program uses local healthcare facilities to provide concurrent clinical experiences as part of each nursing care course. The clinical practica provide students with opportunities for application of theory in clinical practice and for development of critical reasoning, integration of values and roles, problem solving, technical skill competency, communication, and collegial relationship skills across a variety of healthcare settings.

The nursing chair is responsible for assisting the campuses in identifying and establishing suitable clinical sites at a variety of healthcare facilities, including inpatient and community based providers. The sites are generally contracted at least six months prior to the first clinical experience. Clinical sites must meet the requirements specified by the board of nursing regulations in each state. In addition, some states require approval by the board before they can be used for practica.

Formal clinical agreements/contracts are negotiated and signed between the campus and the clinical site. The contract stipulates the responsibilities of each party, general information about the clinical experience, terms and termination

acknowledgements, insurance requirements, and nondiscrimination statements. These contracts are subject to renewal based on the length of contract, as determined by the agency.

Students enrolled in the clinical courses also sign agreements of risk and release detailing expectations for eligibility, conduct, and responsibilities.

- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Does the program use independent studies?  
 Yes  No (Skip to Question 9.13.)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?  
 Yes  No
- 9.16 Is an appropriately detailed master syllabus on file for each course?  
 Yes  No
- 9.17 Reviewed at campus level
- 9.18 Reviewed at campus level
- 9.19 Reviewed at campus level (remotely, prior to visit)
- 9.20 Reviewed at campus level
- 9.21 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities  
 Yes  No  NA, reviewed at campus
- (b) Instructional equipment  
 Yes  No  NA, reviewed at campus
- (c) Resources  
 Yes  No
- (d) Personnel  
 Yes  No  NA, reviewed at campus
- 9.22 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.

- Yes  No
- (b) Well-defined instructional objectives.  
 Yes  No
- c) The selection and use of appropriate and current learning materials.  
 Yes  No
- (d) Appropriate modes of instructional delivery.  
 Yes  No
- (e) The use of appropriate assessment strategies.  
 Yes  No
- (f) The use of appropriate experiences.  
 Yes  No

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

- 9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No  
The national nursing chair is qualified for the position. The team did not review faculty qualifications at the AAC.
- 9.25 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No  
The team did not review faculty composition.

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

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

**OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.31 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes  No
- 9.32 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  NA, (no students in the second year)
- 9.34 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

- 9.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes  No
- 9.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.37 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.38 Reviewed at campus level
- 9.39 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable

**BACHELOR'S DEGREES ONLY**

- 9.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes  No
- 9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes  No  NA, (institution offers all four years of the degree)
- 9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.44 Reviewed at campus level
- 9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

GENERAL COMMENTS:  


## 9. PROGRAM EVALUATION

**Bachelors of Science - Digital Entertainment and Game Design**

**Associate of Applied Science - Graphic Associate of Applied Science - Communications and Design**

**Associate of Applied Science - Visual Communications**

**Associate of Applied Science - Web Design Technology (online)**

**Associate of Applied Science - Web Design (Online Program)**

### ALL PROGRAMS

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

Yes, all campuses  Yes, some campuses  No

Yes, all campuses  Yes, some campuses  No

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

Thomas Bledsaw is the national program manager for the School of Drafting & Design at the headquarters of ITT. Thomas has a Bachelor's of Science in Industrial Technology and a Master's of Science in Industrial Technology. He is in charge of overseeing all programs provided to the campuses.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Thomas is qualified for all drafting degrees, but he does not have any formal experience in Digital Entertainment, Game Development, or Web Development which is included in his program he is in charge of.

However, there are two subject matter experts utilized and are qualified to exhibit guidance in the development of these programs.

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

Yes  No

9.05 Reviewed at campus level

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

(a) Student retention rate of 62% at all campuses?

Yes  No

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

Yes  No

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

Yes  No

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

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

Yes  No

- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Does the program use independent studies?  
 Yes  No (Skip to Question 9.13.)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?  
 Yes  No
- 9.16 Is an appropriately detailed master syllabus on file for each course?  
 Yes  No
- 9.17 Reviewed at campus level
- 9.18 Reviewed at campus level
- 9.19 Reviewed at campus level (remotely, prior to visit)
- 9.20 Reviewed at campus level
- 9.21 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities  
 Yes  No  NA, reviewed at campus
- (b) Instructional equipment  
 Yes  No  NA, reviewed at campus
- (c) Resources  
 Yes  No
- (d) Personnel  
 Yes  No  NA, reviewed at campus
- 9.22 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes  No
- (b) Well-defined instructional objectives.  
 Yes  No

- c) The selection and use of appropriate and current learning materials.  
 Yes  No
- (d) Appropriate modes of instructional delivery.  
 Yes  No
- (e) The use of appropriate assessment strategies.  
 Yes  No
- (f) The use of appropriate experiences.  
 Yes  No

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

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

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

- 9.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes  No
- 9.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.37 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.38 Reviewed at campus level
- 9.39 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable

**BACHELOR'S DEGREES ONLY**

- 9.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes  No
- 9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes  No  NA, (institution offers all four years of the degree)
- 9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No

9.44 Reviewed at campus level

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

Yes  No

GENERAL COMMENTS:



## 9. PROGRAM EVALUATION

**Bachelor of Science in Criminal Justice (Residence and Online)**

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

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

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

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

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

### ALL PROGRAMS

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

Yes, all campuses  Yes, some campuses  No

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

Yes, all campuses  Yes, some campuses  No

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

Yes, all campuses  Yes, some campuses  No

List the campuses that fell below standard:

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

Yes  No

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

**Not applicable**

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

Mrs. Chastity Miller is the national chair responsible for curriculum development and oversight for all of the criminal justice and paralegal programs. Mrs. Miller received a Masters of Criminal Justice from South University and a Bachelor of Science in Organizational Leadership from Bluffton College.

Mrs. Miller is a certified paralegal.

Mrs. Miller has over seven years of professional experience in both the paralegal and criminal justice fields.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

9.05 Reviewed at campus level

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

(a) Student retention rate of 62% at all campuses?

Yes  No

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

Yes  No

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

Yes  No

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

**Not Applicable for this institution.**

- 9.07 Is there a policy for developing community resource involvement at the campus level for this program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Does the program use independent studies?  
 Yes  No (Skip to Question 9.13.)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?  
 Yes  No
- 9.16 Is an appropriately detailed master syllabus on file for each course?  
 Yes  No
- 9.17 Reviewed at campus level
- 9.18 Reviewed at campus level
- 9.19 Reviewed at campus level (remotely, prior to visit)
- 9.20 Reviewed at campus level
- 9.21 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities  
 Yes  No  NA, reviewed at campus
- (b) Instructional equipment  
 Yes  No  NA, reviewed at campus
- (c) Resources

- Yes  No
- (d) Personnel
- Yes  No  NA, reviewed at campus
- 9.22 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
- Yes  No
- (b) Well-defined instructional objectives.
- Yes  No
- (c) The selection and use of appropriate and current learning materials.
- Yes  No
- (d) Appropriate modes of instructional delivery.
- Yes  No
- (e) The use of appropriate assessment strategies.
- Yes  No
- (f) The use of appropriate experiences.
- Yes  No

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

- 9.23 Is there a policy to address faculty assignments regarding teaching in no more than three fields of instruction, with no more than five preparations?
- Yes  No

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

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

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

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

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

- 9.27 Reviewed at campus level

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

- 9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

9.29 Reviewed at campus level

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

Yes  No

**OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

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

Yes  No

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

Yes  No

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

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

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

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

Yes  No

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

Yes  No

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

Yes  No

9.38 Reviewed at campus level

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

Yes  No  Not applicable

**BACHELOR'S DEGREES ONLY**

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

Yes  No

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

Yes  No

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

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

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

Yes  No

9.44 Reviewed at campus level

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

Yes  No

GENERAL COMMENTS:

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

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

## 9. PROGRAM EVALUATION

See listing of programs in School of Information Technology in Section 1

### ALL PROGRAMS

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes, all campuses  Yes, some campuses  No  
 Is there a federal or state licensing agency established pass rate for this program?  
 Yes, all campuses  Yes, some campuses  No  
 Do the current year's program pass rates meet the minimum pass rate set by the council standard of 60%?  
 Yes, all campuses  Yes, some campuses  No  
 If No, does the Institutional Effectiveness Plan (IEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?  
 Yes  No
- 9.02 Who is developed the academic program(s), and what are this person's qualifications?  
 Mr. Wen Liu is the national chair overseeing the information technology programs. Mr. Liu holds a Master of Science in Information and Communication Science and a Master of Arts in Student Personnel Administration in Higher Education from Ball State University.  
 Mr. Liu has over 20 years professional experience in information technology curriculum development in higher education.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program developer has sufficient authority and responsibility for the development and of the educational program(s)?  
 Yes  No
- 9.05 Reviewed at campus level
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62% at all campuses?  
 Yes  No  
 (a) Student placement rate of 58% at all campuses?  
 Yes  No  
 If No for either item or if the data is not available, does the Institutional Effectiveness Plan (IEP) include data, analysis and activities to meet or exceed the relevant standard:  
 Yes  No  
 If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
- 9.07 Is there a policy for developing community resource involvement at the campus level for this program?  
 Yes  NA
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

- Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Does the program use independent studies?  
 Yes  No (Skip to Question 9.13.)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?  
 Yes  No
- 9.16 Is an appropriately detailed master syllabus on file for each course?  
 Yes  No
- 9.17 Reviewed at campus level
- 9.18 Reviewed at campus level
- 9.19 Reviewed at campus level (remotely, prior to visit)
- 9.20 Reviewed at campus level
- 9.21 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities  
 Yes  No  NA, reviewed at campus
- (b) Instructional equipment  
 Yes  No  NA, reviewed at campus
- (c) Resources  
 Yes  No
- (d) Personnel  
 Yes  No  NA, reviewed at campus
- 9.22 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes  No
- (b) Well-defined instructional objectives.  
 Yes  No
- c) The selection and use of appropriate and current learning materials.  
 Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

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

9.23 Is there a policy to address faculty assignments regarding teaching in no more than three fields of instruction, with no more than five preparations?

Yes  No

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

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

Yes  No

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

Yes  No

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

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

Yes  No  NA, hiring responsibility is at campus level

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

9.27 Reviewed at campus level

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

9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

9.29 Reviewed at campus level

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

Yes  No

**OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

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

Yes  No

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

Yes  No

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

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

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

Yes  No

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

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

Yes  No

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

Yes  No

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

Yes  No

9.38 Reviewed at campus level

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

Yes  No  Not applicable

**BACHELOR'S DEGREES ONLY**

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

Yes  No

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

Yes  No

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

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

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

Yes  No

9.44 Reviewed at campus level

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

Yes  No

**GENERAL COMMENTS:**

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

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

## 9. PROGRAM EVALUATION

**Bachelor of Science in Project Management and Administration-Project Management and Administration Option (Residence Program)**

**Bachelor of Science in Project Management and Administration- Construction Option (Residence Program)**

**Bachelor of Science in Project Management and Administration- Information Technology Option (Residence Program)**

**Bachelor of Science in Project Management and Administration (Residence Program)**

### ALL PROGRAMS

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

Yes, all campuses  Yes, some campuses  No

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

The curriculum for these programs is developed by a curriculum committee which has members representing various ITT campuses at which these degree programs are offered. The curriculum committee is also responsible for continuous improvement of the curriculum, and also for dealing with any unscheduled upgrades/modification of the curriculum. The curriculum committee is headed by the national chair for the School of Business.

Mr. Goldstein has been working as the National chair for the School of Business at ITT Technical Institutes since 2010. He was the associate dean for the School of Professional Studies from 2005 to 2008 at Indiana Institute of Technology. Mr. Goldstein was an associate professor from 2009 to 2010, and assistant professor from 2004 to 2009, at Indiana Institute of Technology. He worked as an adjunct faculty member at several institutions from 1979 to 2008.

Mr. Goldstein received a Bachelor of Science degree in Mechanical Engineering from City University of New York and a Master of Science degree in Mechanical Engineering from Massachusetts Institute of Technology. He received the Master of Business Administration (Finance) degree from Fairleigh Dickinson University.

Mr. Goldstein is a licensed professional Engineer in Indiana, New York, New Jersey, and Ohio. He is an ACQ certified Quality Auditor and Six Sigma Green Belt professional.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

Yes  No

Mr. Goldstein indicated that the curriculum committee has sufficient authority and responsibility for development of these educational programs.

9.05 Reviewed at campus level

The curriculum for these programs has input from campuses of ITT during the development process.

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

Yes  No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

Yes  No

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

- Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes  No  NA, (these elements are not part of the program or no student is far enough along in the program)
- 9.12 Does the program use independent studies?
- Yes  No (Skip to Question 9.13.)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?
- Yes  No
- 9.16 Is an appropriately detailed master syllabus on file for each course?
- Yes  No
- 9.17 Reviewed at campus level
- 9.18 Reviewed at campus level
- 9.19 Reviewed at campus level (remotely, prior to visit)
- 9.20 Reviewed at campus level
- 9.21 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities
- Yes  No  NA, reviewed at campus
- (b) Instructional equipment
- Yes  No  NA, reviewed at campus
- (c) Resources
- Yes  No
- (d) Personnel
- Yes  No  NA, reviewed at campus
- 9.22 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
- Yes  No
- (b) Well-defined instructional objectives.
- Yes  No
- (c) The selection and use of appropriate and current learning materials.
- Yes  No
- (d) Appropriate modes of instructional delivery.
- Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

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

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No  NA, hiring responsibility is at campus level

**ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY**

9.27 Reviewed at campus level

**for nondegree programs AND occupational ASSOCIATE'S DEGREEs only**

9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

9.29 Reviewed at campus level

9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

**BACHELOR'S DEGREES ONLY**

9.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

Yes  No

9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes  No

9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

Yes  No  NA, (institution offers all four years of the degree)

9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes  No

9.44 Reviewed at campus level

9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?

Yes  No

GENERAL COMMENTS:



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**From:** Derrick Ware <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/5776530544824229828FB68CF76C350 E-DERRICK.WAR>  
**Sent:** 9/23/2015 4:00:41 PM -0400  
**To:** Niana Moore <NWS1@acics.org>  
**Subject:** FW: ITT Distance Education Consortium Agreement  
**Attachments:** Consortium Agreement Spokane WA\_ITT Tech Online\_SP\_Round5.doc; 00016074 ITT Technical Institute, Spokane Valley, WA, Consortium Agreeeme...pdf; 051 SPO 09-04-15 (09-08-15) Vol 88 racio.pdf; IMG\_0032.jpg

Just an FYI on the note I sent to AID Mgmt. In case you encounter it later.

---

**From:** Derrick Ware  
**Sent:** Wednesday, September 23, 2015 3:44 PM  
**To:** AID Management Team  
**Subject:** ITT Distance Education Consortium Agreement

Good afternoon,

I am visiting ITT Tech in Spokane Valley, WA. Our team has an area of concern with the catalog's disclosure of the Distance Education (DE) consortium agreement. The catalog states on page 30, "*DE courses are delivered online over the Internet through an asynchronous learning network*," however, ITT-Indianapolis Online Division (ITT Online) is not listed as the host institution for DE anywhere in the catalog and the consortium agreement is not clearly referenced either. This has been addressed with the Campus Director, who has escalated the concern to ITT Corporate. Corporate responded with an draft catalog addendum (not an official one) that identifies ITT Online as the host institution, but does not clearly state that 50% percent of the program must be delivered by the home institution per Criteria (Section 2-2-504(c)). They (ITT) are saying they "can't disclose every detail of the agreement" and stating that ACICS did not mandate the 50% statement.

Attached are the following:

- ITT consortium agreement
- ACICS approval of consortium agreement
- ITT-Spokane Valley Catalog
- Picture of email from corporate

Below is a screenshot of the Online Courses section of the catalog (page 30). The picture of email (IMG\_0032) has a highlighted paragraph under the Online Student Preparations that is not included in the actual catalog (see below).

ITT Corporate believes the information disclosed in the catalog is sufficient, but our team does not believe the consortium agreement is fully disclosed and plan to include this as a finding unless you decide that ITT is correct in their interpretation of the consortium agreement approval. Please advise.

Derrick

051 SPO 09-04-15 (09-08-15) Vol 88 recio (3).pdf (SECURED) - Adobe Acrobat Pro

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Tools Comment Share

Distance education courses are partially in residence and partially online, as determined by the school from time to time in its discretion.

**In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of these courses. Support materials for each distance education course are sent to the student. These materials may include course syllabus, textbook, CD-ROM and other printed documents required for the distance education course. Students are assigned a cohort group for each distance education course. Online interaction within their assigned group and with the instructor is through discussion board and e-mail systems.

Any student who is registered to take a distance education course will be assigned a unique login identifier and prompted to create a unique password. The unique login identifier and instructions on how to create a unique password will be sent via e-mail to the student's e-mail account at the school. The student may not share his or her login identifier or password with other students or any person at the school. A copy of the school's privacy policy can be obtained at <http://www.itt-tech.edu/privacy.cfm/>. A student will not be charged any fees for verifying the student's identity.

**Online Student Preparation** - Prior to starting any of the distance education courses taught online over the Internet in any program, the student is required to complete the online student preparation, which describes the protocols that the student must follow when taking a distance education course online over the Internet.

**Student Equipment** - The student is responsible, at his or her expense, for providing all supplies and equipment for the student's use in the distance education courses in any program that is taught online over the Internet. The student equipment includes, without limitation, a computer (and the associated accessories and peripheral equipment, including without limitation, a monitor, keyboard and printer), software, Internet service and e-mail account ("Student Equipment"). In order to assist students whose access to their Student Equipment is disrupted, the school will, from time to time in its discretion, make available certain computers, associated peripheral equipment and Internet access at the school for use by those students.

3:13 PM 9/23/2015





September 22, 2015

*Sent Via Email Only*

Mr. Bill King  
 Director  
 ITT Technical Institute  
 13518 East Indiana Avenue  
 Spokane Valley, WA 99216  
 (b)(6)@itt-tech.edu  
 (b)(6)@itt-tech.edu

Dear Mr. King:

**SUBJECT: Approval of Consortium Agreement**  
 Approval Date: **September 22, 2015**

Campus Name, City, State	Accrediting Agency ID:	Accrediting Agency	Application ID:	Home or Host Campus
ITT Technical Institute, Online Division, Indianapolis, IN	00016040	ACICS	65871	Host
ITT Technical Institute, Spokane Valley, WA	00016074	ACICS	65871	Home
ITT Technical Institute, Everett, WA	00016063	ACICS	65871	Home
ITT Technical Institute Seattle, WA	00016073	ACICS	65871	Home

This letter serves to affirm the Council received and reviewed the consortium agreement between the institutions listed above. In accordance with the ACICS *Accreditation Criteria*, Sections 2-2-504 *Contracts or Agreements with Accredited Institutions*, an institution is permitted to arrange for delivery of a portion of its approved programs by another accredited institution provided certain conditions are met. The Council has confirmed that the host and home institutions listed above are currently accredited by the Accrediting Council of Independent Colleges and Schools (ACICS).

Furthermore, more than 50% of the overall program must be delivered by the institution that awards the academic credential and the *Home* institution is responsible for disclosure of participation in the consortium agreement to the students via the published catalog. ACICS reserves the right to conduct an on-site visit to the *Host* institution at least once in three years.

Approval of Consortium Agreement  
Mr. Bill King – ITT Technical Institute  
September 22, 2015  
Page 2 of 2

Based on the information provided to the Council, the documentation submitted appears to be within Council guidelines for consortium agreements. Institutions are advised that specific state and federal regulations may apply and the institution must comply with any applicable Federal Student Financial Aid statutory and regulatory requirements. Please notify the Council of any changes to this agreement.

Thank you for keeping the Council aware of the activities taking place at your institution. Please contact Ms. Terri Jelinek at [tjelinek@acics.org](mailto:tjelinek@acics.org) if you have any questions regarding this matter.

Sincerely,

(b)(6)

Susan Greer  
Vice President – Operations  
202.336.6789

- c: 00016063 ITT Technical Institute, Everett, WA - (b)(6) [@itt-tech.edu](mailto:(b)(6)@itt-tech.edu)
- 00016073 ITT Technical Institute, Seattle, WA - (b)(6) [@itt-tech.edu](mailto:(b)(6)@itt-tech.edu)
- 00016040 ITT Technical Institute, Indianapolis, IN - (b)(6) [@itt-tech.edu](mailto:(b)(6)@itt-tech.edu)

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

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of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

**From:** Periller Walters-Gilliam <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/6F0EFC3DD0614F609E6B1F2E85504411-PWGILLIAM>  
**Sent:** 9/23/2015 3:56:50 PM -0400  
**To:** Niana Moore <(b)(5)@acics.org>  
**Subject:** FW: ITT Distance Education Consortium Agreement  
**Attachments:** Consortium Agreement Spokane WA ITT Tech Online SP Round5.doc; 00016074 ITT Technical Institute, Spokane Valley, WA, Consortium Agreeeme...pdf; 051 SPO 09-04-15 (09-08-15) Vol 88 recio.pdf; IMG\_0032.jpg

**From:** Derrick Ware  
**Sent:** Wednesday, September 23, 2015 3:47 PM  
**To:** AID Management Team  
**Subject:** ITT Distance Education Consortium Agreement

Good afternoon,

I am visiting ITT Tech in Spokane Valley, WA. Our team has an area of concern with the catalog's disclosure of the Distance Education (DE) consortium agreement. The catalog states on page 30, "*DE courses are delivered online over the Internet through an asynchronous learning network.*", however, ITT-Indianapolis Online Division (ITT Online) is not listed as the host institution for DE anywhere in the catalog and the consortium agreement is not clearly referenced either. This has been addressed with the Campus Director, who has escalated the concern to ITT Corporate. Corporate responded with a draft catalog addendum (not an official one) that identifies ITT Online as the host institution, but does not clearly state that 50% percent of the program must be delivered by the home institution per Criteria (Section 2-2-504(c)). They (ITT) are saying they "can't disclose every detail of the agreement" and stating that ACICS did not mandate the 50% statement.

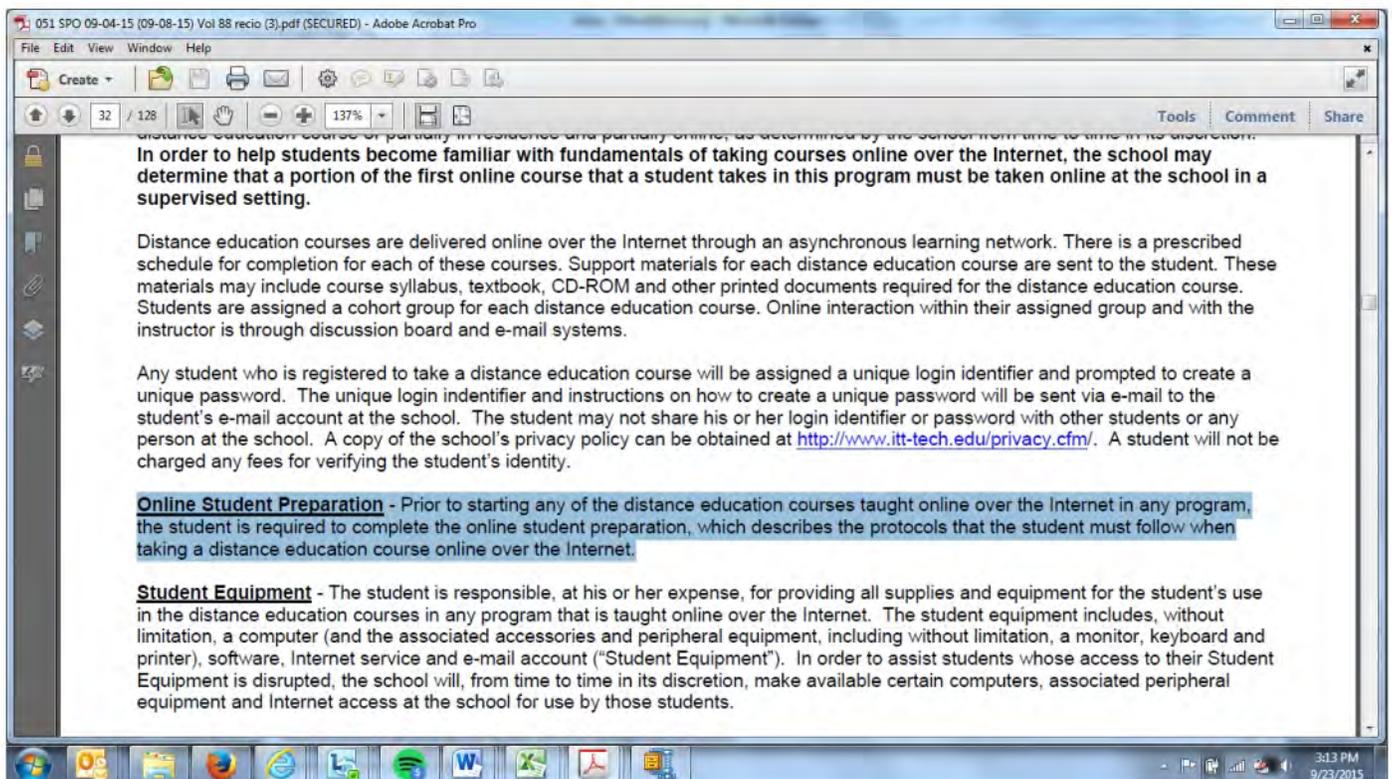
Attached are the following:

- ITT consortium agreement
- ACICS approval of consortium agreement
- ITT-Spokane Valley Catalog
- Picture of email from corporate

Below is a screenshot of the Online Courses section of the catalog (page 30). The picture of email (IMG\_0032) has a highlighted paragraph under the Online Student Preparations that is not included in the actual catalog (see below).

ITT Corporate believes the information disclosed in the catalog is sufficient, but our team does not believe the consortium agreement is fully disclosed and plan to include this as a finding unless you decide that ITT is correct in their interpretation of the consortium agreement approval. Please advise.

Derrick



051 SPO 09-04-15 (09-08-15) Vol 88 recio (3).pdf (SECURED) - Adobe Acrobat Pro

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Tools Comment Share

Distance education courses or partially in residence and partially online, as determined by the school from time to time in its discretion.

**In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of these courses. Support materials for each distance education course are sent to the student. These materials may include course syllabus, textbook, CD-ROM and other printed documents required for the distance education course. Students are assigned a cohort group for each distance education course. Online interaction within their assigned group and with the instructor is through discussion board and e-mail systems.

Any student who is registered to take a distance education course will be assigned a unique login identifier and prompted to create a unique password. The unique login identifier and instructions on how to create a unique password will be sent via e-mail to the student's e-mail account at the school. The student may not share his or her login identifier or password with other students or any person at the school. A copy of the school's privacy policy can be obtained at <http://www.itt-tech.edu/privacy.cfm/>. A student will not be charged any fees for verifying the student's identity.

**Online Student Preparation** - Prior to starting any of the distance education courses taught online over the Internet in any program, the student is required to complete the online student preparation, which describes the protocols that the student must follow when taking a distance education course online over the Internet.

**Student Equipment** - The student is responsible, at his or her expense, for providing all supplies and equipment for the student's use in the distance education courses in any program that is taught online over the Internet. The student equipment includes, without limitation, a computer (and the associated accessories and peripheral equipment, including without limitation, a monitor, keyboard and printer), software, Internet service and e-mail account ("Student Equipment"). In order to assist students whose access to their Student Equipment is disrupted, the school will, from time to time in its discretion, make available certain computers, associated peripheral equipment and Internet access at the school for use by those students.

3:13 PM 9/23/2015





September 22, 2015

*Sent Via Email Only*

Mr. Bill King  
 Director  
 ITT Technical Institute  
 13518 East Indiana Avenue  
 Spokane Valley, WA 99216  
 (b)(6)@itt-tech.edu  
 (b)(6)@itt-tech.edu

Dear Mr. King:

**SUBJECT: Approval of Consortium Agreement**  
 Approval Date: **September 22, 2015**

Campus Name, City, State	Accrediting Agency ID:	Accrediting Agency	Application ID:	Home or Host Campus
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ITT Technical Institute, Spokane Valley, WA	00016074	ACICS	65871	Home
ITT Technical Institute, Everett, WA	00016063	ACICS	65871	Home
ITT Technical Institute Seattle, WA	00016073	ACICS	65871	Home

This letter serves to affirm the Council received and reviewed the consortium agreement between the institutions listed above. In accordance with the ACICS *Accreditation Criteria*, Sections 2-2-504 *Contracts or Agreements with Accredited Institutions*, an institution is permitted to arrange for delivery of a portion of its approved programs by another accredited institution provided certain conditions are met. The Council has confirmed that the host and home institutions listed above are currently accredited by the Accrediting Council of Independent Colleges and Schools (ACICS).

Furthermore, more than 50% of the overall program must be delivered by the institution that awards the academic credential and the *Home* institution is responsible for disclosure of participation in the consortium agreement to the students via the published catalog. ACICS reserves the right to conduct an on-site visit to the *Host* institution at least once in three years.

Approval of Consortium Agreement  
Mr. Bill King – ITT Technical Institute  
September 22, 2015  
Page 2 of 2

Based on the information provided to the Council, the documentation submitted appears to be within Council guidelines for consortium agreements. Institutions are advised that specific state and federal regulations may apply and the institution must comply with any applicable Federal Student Financial Aid statutory and regulatory requirements. Please notify the Council of any changes to this agreement.

Thank you for keeping the Council aware of the activities taking place at your institution. Please contact Ms. Terri Jelinek at [\[redacted\]@acics.org](mailto:(b)(6)@acics.org) if you have any questions regarding this matter.

Sincerely,

[\[redacted\]](mailto:(b)(6)@itt-tech.edu)

Susan Greer  
Vice President – Operations  
202.336.6789

c: 00016063 ITT Technical Institute, Everett, WA - [\[redacted\]@itt-tech.edu](mailto:(b)(6)@itt-tech.edu)  
00016073 ITT Technical Institute, Seattle, WA - [\[redacted\]@itt-tech.edu](mailto:(b)(6)@itt-tech.edu)  
00016040 ITT Technical Institute, Indianapolis, IN - [\[redacted\]@itt-tech.edu](mailto:(b)(6)@itt-tech.edu)

## ACICS COMPLAINT REVIEW FORM

ACICS ID: \_\_\_\_\_ REVIEWED BY: P.Walters-Gilliam  
 SCHOOL NAME: Le Cordon Bleu  
 LOCATION (city, state): Hollywood, CA DATE: 07.09.13  
 LAST GRANT AWARDED: \_\_\_\_\_  
 CURRENT GRANT EXPIRES: \_\_\_\_\_

**Anonymous?**

- No (complainant's identity is known)  
 Yes  
      Contact info available  
      No contact info available

**Ways to contact complainant (check all that apply):**

- E-mail  
 Phone  
 Fax  
 Mail  
 N/A (anonymous, no contact info provided)

**Nature of complaint:**

- General - faculty qualifications, equipment, etc. (explain)  
 Specific - refunds, dispute with faculty/administration, etc. (explain)

**Grievance procedure used?**

- Yes  
 Unclear (if so, explain)  
 No

**Assessment:**

- Yes (request information from the institution)  
 Unclear (additional information needed from the complainant)  
 No (no *Criteria* violation)

**Nature of complaint:**

*The complainant, Ms. Kladouris, articulated a number of concerns with the campus and the Pastry program of study. These include:*

- *Admission at the "nicer" Pasadena campus but enrollment at the Hollywood location. The Hollywood site was more expensive for parking, did not have the technology resources like Pasadena, and the course work was less than challenging.*
- *Faculty involvement (knowledge) of accounts*
- *"Paid" Externship – was expecting a paying position and could not afford to accept a free one so quite the program prior to completion. Hence, has not yet graduated*

**Assessment (Specify information needed and from whom):**

*It is unclear what the intent of the complaint is as the issues highlighted do not violate any specific criteria. The student chose to enroll at the Hollywood campus, knowing that it was further away than the Pasadena location and not having taken a tour there. The question of homework assignments and grading is speculative.*

*Hence, it is necessary to follow up with the student to find out the following:*

1. *Has she contacted the school and followed their grievance policy?*

2. *What information did she receive concerning the terms/expectations of the externship? This is a required course and as such would not be a paid assignment.*
3. *What action (accreditation) would she like to see taken?*

**Follow up - conclusion**

- Case Closed – compliance demonstrated
- Unclear – additional information needed from the institution:
- Complainant follow-up



## REEVALUATION VISIT REPORT

### LE CORDON BLEU COLLEGE OF CULINARY ARTS

**1451 Center Crossing Road  
Las Vegas, NV 89144  
ACICS ID Code: 00048157**

Chef Lachlan Sands, President ([lsands@vegas.chefs.edu](mailto:lsands@vegas.chefs.edu))  
(Campus E-mail: [ACICSinfo@vegas.chefs.edu](mailto:ACICSinfo@vegas.chefs.edu))  
(General Mailbox: [Vinfo@vegas.chefs.edu](mailto:Vinfo@vegas.chefs.edu))

#### MAIN CAMPUS

Le Cordon Bleu College of Culinary Arts - Scottsdale  
8100 East Camelback, Road, Scottsdale, AZ 85251  
ACICS ID Code: 00048705

**October 6-7, 2014**

Dr. Sandra Yelverton	Chair	Alabama Department of Education, Retired	Montgomery, AL
Ms. Joyce Strout	Student-Relations Specialist	J.B Strout & Co.	South Barrington, IL
Dr. David Teneyuca	Educational Activities, Library	University of Texas	San Antonio, TX
Chef Michael E. Gingrich	Discipline of Specialist	Yorktowne Business Institute	York, PA
Ms. Shameka S. Erby	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY**  
**[CAMPUS]**  
**[CITY STATE]**

<b>CREENTIAL EARNED</b> (As defined by the institution)	<b>ACICS CREENTIAL</b> (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	<b>APPROVED PROGRAM TITLE</b>	<b>Clock Hrs.</b>	<b>Qtr. Hrs.</b>	<b>Enroll: Full- time/ Part- time</b>	<b>CAR Retention &amp; Placement (%)</b>			
						<b>2013</b>		<b>2012</b>	
						<b>Ret.</b>	<b>Pla.</b>	<b>Ret.</b>	<b>Pla.</b>
Associate Of Occupational Science Degree	Academic Associate's	Le Cordon Bleu Pâtisserie and Baking*	1510	106	73	NA	NA	NA	NA
Associate Of Occupational Science Degree	Academic Associate's	Le Cordon Bleu Culinary Arts***	1550	107	368	90	74.6	81.6	<b>64.4</b>
Certificate	Certificate	Le Cordon Bleu Pâtisserie and Baking***	940	55	42	78.5	<b>60.8</b>	77.8	<b>43.1</b>
Certificate	Certificate	Le Cordon Bleu Culinary Arts***	940	55	12	70.9	75.6	72	<b>49.1</b>
		<b>TOTAL ENROLLMENT</b>			495				

*Notes:* Typed in bold are retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 year in length) and placement rates below 70 percent.

\* Program reviewed for the first time.

\*\*\* Programs not reviewed because of specialized accreditation: Three programs are Accredited by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). The initial and grant expiration dates are as follows:

AOS Degree Le Cordon Bleu Culinary Arts

[initial accreditation: 6/30/2008; expiration: 6/30/2018]

Certificate in Le Cordon Bleu Culinary Arts

[initial accreditation: 6/30/2012; expiration: 6/30/2018]

Certificate in Le Cordon Bleu Patisserie and Baking

[initial accreditation: 12/31/2012; expiration: 12/31/2017]

## INTRODUCTION

Le Cordon Bleu College of Culinary Arts in Las Vegas was established in January 2003. The College's association with Le Cordon Bleu is one of 30 Le Cordon Bleu schools worldwide, spanning 5 continents, including 16 campuses throughout the United States.

The Las Vegas campus is owned by Scottsdale Culinary Institute, Ltd., which is ultimately wholly owned by Career Education Corporation (CEC). Le Cordon Bleu College of Culinary Arts in Las Vegas is licensed to operate by the Commission on Postsecondary Education in the State of Nevada and received its initial grant of accreditation from ACICS on August 18, 2011, as a branch campus of Le Cordon Bleu College of Culinary Arts in Scottsdale, Arizona. The institution is also accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) as a branch campus of Le Cordon Bleu College of Culinary Arts in Scottsdale, Arizona. The Associate of Occupational Science and Certificate in Le Cordon Bleu Culinary Arts programs and the Certificate in Le Cordon Bleu Pâtisserie and Baking program are programmatically accredited by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC).

The current student population is split almost exactly between female and male at 50.3 female, 49.7 male. Diversity of ethnicity is high and the campus supports a high percentage of minorities. The current ethnicity breakdown is as follows:

American Indian or Alaska Native 2.10	Native Hawaiian or Other Pacific Islander 4.43
Asian 8.86	Student Req/Not Disclosed 17.72
Black or African American 25.17	Two or more races 1.17
Hispanic 0.93	White 39.39
Native hawaiian or Other Pacific Islande 0.23	

The average age of the current population is 30; however, more than 57 of the campus population is between 18 and 39. The current campus age distribution is as follows:

18 - 19 8.86	35 - 39 9.36
20 - 21 12.48	40 - 49 14.36
22 - 24 14.61	50 - 64 6.37
25 - 29 21.10	65 and Over 0.37
30 - 34 12.36	Under 18 0.12

Le Cordon Bleu College of Culinary Arts primarily serves the metropolitan areas of the Las Vegas Valley, which includes the cities of Las Vegas, North Las Vegas, and Henderson. Approximately 10 of the student population is from outside Nevada with the majority of this group coming from California. A final notable point is that the campus serves a high proportion of veterans at around 20 of the total campus population.

While LCB Las Vegas is a branch campus of LCB Scottsdale, there are no common administrative functions between campuses. Both colleges operate as though they were independent entities.

## REPORT QUESTIONS

### 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The institutions's mission and supporting objectives are stated on page 6 of the Le Cordon Bleu College of Culinary Arts 2014-2015 catalog.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes     No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes     No
- 1.04 Are the objectives reasonable for the following?  
(a) The programs of instruction  
 Yes     No  
(b) The modes of delivery.  
 Yes     No  
(c) The facilities of the campus.  
 Yes     No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No

### CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 1.08 If the campus is an branch, does the branch have its own CEP, separate from the main campus IEP?  
 Yes     No     Not Applicable
- 1.09 Does the CEP describe the following?  
(a) The characteristics of the programs offered.  
 Yes     No  
(b) The characteristics of the student population.  
 Yes     No  
(c) The types of data that will be used for assessment.  
 Yes     No  
(d) Specific goals to improve the educational processes.  
 Yes     No  
(e) Expected outcomes of the plans.

Yes       No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes       No

(b) Student placement.

Yes       No       Not Applicable (new branch only)

(c) Level of graduate satisfaction.

Yes       No       Not Applicable (new branch only)

(d) Level of employer satisfaction.

Yes       No       Not Applicable (new branch only)

(e) Student learning outcomes.

Yes       No

1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed.

The CEP utilizes the following student learning outcomes: competency evaluation for each class that include, but are not limited to, tests, exams, papers, reports, projects, presentations, and portfolios; periodic reviews of student, graduate and employer surveys, and an on-going review of retention, placement and graduation rates. Also utilized are Standards of Satisfactory Academic Progress, CGPA requirements, rate of progress toward completion requirements, and maximum time in which to complete, warning and probation, and graduation requirements.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes       No       Not Applicable

(b) The data used by the campus to assess each outcome.

Yes       No       Not Applicable

(c) How the data was collected.

Yes       No       Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes       No       Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes       No       Not Applicable (new branch or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes       No       Not Applicable (new branch only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

Specific activities to address retention include:

-providing extracurricular activities such as scholarship cooking competitions and community fund raisers;

- sponsoring student organizations such as ACF team, Baking Club, Wine/Beer Club, Veterans Club, Dead Chefs Club;
- e-mailing or texting students who miss a day of class;
- calling students who are absent;
- meeting weekly with students who have academic and/or attendance issues, and
- establishing student appreciation days.

Specific activities to address placement include:

- working one-on-one with students on Optimal Resume to improve writing skills, interviewing skills and other employment related behaviors;
- scheduling on-site job fairs quarterly on campus;
- conducting regular classroom visits above and beyond the scheduled career services co-teach visit conducted each block;
- developing a weekly hot jobs list, and
- sponsoring employer recruitment events and employment seminars on campus with employers conducting pre-interviews.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes  No

(b) That specific activities listed in the plan have been completed.

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The campus effectiveness team (CET) meets quarterly and is comprised of the campus president, director of education, business operations manager, procurement director, director of admissions, director of career services, and lead instructors. In addition, each academic department conducts quarterly advisory board meetings to discuss industry trends. The CET is responsible for ensuring that the CEP is implemented and monitored.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes  No  Not Applicable (new branch or initial applicant only)

## 2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(a) Governance, control, and corporate organization.

Yes  No

(b) Names of the trustees, directors, and/or officers.

Yes  No

(c) Names of the administrators.

Yes  No

- 2.02 Does the campus:
- (a) Adequately train its employees?  
 Yes     No
- (b) Provide them with constant and proper supervision?  
 Yes     No
- (c) Evaluate their work?  
 Yes     No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes     No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?  
 Yes     No
- (b) Know the person to whom they report?  
 Yes     No
- (c) Understand the standards by which the success of their work is measured?  
 Yes     No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?  
 Yes     No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?  
 Yes     No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?  
 Yes     No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that include the name and address of ACICS?  
 Yes     No     Not Applicable (initial applicants only)

- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

Chef Lachlan Sands president of Le Cordon Bleu College of Culinary Arts in Las Vegas is responsible for the campus financial oversight. Chef Sands has a master's degree in education from the University of Southern California and a bachelor's degree in history and biochemistry from the University of California, Berkeley. He also holds professional certifications as a Certified Chef de Cuisine and as a Certified Culinary Educator from the American Culinary Federation. He has experience as a chef, instructor, and administrator having spent the 11 years prior to assuming the presidency of LCB Las Vegas in several roles at Le Cordon Bleu College of Culinary Arts in Los Angeles most recently as executive chef and chief academic officer. Chef Sands has been president of this campus since July 2013.

### 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 on-site administrator of Le Cordon Bleu College of Culinary Arts in Las Vegas is Chef Lachlan W. Sands. As previously noted, Chef Sands has a master's degree in education from the University of Southern California and a bachelor's degree in history and biochemistry from the University of California, Berkeley. He also holds professional certifications as a Certified Chef de Cuisine and as a Certified Culinary Educator from the American Culinary Federation. He has experience as a chef, instructor, and administrator having spent the 11 years prior to assuming the presidency of LCB Las Vegas in several roles at Le Cordon Bleu College of Culinary Arts in Los Angeles most recently as executive chef and chief academic officer. Chef Sands has been president of this campus since July 2013.

3.04 Does the campus list degrees of staff members in the catalog?

Yes  No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes  No  Not Applicable (campus does not participate in financial aid)

(b) Admissions.

Yes  No

(c) Curriculum.

Yes  No

(d) Accreditation and licensure.

Yes  No

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No

3.06 Does the campus admit ability-to-benefit students?

Yes  No (Skip to Question 3.11.)

3.11 Do student files contain evidence of graduation from high school or the equivalent?

Yes  No

- 3.12 Are appropriate transcripts maintained for all students?  
 Yes  No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?  
 Yes  No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes  No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes  No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
 Yes  No

**COMMENDATIONS:**

The team commends Chef Lachlan Sands, campus president, for his innovative and exemplary leadership that has resulted in not only a very up beat campus environment of content and productive employees, but also a supportive atmosphere conducive to an exceptionally positive educational experience for students.

**4. RELATIONS WITH STUDENTS**

- 4.01 How many student files were reviewed during the evaluation?  
 A total of 22 student files were requested and reviewed. These files included active students, withdrawn students, drops, and graduates. Information included the student ledger cards to review financial information and unofficial transcripts. Three refund files were also reviewed. All files were in an immaculate order with all required information in the folders.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes  No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes  No
- 4.06 Does the admissions policy conform to the campus's mission?  
 Yes  No

4.07 Is the admissions policy publicly stated?

Yes  No

4.08 Is the admissions policy administered as written?

Yes  No

4.09 Does the campus use an enrollment agreement for each enrolled student that :

(a) Clearly outlines the financial obligations of both the institution and the student?

Yes  No

(b) Outlines all program related tuition and fees?

Yes  No

(c) Has a signature of the student and the appropriate school representative?

Yes  No

Is there evidence that a copy of the agreement has been provided to the student?

Yes  No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

Ms. Jody DellaMonica is the director of admissions at the Las Vegas Le Cordon Bleu campus. She has studied business administration and hospitality via on-line courses at Colorado Technical University, the University of Texas, and the College of Southern Nevada. Ms. DellaMonica has been employed by the Tropicana Hotel and Casino in Las Vegas. She worked as a director of financial aid and associate director of admissions at Siler State Helicopters in Las Vegas. She has also been employed by MG Marketing as a customer satisfaction manager, and as a high school admissions representative, associate director of admissions, and campus director of admissions for Le Cordon Bleu in Las Vegas for three years.

4.11 Describe how the recruiting process for new students is compatible with the educational objectives for the campus?

After an interview with a prospective student, a tour is given and the student completes all necessary paperwork for enrollment. A \$50 fee is paid for an application process. A Wonderlic exam is given to highlight any student special needs. A copy of the transcripts is requested along with a copy of the diploma. Every student must undergo on-line training in health, sanitation, and proper food handling for approximately 1.5 hours. After passing they receive a certificate that is taken to the health department where a health card is issued. This is a requirement to start their education at Le Cordon Bleu.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes     No

(e) Operating policies.

Yes     No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes     No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?

Yes     No

If Yes, is evidence of licensure or registration on file?

Yes     No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes     No

The titles are admissions representative, senior admissions representative, executive admissions representative, senior executive admissions representative, and lead admissions representative (which is a director of admissions in training). A high school representative has recently been hired for the campus.

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

Yes     No     Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes     No

Formal observations are conducted on a quarterly basis. Every representative is observed on a "first call" and an interview per quarter.

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes     No

- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No     Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes     No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes     No (*Skip to question 4.24 for all programs*)
- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes     No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?  
 The satisfactory academic progress policy is on page 78 of the 2014-2015 catalog.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.  
 Yes     No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.  
 Yes     No
- (c) Procedures for re-establishing satisfactory academic progress.  
 Yes     No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.  
 Yes     No
- Incomplete grades.  
 Yes     No
- Repeated courses.  
 Yes     No
- Non-punitive grades.  
 Yes     No     Not Applicable (campus does not offer)
- Non-credit or remedial courses.  
 Yes     No     Not Applicable (campus does not offer)
- A warning status.  
 Yes     No     Not Applicable (campus does not use)
- A probationary period.  
 Yes     No
- An appeal process.  
 Yes     No
- An extended-enrollment status.  
 Yes     No     Not Applicable (campus does not offer)
- The effect when a student changes programs.

- Yes    No    Not Applicable (campus only offers one program of study)  
 The effect when a student seeks to earn an additional credential.  
 Yes    No    Not Applicable (campus only offers one credential)  
 The implications of transfer credit.  
 Yes    No
- 4.26 Does the campus apply its SAP standards consistently to all students?  
 Yes    No
- 4.27 Are students who are not making satisfactory academic progress properly notified?  
 Yes    No    Not Applicable (no students are in violation of SAP)  
 The campus director of education (DOE) notifies instructors of students not making satisfactory academic progress to alert them to send the student to the DOE. The student meets with the DOE and is presented a satisfactory academic progress (SAP) calculation that depicts the rate of progress percentages and their CGPA calculation. The campus, while the team was onsite, created a document to notify the student personally along with an action plan for the counseling meeting. Currently the CEC headquarters sends a warning letter from the regional (central) registrar notifying the student that they are not making satisfactory academic progress.
- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?  
 Yes    No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?  
 Yes    No    Not Applicable (all programs are less than two years)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?  
 Yes    No    Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes    No
- 4.32 Are students allowed to remain on financial aid while under warning status?  
 Yes    No    Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?  
 Yes    No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?  
 Yes    No    Not Applicable (there are no such students)
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?

Yes     No     Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

Yes     No     Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

Yes     No     Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

Yes     No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Chef Philip G. Pinkney is the director of education at Le Cordon Bleu in Las Vegas. He holds an equivalent of an associate's degree from City and Guilds in London Institute. Chef Pinkney has been in the culinary field since the age of 15. He is a certified executive chef and a certified culinary education specialist with ACF. He is also a fellow of the American Academy of Chefs. He has been employed at Le Cordon Bleu for five months. Previous to this, he spent six years at the Art Institute of Las Vegas as academic director. He also was the academic director of the restaurant school at Walnut Hill College in Philadelphia.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

Yes     No

Students who are having difficulty meeting satisfactory academic requirements are encouraged to work with tutors in the learning resource center. The peer tutoring program is done by work study students on campus. Every instructor has an open door policy or a student can go to the director of education for assistance. There is a skills lab with a kitchen open every day to practice enhanced skills. Student are also encouraged to meet with their instructors for additional assistance.

4.40 Does the campus finance any of the following? (Mark all that apply.)

(a)  Scholarships.

(b)  Grants.

(c)  Loans.

(d)  The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes     No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?

Yes     No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes  No

4.43 Are tuition and fees clearly stated in the catalog?

Yes  No

If *No*, insert the section number in parentheses and explain:

All tuition and fees information is included in the 2014-2015 catalog addendum.

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes  No  Not Applicable

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes  No

(b) Dates for the posting of tuition.

Yes  No

(c) Fees.

Yes  No

(d) Other charges.

Yes  No

(e) Payments.

Yes  No

(f) Dates of payment.

Yes  No

(g) The balance after each transaction.

Yes  No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes  No  Not Applicable (campus has not changed tuition or fees)

All tuition costs are locked at the time of enrollment.

4.46 Is the campus' refund policy published in the catalog?

Yes  No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes  No

4.48 Is the campus following its stated refund policy?

Yes  No

4.49 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Mr. Mark Freeland is responsible for all financial aid procedures on campus. He is the business operations manager having served Le Cordon Bleu in Las Vegas for ten years. He holds a bachelor's degree in American studies from the University of Maryland. Mr. Freeland worked for the University of Phoenix as a financial aid representative. He came to Le Cordon Bleu as a tuition planner, senior tuition planner, and associate director of financial aid. He was then promoted to director of financial aid. Mr. Freeland left the system and came back to Career Education Corporation (CEC) as a career services representative. He was then promoted to the business operations manager over all financial aid, budgetary operations, Title IV funding, scholarships, student payments, and vocational rehabilitation.

- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes     No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes     No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes     No  
 Mr. Freeland belongs to the Western Association of Financial Aid Administrators (WASFAA) and the Nevada Association of Financial Aid Administrators (NAFAA).
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
 Mr. Freeland stays current with all regulations and policy changes through corporate financial aid management conference calls, webinars with outside agencies like USA Funds, Department of Education, WASFAA.
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes     No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes     No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes     No (*Skip to question 4.58.*)
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
 Student services offered on the Le Cordon Bleu campus include appointments with all inbound students. All students are introduced to all faculty and have the opportunity to meet their career services advisor meeting one-on-one to discuss goals and career aspirations. Co-teaching schedules are created for the career services staff to present in each classroom along with the instructor. Discussions include an introduction to the industry, opportunities, resume and cover letter writing, interviewing skills, interview skill quiz, externship success and site searches.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes  No  Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Chef Mark Levasseur is responsible for student counseling and employment opportunities. Chef Levasseur holds a bachelor's degree from the College of Atlantic in Bar Harbor, Maine, in human ecology with an emphasis in marine biology. He also holds an associate's degree from Culinary Institute of America in Hyde Park, New York. Chef Levasseur worked at the Bellagio Hotel in Las Vegas for five years as a chef. He also worked for the World Culinary Academy for China. He headed the United States Antarctic Program for all culinary operations. Prior to this, Chef Levasseur worked for the University of Nebraska as an instructor teaching fine food and wine. He also worked at Restaurant Arzak in San Sebastian, Spain, as an apprentice. He has been with Le Cordon Blue for seven years as an instructor, executive chef, dean of culinary arts and director of culinary services.

4.61 Does the campus offer employment assistance to all students?

Yes  No  Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes  No

Any information gathered as part of placement or salary projections is collected by the corporate office and placed on the institutional website.

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 544

The ending enrollment reported on the previous year's CAR is 544

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes  No  Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

Yes  No  Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

All students receive one-on-one counseling through an externship gala. They meet with each department prior to graduation and just before the student externship program. Each student receives an individualized printout reviewing the loan repayment process, deferral and forbearance options, and a print out that describes all lender information.

4.67 Describe the extracurricular educational activities of the campus (if applicable).

Orientation is held the last day of every six-week block. Chef Levasseur welcomes all students to the beginning of their journey. The students are divided into groups who go into a kitchen classroom with faculty members to discuss expectations, uniforms, and policies. The leadership team introduces themselves

highlighting their position and assistance to the student body. Areas of discussion include admissions, financial aid, career services, education and academic progress expectations.

A campus Veteran's Club is a support network for the veterans who host their own events like Cookies for Troops and Cookies for Santa.

The Leadership Club is for academically excelling students who help coach other students.

ACF Junior Membership Club promotes mini-competitions with ACF coming to campus during career fairs.

Career fairs are conducted two or three times per year with MGM properties, Wynn properties, Mandarin, Cosmopolitan Hotel, and Station Casinos which are represented throughout the campus in the lobby. Smaller organizations set up in other areas of the campus including ACF, 24-hour Fitness, and local chefs. The Career Fair sets up in all hallways of the campus for easy access and visits by students.

Employer spotlights are held on campus highlighting one "employer station" outside the career services offices where marketing materials are provided to all students. The Park Service (Xanterra) and Grand Delmar from San Diego were recently on campus.

Extra-curricular activities on campus include the Dead Chefs Society, which is a club focusing on former chefs and their impact in the culinary world. Events hosted consist of competitions such as: Scary Good for October, Grid-Iron Grilloff as a tailgating event, the Cup Cake Challenge where students produce their best cupcake for a chance of a golden ticket to the World Food Championships in November and the Las Vegas Cupcake bakeoff. Pro Start is a campus competition with high school students competing for food championships. On weekends, recruiting is done for the Blue Ribbon Kitchen Classes, which are skills classes (for example, with an Italian menu). One exciting event was working with Disney's Hundred Foot Journey seeing a private screening and they produced a menu based on the movie with classic French and Indian cuisine.

Other events in Las Vegas are Life is Beautiful, which is a food-wine-music educational event; World Food Championship is the largest food fight including bacon, seafood, barbeque, pasta, burgers, sandwiches. The Electric Daisy Carnival is a music-food carnival at the Speedway in Las Vegas; Brew Fest is a festival where students work side by side with the chefs; the Wine Amplified highlights wine education with foods; Las Vegas Wine and Food event is held at the Red Rock Station Casino; Cross Vegas is cycle-cross event with food and VIP tents and special request for VIP birthdays. Flavors of the Heart was conducted for nutritionally oriented cooking for heart health. Bite of Las Vegas is a music and food event where famous properties host booths with students working to prepare foods for the events. NF HOPE (neuro-fibro matosis event) was conducted for The Jersey Boys fundraiser. The Cosmopolitan hosts The Lucky Rice event with a guest chef focusing on asian cuisine with student participation.

As evident, the campus is very involved in community activities and on-campus events. The student portal highlights all upcoming events. Students sign up via acknowledgement forms in representing the campus.

#### **GENERAL COMMENTS:**

Chef Lachlan Sands and his management team welcomed the ACICS members in style and with the utmost of professionalism. The atmosphere of the campus was positive and upbeat. Campus morale was at the top of the charts.

Every request was honored. The student prepared breakfasts, lunches, and snacks were presented with class. The entire experience at Le Cordon Bleu left the team with the knowledge that the campus leadership is committed to the quest of learning and individual care of each and every student.

### COMMENDATIONS:

Compliments to the campus for their incredible involvement in community activities. The Career Services department led by Chef Mark Levasseur is constantly meeting with local hotels, restaurants, and businesses to promote student involvement. The campus has gone above and beyond to promote student involvement in the community.

Compliments to the registrar, Ms. Carol Haberlin, for the organization of the admissions student folders. All information was in consistent order and presented in a professional manner.

The team also compliments Chef Philip Pinkney, director of education, for his personable manner with students and his commitment to excellence in the SAP process.

## 5. EDUCATIONAL ACTIVITIES

### FOR ALL PROGRAMS

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes       No

- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Chef Philip Pinkney, director of education, is assigned to administer all programs. As previously noted, Chef Pinkney possesses varied experience in the culinary industry and has many certifications that are highly recognized in the profession. Chef Pickney is a Certified Culinary Educator (CCE) and a Certified Executive Chef (CEC). Chef Pickney has been director of education at this campus since May 2014. Previously, he served as the academic director at the International Culinary School at the Art Institute of Las Vegas and has extensive experience in the culinary trade fields. His duties and responsibilities at Le Cordon Bleu include supervising the faculty and academic staff. He is responsible for the academic quality and integrity of the education at the campus. More importantly, he is tasked with the successful learning experience of all and to manage, collaborate, and facilitate solutions to attain educational success for students and instructors.

- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes       No

- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

Authority and responsibility for program administrators is provided in several ways. The instructors and lead faculty are encouraged to look for opportunities to enrich their programs. All suggestions or recommendations are reviewed in a timely manner, and a response for each suggestion or recommendation is then given to the faculty for review. During a faculty meeting with the team, they confirmed that a process is indeed established for developing and administering the programs. The director of education works closely with the faculty to ensure that development, assessment, and evaluation of student learning outcomes is achieved.

- 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  
 Page 12 of the faculty handbook provides the campus policy on governance.
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
- (a) Development of the educational program.  
 Yes  No
- (b) Selection of course materials, instructional equipment and other educational resources.  
 Yes  No
- (c) Systematic evaluation and revision of the curriculum.  
 Yes  No
- (d) Assessment of student learning outcomes.  
 Yes  No
- (e) Planning for institutional effectiveness.  
 Yes  No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
 Yes  No
- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
 Yes  No (*Skip to question 5.10*)
- If *Yes*, does the campus:
- (a) Carry the programmatic accreditation or is currently in the process of obtaining such accreditation in a timely manner for programs in which it is required by the state in order for students to attain entry-level employment?  
 Yes  No  Not Applicable (there is no such requirement by the state)
- (b) Notify students as to:
- (1) Which programs hold specialized or programmatic accreditation?  
 Yes  No
- (2) Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?  
 Yes  No
- (3) Any other requirements that are generally required for employment?  
 Yes  No  Not Applicable (no other requirements)
- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes  No (*Skip to question 5.14*)
- 5.11 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 in length)?

Yes  No

If no, please list programs that fall below the rates

(b) Student placement rate of 70 percent?

Yes  No

If no, please list programs that fall below the rates

NOTE: The programmatically accredited Le Cordon Bleu Pâtisserie and Baking Certificate program has a placement rate of 60.8 for 2013 and does not meet the 70 placement requirement. The Le Cordon Bleu Pâtisserie and Baking Associate's degree program the team reviewed is new and has no graduates to date.

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No  Not Applicable

5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable

How many calls to employers or graduates were attempted?

The following number of calls were attempted by program:

Certificate program in Pastry and Baking: 6

Certificate program in Culinary Arts: 17

Academic associate's degree program in Culinary Arts: 7

How many calls to employers or graduates were successful?

The following number of calls were successful by program:

Certificate program in Pastry and Baking: 4

Certificate program in Culinary Arts: 13

Academic associate's degree program in Culinary Arts: 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Successful contacts confirming employment of the graduate:

Certificate program in Pastry and Baking: 4

Certificate program in Culinary Arts: 13

Academic associate's degree program in Culinary Arts: 6

5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

#### FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?

Yes  No

- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes     No
- 5.16 What provisions are made for individual differences among students in the learning environment?  
 Faculty are asked to facilitate student learning and support success by all means necessary, appropriate, and available. Instructors make provisions for individual differences among students for learning, hearing, visual, or physical disabilities. The intention is to maintain a learning environment to motivate students to actively participate in all aspects of the educational process. The faculty communicated during interviews that the school is considerate of differences in the learning applications, learning environments, and modes of instructional delivery. The campus is supportive of any student that may require additional consideration to address differences in learning or comprehension.
- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 Faculty participates in a systematic process of continuous evaluation and revisions to the curriculum. All instructors are encouraged to consider changes that are designed to serve the needs of the students. This is accomplished via community surveys, fact-finding, classroom experience, and the input of students. The information and requests are given to the school administrators for evaluation and, if needed, greater discussion and analysis.
- 5.18 Does the faculty participate in this process?  
 Yes     No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes     No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes     No     Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes     No
- 5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)
- (a) Facilities.  
 Yes     No
- (b) Instructional equipment.  
 Yes     No
- (c) Resources.  
 Yes     No
- (d) Personnel.  
 Yes     No

- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes  No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes  No
- 5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  
 Yes  No
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes  No
- 5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?  
 Yes  No  Not Applicable (no faculty members hold foreign credentials)
- 5.28 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes  No
- If *Yes*, how is this documented?  
 Each instructor attending the in-service training is required to sign an attendance sheet, and a copy of the attendance list is placed in each instructor's file. A review of faculty files documented this practice. Faculty communicated to the team that in-service training is provided and required for all instructors.
- 5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?  
 Yes  No
- 5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes  No
- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes  No
- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?  
 Yes  No

If *Yes*, do the contracts and/or agreements comply with all requirements of the applicable criterion?

Yes       No

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes       No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

Yes       No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes       No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes       No

**GENERAL COMMENTS:**

During interviews with students and faculty, the team learned about an effective and efficient learning environment. The equipment, supplies, and other resources are sufficient to providing the education needed to fulfill their learning expectations and goals.

**COMMENDATIONS:**

The efficient recordkeeping for accreditation purposes is a reflection of the attentiveness and discipline of the school leadership and staff. This enabled the team to focus and complete the review in a timely manner.

**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).

This 60,318 sq. foot facility located at 1451 Center Crossing Road, Las Vegas, Nevada, includes 9 classroom kitchens, 4 instructional classrooms, 1 restaurant, faculty offices, a learning resource center, student computer lab, student lounge, staff break area, and administrative offices. The school offers onsite parking and is easily accessible by bus and from major highways.

In addition to the fully equipped kitchens, there are 20 student use PCs in the learning resource center, 36 PCs in the student computer lab, 9 PCs in the kitchen classrooms, 4 PCs in the instructional classrooms, and 1 computer in the restaurant. Each classroom has a white board.

The building is well maintained, easy to navigate and complies with all local, state and federal building, safety, and health codes, as evidenced by the institution's most recent inspection certificates and certificate of occupancy.

- 6.02 Does the campus utilize any additional space locations?  
 Yes  No
- 6.03 Does the campus utilize learning sites?  
 Yes  No
- 6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?  
 Yes  No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites)?
- (a) Equipment  
 Yes  No
- (b) Instructional tools  
 Yes  No
- (c) Machinery  
 Yes  No
- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?  
 Yes  No  Not Applicable

#### GENERAL COMMENTS:

In interviews with faculty and students, they expressed a concern about security around the facility after dark. They noted that some cameras are not working and lighting is limited. The team met the security personnel while on campus and reviewed an extensive published security protocol. While the team was on campus, Chef Sands emailed all faculty and staff to re-enforce the presence of security on campus beginning at 6 p.m. and to remind them of the published security protocols.

Students also stated that when coming directly to the campus from work, there is no assigned area in which they can change into their designated uniform.

#### 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
 The campus provided the 2014-2015 Le Cordon Bleu College of Culinary Arts catalog for the team's review.
- 7.02 Does the self-study or branch application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No

## 7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

 Yes  No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

 Yes  No

(c) The names and titles of the administrators.

 Yes  No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

 Yes  No

(e) A statement of accreditation

 Yes  No  Not Applicable (initial applicant)

(f) A mission statement.

 Yes  No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

 Yes  No

(h) An academic calendar.

 Yes  No

(i) A full disclosure of the admission requirements.

 Yes  No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

 Yes  No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

 Yes  No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

 Yes  No

(m) A definition of the unit of credit.

 Yes  No  Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

 Yes  No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

 Yes  No

(p) The transfer of credit policy.

 Yes  No

(q) A statement of the tuition, fees, and any other charges.

 Yes  No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes     No     Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes     No

(t) A statement describing the student services offered.

Yes     No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes     No     Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes     No

If *Yes*, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

Yes     No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes     No     Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes     No     Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes     No     Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

Yes     No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes     No (*Skip to Question 7.08.*)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes     No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes     No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes     No

7.08 Is the catalog available online?

Yes     No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes     No

7.09 Does the campus utilize a multiple-school catalog?

Yes       No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes       No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes       No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes       No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes       No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes       No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises through printed brochures and television commercials as well as radio ads. They also have a website, Facebook page, Twitter account and Youtube channel that are shared among all campuses of Le Cordon Bleu College.

Are all print and electronic advertisements under acceptable headings?

Yes       No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes       No (*Skip to Question 7.14.*)

7.14 Does the campus utilize services funded by third parties?

Yes       No (*Skip to Question 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes       No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

Yes       No       Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The campus provides their on-time completion rate, graduation rate, employment rates, tuition and fees, median loan debt incurred by their students, and the occupations that the programs may prepare students to enter.

Where is this information published and how frequently is this information being updated?

This information is published on the school's website and is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

**FOR ALL PROGRAMS**

- 8.01 Does the campus develop an adequate base of library resources?  
 Yes  No
- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?  
 Yes  No
- 8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No
- 8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?  
 Yes  No
- 8.05 Describe how the campus develops continuous assessment strategies for resources and information services?  
To provide continuous assessment for resources and information services, the librarian meets with the faculty on a regular basis so as to identify additional resources and references to enhance the learning environment. For new programs, an assessment is done to determine what library resources can be offered to the instructor and students. Often an entire class will visit the library whereby a packet with beneficial information, tips, and suggestions is provided to the students.
- Are these methods appropriate?  
 Yes  No
- 8.06 Is the library staff adequately trained to support the library?  
 Yes  No

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

- 8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes  No
- 8.08 What is the amount of the current year's library budget excluding personnel allocations?  
The current year's library budget is \$2,244.
- 8.09 What portion of the current year's library budget has been spent?  
The portion of budget spent is \$2,244.  
How has the money been allocated?

The money allocated is as follows:

\$2,244 - books.

- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes     No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes     No

### FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?  
 Instructors are encouraged to invite their students to visit the learning resource center on a regular basis. For example, an instructor will bring the entire class to the library where a library packet is provided to all students. The handout provides information for the online research databases and the library resources that are available. In addition, instructors create assignments that require them to visit the learning resource center to complete the assignment. Students are able to access the online database from home using the school portal, which requires a student ID and password to log on.
- Are these methods appropriate?  
 Yes     No
- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes     No
- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?  
 Yes     No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?  
 Yes     No     Not Applicable (no interlibrary agreements)
- 8.16 Describe any full-text online collections available to students.  
 Full-text online collections are available to students via their Cybrary system that includes the EBSCO database for scholarly articles and other research material. The library's online catalog is available for students to look up books the library owns. Students are able to access this content from home using the school's portal. IDs and passwords are required to access the website.
- 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?  
 Yes     No
- 8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?  
 Yes     No

**FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY**

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Ms. Sharon Tani is the regional librarian for Le Cordon Bleu College of Culinary Arts. She has served in this capacity since April of 2011. Previously she was employed as a technical specialist by the Pasadena Public Library from 2007-2011. In addition, Ms. Tani earned a master's degree in library and information science from San Jose State University. She also has earned a bachelor's degree in English from San Francisco State University.

As the regional librarian, she is not usually on-site at this campus. However, the library is always staffed with a work study student that has completed training delivered by Ms. Tani. Moreover, Ms. Tani supports the campus in a virtual capacity. She is responsible for on-site leadership for the learning resource center by managing all library operations, policies, services, and programs.

Does this individual:

(a) Supervise and manage the library and instructional resources?

Yes  No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

Yes  No

(c) Assist students in the use of instructional resources?

Yes  No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes  No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

Yes  No  Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes  No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

Yes  No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

Yes  No

**COMMENDATIONS:**

The learning resource center is well organized, pleasant and comfortable. It is conveniently located and opens at 6:30 a.m. Monday-Friday. The team observed several students in the learning resource center at all times. This is an indication that students appreciate and utilize the books, materials, and other resources available in the LRC.

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Le Cordon Bleu Pâtisserie and Baking

#### FOR ALL PROGRAMS

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Chef Philip Pinkney is assigned to administer the Academic Associate's Degree in Le Cordon Bleu Pâtisserie and Baking. He also serves as director of education. Chef Pinkney's certifications are Certified Executive Chef (CEC), Certified Culinary Educator (CCE), and American Academy of Chefs (AAC). He holds an equivalent of an associate's degree in culinary arts from City and Guilds of London Institute. Previously, he served as the academic director at the International Culinary School at the Art Institute of Las Vegas and has extensive experience in the culinary trade fields.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Branch Inclusion only)  
 This is a new program and was not reported on the 2013 CAR.
- (b) Student placement rate of 70 percent?  
 Yes  No  Not Applicable (Branch Inclusion only)  
 This is a new program. The program has not yet had graduates.
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 Enrichment is depicted by field trips, guest speakers, externships, and use of an advisory board.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No

- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.10 For programs that include externships or internships:  
(a) Does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (no student is at the point of needing them)  
(b) Is the experience supervised by an appropriately qualified faculty member?  
 Yes  No  
(c) Is there evidence, based on observation, that the externship or internship is an appropriate culmination of previously studied theory and appropriate for the program's objectives?  
 Yes  No  Not Applicable (site was not visited-please explain)
- 9.11 Does the program use independent studies?  
 Yes  No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes  No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:  
(a) Title and course descriptions  
 Yes  No  
(b) Course numbers  
 Yes  No  
(c) Course prerequisites and/or corequisites  
 Yes  No  
(d) Instructional contact hours/credits  
 Yes  No  
(e) Learning objectives  
 Yes  No  
(f) Instructional materials and references  
 Yes  No  
(g) Topical outline of the course  
 Yes  No  
(h) Instructional methods  
 Yes  No  
(i) Assessment criteria  
 Yes  No  
(j) Method of evaluating students

Yes       No

(k) Date the syllabus was last reviewed

Yes       No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes       No       Not Applicable (Branch Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes       No       Not Applicable (Branch Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes       No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes       No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes       No       Not Applicable (there have been no graduates)

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes       No       Not Applicable

This is a new program, and therefore no graduates to date.

#### **FOR NEW GRANTS AND INITIAL GRANTS ONLY**

9.20 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 9.24*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes     No     Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The course syllabi documented homework assignments. In interviews, students verified that they completed homework assignments that were graded and returned to them.

#### FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes     No
- (b) Instructional equipment.  
 Yes     No
- (c) Resources.  
 Yes     No
- (d) Personnel.  
 Yes     No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes     No
- (b) Well-defined instructional objectives.  
 Yes     No
- (c) The selection and use of appropriate and current learning materials.  
 Yes     No
- (d) Appropriate modes of instructional delivery.  
 Yes     No
- (e) The use of appropriate assessment strategies.  
 Yes     No
- (f) The use of appropriate experiences.  
 Yes     No

#### FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes     No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?  
 Yes     No

#### FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No

**FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY**

9.29 Are teaching loads reasonable?

Yes  No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes  No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes  No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes  No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?

Yes  No  Not applicable

## SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
		There are no areas of non-compliance.

Note: The citation number should be in bold. The summary statement should be followed by the report page number in parenthesis.

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

### **Relations With Students:**

During the visit the director of education created a warning SAP letter that will assist the campus in making students aware early in the process the specific areas in which they need to improve. An action success plan was created to aid the student in planning steps toward improvement. The addition of a student signature to show their commitment to improvement is commendable. The team recommends that these new forms be implemented immediately to improve the SAP warning process.

### **Educational Facilities:**

The team recommends that the campus enhance campus security by ensuring that cameras are working at all times and increase the outside lighting.

The team recommends that the campus assign an area conducive to students changing into their designated uniform.

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## 4. RELATIONS WITH STUDENTS

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### 3-1-400–RELATIONS WITH STUDENTS

Each institution should strive to ensure that its relations with students always reflect the highest ethical standards and conform to all applicable laws and regulations. Each institution also is required to develop a program of student services that is consistent with its stated mission, including services provided for students attending branches and learning sites. Such services should support the educational program and reflect the institution's concern for the welfare of the student.

### FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

A total of 22 student files were requested and reviewed. These files included active students, withdrawn students, drops, and graduates. Information included the student ledger cards to review financial information and unofficial transcripts. Three refund files were also reviewed. All files were in an immaculate order with all information present in the folders.

4.02 Does the campus ensure that its student relations reflect high ethical standards?

Yes  No

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### 3-1-410–ADMISSIONS AND RECRUITMENT

It is up to an institution to establish its own admissions criteria. It is the responsibility of ACICS to ensure that all who are enrolled are accorded equal educational opportunity.

The ultimate responsibility for the activities of an institution's employees, vendors, contractors, or agents in the referral, recruiting, evaluation, and admissions processes always remains with the institution. An institution may not delegate without supervision these activities to anyone whose economic incentives are to recruit prospects through means that are unethical or subject to public criticism or to admit ill-prepared applicants. The institution may not contract, directly or indirectly, with third parties who are generally unfamiliar with the institution. "Non-employees" are independent contractors who are not considered "employees" under the Internal Revenue Code.

Institutions participating in Title IV programs must be aware of regulations imposed by the U.S. Department of Education as they apply to recruiting practices.

### 3-6-600–ADMISSIONS

**3-6-601. Enrollment Prerequisites.** The threshold admission requirement to a master's degree program is a baccalaureate degree.

**3-6-602. Evaluation of Applicants.** Institutions should use appropriate techniques to evaluate applicants and to determine whether they have the academic qualifications to benefit from graduate study.

4.03 Does the campus have appropriate admissions criteria?

Yes  No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

Yes  No

If Yes, are these parties supervised by and familiar with the campus?

Yes  No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

Yes  No

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**3-1-411. Admissions.** The admissions policy shall conform to the institution's mission, shall be publicly stated, and shall be

4.06 Does the admissions policy conform to the campus's

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administered as written. The following minimums apply:

- (a) The requirements for students admitted to programs leading to a certificate, diploma, or degree shall include graduation from high school or its equivalent, or demonstration of the ability to benefit from the training offered. Such ability-to-benefit determination shall include, at a minimum, the administration of a test approved by the U.S. Department of Education and academic and career advising.
- (b) It is the responsibility of the institution to maintain student records which reflect the requirements for admission of all students.
- (c) Institutions are not precluded from admitting, under different requirements, students who are beyond the age of compulsory school attendance or who may be otherwise specially circumstanced, such as:
  - (i) having financial sponsorship through contractual arrangements with public or private organizations;
  - (ii) having identifiable needs requiring remedial instruction as a supplement to the regular curriculums;
  - (iii) participating in innovative postsecondary programs specially described to ACICS; or
  - (iv) being enrolled in individual courses not leading to an academic credential.

**3-6-604. Conformance to Institutional Objectives.** Admissions procedures, transfer policies, and requirements for graduation shall be consistent with the overall philosophy and objectives of the campus.

**3-1-414. Enrollment Agreements.** All institutions must use an enrollment agreement for each enrolled student which clearly outlines the financial obligations of both the institution and the student. The agreement must outline all program related tuition and fees, must be signed by the student and the appropriate school representative, and a copy provided to the student.(1/2012)

**3-1-412. Recruitment.** Recruiting shall be ethical and compatible with the educational objectives of the campus. The allocation of an institution's financial resources for purposes of recruitment shall be consistent with the stated mission of the campus. The following minimums apply:

- (a) An institution shall ensure that any person or entity engaged in admissions or recruitment activities on its behalf is communicating current and accurate information regarding courses and programs, services, tuition, terms, and operating policies.
- (b) No prospective student names obtained as a result of a survey, canvass, promise of future employment or income while a student, or other marketing activity by an campus may be used for recruitment purposes unless the name of that campus is clearly identified and purposes of such activity are communicated to the respondent. This does not preclude the use of surveys or other studies to determine the employment needs and the educational desires of the local community.

mission?

Yes  No

4.07 Is the admissions policy publicly stated?

Yes  No

4.08 Is the admissions policy administered as written?

Yes  No

4.09 Does the campus use an enrollment agreement for each enrolled student that :

(a) Clearly outlines the financial obligations of both the institution and the student?

Yes  No

(b) Outlines all program related tuition and fees?

Yes  No

(c) Has a signature of the student and the appropriate school representative?

Yes  No

Is there evidence that a copy of the agreement has been provided to the student?

Yes  No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

Ms. Jody DellaMonica is the director of admissions at the Las Vegas Le Cordon Bleu campus. She has studied business administration and hospitality via on-line study at Colorado Technical University and the University of Texas, as well as the College of Southern Nevada. Ms. DellaMonica has been employed by the Tropicana Hotel and Casino in Las Vegas; she worked as a director of financial aid and associate director of admissions at Siler State Helicopters in Las Vegas. She has also been employed by MG Marketing as a customer satisfaction manager; and as a high school admissions representative, associate director of admissions, and campus director of admissions for Le Cordon Bleu in Las Vegas for three years.

4.11 Describe how the recruiting process for new students is

compatible with the educational objectives for the campus?

After an interview with the student, a tour is given and the student fills out all necessary paperwork for enrollment. A \$50 fee is paid for an application process. A Wonderlic exam is given to highlight any special needs of the students. A copy of the transcripts is requested, along with a copy of the diploma. Every student must undergo on-line training in health, sanitation, and proper food handling for approximately 1.5 hours. They receive a passing certificate which is taken to the health department where a health card is issued. This is a requirement to start their education at Le Cordon Bleu.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes  No

(c) An institution shall conform to the laws and regulations of each of the states in which it operates and shall ensure that each of its representatives is properly licensed or registered as required by the laws of that state.

(d) Representatives of an institution shall use only those titles which accurately reflect their actual duties and responsibilities. Recruitment and enrollment personnel may not be designated as counselors or advisors and may not make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement.

(e) Referrals are permitted, and the referrer may be paid a fee so long as the referrer provides full disclosure and does not misrepresent the purposes of soliciting a prospective referral and such payments do not violate state or federal

4.14 Does the state in which the campus operates require representatives to be licensed or registered?

Yes  No

If Yes, is evidence of licensure or registration on file?

Yes  No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

laws.

- (f) All recruiters must be supervised by the campus's administration to ensure that their activities are in compliance with all applicable standards.

The titles are admissions representatives, senior admissions representatives, executive admissions representatives, senior executive admissions reps, and a lead admissions representative (which is a director of admissions in training). A high school representative has been hired for the campus.

- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes     No     Not Applicable (campus does not participate in financial aid)

- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No

Formal observations are done on a quarterly basis. Every representative is observed on a "first call" and an interview per quarter.

**3-1-413. Transfer of Credit.** An institution shall evaluate and consider awarding proper academic credit for credits earned at institutions accredited by agencies recognized by the United States Department of Education. The institution shall establish and adhere to a systematic method for evaluating and awarding academic credit for those courses that satisfy current program course requirements. Written policies and procedures must clearly outline the process by which transfer of academic credit is awarded. The institution shall make public its policies on transfer of credit, including a statement of the criteria established by the institution by which a determination is made with regard to accepting credits from another institution and if applicable, a list of institutions with which the institution has established articulation agreements.

In addition, the institution must provide and document notification to students as to these articulation agreements and the transferability of the credits in the programs that are offered (Rev 8/2011).

- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes     No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No     Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes     No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes     No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)
- 4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

Yes  No

### 3-1-420—STANDARDS OF SATISFACTORY PROGRESS

Each institution shall establish and administer measures of satisfactory academic progress for all students as referenced in Appendix D.

**3-1-421. Compliance.** The institution complies with the requirements of Appendix D.

**3-1-422. Documenting Compliance.** The institution documents compliance with its Satisfactory Academic Progress policy.

**3-1-423. Oversight.** The institution encourages and assists students who are experiencing difficulty in progressing satisfactorily in their programs.

### APPENDIX D—Standards of Satisfactory Progress

An essential element in providing appropriate instruction and support services to students is monitoring their satisfactory academic progress (SAP). The Council requires all institutions to develop a policy of satisfactory academic progress that measures whether students are maintaining satisfactory academic progress in their educational program. The policy must contain all of the elements required by the Council and federal regulations. The Council expects institutions to publish those standards for students enrolled in the institution's educational program(s). The Council also expects institutions to monitor whether a student meets the minimum qualitative and quantitative components of the standards.

The Council has determined that the institutional policy must include the following requirements, which are consistent with the regulations specified by the U.S. Department of Education for student eligibility for receiving Federal Title IV financial assistance.

Each of these requirements must be strictly observed:

1. The institution has written standards and a schedule of satisfactory academic progress for all students, which are published in the catalog and in appropriate institutional literature, and are consistently applied to all students.
2. The institution strictly adheres to its published standards of satisfactory academic progress and notifies students when satisfactory academic progress is not being made.
3. The standards of satisfactory academic progress provide for minimum qualitative standards, such as a grade point average or completion of work projects, which can be measured against a norm.
4. The policy defines a maximum time frame, not to exceed 150% of the normal program length, as defined by the institution, for all programs, in which the educational objective must be successfully completed (e.g., number of academic years, credit hours attempted, clock hours completed, months/weeks, terms or modules, etc. as appropriate), as opposed to simply setting a time limit on eligibility for Title IV

### FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes  No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?  
The satisfactory academic progress policy is noted on page 78 of the 2014-2015 catalog.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes  No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes  No

(c) Procedures for re-establishing satisfactory academic progress.

Yes  No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:  
Withdrawals.

Yes  No

Incomplete grades.

Yes  No

Repeated courses.

Yes  No

Non-punitive grades.

Yes  No  Not Applicable (campus does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (campus does not offer)

A warning status.

financial aid.

5. The institution has provisions for an evaluation point at least by the end of each academic year (or at 50% of the normal program length if the program is one academic year or less) that determine whether the student has met the qualitative and quantitative components of the standards.

6. The institution has provisions for utilizing and publishing a schedule designating the minimum percentage or amount of work that a student must successfully complete at the end of each increment to complete the educational program within the maximum time frame.

7. The institution has provisions for determining at the end of each increment whether the student has met the qualitative and quantitative components of the standards. The qualitative and quantitative standards must be cumulative and must include all periods of the student's enrollment regardless of whether or not the student receives federal financial aid.

8. The institution's policies define the effect on satisfactory academic progress of course withdrawals, incomplete grades, repeated courses, and non-punitive grades. The institution's policies define the effect of non-credit or remedial courses on satisfactory academic progress.

9. The institution has provisions for an evaluation at the end of the second academic year and at the end of each subsequent academic year(s) where the student must have a minimum cumulative grade point average (CGPA) of 2.0 on a scale of 4.0, C, or its equivalent, or has academic standing consistent with the institution's requirements for graduation. A student receiving federal financial aid who does not meet the CGPA standards at the end of the second year will no longer be eligible for financial aid, may not be placed on probation, and must be dismissed, unless the student wishes to continue without being eligible for federal financial aid. However, a student not meeting the CGPA standards at the end of the second year may remain as an enrolled student who is eligible for federal financial aid if there are documented mitigating circumstances (i.e., death in the family, sickness of the student, etc.).

10. If the institution places students on warning, or on probation, as defined in sections 11 and 12 below, the institution's policy must describes these statuses.

11. An institution that evaluates academic progress at the end of each payment period may assign warning status to a student who fails to make satisfactory academic progress. A student may be assigned to warning status without an appeal or other action by the student. A student on warning may continue to receive assistance under federal financial aid programs for one payment period despite a determination that the student is not making satisfactory academic progress.

12. 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.

Yes  No  Not Applicable (campus does not use)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes  No  Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes  No

If *No* for any item, insert the section number in parentheses and explain:

█

4.26 Does the campus apply its SAP standards consistently to all students?

Yes  No

4.27 Are students who are not making satisfactory academic progress properly notified?

Yes  No  Not Applicable (no students are in violation of SAP)

At the onset of the visit, the campus DOE notified the instructors of the courses to alert them to send the student to the director of education (DOE). The student meets with the DOE, and is presented a satisfactory academic progress (SAP) calculation that depicts the rate of progress percentages and their CGPA calculation. The campus, while the team was onsite, created a document to notify the student personally, along with an action plan for the counseling meeting. The CEC headquarters location sends a "warning letter" from the regional (central) registrar at present notifying the student that they are not making satisfactory academic progress.

While a student is on probation, the institution may require the student to fulfill specific terms and conditions such as taking a reduced course load or enrolling in specific courses. At the end of one payment period on probation, the student must meet the institution's satisfactory academic progress standards or meet the requirements of the academic plan developed by the institution and the student to qualify for further federal financial aid funds.

If a student is not making satisfactory academic progress, the institution may place the student in an extended enrollment status. A student placed in an extended enrollment status is not eligible for financial aid. However, all credits attempted count toward the 150% of the normal program length even if the student is on extended enrollment. Grades may be replaced if that is the institution's written policy. At the discretion of the institution, a student with an approved appeal who exceeds one and one-half times the standard time frame as defined by the institution either as a regular student or in an extended enrollment status may receive the original academic credential for which he or she enrolled, provided that there are no additional financial obligations to the student.

13. The institution must have clearly defined procedures for re-establishing satisfactory academic progress.

14. The institution has rules for students who change programs, as well as for students who seek to earn additional credentials. For instance, an institution may have a policy that for a student who changes programs it will include in the determination of a student's satisfactory academic progress standing the credits attempted and grades earned that count toward the student's new program of study. Such a policy must be part of the institution's written policy.

15. The institution must have a policy that addresses the implications of transfer of credit on satisfactory academic progress.

16. The institution has provisions that the student must have a minimum CGPA of 2.0, C, or its equivalent upon graduation from all programs.

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?

Yes  No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

Yes  No  Not Applicable (all programs are less than two years)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?

Yes  No  Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?

Yes  No

4.32 Are students allowed to remain on financial aid while under warning status?

Yes  No  Not Applicable (campus does not participate in financial aid)

If Yes, is the student informed of this policy?

Yes  No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

Yes  No  Not Applicable (there are no such students)

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?

Yes  No  Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes  No  Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes  No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Mr. Philip G. Pinkney is the director of education at Le Cordon Bleu in Las Vegas. He holds an equivalent of an associate's degree from City and Guilds in London Institute. Mr. Pinkney has been in the culinary field since the age of 15. He is a certified executive chef and a certified culinary education specialist with ACF. He is also a fellow of the American Academy of Chefs. He has been employed at Le Cordon Bleu for five months. Previous to this, he spent six years at the Art Institute of Las Vegas as academic director. He also was the academic director of the restaurant school at Walnut Hill College in Philadelphia.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes  No

Students who are having difficulty meeting satisfactory academic requirements are encouraged to work with tutors in the learning resource center. The peer tutoring program is done by work study students on campus. Every instructor has an open door policy or a student can go to the director of education for assistance. There is a skills lab with a kitchen open every day to practice enhanced skills every day.

Student are also encouraged to meet with their instructors for additional assistance.

### 3-1-430 –TUITION AND FEES

#### 3-1-431. *Institutionally Financed Grants, Scholarships and*

*Loans.* The Council recognizes that most accredited institutions offer or administer grants, scholarships and loans for students.

Institutions must meet appropriate guidelines for such programs in order to ensure their legitimacy. Participation in ethical institutional grant (See Appendix E, "Guidelines for Institutionally Funded Student Aid"), institutional loan, and scholarship programs requires adherence to the following:

- (a) In addition to administering federal or state student aid programs, institutions may offer the following types of student financial aid:
- (i) grants funded by the campus and awarded to all students within a qualifying category or to all students who demonstrate a need in accordance with published standards;
  - (ii) scholarships funded by the campus or a third-party and administered by the campus to provide aid to students who demonstrate academic achievement in accordance with published standards;
  - (iii) loans funded by the campus and available equally to all students.

4.40 Does the campus finance any of the following? (Mark all that apply.)

- (a)  Scholarships.  
 (b)  Grants.  
 (c)  Loans.  
 (d)  The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

- Yes       No

- (b) Institutionally financed or administered grants, scholarships and loans must be described in the current catalog with a description of the criteria for the award, the application procedures and deadlines, and amounts that may be awarded. All information must avoid false, misleading or exaggerated statements.
- (c) Institutionally financed loans may vary in amount depending on the student's need. The terms and conditions for loans, including forbearance and repayment, must be described in the current catalog. All institutionally financed loans must be collected in accordance with sound and aggressive business practices for the collection of student loans. Institutions must counsel students concerning their loan repayment obligations.

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?

- Yes       No

**3-1-432. Tuition and Charges.** Institutions may charge varying amounts of tuition and fees for different programs. All charges should be consistent for students enrolling at the same time and in the same programs, however, and detailed financial records should indicate at all times the financial obligation of the student to the campus. The following are minimum expectations:

- (a) The tuition and other charges, including the period for which the student is financially obligated, shall be clearly stated in the catalog of the campus. The existence of any separate or comparable publication containing tuition rates must be referenced specifically in the catalog. The schedule of charges must be uniformly administered to all categories of students.

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

- Yes       No

4.43 Are tuition and fees clearly stated in the catalog?

- Yes       No

If *No*, insert the section number in parentheses and explain:

All tuition and fees information is included in the 2014-2015 catalog addendum.

If Yes, have students confirmed receiving a copy of the catalog?

Yes     No     Not Applicable

- (b) The financial records of the students shall clearly show the charges and dates for the posting of tuition, fees, and other charges; the payments and dates of payment; and the balance after each transaction.

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes     No

(b) Dates for the posting of tuition.

Yes     No

(c) Fees.

Yes     No

(d) Other charges.

Yes     No

(e) Payments.

Yes     No

(f) Dates of payment.

Yes     No

(g) The balance after each transaction.

Yes     No

- (d) Announcements of changes in tuition or fees must state the effective date of the change and be uniformly administered.
- (e) Terms of payment may be varied by the campus so long as the tuition charges are uniformly administered.

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes     No     Not Applicable (campus has not changed tuition or fees)

All tuition costs are locked at the time of enrollment.

- 3-1-433. Refund Policy.** The institution must have a fair and equitable refund policy that is applicable to all students and that is published in the institution's catalog. Specific federal or state policies may apply.

4.46 Is the campus' refund policy published in the catalog?

Yes     No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes     No

4.48 Is the campus following its stated refund policy?

Yes     No

- 3-1-434. Administration of Student Financial Aid.** Participation in state or federal student financial aid programs requires serious administrative responsibility. The Council expects all institutions participating in such programs to be knowledgeable of and in compliance with applicable laws and

4.49 Does the campus participate in Title IV financial aid?

Yes     No (Skip to question 4.57)

regulations. The following requirements govern how such activities are evaluated by ACICS:

- (a) An institution participating in student financial aid programs shall designate at least one competent person at the site to administer student financial aid. The extent of this activity and the personnel needed shall be governed by the size and classification of the campus. The person who determines the amount of student awards cannot be responsible for disbursing those awards.
- 4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?  
Mr. Mark Freeland is responsible for all financial aid procedures on campus. He is the business operations manager, having served Le Cordon Bleu in Las Vegas for ten years. He holds a bachelor's degree in American studies from the University of Maryland. Mr. Freeland worked for the University of Phoenix as a financial aid representative. He came to Le Cordon Bleu as a tuition planner, senior tuition planner, and associate director of financial aid. He was then promoted to director of financial aid. Mr. Freeland left the system and came back to Career Education Corporation (CEC) as a career services representative. He was then promoted to the business operations manager over all financial aid, budgetary operations, Title IV funding, scholarships, student payments, and vocational rehabilitation.
- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes  No
- (b) The person or persons assigned to administer student financial aid programs must in all cases be a part of the administration. Administrative personnel involved in student recruitment as their major activity shall not have the final decision-making authority in the approval or awarding of student financial aid.
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes  No
- (c) There shall be professional awareness on the part of the financial aid administrator as shown by membership and participation in state, regional, or national financial aid associations and by other educational activities designed to keep the administrator up to date on procedures and changes in the field.
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes  No  
Mr. Freeland belongs to the WASFAA (Western Association of Financial Aid Administrators) and the Nevada Association of Financial Aid Administrators (NAFAA).
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
Mr. Freeland stays current with all regulations and policy

changes by corporate financial aid management conference calls, webinars with outside agencies like USA Funds, Department of Education, WASFAA.

- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes       No

## 2-2-500 – PROGRAMS OF STUDY

**2-2-503. Evaluation of Programs for Purposes of Federal Financial Aid.** As part of its evaluation of an institution for initial accreditation or renewal of accreditation, ACICS will review the institution's policies and procedures for determining credit hour assignments for purposes of awarding federal financial aid. ACICS will evaluate the reliability and accuracy of the institution's assignment of credit hours, as defined in 34 CFR 600.2 and in 34 CFR 668.8(k) and (l), to courses and programs and will determine whether this assignment conforms to commonly accepted practice in higher education.

- 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

(a) **Credit Hours for Credit Hour Programs.** The evaluation of credit hour programs, as defined in 34 CFR 600.2, for purposes of financial aid is based on the following federal definition of a credit hour:  
 Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—  
 (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

(b) **Credit Hours for Programs that are neither Credit Hour nor Clock Hour Programs.** Clock hour programs as defined in 34 CFR 688.8(k)(2) may not assign credit hours for the purpose of awarding federal financial aid. However, undergraduate degree programs of less than two years in length and non-degree programs that are not fully transferrable to degree programs of at least two years in length (with at least two graduates) at the same institution are eligible to convert clock hours to credit hours for purposes of awarding federal financial aid. In doing so, these programs may seek to combine a minimum number of hours in a range of hours of student work outside of class with a required minimum number of hours of instruction alone to meet or exceed a total number of clock hours of instruction. The evaluation of these clock-to-credit hour programs is based upon the following federal conversion formulas:

The institution's student work outside of class combined

with the clock hours of instruction meet or exceed the following numeric requirements:

- (i) A semester hour must include at least 37.5 clock hours of instruction;
- (ii) A trimester hour must include at least 37.5 clock hours of instruction; and
- (iii) A quarter hour must include at least 25 clock hours of instruction; and

The clock hours of instruction alone meet or exceed the following numeric requirements:

- (A) A semester hour must include at least 30 clock hours of instruction;
- (B) A trimester hour must include at least 30 clock hours of instruction; and
- (C) A quarter hour must include a least 20 hours of instruction(8/2012).

**3-1-435. Cash Discounts.** Any institution providing discounts for cash received in advance of the normal payment schedule must have a written policy. That policy must be provided in writing to all student applicants prior to enrollment.

The institution must demonstrate that the policy:

- (a) is available to all students at the campus; and
- (b) bases the size of the discount on the financial benefit the campus receives from the payment of cash earlier than otherwise would be required under the campus's normal tuition payment schedule or applicable retail installment contract.

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

- Yes  No (*Skip to question 4.58.*)

### 3-1-400—STUDENT SERVICES

**3-1-441. Counseling and Guidance.** Each institution shall designate at least one person on staff experienced in counseling students on personal or academic problems and employment opportunities. The extent of such activity, and the personnel assigned to it, shall be determined by the size, classification, and admissions standards of the institution, the characteristics and location of students, and the means of communication with them. Orientation activities shall assist new students in adapting to the institution. The following are minimum expectations:

- (a) A system of educational, occupational, and personal advising shall be available to students and shall be provided on a periodic basis to ability-to-benefit students enrolled pursuant to Section 3-1-303(b).
- (b) Institutions shall emphasize retention and program completion for all students through activities that take into account their academic and socioeconomic characteristics.
- (c) Institutions shall provide employment assistance and document activity. An institution shall not guarantee employment or the starting salary of its graduates. Follow-up studies on graduates and employer satisfaction shall be conducted by all institutions at specific measuring points following placement of the graduate. All institutions that use placement percentages or salary projections as part of their recruiting activities shall maintain data on all graduates, including the percentage receiving jobs and the percentage receiving jobs in the career field for which they were trained. Institutions also should keep data on students who do not graduate but who become employed on their own or

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Student services offered on the Le Cordon Bleu campus include appointments with all inbound students. All students are introduced to all faculty, have the opportunity to meet their career services advisor meeting one-on-one to discuss goals and career aspirations. Co-teaching schedules are created for the career services staff to present in each classroom along side with the instructor. Discussions include an intro to the industry, opportunities, resume and cover letter writing, interviewing skills, interview skill quiz, externship success, and site searches.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

- Yes  No  Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and

with the campus's assistance.

An institution is encouraged to provide placement assistance, when requested, to graduates of other ACICS-accredited institutions who are relocating to a new community.

- (d) Institutions shall document that students are counseled concerning their student loan repayment obligations.

what are this person's qualifications?

Mr. Mark Levasseur is the person on staff responsible for student counseling and employment opportunities. Mr. Levasseur holds a bachelor's degree from the College of Atlantic in Bar Harbor, Maine in human ecology with an emphasis in marine biology. He also holds an associate's degree from Culinary Institute of America in Hyde Park, New York. Mr. Levasseur has worked at the Bellagio Hotel in Las Vegas for five years as a chef. He also worked for the World Culinary Academy for China. He headed up the United States Antarctic Program for all culinary operations. Prior to this, Mr. Levasseur worked for the University of Nebraska as instructor teaching fine food and wine. He also worked at Restaurant Arzak in San Sebastian, Spain as an apprentice. He has worked with Le Cordon Blue for seven years as instructor, executive chef, dean of culinary arts, director of culinary services.

- 4.61 Does the campus offer employment assistance to all students?  
 Yes     No     Not Applicable (campus enrolls only international students on a student visa)

- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes     No

If Yes, explain:

Any information gathered as part of placement or salary projections are collected by the corporate office and placed on the institution website.

- If Yes, does the campus maintain the required data on its graduates and nongraduates?  
 Yes     No

- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 544  
 The ending enrollment reported on the previous year's CAR is 544
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus

Accountability Report (CAR) last submitted to the Council?

Yes       No       Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes       No       Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

All students receive one-on-one counseling through an "externship gala". They meet with each department prior to graduation and just before the student externship program. Each student receives an individualized printout reviewing the loan repayment process, deferrment and forbearance options, and a print out that describes all lender information.

**3-1-442. Extracurricular Activities.** Institutions which sponsor or conduct programs of extracurricular activities shall base such programs on well-defined purposes. These programs shall be designed primarily to serve the educational needs of the students, and the campus shall provide guidance and supervision for them.

4.67 Describe the extracurricular educational activities of the campus (if applicable).

Orientation is held the last day of every six-week block. Mr. Levasseur welcomes all students to the beginning of their journey. The students are divided into groups who go into a kitchen classroom with faculty members to discuss expectations, uniforms, and policies. The leadership team introduces themselves highlighting their position and assistance to the student body. Area of discussion are admissions, financial aid, career services, education and academic progress expectations.

A Veteran's Club on campus is a support network for the veterans who host their own events like "Cookies for Troops" and "Cookies for Santa".

The "Leadership Club" is for academically excelling students who help coach other students.

ACF Junior Membership Club promotes mini-competitions with ACF coming to campus during career fairs.

Career Fairs are conducted two or three times per year

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with MGM properties, Wynn properties, Mandarin, Cosmopolitan Hotel, and Station Casinos which are represented throughout the campus in the lobby. Smaller organizations set up in other areas of the campus including ACF, 24-hour Fitness, and local chefs. The Career Fair sets up in all hallways of the campus for easy access and visits by students.

Employer Spotlights are held on campus highlighting one "employer station" outside the career services offices where marketing materials are provided to all students. The Park Service (Xanterra) and Grand Delmar from San Diego were recently on campus.

Extra-curricular activities on campus include the "Dead Chefs Society" which is a club focusing on former chefs and their impact in the culinary world. Events hosted consist of competitions such as: "Scary Good" for October, Grid-Iron Grilloff as a tailgating event, the "Cup Cake Challenge" where students produce their best cupcake for a chance of a golden ticket to the World Food Championships in November and the Las Vegas Cupcake bakeoff. "Pro Start" is a campus competition with high school students competing for food championships. On weekends, recruiting is done for the "Blue Ribbon Kitchen Classes" which are skills classes (for example with an Italian menu). One exciting event was working with "Disney's Hundred Foot Journey" seeing a private screening and they produced a menu based on the movie with classic French and Indian.

Other events in Las Vegas are "Life is Beautiful" which is a food-wine-music educational event; "World Food Championship" is the largest food fight including bacon, seafood, barbeque, pasta, burgers, sandwiches. The "Electric Daisy Carnival" is a music-food carnival at the Speedway in Las Vegas; "Brew Fest" is a festival where students work side by side with the chefs; the "Wine Amplified" highlights wine education with foods; "Las Vegas Wine and Food" event is held at the Red Rock Station Casino; "Cross Vegas" is cycle-cross event with food and VIP tents and special request for VIP birthdays. "Flavors of the Heart" was conducted for nutritionally oriented cooking for heart health. "Bite of Las Vegas" is a music and food event where famous properties host

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booths with students working to prepare foods for the events. "NF HOPE" (neuro-fibro matosis event) was conducted for "The Jersey Boys" fundraiser. The Cosmopolitan hosts "The Lucky Rice" event with a guest chef focusing on asian cuisine with student participation.

As evident, the campus is extremely involved in community activities and on-campus events. The student portal highlights all upcoming events. Students sign up via acknowledgement forms in representing the campus.

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#### **GENERAL COMMENTS:**

Chef Lachlan Sands and his management team welcomed the ACICS members in style and with the utmost of professionalism. The atmosphere of the campus was positive and upbeat. The campus morale was at the top of the charts. Every request was honored. The delicious breakfasts, lunches, and snacks were prepared with care and presented with class. The entire experience at Le Cordon Bleu left the team with the knowledge that the campus leadership is committed to the quest of learning, and individual care of each and every student.

#### **COMMENDATIONS:**

The team wishes to compliment the campus for their incredible involvement in community activities. The career services department, led by Mr. Mark Levasseur, is constantly meeting with local hotels, restaurants, and businesses to promote student involvement. The campus has gone "above and beyond" to promote their student involvement into the community.

The registrar, Ms. Carol Haberlin, is to be complimented for the immaculate organization of the admissions student folders. All information was in order and presented in a professional manner.

The team would like to also compliment Mr. Philip Pinkney, the director of education, for his personable manner with the student body and his commitment to excellence in the SAP process.

#### **RECOMMENDATIONS:**

During the visit, the director of education created a warning SAP letter that will assist the campus in making students aware early in the process that they need to improve in specific areas. An action

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"success plan" was created to aid the student in knowing what areas of improvement need to be focused upon. The addition of a student signature to show their commitment to improvement is commendable. The team recommends that these new forms be used to improve the SAP warning process.

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**From:** Perliter Walters-Gilliam <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/6F0EFC3DD0614F609E6B1F2E85504411-PWGILLIAM>  
**Sent:** 7/31/2014 9:56:18 AM -0400  
**To:** Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>  
**Subject:** RE: Le Cordon Bleu information

I agree – I don't think we should be engaging them. It should be managed by Tony, with us providing information to him if necessary....

Ms. Perliter Walters-Gilliam

Senior Manager, Quality Enhancement

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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**From:** Joseph Gurubatham  
**Sent:** Thursday, July 31, 2014 9:54 AM  
**To:** Jocelyn Harris  
**Cc:** Anthony Bieda; Shameka Erby; Perliter Walters-Gilliam  
**Subject:** Re: Le Cordon Bleu information

Jocelyn:

My policy is not to volunteer any other information that they didn't ask for.

As Vice President for External Affairs, Tony may disclose other information as appropriate.

Joseph

Sent from my iPad

On Jul 30, 2014, at 3:24 PM, "Jocelyn Harris" <(b)(6)@acics.org> wrote:

He didn't ask about these others during our initial conversation. Maybe it's the way they're structured with the Department. Anything on these Tony and Shameka?

*Jocelyn N. Harris, MA*

*Manager, Quality Assurance*

*ACICS*

*750 First Streets, NE Suite 980*

*Washington, DC 20002*

*(202) 336-(b)(6)*

*(b)(6)@acics.org*

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**From:** Williams, Michael G. [mailto:(b)(6)@ed.gov]  
**Sent:** Wednesday, July 30, 2014 3:20 PM  
**To:** Jocelyn Harris  
**Subject:** RE: Le Cordon Bleu information

This school has several locations that fall under its jurisdiction. Is it possible if you could check these campuses as well. Not sure if it would make a difference but want to cover all bases.

Le Cordon Bleu College of Culinary Arts – Dallas

11830 Webb Chapel Road, Suite 1200

Dallas, TX

Le Cordon Bleu College of Culinary Arts – Sacramento

2450 Del Paso Road, Suite 150  
Sacramento, CA

Le Cordon Bleu College of Culinary Arts – Seattle  
360 Corporate Drive North  
Seattle, WA

Le Cordon Bleu College of Culinary Arts - St. Louis  
7898 Veteran's Memorial Parkway  
St. Peters, MO

Thanks,

Michael Williams  
Institutional Review Specialist  
U.S. Dept. of Education  
214-661-9517

(b)(6)@ed.gov

<image001.png>

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**From:** Jocelyn Harris [mailto:(b)(6)@acics.org]  
**Sent:** Wednesday, July 30, 2014 2:14 PM  
**To:** Williams, Michael G.  
**Subject:** Le Cordon Bleu information

Good afternoon, Mr. Williams. I apologize for the late response. I just wanted to double check with our complaints and regulatory affairs personnel about the Le Cordon Bleu in Austin, TX. They have informed me that we currently do not have any open complaints or adverse information as it pertains to this campus. Please let me know if we can provide any further information, and have a nice afternoon!

Jocelyn

Jocelyn N. Harris, MA

Manager, Quality Assurance

ACICS

750 First Streets, NE Suite 980

Washington, DC 20002

(202) 336-(b)(6)

(b)(6) [acics.org](mailto:acics.org)

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**From:** Shameka Erby <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/55BCF3398617485D8351BC5B9C76B501-SERBY>  
**Sent:** 9/9/2014 6:08:52 PM -0400  
**To:** Katie Morrison <(b)(6)@acics.org>  
**Subject:** RE: Le Cordon Blue in Scottsdale, AZ

Hi Katie:

Sorry I didn't get back to you earlier. But if the student himself submitted a complaint, we could ask the school for records to prove this supposed balance. And evidence that they received money on his behalf from the VA Office. So yeah, we could move forward with this.

Shameka S. Erby

Assistant Manager, Evaluator Management

Accrediting Council for Independent Colleges and Schools

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**From:** Katie Morrison  
**Sent:** Tuesday, September 09, 2014 9:42 AM  
**To:** Shameka Erby  
**Subject:** FW: Le Cordon Blue in Scottsdale, AZ

Hi, Shameka!

I received this e-mail yesterday evening.

Not that we can work with this friend of a student on the student's issues, but if the student had contacted us, would we be able to help him in any way? If he filed a complaint against Le Cordon Bleu? Is there anyone else we should direct him to?

Thanks,

Katie

**Katie Morrison**

Communications Assistant

**Accrediting Council for Independent Colleges and Schools**

750 First Street, NE | Suite 980 | Washington, DC 20002

[www.acics.org](http://www.acics.org) | 202.336.(b)(6) - p | 202.842.2593 - f



The ACICS Annual Conference and Business Meeting

November 3-5, 2014

New Orleans, Louisiana

[Click here to Register TODAY](#)

**From:** Jessica Kucenski [mailto:(b)(6)@gmail.com]  
**Sent:** Monday, September 08, 2014 6:52 PM  
**To:** Katie Morrison  
**Subject:** Le Cordon Blue in Scottsdale, AZ

Hi Kathleen. I'm reaching out to you because I have a friend who has attended Le Cordon Blue and graduated with an associates degree in culinary arts last year. His name is Jesse James Harrison. He is a war vet and was blown up in Iraq. He returned from the war to attend this college. I'm shocked that he even has the ability to stand on his feet all day to attend such a rigorous college, but he did and he was successful.

Last year, as he was beginning his classes to work on his bachelor's degree, he was arrested for traffic charges from several years back. The school kicked him out for that. He took some time off to work as a chef, but he wanted to complete his degree. He began attending the Art Institute in Phoenix. When he tried to get his transcripts transferred from Le Cordon Blue to his new school, he was told that he owed money and that they would not release his transcripts. His school is paid for by the GI Bill, so he was very confused as to why he would owe money. Now he is about to be kicked out of the Art Institute because he cannot produce his official transcripts from Le Cordon Blue.

He has contacted many people, and he has received no explanation for why he would owe this money. The VA said they paid all the tuition. He has worked very hard to help fight for his country and he has worked probably harder at trying to earn his degree. You may not be the person I need to speak with, but you would be able to forward this on to someone who can? I would appreciate any help you could give me. He is one of the most amazing men I have ever met. He is always willing to help others, and I just wanted to pay him back for what he's done for me and for everyone else, including all Americans.

Thank you for your time.

--

Jessica Kucenski

(b)(6)



August 21, 2015

ID Code 00021352(MC)

**VIA EMAIL ONLY**

Mr. Steven Smith  
Campus President  
Le Cordon Bleu College of Culinary Arts  
3110 Esperanza Crossing, Suite 100  
Austin, TX 78758-3647

*acicsinfo@austin.chefs.edu*

Dear Mr. Smith:

BRANCH CAMPUS, Tukwila, WA

ID CODE 00023929(BC)

**Subject: Quality Assurance Monitoring-Higher Credential Visit Confirmation**

An on-site evaluation of your institution has been scheduled for **September 21, 2015**. The on-site administrator will subsequently receive further details about the visit, including the names and addresses of the team members. When you receive this information one copy of the academic associate's degree in patisserie and baking, and academic associate's degree in culinary arts as well as the update documents should be forwarded directly to each team member, the manner in which will be explained in the subsequent visit memorandum.

The documents above must be received, along with the appropriate application materials by each team member no later than **September 7, 2015**.

The aforementioned update documents are on our Web site as well as the list of materials that must be placed in the team's meeting room prior to the team's arrival. This information for both the update documents and the visit room materials can be found on the "Evaluation Site Visit" page at the following link: <http://www.acics.org/accreditation/content.aspx?id=2022>. Click on the listing that relates to the type of visit to be conducted. Please ensure that all requested materials are labeled for easy identification and provided in an orderly manner.

The institution will be invoiced a fixed fee for all site visits. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application(s).

Mr. Steven Smith  
August 21, 2015  
Page 2

Thank you for your cooperation. If you have any questions, please call me at (202) 336-(b)(6)

Sincerely,

(s)(b)  


Derrick Ware  
Accreditation Coordinator

c: Ms. Jennifer Sohonie, Tukwila branch campus (*ACICSINFO@seattle.chefs.edu*)  
Mr. Mike Brennan, Workforce Training and Education Coordinating Board  
(*mike.brennan@wtb.wa.gov*)



## TEAM MEMO

TO: The Evaluation Team Le Cordon Bleu College of Culinary Arts, Las Vegas, NV

FROM: Ms. Shameka S. Erby, Assistant Manager, Evaluator Management

DATE: September 17, 2014

SUBJECT: Scheduled Site Visit – October 6-7, 2014

I would like to thank you for agreeing to serve on the evaluation team for Le Cordon Bleu College of Culinary Arts, Las Vegas, Nevada. We will be conducting a New Grant Visit. You will receive a copy of the Self-Study, update report materials, and a current catalog directly from the institution.

We are staying at the Las Vegas Marriott, 325 Convention Center Drive, Las Vegas, Nevada 89109, (702) 650-2000. Reservations have been made in each of your names and are guaranteed for late arrival. You are permitted to cover your own hotel costs. However, you must contact me directly if you need your hotel costs covered. If you have booked your flight to include an extra night, please let me know and I will extend your reservation by one night. Please call me directly to make any changes to your reservation.

Name	Evaluation role	Check-in	Check-out	Confirmation #
Sandra Yelverton	Chair	10/5/14	10/7/14	90735344
Joyce Strout	Student Relations	10/5/14	10/9/14	90733624
David Teneyuca	Educational Act.	10/5/14	10/9/14	90734354
Michael Gingrich	Program Expert	10/5/14	10/7/14	90736802

The recommended mode of transportation to the hotel from the McCarran International Airport (LAS) airport is TAXI. The estimated fare is \$17.00 – please be prepared with cash, in the event that the cab does not accept credit cards and be sure to request a receipt.

Please plan to meet in the hotel lobby at 6:00 p.m. on Sunday, October 5, 2014. We will have a team meeting (mandatory) to be followed by dinner (optional). Please plan your departing flight after 7:00 p.m. on the last day of the visit to ensure that we are not rushed for time. Please confirm your travel plans and cell phone numbers with me via e-mail at [serby@acics.org](mailto:serby@acics.org), office phone at (202) 336-6849, or cell phone (202) 631-5134 and contact me at the hotel once you have arrived.

### **Pre-Visit Materials**

Evaluation Team  
September 17, 2014  
Page 2

We have instructed institutions to provide you with the appropriate applications and update materials via CD/flash-drive or e-mail. It remains the responsibility of the evaluator to contact staff if you have not received any materials prior to the visit. Please remember that all school materials will be sent to you at the address you have in your record marked primary address, unless you communicate to staff otherwise. Also, your reimbursement check will always be sent to your primary address, so please make sure you manage this address. In addition, you are encouraged to sign up for direct deposit, which should expedite the reimbursement process-instructions can be found on the evaluator resources page on the ACICS website.

### **Reimbursement Expenses**

Remember that all expenses will be submitted through Concur, our web-based expense management system, to be followed by submission of hard copies of all original receipts to the ACICS Accounting Department.

For Concur, the pertinent ID numbers to know are:

- Project ID: 6549
- School ID: 00048157

Please note: You should have completed Concur training prior to completing your travel arrangement-please familiarize yourself with the policies and procedures. In addition to the information provided in the training, please note that all travelers will be required to complete two separate expense reports. One for expenses charged to the business travel account (BTA) and another for any out of pocket expenses.

### **Expectations**

**Attire:** Attire for each day we are at the institution is business professional. Men should wear a jacket and tie; ladies should wear dresses, suits, or pant suits.

**Templates:** If you need a copy of the Evaluation Report Template, you may download it by typing the following link into your internet browser: <http://www.acics.org/evaluators/content.aspx?id=2438>. **Please print a copy of your report section and bring it with you.**

Again, I appreciate your service to ACICS. Please call me if you have any questions. I will see you in Las Vegas!



To: Mr. Lachlan Sands  
President  
Le Cordon Bleu College of Culinary Arts  
1451 Center Crossing Road  
Las Vegas, NV 89144  
ID CODE 00048157

From: Ms. Shameka S. Erby, Assistant Manager, Evaluator Management

Date: Wednesday, September 17, 2014

Subject: Scheduled Site Visit – October 6-7, 2014

Listed below are the details for your upcoming evaluation visit. Please send each team member listed below, including myself, an electronic copy (flash drive, CD, or e-mail) of the Self-Study Application.

As a reminder, the Self-Study Application materials include:

**SELF-STUDY APPLICATION**

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update report documents must be sent to the team as well as uploaded to the campus' online application:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form

Note: If there are not tasks available for each of these items, please combine the documents together and upload into the "Program Update Form" task.

Mr. Lachlan Sands  
September 17, 2014  
Page 2

The update report documents are available on the ACICS Web site at <http://www.acics.org/accreditation/content.aspx?id=2022>. Go to the “Accreditation Process” page and then click the “Evaluation Site Visit” page. The documents above must be received, along with the appropriate application materials by each team member no later than **September 24, 2014**. It is unnecessary and often inconvenient to require a signed receipt upon delivery of these items to the team members.

We will need a private work area for the team’s use during the visit. The materials identified on the enclosed list should be placed in the work area prior to the team’s arrival. Additional materials may be requested during the visit. Details of the visit are outlined below.

The institution will be invoiced a fixed fee for all site visits. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application(s).

*Please contact me immediately if you have any concerns regarding any team member appointed to serve on the evaluation team or if you have any questions about the visit. Thank you.*

## **VISIT ITINERARY**

### **Institution to Be Visited**

ACICS ID Code 00048157  
Le Cordon Bleu College of Culinary Arts  
1451 Center Crossing Road  
Las Vegas, NV 89144  
(702) 851-5333

### **Visit Dates**

Monday, October 6, 2014 – Tuesday, October 7, 2014

### **Visit Type**

New Grant

### **Current Level of Accreditation**

Academic Associate’s degree

### **Itinerary (approximate)**

Arrive on Monday, October 6, 2014, at 9:00 a.m.

Mr. Lachlan Sands  
September 17, 2014  
Page 3

Depart on Tuesday, October 7, 2014, at 5:00 p.m.

**Evaluation Team**

**CHAIR**

Dr. Sandra Yelverton  
Retired Education Administrator  
Alabama Department of Education  
1611 Wentworth Drive,  
Montgomery, AL 36106-2636  
(b)(6)@knology.net

**RELATIONS WITH STUDENTS**

Ms. Joyce Strout  
J.B Strout & Co.  
4 Ambrose Lane,  
South Barrington, IL 60010  
(b)(6)@gmail.com

**EDUCATIONAL ACTIVITIES**

Dr. David Teneyuca  
11814 Broadwood  
San Antonio, TX 78249  
(b)(6)@msn.com

**PASTRY AND BAKING SPECIALIST**

Mr. Michael E Gingrich  
Chef Instructor  
Yorktowne Business Institute  
West 7th Ave  
York, PA 17404  
(b)(6)@ybi.edu

**ACICS STAFF REPRESENTATIVE**

Ms. Shameka S. Erby  
Assistant Manager, Evaluator Management  
(202) 336-6849  
(202) 631-5134 Cell  
serby@acics.org

**Hotel**

Las Vegas Marriott  
325 Convention Center Drive

Mr. Lachlan Sands  
September 17, 2014  
Page 4

Las Vegas, Nevada 89109 USA  
(702) 650-2000

c: Evaluation Team

Mr. Lachlan Sands  
September 17, 2014  
Page 5

## **EVALUATION VISIT MEETING ROOM MATERIALS**

### **Initial, Reevaluation, and Additional Location Inclusion Visit**

*Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.*

#### 1. Current Information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module
- b. Student enrollment on day(s) of visit by program and by day and evening divisions
- c. Floor plan of facility
- d. Staff roster and organization chart
- e. Course syllabi for currently offered courses (For courses not offered in the current term, the syllabi must be provided with the exception of the following items: instructional materials and references, out-of-class activities and assignments, assessment criteria, and method of evaluating students)
- f. All admissions tests and test cut-off scores for each program
- g. If ability-to-benefit students are admitted, complete documentation evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes, as well as the contract for the independent test administrator
- h. Two copies of the most recently completed, and the prior year's ACICS Campus Accountability Reports along with the complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone numbers
- i. A copy of the current Campus Effectiveness Plan along with the progress reports and/or prior year's campus effectiveness plan
- j. Board of directors and administrative staff meeting minutes
- k. Faculty meeting minutes
- l. Documentation of in-service training sessions held and the schedule for upcoming session
- m. Schedule and documentation of community resources utilized for each program (organized by program)
- n. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on-site administrator or self-study coordinator
- o. Copies of correspondence with ACICS for any approvals or notifications for modifications since the last New Grant Visit (campus additions, new programs, distance education activity, substantive/non-substantive changes to an existing program, change of location, change of name, etc.)
- p. A copy of the approved and most current Academic Analysis for each program. If

Mr. Lachlan Sands  
September 17, 2014  
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applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.

2. Official Documents

- a. Corporate Charter
- b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure
- c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity
- d. State license and authorization to award degrees (if applicable)
- e. Most recent state and VA compliance reports
- f. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation
- g. Documentation that the institution is in compliance with copyright laws for instructional materials utilized
- h. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable)
- i. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit
- j. Third-party contracts with other educational institutions or contracts such as JTPA

3. Files

- a. Administrative staff personnel files that include updated ACICS data sheets
- b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation

*NOTE: Student files will be selected randomly for review by team members.*

4. Inventories

- a. Library resource and reference materials including online materials (if applicable)
- b. Instructional equipment for all programs

5. Publications

- a. Most recent ACICS self-study or additional location application
- b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads
- c. Student, faculty, and staff handbooks (if applicable)
- d. Current catalog with all addenda (if applicable)

Mr. Lachlan Sands  
September 17, 2014  
Page 7



August 13, 2014

ID Code 00048705(MC)

**VIA EMAIL ONLY**

Mr. Craig Bartholomew  
President  
Le Cordon Bleu College of Culinary Arts  
8100 E. Camelback Road, Suite 1001  
Scottsdale, AZ 85251

Dear Mr. Bartholomew:

LE CORDON BLEU COLLEGE OF CULINARY ARTS, LAS VEGAS, NEVADA ID CODE 00048157(AL)

**Subject: New Grant Visit Confirmation**

An on-site evaluation of your institution has been scheduled for **October 6-7, 2014**. You subsequently will receive further details about the visit, including the names and addresses of the team members. When you receive this information one copy of the Self-Study Application should be forwarded directly to each team member, the manner in which will be explained in the subsequent visit memorandum.

As a reminder, the Self-Study Application materials include:

**SELF-STUDY APPLICATION**

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update documents must be uploaded to the campuses' online applications:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form

Note: If there are not tasks available for each of these items, please combine the documents together and upload into the "Program Update Form" task.

The documents above must be received, along with the appropriate application materials by each team member no later than **September 22, 2014**.

Mr. Craig Bartholomew  
August 13, 2014  
Page 2

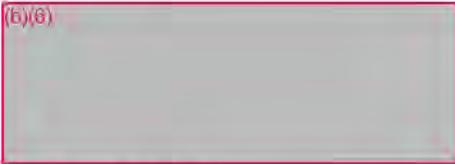
On our Web site is the aforementioned update documents as well as the list of materials that must be placed in the team's meeting room prior to the team's arrival. This information for both the update documents and the visit room materials can be found on the "Evaluation Site Visit" page at the following link: <http://www.acics.org/accreditation/content.aspx?id=2022>. Click on the listing that relates to the type of visit to be conducted. Please ensure that all requested materials are labeled for easy identification and provided in an orderly manner.

The institution will be invoiced a fixed fee for all site visits. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application(s).

Thank you for your cooperation. If you have any questions, please call me at (202) 336-6849.

Sincerely,

(b)(6)

A rectangular area is redacted with a grey fill and a red border. The text "(b)(6)" is written in red in the top-left corner of the redacted area.

Shameka S. Erby  
Assistant Manager, Evaluator Management

c: Mr. Lachlan Sands Las Vegas additional location [lsands@vegas.chefs.edu](mailto:lsands@vegas.chefs.edu)  
Mr. David Perlman, Nevada Commission on Postsecondary Education

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**From:** Shameka Erby <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/55bcf3398617485d8351bc5b9c76b501-serby>  
**Sent:** 2/27/2015 5:33:57 PM -0500  
**To:** 'angelo.john [REDACTED]@gmail.com'  
**Subject:** RE: US Department of Education, Case 15-16350 Stevens, Angelo J. (MILITARY)

Hello Mr. Stevens:

The Department of Education included us in an email regarding a complaint you have against your school. If you want to present a complaint against a school, please submit a detailed complaint, with dates and specific information about your issue and all of your attempts to resolve this issue with the institution directly. ACICS needs as much information as possible in order to ask the school for a response. If you request anonymity, I will remove all mention of your name and contact information before sharing your complaint with the school. You can send the complaint to this email address.

Also, according to our complaint procedures, we ask that all complainants make every attempt to resolve their problem with the institution directly before filing a complaint with ACICS. Please follow the grievance policy that the school has and go through the appropriate channels with them. Document all attempts to resolve this with the school. If you cannot reach a solution after going through the school's grievance policies, then you may file a complaint, in writing, with ACICS. Have a nice day.

Shameka S. Erby

Assistant Manager, Evaluator Management

Accrediting Council for Independent Colleges and Schools

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**From:** Amos, Serena [mailto:Serena.Amos@ed.gov]  
**Sent:** Thursday, February 12, 2015 5:30 PM  
**To:** 'angelo.john.stevens@gmail.com'  
**Cc:** Complaints Adverse

**Subject:** US Department of Education, Case 15-16350 Stevens, Angelo J. (MILITARY)

Good Afternoon Mr. Stevens,

The US Department of Education, Federal Student Aid is in receipt of a referral case from US Department of Veterans Affairs regarding your concerns about ITT Technical Institute in Springfield, VA. Our office oversees the administration and compliance of Title IV Federal Student Aid programs. Although we understand you are in receipt of Pell Grant, the nature of your case is not regarding Title IV programs.

Because the nature of your concerns is regarding issues non-related to the administration of Federal Student Aid I recommend contacting the school's accreditor, Accrediting Council for Independent Colleges and Schools. Our office has courtesy copied the accreditor's complaint e-mail inbox for action. I've provided the school's accrediting agency information below:

<http://www.acics.org>

750 First Street NE  
Suite 980  
Washington, DC 20002-4223  
Tel: 202.336.6780  
Fax: 202.842.2593

Based on a review of your concerns, our office has found no federal violations regarding the administration of Federal Student Aid programs. Case 15-16350 is closed effective today, February 12, 2015.

Thank you for bringing this matter to our attention and allowing us the opportunity to review your concerns. If you have any further questions, please do not hesitate to contact us.

Thank you,

Serena Amos

Complaint Resolution Specialist

Federal Student Aid/Program Compliance

School Eligibility Service Group

Customer Engagement and Information Management

(206)615-3688 Office



---

**From:** VAVBAWAS/CO/PoE-PROCESSING COMPLAINTS [<mailto:PROCESS.VBAVACO@va.gov>]  
**Sent:** Thursday, February 12, 2015 9:02 AM  
**To:** Compliance Complaints  
**Cc:** VAVBAWAS/CO/PoE-PROCESSING COMPLAINTS  
**Subject:** [Suspect Bulk Mail] VA4146 - Principles of Excellence Complaint System - Referral

Good afternoon,

The attached complaint was received via the Department of Veterans Affairs' Principles of Excellence Complaint System (PoECS) that is not within Department of Veteran Affairs purview for resolution.

It was assigned case VA4146 by Department of Veterans Affairs.

The individual was notified that the complaint was referred.

Sincerely,

Department of Veterans Affairs

Principles of Excellence

Complaint Case Manager

<http://www.benefits.va.gov/gibill>

<<VA4146.pdf>>

### Complaint

Describe what happened so we can understand the issue.

I joined ITT-Tech on the suggestion of my out processing of Fort Belvoir. The first 2 Semesters were great, from there until now 2-10-15 it has been a spiral of hell and downfall. The teachers are biased against Veterans (most seem to be from the Middle East or Muslim) Some have processed hate for Men/Women based on sex or religion alone, some are discriminatory or racist. Technology used does not come close to tech we would operate on the job, certifications are high cost, and just recently was added after 2 years. Complaints are often tossed aside and horrid bad racist teachers are allowed to remain teaching. Numerous complaints and requests for refunds go unanswered and get delayed on purpose to wear the students down, and we do not have the resources or tools to fight them. I have numerous (40 or more) Veterans in the same boat this school is located in Springfield VA.

What do you think would be a fair resolution to your issue?

I have been asking for changes and nothing happens, horrible teachers remain teaching, students are learning nothing relevant to today's technology job market, teachers often have no access to teaching materiel, systems are more often down than working, programs used to teach fail to work, students fall behind, teachers play Naziam type roles in the class, and faculty seems unable to help or unwilling. I want a complete return of my investment so I may pursue other education with a more reputable school.

### School/Employer

School/Employer  
ITT TECHNICAL INSTITUTE-SPRINGFIELD  
7300 BOSTON BLVD  
SPRINGFIELD VA 22153

United States

Level of Study

Bachelors

Out-Of-Pocket Tuition  
\$1,000 - \$4,000

Government Tuition Credit  
Greater than \$30,000

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**From:** Shameka Erby <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/55bcf3398617485d8351bc5b9c76b501-serby>  
**Sent:** 2/16/2015 7:38:31 PM -0500  
**To:** "Amos, Serena" <(b)(6)@ed.gov>  
**Subject:** RE: US Department of Education, Case 15-16350 Stevens, Angelo J. (MILITARY)

Thank you Ms. Amos. I will follow up with the complainant.

Shameka S. Erby

Assistant Manager, Evaluator Management

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980 | Washington, DC 20002

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<http://www.acics.org>

750 First Street NE  
Suite 980  
Washington, DC 20002-4223  
Tel: 202.336.6780  
Fax: 202.842.2593

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Thank you,

Serena Amos  
Complaint Resolution Specialist  
Federal Student Aid/Program Compliance  
School Eligibility Service Group  
Customer Engagement and Information Management  
(206)615-3688 Office



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Complaint Case Manager

<http://www.benefits.va.gov/gibill>

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*Describe what happened so we can understand the issue.*

I joined ITT-Tech on the suggestion of my sub processing of Fort Belvoir. The first 2 Semesters were great, from there until now 2-10-15 it has been a spiral of hell and slowfall. The teachers are biased against Veterans (most seem to be from the Middle East or Muslim) Some have expressed hate for Men/Women based on sex or religion alone. Some are discriminatory or racist. Technology used does not come close to tech we would operate on the job, certifications are high cost, and just recently was added after 2 years. Complaints are often tossed aside and horrid bad racist teachers are allowed to remain teaching. Numerous complaints and requests for refunds go unanswered and get delayed on purpose to wear the students down, and we do not have the resources or tools to fight them. I have numerous (40 or more) Veterans in the same boat this school is located in Springfield VA. What do you think would be a fair resolution to your issue?

I have been asking for changes and nothing happens, horrible teachers remain teaching, students are learning nothing relevant to today's technology job market, teachers often have no access to teaching material, systems are more often down than working, programs used to teach fail to work, students fall behind, teachers play Nazism type roles in the class, and faculty seems unable to help or unwilling. I want a complete return of my investment so I may pursue other education with a more reputable school.

**School/Employer**

School/Employer  
ITT TECHNICAL INSTITUTE-SPRINGFIELD  
7300 BOSTON BLVD  
SPRINGFIELD VA 22153

United States

Level of Study

Bachelors

Out-Of-Pocket Tuition

\$1,000 - \$4,999

Government Tuition Credit

Greater than \$30,000



## REEVALUATION REPORT

**Westwood College—O'Hare Airport**  
**W. Higgins Road, Suite 100**  
**Chicago, IL 60631**  
**ACICS ID Code: 00011130**

Deann Fitzgerald, Campus President  
[11330@westwood.edu](mailto:11330@westwood.edu)

September 18-19, 2013

Scot Ober	Chair	Words etc, Inc.	Tucson, Arizona
Ed Krissler	Student-Relations Specialist	Krissler Business Institute	Newburgh, New York
Russell Poteat	Education/Interior Design Specialist	Virginia College	St. Croix, Virgin Islands
Miguel Rivera-Hernandez	Criminal Justice Specialist	John Dewey University	Trujillo Alto, Puerto Rico
Rosalind Collazo	Medical Assisting Specialist	ASA Institute	Glen Burnie, Maryland
Frank Torbert	Business Specialist	FLT Trading, Inc.	Imperial, Pennsylvania
Fawzi Ben Messaoud	Technology Specialist	Campus Performance	Carmel, Indiana
Terry Owens	Design Specialist	Southern Illinois University	Carbondale, Illinois
Perliter Walters-Gilliam	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
Westwood College O'Hare Campus  
Chicago, Illinois**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full- /Part- time	CAR Retention & Placement			
					2012		2011	
					Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Assisting	69.5	42/13	76.5%	84.75%	77.2%	69.6%
Associates	Academic Associate's	Information and Network Technologies	90.0	8/14	N/A	N/A	N/A	N/A
Associates	Academic Associate's	Computer Aided Design/Architectural Drafting *	90.0	1/0	76.92%	75.00%	68.2%	100.00%
Associates	Academic Associate's	Graphic Design	90.0	13/2	<b>58.82%</b>	N/A	<b>55.6%</b>	N/A
Associates	Academic Associate's	Construction Management	90.0	17/7	100.00%	N/A	N/A	N/A
Bachelor's	Bachelor's	Business Administration: Major in Accounting	180.0	11/1	84.00%	<b>50.00%</b>	62.10%	N/A
Bachelor's	Bachelor's	Business Administration: Major in Healthcare Management	180.0	20/5	64.81%	77.78%	65.80%	87.50%
Bachelor's	Bachelor's	Business Administration: Major in Marketing Management	180.0	19/8	76.39%	100.00%	67.80%	75.00%
Bachelor's	Bachelor's	Construction Management	180.0	7/2	67.86%	100.00%	67.30%	88.50%
Bachelor's	Bachelor's	Graphic Design: Major in Animation	180.0	0	80.00%	<b>50.00%</b>	<b>56.30%</b>	N/A
Bachelor's	Bachelor's	Graphic Design: Major in Visual Communications	180.0	11/0	75.00%	100.00%	<b>55.60%</b>	66.70%
Bachelor's	Bachelor's	Interior Design**	180.0	3/0	87.50%	N/A	67.90%	N/A
Bachelor's	Bachelor's	Criminal Justice: Major in Administration	180.0	57/25	67.74%	63.74%	67.50%	72.70%
Bachelor's	Bachelor's	Information and Network Technologies: Major in Network Management	180.0	0	67.74%	71.43%	66.70%	100.00%
Bachelor's	Bachelor's	Information and Network Technologies Major in Systems Security	180.0	9/8	83.33%	64.71%	75.00%	78.60%
Bachelor's	Bachelor's	Software Development: Major in Game Software	180.0	7/6	77.42%	100.00%	67.50%	N/A

**TOTAL ENROLL.**

**315**

Notes: Typed in bold are any retention rates below 62% and any placement rates below 58%.

\*The only student in the Computer Drafting program will be transferring to the Chicago Loop campus so the program was not reviewed. The team was provided with the student's file along with email dialogue about the transfer.

\*\* With continuous low enrollment, the institution decided while the team was on site that the Interior Design program will be discontinued once the final student graduates next year.

## INTRODUCTION

The Vanderschmidt School, the former name of the O'Hare Westwood Campus, was established in 1950 and was purchased by its present owners in 2001.

The overall population of the campus has dropped from 642 students in 2011 to 315 students today, due primarily to the continued legal scrutiny of the DuPage campus Criminal Justice program by the Illinois Attorney General and the Denver campus being placed on probationary status with the Colorado Commission on Higher Education.. While this investigation is ongoing, the state of Illinois does not allow the campus to begin offering any new programs.

Two-thirds of the students are enrolled in bachelor's degree programs, the largest of which is Criminal Justice. The campus population is about evenly divided between male and female.

The campus is no longer accepting enrollments in the bachelor's degree program in Graphic Arts--Animation or in the bachelor's degree program in Information and Network Technologies--Network Management. The one student in the associate's degree program in Computer-Aided Design will transfer to another campus at the end of the current quarter, and that program will no longer accept enrollments. Thus, the associate's degree in CAD was not evaluated by the on-site team.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement is on page 8 of the 2013 Illinois Westwood Academic Catalog.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes       No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes       No
- 1.04 Are the objectives reasonable for the following?  
 (a) The programs of instruction  
 Yes       No  
 (b) The modes of delivery.  
 Yes       No  
 (c) The facilities of the campus.  
 Yes       No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes       No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes       No

## CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes       No
- 1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?  
 Yes       No       Not Applicable
- 1.09 Does the CEP describe the following?  
 (a) The characteristics of the programs offered.  
 Yes       No  
 (b) The characteristics of the student population.  
 Yes       No  
 (c) The types of data that will be used for assessment.  
 Yes       No  
 (d) Specific goals to improve the educational processes.  
 Yes       No  
 (e) Expected outcomes of the plans.  
 Yes       No
- 1.10 Are the following five required elements evaluated in the CEP?  
 (a) Student retention.  
 Yes       No  
 (b) Student placement.  
 Yes       No       Not Applicable (new additional location only)  
 (c) Level of graduate satisfaction.  
 Yes       No       Not Applicable (new additional location only)  
 (d) Level of employer satisfaction.  
 Yes       No       Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes  No

- 1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.  
The campus uses grade distributions as the sole measure of documenting student learning outcomes. These outcomes are being assessed through CampusVue.
- 1.12 Are the following identified and described in the CEP?
- (a) The baseline data for each outcome.  
 Yes  No  Not Applicable
- (b) The data used by the campus to assess each outcome.  
 Yes  No  Not Applicable
- (c) How the data was collected.  
 Yes  No  Not Applicable
- (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.  
 Yes  No  Not Applicable

If *No* for any applicable item, insert the section number in parentheses and explain:

**(Section 3-1-111):** The campus CEP does not meet Council requirements in the following areas:

1. Graduate satisfaction is measured during the student's last quarter of enrollment--when they are not yet graduates.

2. Employer satisfaction is based on so few responses (9 responses out of 168 employers surveyed) that the data received could not be considered as representative of all 168 employers.

3. Grade distributions are the sole measure of student learning outcomes, but the data reported is not adequate to document learning outcomes in all areas. Further, the data is not adequately analyzed. For example, of the 33 students enrolled in HIST420, none received a grade of F. On the other hand, none of the 12 students enrolled in MKTG320 received an A. Such wide grading discrepancies should be investigated as a means of improving the educational processes. Students in some programs take certification exams (which the campus pays for); these results should be included in the CEP.

- 1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?  
 Yes  No  Not Applicable (new additional location or initial applicant only)
- 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?  
 Yes  No  Not Applicable (new additional location only)
- 1.15 Describe the specific activities that the campus will undertake to meet these goals.  
The campus has started a new initiative to pay more attention to placing Medical Assisting students in the most appropriate externship position, as a means of increasing the externship-to-hire rate. The campus is now hosting more career fairs; a recent fair attracted 16 potential employers to campus. The campus has also started contacting students after their first absence to ensure that attendance does not become an issue.
- 1.16 Does the campus have documentation to show the following?
- (a) That the CEP has been implemented.  
 Yes  No
- (b) That specific activities listed in the plan have been completed.  
 Yes  No
- (c) That periodic progress reports have been completed.  
 Yes  No
- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Ms. Deann Fitzgerald, campus president, is responsible for implementing and monitoring the CEP. She holds an associate's degree in Business from Waubensee Community College, a bachelor's degree in Business Administration from Aurora College, and a master's degree in Business Administration from Olivet Nazarene University. She has about ten years of experience in the career college sector and became campus president in June 2013.

- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?  
 Yes       No       Not Applicable (new additional location or initial applicant only)

## 2. ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?  
 (a) Governance, control, and corporate organization.  
 Yes       No  
 (b) Names of the trustees, directors, and/or officers.  
 Yes       No  
 (c) Names of the administrators.  
 Yes       No
- 2.02 Does the campus:  
 (a) Adequately train its employees?  
 Yes       No  
 (b) Provide them with constant and proper supervision?  
 Yes       No  
 (c) Evaluate their work?  
 Yes       No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes       No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:  
 (a) Clearly understand their duties and responsibilities?  
 Yes       No  
 (b) Know the person to whom they report?  
 Yes       No  
 (c) Understand the standards by which the success of their work is measured?  
 Yes       No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?  
 Yes       No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?  
 Yes       No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?  
 Yes       No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?  
 Yes       No       Not Applicable (initial applicants only)
- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?  
 Ms. Deann Fitzgerald, campus president, is responsible for the financial oversight of the campus. As noted earlier, she holds a master's degree in Business Administration and has ten years of work experience in the career-college sector.

### 3. ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?  
 Yes  No
- 3.02 Are all staff well trained to carry out administrative functions?  
 Yes  No
- 3.03 Who is the on-site administrator, and what are this person's qualifications?  
 Ms. Fitzgerald, campus president, is the on-side administrator. As noted earlier, she holds a master's degree in Business Administration and has ten years of work experience in the career-college sector.
- 3.04 Does the campus list degrees of staff members in the catalog?  
 Yes  No
- If Yes, is appropriate evidence of the degrees on file?  
 Yes  No
- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
- (a) Financial aid activities.  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- (b) Admissions.  
 Yes  No
- (c) Curriculum.  
 Yes  No
- (d) Accreditation and licensure.  
 Yes  No
- (e) Guidance.  
 Yes  No
- (f) Instructional resources.  
 Yes  No
- (g) Supplies and equipment.  
 Yes  No
- (h) The school plant.  
 Yes  No
- (i) Faculty and staff.  
 Yes  No
- (j) Student activities.  
 Yes  No
- (k) Student personnel.  
 Yes  No
- 3.06 Does the campus admit ability-to-benefit students?  
 Yes  No (*Skip to Question 3.11.*)
- 3.11 Do student files contain evidence of graduation from high school or the equivalent?  
 Yes  No
- 3.12 Are appropriate transcripts maintained for all students?  
 Yes  No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?  
 Yes  No

- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes  No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes  No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
 Yes  No

#### 4. RELATIONS WITH STUDENTS

- 4.01 How many student files were reviewed during the evaluation?  
 The team reviewed 30 files of students classified on the 2012 CAR, including 10 classified as graduates, 10 classified as drops, and 10 classified as still enrolled. The team also reviewed the files of two students on academic probation, two students on academic warning, and one student who was academically dismissed. In addition, the ledger cards of the 14 current students receiving institutional scholarships and the ledger cards of the 51 recently graduated students were reviewed.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes  No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes  No
- 4.06 Does the admissions policy conform to the campus's mission?  
 Yes  No
- 4.07 Is the admissions policy publicly stated?  
 Yes  No
- 4.08 Is the admissions policy administered as written?  
 Yes  No
- (a) Clearly outlines the financial obligations of both the institution and the student?  
 Yes  No
- (b) Outlines all program related tuition and fees?  
 Yes  No
- (c) Has a signature of the student and the appropriate school representative?  
 Yes  No
- Is there evidence that a copy of the agreement has been provided to the student?  
 Yes  No
- 4.10.1 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
 Mr. Michael Favia, director of admissions, is responsible for the oversight of student recruitment. Mr. Favia holds a bachelor's degree in Political Science and a master's degree in Business Administration from Dominican University. He also holds a certificate in Paralegal Studies from Roosevelt University. He began his career at Westwood in the admissions office in 2009. Before coming to Westwood O'Hare, Mr. Favia was an assistant manager at HSBC bank for four years. He is qualified to oversee the admissions office.

- 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

The recruiting process at the Westwood O'Hare location is ethical and compatible with the educational objectives for the campus. The team interviewed current students and admissions personnel, reviewed the Better Business Bureau (BBB) website, and reviewed current advertising materials. The students are positive about the admissions process, the admissions representatives are knowledgeable about Westwood's programs and policies, and Westwood's headquarters utilizes a third-party who sends mystery shoppers to all Westwood campuses twice per year.

However, it should be noted that the BBB has posted an alert for Westwood because of an Illinois government action. On January 18, 2012, the Illinois Attorney General filed a Complaint for Injunctive and Other Relief against this business in Cook County Circuit Court. Charges filed allege the business made a variety of false representations and promises regarding the value and transferability of its coursework and degrees for students enrolled in their Criminal Justice program. The alleged misrepresentations constitute violations of the Illinois Consumer Fraud and Deceptive Business Practices Act. As of the visit, the matter is pending. (See more at: <http://www.bbb.org/denver/business-reviews/schools-business-and-vocational/westwood-college-in-denver-co-4694#govtaction>.)

The ACICS office is aware of this government action and is monitoring it closely.

- 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

- 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes  No

- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?

Yes  No

- 4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-412(d)):** Titles of some recruitment personnel are not appropriate. Some enrollment personnel have titles of "Education Representative" and "Senior Education Representative," which do not accurately reflect their actual duties and responsibilities as admissions representatives. The job description for Education Representative defines the position purpose as follows: "The primary role of the Education Representative is to contact, interview, and enroll potential student inquiries into a qualified career-focused education and guide the prospective student through the enrollment completion process." Three of the seven admissions representatives have titles of "Education Representative" as observed on their job descriptions and their door plaques: Ms. Martha Martin, Ms. Lisa Mullins, and Mr. Rafael Czechowski.

- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

Yes  No  Not Applicable (campus does not participate in financial aid)

- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes  No

- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes  No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes  No  Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes  No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes  No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)

If Yes, has the campus published a list of institutions with which it has established the agreements?

Yes  No

- 4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?  
 Yes  No
- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes  No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy is published on pages 47-50 of the 2013 academic catalog – 6614, volume 31 - number 2, revised May 2013. Revisions are published in the catalog addendum, effective September 17, 2013, on pages 2-6.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.  
 Yes  No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.  
 Yes  No
- (c) Procedures for re-establishing satisfactory academic progress.  
 Yes  No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.  
 Yes  No
- Incomplete grades.  
 Yes  No
- Repeated courses.  
 Yes  No
- Non-punitive grades.  
 Yes  No  Not Applicable (campus does not offer)
- Non-credit or remedial courses.  
 Yes  No  Not Applicable (campus does not offer)
- A warning status.  
 Yes  No  Not Applicable (campus does not use)
- A probationary period.  
 Yes  No
- An appeal process.  
 Yes  No
- An extended-enrollment status.  
 Yes  No  Not Applicable (campus does not offer)
- The effect when a student changes programs.

- Yes    No    Not Applicable (campus only offers one program of study)  
The effect when a student seeks to earn an additional credential.
- Yes    No    Not Applicable (campus only offers one credential)  
The implications of transfer credit.
- Yes    No

- 4.26 Does the campus apply its SAP standards consistently to all students?  
 Yes    No
- 4.27 Are students who are not making satisfactory academic progress properly notified?  
 Yes    No    Not Applicable (no students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?  
 Yes    No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?  
 Yes    No    Not Applicable (all programs are one year or less)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
 Yes    No    Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes    No
- 4.32 Are students allowed to remain on financial aid while under warning status?  
 Yes    No    Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?  
 Yes    No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?  
 Yes    No
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes    No  
 Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes    No    Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes    No    Not Applicable (there is no such student)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes    No
- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?  
Ms. Cheri Caswick, campus registrar, is responsible for reviewing student records. Dr. Ellen Crowe, academic dean, is responsible for the administration of Satisfactory Academic Progress (SAP). Program chairs advise students who are not meeting the SAP standards. The education department monitors each student at the completion of each term. Ms. Caswick holds an associate's degree in Paralegal Studies from Westwood College Online. Dr. Crowe holds an associate's degree in Special

Education, a master's degree in Special Education, and a doctoral degree in Curriculum and Instruction from St. Louis University.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes  No

4.40 Does the campus finance any of the following? (Mark all that apply.)

(a)  Scholarships.

(b)  Grants.

(c)  Loans.

(d)  The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes  No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship, and grant programs in its catalog?

Yes  No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes  No

4.43 Are tuition and fees clearly stated in the catalog?

Yes  No

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes  No  Not Applicable

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes  No

(b) Dates for the posting of tuition.

Yes  No

(c) Fees.

Yes  No

(d) Other charges.

Yes  No

(e) Payments.

Yes  No

(f) Dates of payment.

Yes  No

(g) The balance after each transaction.

Yes  No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes  No  Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

Yes  No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes  No

4.48 Is the campus following its stated refund policy?

Yes  No

4.49 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 4.57*)

4.50.1 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Tracy Walker, director of student finance, is responsible for administering student financial aid on-site. Ms. Walker holds a bachelor's degree in English from Bradley University and a master's degree in Higher Education from Capella University. She has experience in managing and administering Title IV aid with a balanced background in financial management and leadership. She oversees the daily functions of the financial aid office and the business office. Ms. Walker has over 11 years of experience in financial aid at both private and proprietary postsecondary institutions. She is qualified to administer student financial aid.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes  No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes  No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes  No

Ms. Tracy Walker, director of student finance, is a current member of the Illinois Association of Student Financial Aid Administrators (ILASFAA).

4.54.1 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Walker and the two financial aid officers keep up to date by attending ILASFAA training, electronic access training, regional meetings, workshops, beginning- and advanced-level training at the corporate office, as well as local, state, and federal workshops.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes  No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes  No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes  No (*Skip to question 4.58.*)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Student services include the Day One Success class, which is held before the first day of classes for all entering students. The orientation teaches students the keys to being successful students at Westwood College. Students are welcomed by all staff. Besides reviewing the "keys to be successful," there is also a break-out session where the students are able to meet with the program chair within their respective area of study.

Ms. Zena Williams, director of campus operations, is responsible for the student support department. Her office assists students with housing, daycare, transportation information, and counseling. Counseling services are outside parties that are not related to or associated with Westwood College. Student Support personnel identify the most affordable and convenient locations. Various options are presented, and the students then decide what is best for them, depending on their respective situations.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes  No  Not Applicable

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-441(c)):** Follow-up studies on graduate satisfaction are not conducted at specific measuring points following the placement of the campus' graduates.

- 4.60.1 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Ms. Hope Green, director of career services, is responsible for the oversight of counseling students on employment opportunities. Ms. Green holds an associate's degree in Early Childhood Education from Richard J. Daley Community College and a bachelor's degree in Social Science and a master's degree in Sociology from Roosevelt University. Ms. Green has over 20 years of career services experience, including 7 years with Westwood.
- 4.61 Does the campus offer employment assistance to all students?  
 Yes       No       Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes       No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 641.  
 The ending enrollment reported on the previous year's CAR is 641.
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes       No       Not Applicable
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes       No       Not Applicable (campus does not participate in financial aid)
- 4.66.1 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
 All students receiving Title IV loans are required to undergo entrance interviews and exit interviews regarding their rights and responsibilities as borrowers. The interviews are an on-line session, including a complete tutorial and a student loan quiz for the students to complete. This entrance quiz must be completed prior to the Direct Loan application process. The goal of the entrance interview is to assure that students understand their financial obligations before participating in any loan programs. Entrance counseling is typically completed in the Student Finance Portal but may be completed via other electronic means or in hard copy
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
 Extracurricular activities include community outreach activities, social activities, and student clubs. Community outreach activities include blood drives, Toys for Tots, food drives, and school supply drives. Social activities include barbeques, dress-up days, Westwood gear, Spirit Week, and seasonal activities. Student clubs include the ABK (Alpha Beta Kappa) Honor Society and the Criminal Justice Club.

#### GENERAL COMMENTS:

The campus is both appropriate and educationally viable. Students interviewed are positive about their relationship with the administration.

#### COMMENDATIONS:

The team was impressed with the sincerity of the staff, especially Ms. Caswick, registrar; Mr. Favia, director of admissions; Ms. Green, director of career services; and Ms. Williams, director of campus operations.

## 5. EDUCATIONAL ACTIVITIES

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes       No
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Dr. Ellen Crowe is the academic dean at Westwood College O'Hare. Dr. Crowe holds a doctor of education degree in Curriculum and Instruction, a master of arts in Special Education, and a bachelor of arts in Special Education from St. Louis University. Dr. Crowe has over 20 years of educational experience and has been the academic dean at Westwood College O'Hare since August 2009.

- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes  No
- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.  
 Per the job description for the campus academic dean and the Westwood College Faculty Handbook, the campus academic dean is directly responsible and accountable for ensuring the fulfillment of educational goals, objectives, and the overall quality of education and academic integrity of the campus. Dr. Crowe is responsible for hiring, retaining, and managing faculty members; she allocates funds for academic affairs; and ensures campus compliance with all programs and institutional accreditation standards, among other responsibilities.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes  No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes  No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?  
 (a) Development of the educational program.  
 Yes  No  
 (b) Selection of course materials, instructional equipment and other educational resources.  
 Yes  No  
 (c) Systematic evaluation and revision of the curriculum.  
 Yes  No  
 (d) Assessment of student learning outcomes.  
 Yes  No  
 (e) Planning for institutional effectiveness.  
 Yes  No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
 Yes  No
- 5.09 Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
 Yes  No (*Skip to question 5.11*)
- 5.12 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes  No  Not Applicable
- 5.13 Are the educational programs consistent with the campus' mission and the needs of its students?  
 Yes  No
- 5.14 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes  No
- 5.15 What provisions are made for individual differences among students?  
 Varied instructional delivery methods are utilized to ensure that students are gaining subject-matter comprehension. These include visual presentations, group projects, case studies, and real-life scenarios in their teaching strategies. When it is identified

that a student is not achieving satisfactory progress in a subject, faculty members are available to work with the student individually or recommend tutoring. Instructors and program chairs monitor the school's online grade book, beginning in Week 3, to identify at-risk students. Students also have access to computer labs and the Learning Commons (library). Several of the faculty members have formed an informal group to discuss and explore different paths for supporting students in academic need. The faculty represents several departments within the campus and meet on an as-needed basis.

- 5.16 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
Curriculum revisions are initiated and implemented from the corporate office in coordination with the campus program chairs. Westwood College also has available an e-mail address (360@westwood.edu) to be used by faculty to make suggestions relative to curriculum changes. This process is done in coordination with the program chair and the institution's academic dean.
- 5.17 Does the faculty participate in this process?  
 Yes  No
- 5.18 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes  No
- 5.19 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes  No  Not Applicable (campus does not award such credit)
- 5.20 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes  No
- 5.21 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.22)  
(a) Facilities.  
 Yes  No  
(b) Instructional equipment.  
 Yes  No  
(c) Resources.  
 Yes  No  
(d) Personnel.  
 Yes  No
- 5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes  No
- 5.23 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes  No
- 5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  
 Yes  No
- 5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes  No
- 5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?  
 Yes  No  Not Applicable (no faculty members hold foreign credentials)

Official foreign credentials for two faculty members were provided while the team was on-site.

5.27 Is there documented evidence of a systematic program of in-service training at the campus?

Yes  No

If Yes, how is this documented?

In-services are documented via certificates of completion which are included in the faculty files. The certificate includes the date, subject matter, and faculty member name.

5.28 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes  No

A number of faculty development plans were missing appropriate activities for professional growth or had only one such activity listed. Activities included Plagiarism (Cengage), Teaching in a Virtual Environment (CEE), and Grade Anywhere. While the institution was able to revise all the plans, providing documentation and revising the actual plans, it is evident that there is a lack of understanding of those activities that are appropriate for professional growth and those that represent institutional in-service. Further, the overall quality of the plans was minimalistic and did not fully reflect the intent of faculty development.

5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes  No

5.30 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes  No

5.31 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes  No

5.34 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes  No

5.35 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

Yes  No

5.36 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes  No

5.37 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes  No

5.38 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

Yes  No

5.39 Do the program's general education courses meet Council standards?

Yes  No

5.40 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes  No

## 6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).  
 The campus comprises approximately 40,000 square feet of space on three separate floors of a multistory office building. The facility houses 12 classrooms, library, offices, and computer, medical, and design labs. There is adequate student parking, and the building is handicapped-accessible.
- 6.02 Does the campus utilize any additional space locations?  
 Yes  No
- 6.03 Does the campus utilize campus additions?  
 Yes  No
- 6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?  
 Yes  No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
- (a) Equipment  
 Yes  No
- (b) Instructional tools  
 Yes  No
- (c) Machinery  
 Yes  No
- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?  
 Yes  No  Not Applicable

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
 The Westwood College, 2013 Academic Catalog for Illinois was used during the evaluation. Revised May 2013, the catalog is on volume 31, number 2. In addition, an addendum effective 10/17/2013 was also provided with this catalog.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.  
 Yes  No
- (c) The names and titles of the administrators.  
 Yes  No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.  
 Yes  No
- (e) A statement of accreditation  
 Yes  No  Not Applicable (initial applicant)
- (f) A mission statement.  
 Yes  No

- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes  No
- (h) An academic calendar.  
 Yes  No
- (i) A full disclosure of the admission requirements.  
 Yes  No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.  
 Yes  No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 Yes  No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.  
 Yes  No
- (m) A definition of the unit of credit.  
 Yes  No  Not Applicable (The campus does not award credit)
- (n) A complete explanation of the standards of satisfactory academic progress.  
 Yes  No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.  
 Yes  No
- (p) The transfer of credit policy.  
 Yes  No
- (q) A statement of the tuition, fees, and any other charges.  
 Yes  No
- (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.  
 Yes  No  Not Applicable (no scholarships, grants, or loans offered)
- (s) The refund policy.  
 Yes  No
- (t) A statement describing the student services offered.  
 Yes  No
- (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).  
 Yes  No  Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

- Yes  No

If Yes, does the catalog contain the following?

- (a) An explanation of the course numbering system (for all levels).  
 Yes  No
- (b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).  
 Yes  No
- (c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).  
 Yes  No
- (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).  
 Yes  No

7.06 Does the campus offer courses and/or programs via distance education?

- Yes  No (Skip to Question 7.07.)

If Yes, does the catalog contain the following?

- (a) A description of each mode of delivery used for distance education courses.  
 Yes       No
- (b) Any additional or different admissions requirements for students taking distance education courses.  
 Yes       No       Not Applicable (there are no additional or different admissions requirements)
- (c) A description of any tests used to determine access to distance education.  
 Yes       No       Not Applicable (no additional tests are given)
- (d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.  
 Yes       No
- (e) Costs and fees associated specifically with distance education.  
 Yes       No       Not Applicable (there are no additional costs and fees)

Distance education is offered via a consortium agreement with the on-line campus in Denver, Colorado.

7.07 Does the catalog contain an addendum/supplement?

- Yes       No (*Skip to Question 7.08.*)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

- Yes       No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

- Yes       No

(c) Do students receive a copy of the addendum/supplement with the catalog?

- Yes       No

As noted, an addendum with an effective date of 10/17/13 was included with the original catalog for the next start period. This portion of the addendum included a revised SAP policy, which was better explained than the one in the catalog; program approvals, by campus; updated academic and program information; updates on loan, Illinois graduation and retention rates; and information on requirements for scholarships. Further, this addendum included financial information caps, APEX interest rates and fees, and faculty information.

7.08 Is the catalog available online?

- Yes       No (*Skip to Question 7.09.*)

It is, however, available on the student portal.

7.09 Does the campus utilize a multiple-school catalog?

- Yes       No (*Skip to Question 7.10.*)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

- Yes       No

(b) Are all photographs utilized properly labeled to identify the location depicted?

- Yes       No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

- Yes       No

The institution utilizes one catalog for all campuses in the state of Illinois.

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

- Yes       No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

- Yes       No

7.12 Where does the campus advertise (publications, online, etc.)?

The institution advertises via its website (www.westwood.edu), YouTube, Twitter, FaceBook, and LinkedIn. Print media include brochures, pamphlets, and posters (Westwood 100 Promotion). TV spots are also used. Copies of signed releases were on file for all students/graduates used for the success stories (on YouTube, print, and TV spots).

Are all print and electronic advertisements under acceptable headings?

Yes  No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes  No (Skip to Question 7.14.)

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes  No

7.14 Does the campus utilize services funded by third parties?

Yes  No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes  No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?

Yes  No  Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The institution discloses information on:

Completion and graduation rates - This document identifies the student graduation rate by gender, major racial and ethnic subgroup, and by certain aid statuses.

Employment disclosures - This document contains a summary of 2012 graduate performance by campus. Information is based on graduates from July 1, 2011, to June 30, 2012, as reported to ACICS on the Campus Accountability Report.

Financial aid disclosures - This document contains important information about the responsibilities associated with borrowing money to assist with student investment in college education.

Program disclosures - This document provides information about on-time graduation and placement rates, median loan debt, tuition and fees, as well as Standard Occupational Codes (SOC).

Retention and graduation rates - This document contains retention, completion, and graduation rates by campus.

Where is this information published and how frequently is this information being updated?

This information is published on the institution's website (www.westwood.edu) and is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?

Yes  No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes  No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes  No

- 8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?  
 Yes  No
- 8.05 Describe how the campus develops continuous assessment strategies for resources and information services?  
 The librarian regularly canvasses the faculty for ideas on purchasing materials for their programs. Faculty requests are made prior to and during each term, and materials are ordered which parallel the classes being taught. As well, during regular meetings with program chairs, the librarian solicits their ideas for new and supplemental materials. Additionally, the librarian consults professional review sources and/or association websites for appropriate students and faculty research needs.
- Are these methods appropriate?  
 Yes  No
- 8.06 Is the library staff adequately trained to support the library?  
 Yes  No
- 8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes  No
- 8.08 What is the amount of the current year's library budget excluding personnel allocations?  
 The current year's library budget is \$30,641.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 To date, the entire current year's library budget has been spent. Of that amount \$3,000 was spent on books/reference materials, \$24,320 was spent on electronic resources, and \$3,321 was spent on periodicals.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No
- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?  
 Faculty routinely assign students projects which require them to find, analyze, and/or retrieve information from the library. These assignments are clearly defined on course syllabi. Additionally, faculty encourage their students to take part in a campus-orchestrated scavenger hunt in which students are required to search the library for various objects, be it a subject-based periodical, database, or reference material. Occassionally, faculty invites the librarian to conduct focused research demonstrations to students in the library.
- Are these methods appropriate?  
 Yes  No
- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?  
 Yes  No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?  
 Yes  No  Not Applicable (no interlibrary agreements)
- 8.16 Describe any full-text online collections available to students.  
 All Westwood College O'Hare students have access to the electronic resources listed below:

1. Academic Search Premier - provides access to over 4,700 full-text journals in the fields of art, engineering, humanities, natural and social science, and technology
2. Britannica Online - provides access to over 75,000 comprehensive articles, pictures, and illustrations contained in the Encyclopedia Britannica
3. Business Source Premier - provides access to over 2,300 full-text business journals and industry reports
4. Computer Source - provides access to IT and technology industries
5. Greenfile - provides articles, reports, and government documents on environmental issues from the fields of agriculture, education, law, health, and technology
6. LexisNexis Academic - provides global, regional, and local business news
7. Books on ESBCOhost - provides an online book collection developed by Westwood librarians
8. ProQuest Statistical Insight - cross-references over 30,000 governmental, university, and private demographic and economic reports
9. ProQuest Central - provides access to over 8,000 full-text journals in the field of business, economics, medicine, news, world affairs, science, education, etc.
10. STAT!Ref - provides full-text medical references
11. Points of View Reference Center - provides full-text access to 1,300 pro/con essays on controversial issues

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?

Yes  No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes  No

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Ms. Ann Horan, on-site librarian, earned her master's degree in Library and Information Science from the ALA-accredited University of South Carolina. She has a second master's degree in Public Administration and a bachelor's degree in International Studies from the University of North Carolina-Chapel Hill. Ms. Horan has over 25 years of professional library experience in managing and developing academic and corporate library environments. The on-site hours for Ms. Horan are 7:30 a.m. - 4:30 p.m. Monday-Friday. Two trained student assistants supervise the library in the evenings and on Saturdays.

Does this individual:

(a) Supervise and manage the library and instructional resources?

Yes  No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

Yes  No

(c) Assist students in the use of instructional resources?

Yes  No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes  No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

Yes  No  Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes  No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

Yes  No

- 8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?  
 Yes  No
- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes  No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes  No
- 8.27 Is there a current inventory of instructional resources?  
 Yes  No
- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?  
 Yes  No

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Construction Management

### Bachelor's Degree in Construction Management

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Kathy Groth is the program chair of the School of Design. She holds a bachelor's degree in Economics/Political Science from Northwestern University and a master's degree in Business Administration from DePaul University. She has six years of profession-related experience and eight years of teaching experience.
- Mr. Jeffrey Karlberg reports directly to Ms. Groth and is designated as the lead instructor for the Construction Management programs. He holds an associate's degree in Liberal Arts and Sciences from Morton College and a bachelor's degree in Computer Information Systems and a master's degree in Business Administration from DeVry University. He has six years of profession-related construction management experience and nine years of teaching experience. As the lead instructor, Mr. Karlberg serves as the point of contact to the Westwood corporate-level curriculum committee. He served on the corporate level ad-hoc committee charged with the most recent major curriculum modification. He provides expertise in curriculum-related issues and assists with the overall delivery of the programs.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
- (a) Student retention rate of 62%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- (b) Student placement rate of 58%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
The community resources include a School of Business advisory committee serving all four Chicago-area Westwood campuses, guest lectures, and field trips. The team was able to verify the utilization of these community resources through student interviews and support documentation. The advisory committee provides recommendations for curriculum development, job placement, and equipment acquisition. Field trips provide the opportunity to view construction applications from the various trades as well as the management process in action. Guest lecturers discuss new topics and trends in the industry, as well as provide job-search recommendations.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  
 Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?  
 Yes  No
- If *No*, insert the section number in parentheses and explain:  
**(Section 3-1-513(a) & Glossary):** Independent study contracts do not include appropriate evaluation criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. Mr. Jason Gall, major in Construction Management, signed a student independent study contract on August 12, 2013, for CM 340, Electrical Systems. The course-grading portion of the contract refers to the attached course syllabus for CM 340. The syllabus for CM 340 outlines grading criteria for the course delivered in the standard classroom format. It does not account for the increased requirement of the student to master the subject matter without the standard lectures and interaction that would normally occur in the classroom.
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
  - (b) Course numbers  
 Yes  No
  - (c) Course prerequisites and/or corequisites  
 Yes  No
  - (d) Instructional contact hours/credits  
 Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Academic associate's degree program in Construction Management: No graduates

Bachelor's degree program in Construction Management: 3

How many calls to employers or graduates were successful?

Bachelor's degree program in Construction Management: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Bachelor's degree program in Construction Management: 3

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

All courses in the Construction Management programs require both assignments and projects that require out-of-class work. The syllabi identify the amount of expected homework hours. Student interviews and a review of faculty grade books documented the evaluation of assignments and projects.

- 9.24 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes       No
- (b) Instructional equipment.  
 Yes       No
- (c) Resources.  
 Yes       No
- (d) Personnel.  
 Yes       No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes       No
- (b) Well-defined instructional objectives.  
 Yes       No
- (c) The selection and use of appropriate and current learning materials.  
 Yes       No
- (d) Appropriate modes of instructional delivery.  
 Yes       No
- (e) The use of appropriate assessment strategies.  
 Yes       No
- (f) The use of appropriate experiences.  
 Yes       No
- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes       No
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes       No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes       No
- 9.30 Are teaching loads reasonable?  
 Yes       No
- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes       No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes       No       Not Applicable (no students in the second year)

- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No     Not applicable
- 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes     No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes     No
- 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes     No     Not Applicable (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes     No     Not Applicable (no students in the third and fourth years)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes     No

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Graphic Design

### Bachelor's Degree in Graphic Design: Major in Visual Communications

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes     No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Kathy Groth is the program chair of the School of Design. She holds a bachelor's degree in Economics/Political Science from Northwestern University and a master's degree in Business Administration from DePaul University. She has six years of profession-related experience and eight years of teaching experience.  
  
 Mr. Vincent Singleton reports directly to Ms. Groth and is designated as the lead instructor for the Graphic Design programs. He holds a bachelor's degree in Psychology from Knox College and a master of fine arts degree from Columbia College. He has ten years of profession-related experience and seven years of teaching experience. As the lead instructor, Mr. Singleton serves as the point of contact to the Westwood corporate-level curriculum committee. He provides expertise in curriculum-related issues and assists in the overall delivery of the programs.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes     No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes     No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes     No

- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
- (a) Student retention rate of 62%?  
 Yes     No     Not Applicable (Additional Location Inclusion only)
- (b) Student placement rate of 58%?  
 Yes     No     Not Applicable (Additional Location Inclusion only)

If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?

Yes     No     Not Applicable (Additional location only)

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The community resources include a School of Design advisory committee serving all four Chicago-area Westwood campuses, guest lectures, field trips, and community outreach projects. The team was able to verify the utilization of these community resources through student interviews and support documentation. The advisory committee provides recommendations for curriculum development, job placement, and equipment acquisition. Field trips provide the opportunity to view and critique design installations and observe the professional work environment. Guest lecturers discuss new topics and trends in the industry as well provide job-search recommendations. The community outreach projects consist of working with nonprofit organizations to develop concepts for logos, brochures, and promotional materials. The outreach projects provide the opportunity for realistic application of knowledge and skills learned in the classroom.

- 9.08 Is the utilization of community resources sufficient to enrich the program?

Yes     No

- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

Yes     No

- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes     No

- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes     No

Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

- 9.12 Does the program use independent studies?

Yes     No (*Skip to question 9.14*)

- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?

Yes     No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-513(a) & Glossary):** Independent study contracts do not include appropriate evaluation criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. Christopher Molina, Graphic Design: Major in Visual Communication, signed a student independent study contract on August 9, 2013, for ART 300, Art History. The course grading portion of the contract refers to the attached course syllabus for ART 300. The syllabus for Art 300 outlines grading criteria for the course delivered in the standard classroom format. It does not account for the increased requirement of the student to master the subject matter without the standard lectures and interaction that would normally occur in the classroom.

- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes       No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

Yes       No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

Yes       No

(b) Course numbers

Yes       No

(c) Course prerequisites and/or corequisites

Yes       No

(d) Instructional contact hours/credits

Yes       No

(e) Learning objectives

Yes       No

(f) Instructional materials and references

Yes       No

(g) Topical outline of the course

Yes       No

(h) Instructional methods

Yes       No

(i) Assessment criteria

Yes       No

(j) Method of evaluating students

Yes       No

(k) Date the syllabus was last reviewed

Yes       No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes       No       Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes       No       Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes       No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes       No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes       No       Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Academic associate's degree program in Graphic Design: no placements; only graduate continued education

Bachelor's degree program in Graphic Design: Major in Visual Communications: 2

How many calls to employers or graduates were successful?

Bachelor's degree program in Graphic Design: Major in Visual Communications: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Bachelor's degree program in Graphic Design: Major in Visual Communications: 1

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes       No       Not Applicable

- 9.21 Does the campus participate in Title IV financial aid?  
 Yes  No (*Skip to question 9.24*)
- 9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes  No  Not Applicable (Clock hour programs only)
- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

All courses in the Design programs require both assignments and projects that require out-of-class work. The syllabi identify the amount of expected homework hours. Student interviews and a review of faculty grade books documented the evaluation of assignments and projects.

- 9.24 Are the following appropriate to adequately support the number and nature of the program?  
 (a) Facilities.  
 Yes  No  
 (b) Instructional equipment.  
 Yes  No  
 (c) Resources.  
 Yes  No  
 (d) Personnel.  
 Yes  No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?  
 (a) Systematic planning.  
 Yes  No  
 (b) Well-defined instructional objectives.  
 Yes  No  
 (c) The selection and use of appropriate and current learning materials.  
 Yes  No  
 (d) Appropriate modes of instructional delivery.  
 Yes  No  
 (e) The use of appropriate assessment strategies.  
 Yes  No  
 (f) The use of appropriate experiences.  
 Yes  No
- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No
- 9.30 Are teaching loads reasonable?  
 Yes  No

- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes  No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable
- 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes  No  Not Applicable (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes  No  Not Applicable (no students in the third and fourth years)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

## 9. PROGRAM EVALUATION

### **Bachelor's degree in Criminal Justice: Major in Administration**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Carl F. Cooper has been the chair of the Criminal Justice program since 2009. He holds an associate's degree in Law Enforcement from Trinidad State Junior College, a bachelor's degree in Business Administration from California Coast University, and a master's degree in Business Administration from California Coast University. He has continuing studies from Colorado State University and Northwestern University. Mr. Cooper volunteers at the Chicago Police Department and rides along with officers as a way of keeping his law enforcement skills current. He also held a number of positions working in the field of law enforcement and completed several specialized training programs related to the field.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes       No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes       No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes       No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%?

Yes       No       Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 58%?

Yes       No       Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The institution maintains a rapport with different criminal justice agencies in the area to provide students opportunities to interact with guest speakers or visit their facilities in order to gain a practical perspective in the different fields of criminal justice. There is evidence of activities involving the Cook County Court, Sheriff's Police Department, Cook County Morgue, victims' advocates, and Illinois State Police, among others. This was verified with speaker-notification signed forms, and interviews with students and faculty.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes       No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

Yes       No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes       No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes       No

Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

Yes       No (*Skip to question 9.14*)

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?

Yes       No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-513(a) & Glossary):** Independent study contracts do not include appropriate evaluative criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. For example, all Criminal Justice courses include class attendance and participation as part of the evaluation. Crime Scene Investigation, currently being offered via independent study, also indicates that the student had to "participate in the classroom activity." However, these activities are not appropriate for an independent study course. The following are the courses currently being offered via independent study:

Crime Scene Investigation

Women and Criminal Justice

Crisis Intervention  
Special Topics in Criminal Justice

- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
- (b) Course numbers  
 Yes  No
- (c) Course prerequisites and/or corequisites  
 Yes  No
- (d) Instructional contact hours/credits  
 Yes  No
- (e) Learning objectives  
 Yes  No
- (f) Instructional materials and references  
 Yes  No
- (g) Topical outline of the course  
 Yes  No
- (h) Instructional methods  
 Yes  No
- (i) Assessment criteria  
 Yes  No
- (j) Method of evaluating students  
 Yes  No
- (k) Date the syllabus was last reviewed  
 Yes  No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No  Not Applicable (Additional Location Inclusion)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No  Not Applicable (Additional Location Inclusion)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Bachelor's degree in Criminal Justice: Concentration in Administration: 12

How many calls to employers or graduates were successful?

Bachelor's degree in Criminal Justice: Concentration in Administration: 5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

**Bachelor's degree in Crimunal Justice: Concentration in Administration: 5**

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes       No       Not Applicable

9.21 Does the campus participate in Title IV financial aid?  
 Yes       No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes       No       Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The institution provided sample of out-of-class work in current courses. In addition, the grading process was confirmed through the institution's portal for faculty, known as My Path, as well as student interviews. My Path is a web-based portal in which faculty upload their evaluation as well as copies of the different works.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

(c) The selection and use of appropriate and current learning materials.

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes       No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes       No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes       No

- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes  No  Not Applicable (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes  No  Not Applicable (no students in the third and fourth years)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

## 9. PROGRAM EVALUATION

### **Bachelor of Applied Science in Interior Design**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Roberto Lama is the lead instructor over the interior design curriculum. Mr. Lama holds a bachelor of science degree in Architectural Studies, and a master of architecture degree from the University of Buenos Aires.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 58%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).

Westwood College O'Hare utilizes guest speakers and field trips in classes as appropriate. Also, individuals from related fields are invited as guest evaluators of student projects. The Interior Design program also incorporates local design-related events into the learning experience. For example: NEOCON, an annual large-scale design market event located in the Chicago area, draws people from across the country. The Interior Design program also has an advisory board to help guide the program.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No  
 Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes       No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes       No
  - (b) Course numbers  
 Yes       No
  - (c) Course prerequisites and/or corequisites  
 Yes       No
  - (d) Instructional contact hours/credits  
 Yes       No
  - (e) Learning objectives  
 Yes       No
  - (f) Instructional materials and references  
 Yes       No
  - (g) Topical outline of the course  
 Yes       No
  - (h) Instructional methods  
 Yes       No
  - (i) Assessment criteria  
 Yes       No
  - (j) Method of evaluating students  
 Yes       No
  - (k) Date the syllabus was last reviewed  
 Yes       No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course

Yes       No       Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes       No       Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes       No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes       No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes       No       Not Applicable (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes       No       Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 9.24*)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

A Blackboard-based course grade book was opened on the computer in the ACICS workroom. The daily grade area for each student includes out-of-class work in the overall class grade structure.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

(c) The selection and use of appropriate and current learning materials.

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No
- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes  No  Not Applicable (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes  No  Not Applicable (no students in the third and fourth years)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

## 9. PROGRAM EVALUATION

### **Bachelor's Degree in Software Development: Major in Game Software Development**

### **Bachelor's Degree in Information and Network Technologies: Major in Systems Security**

### **Academic Associate's Degree in Information and Network Technologies**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. John Boland is the program director of Information Technology programs, and he is assigned to administer the academic programs in Information and Network Technologies. Mr. Boland holds a master's degree in Information Technology from Northwestern University, a bachelor's degree in Computer Science and a bachelor's degree in Political Science from Loyola University. Mr. Boland joined the Westwood College O'Hare in May 2000 as adjunct instructor of IT courses. In June 2005, Mr. Boland assumed a full-time instructor position, and in April 2007, he was promoted to the position of program director. Prior to joining the Westwood O'Hare campus, Mr. Boland served as the assistant director of information technology at Loyola University.

Mr. Boland is a current member of the Institute of Electrical and Electronics Engineers (IEEE) and the Association for Computing Machinery (ACM). He is also a Cisco Certified Academy Instructor (CCAI) and has worked in the IT field for a number of years.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 58%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 According to campus staff and IT faculty members interviewed by the team, the campus uses various community resources to enrich the IT programs, including guest speakers, field trips, a program advisory committee, and extracurricular activities working with local community establishments. During classroom visits, Systems Security and Information and Network Technologies students described to the team working outside regularly scheduled class hours on the Fisher House project by providing help for military families in the community and doing voluntary computer and network maintenance for veteran families and other people from the community. The students expressed pride and satisfaction in taking part in these community activities and noted how much this has helped them individually gain more hands-on skills in addition to applying their classroom knowledge to real-world experiences. The team reviewed documentation that several guest speakers have presented at Westwood O'Hare campus, including e-mail communication from guest speakers thanking the campus for the opportunity to speak or confirming their commitment to come back to speak again on other selected IT topics. The team also reviewed documentation for several field trips, including trips to Microsoft launching events, Southside Security Hackers meetings, Fisher House, and to the Chief Information Security Officer (CISO) 2012 conference held at the Marriott Chicago in December 2012.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  
 Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-513(a) & Glossary):** Independent study contracts do not include appropriate evaluative criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. All Information and Network Technologies courses listed below and offered as independent studies included class attendance and participation as part of the evaluation. However, these activities are not appropriate for an independent study course. The following are the courses offered via independent study this term:

- NW270 WAN Technologies
- NW310 LAN Security
- SGPG220 3D Game Engine Architecture
- NW301 Project Management and Technical Documentation

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes  No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

Yes  No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes       No       Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Academic associate's program in Information and Network Technologies: 2

Bachelor's program in Software Development: Major in Game Software Development: 1

Bachelor's program in Information and Network Technologies: Major in Systems Security: 8

How many calls to employers or graduates were successful?

Academic associate's program in Information and Network Technologies: 0

Bachelor's program in Software Development: Major in Game Software Development: 0

Bachelor's program in Information and Network Technologies: Major in Systems Security: 5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Academic associate's program in Information and Network Technologies: 0

Bachelor's program in Software Development: Major in Game Software Development: 0

Bachelor's program in Information and Network Technologies: Major in Systems Security: 5

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes       No       Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

All syllabi included homework and other out-of-class assignment activities as a graded category and part of the total weighed final grade for each course. The team reviewed graded outside classroom and homework assignments reported by faculty in the campus grade book system as evidence of assessed out-of-class work.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

(c) The selection and use of appropriate and current learning materials.

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

- Yes       No  
 (f) The use of appropriate experiences.  
 Yes       No
- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes       No
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes       No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes       No
- 9.30 Are teaching loads reasonable?  
 Yes       No
- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes       No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes       No       Not Applicable (no students in the second year)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes       No       Not applicable
- 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes       No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes       No       Not Applicable (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes       No       Not Applicable (no students in the third and fourth years)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

Yes       No

**GENERAL COMMENTS:**

The campus is participating in the Cisco Academy program and uses standard Cisco Academy equipment and courseware, along with the Microsoft Academy content in the course teaching and learning materials.

**9. PROGRAM EVALUATION****Diploma in Medical Assisting**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes       No (Skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Dr. Jeanine Smith is assigned to administer the Medical Assisting program at the campus. Dr. Smith has a doctor of chiropractic degree from Texas Chiropractic College in Pasadena, Texas, and a bachelor of science degree in Biology from Rust College, in Holy Springs, Mississippi. Dr. Smith began her career at Westwood College O'Hare in 2005 as an adjunct faculty. In 2006, she was promoted to externship coordinator and in 2007 to program chairperson.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes       No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes       No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 58%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 Documentation provided substantiated that community resources are utilized to enrich the Medical Assisting program. Interviews with students and faculty confirmed that field trips and guest speakers have been used as part of the instruction in the program. Guest speakers have included a corporate recruiter for Rosin Eyecare, as well as graduates of the Medical Assisting program. Field trips have been made to the International Museum of Surgical Science, the Lake County Coroner's office, and to the Illinois Holocaust Museum and Education Center.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No

- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No  
 Not Applicable (these elements are not part of the program or no student is at the point of needing them)

On the day of the visit, the team noted that the agreement given to the cohort of students on externship did not include the criteria as noted above; however, on the first day of the visit to the institution, the team was provided with a revised agreement. This agreement will be used with the next term.

- 9.12 Does the program use independent studies?  
 Yes       No (Skip to question 9.14)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes       No
  - (b) Course numbers  
 Yes       No
  - (c) Course prerequisites and/or corequisites  
 Yes       No
  - (d) Instructional contact hours/credits  
 Yes       No
  - (e) Learning objectives  
 Yes       No
  - (f) Instructional materials and references  
 Yes       No
  - (g) Topical outline of the course  
 Yes       No
  - (h) Instructional methods  
 Yes       No
  - (i) Assessment criteria  
 Yes       No
  - (j) Method of evaluating students  
 Yes       No
  - (k) Date the syllabus was last reviewed  
 Yes       No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes       No       Not Applicable (Additional Location Inclusion)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes       No       Not Applicable (Additional Location Inclusion)

- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes       No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes       No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes       No       Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were twelve calls attempted

How many calls to employers or graduates were successful?

Nine of the calls were successful.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Nine of the contacts were confirmed.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes       No       Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes       No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

Medical Assisting syllabi include an addendum that clearly outlines out-of-class homework and assignments. Completed out-of-class assignments were reviewed by the team at the time of the visit. A review of the Blackboard system evidenced graded homework and assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

(c) The selection and use of appropriate and current learning materials.

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No
- 9.30 Are teaching loads reasonable?  
 Yes  No

## 9. PROGRAM EVALUATION

### **Bachelor of Science in Business Administration: Accounting and Financial Management**

### **Bachelor of Science in Business Administration: Healthcare Management**

### **Bachelor of Science in Business Administration: Marketing Management**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Kathy Groth is the full-time program chair for the School of Business. She also serves as the program chair for the School of Design. Ms. Groth began her career as an adjunct professor in August 2005 and was promoted to program chair in January 2008. She earned her master's degree in Business Administration in Leadership and Change Management from DePaul University and a bachelor of arts in Economics and Political Science from Northwestern University. Ms. Groth typically teaches one or two courses per term; however, she is not teaching this term. Prior to her employment with Westwood, she worked for Chubb Computer Services (training operations manager), Tenneco Business Services (business analyst), and Ibbotson Associates (product support representative). Ms. Groth is a certified member of HRCertification Institute Online Services through December 2014.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 62%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 58%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No* for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?  
 Yes  No  Not Applicable (Additional location only)

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
The program chair and the faculty encourage the use of both guest speakers and field trips. Guest speakers have included a visit from Rosin Eyecare. The students also participated in field trips to St Paul's House and the office of Dr. Theresa Jones.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  
 Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
  - (b) Course numbers  
 Yes  No
  - (c) Course prerequisites and/or corequisites  
 Yes  No
  - (d) Instructional contact hours/credits  
 Yes  No
  - (e) Learning objectives  
 Yes  No
  - (f) Instructional materials and references  
 Yes  No
  - (g) Topical outline of the course  
 Yes  No
  - (h) Instructional methods  
 Yes  No
  - (i) Assessment criteria  
 Yes  No
  - (j) Method of evaluating students  
 Yes  No
  - (k) Date the syllabus was last reviewed  
 Yes  No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course

Yes       No       Not Applicable (Additional Location Inclusion)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes       No       Not Applicable (Additional Location Inclusion)

9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes       No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes       No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes       No       Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Bachelor's degree program in Accounting: 1

Bachelor's degree program in Healthcare Management: 5

Bachelor's degree program in Marketing Management: 7

How many calls to employers or graduates were successful?

Bachelor's degree program in Accounting: 1

Bachelor's degree program in Healthcare Management: 4

Bachelor's degree program in Marketing Management: 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Bachelors' degree program in Accounting: 1

Bachelors' degree program in Healthcare Management: 4

Bachelors' degree program in Marketing Management: 6

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes       No       Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The program chair demonstrated the use of the Blackboard-based system that is used by the faculty to monitor student progress and evaluate all work assignments (including homework) that are required in each course.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes       No
- (b) Well-defined instructional objectives.  
 Yes       No
- (c) The selection and use of appropriate and current learning materials.  
 Yes       No
- (d) Appropriate modes of instructional delivery.  
 Yes       No
- (e) The use of appropriate assessment strategies.  
 Yes       No
- (f) The use of appropriate experiences.  
 Yes       No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes       No
- 9.30 Are teaching loads reasonable?  
 Yes       No
- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes       No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes       No       Not Applicable (no students in the second year)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes       No       Not applicable
- 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes       No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes       No       Not Applicable (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes       No       Not Applicable (no students in the third and fourth years)

- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

**GENERAL COMMENTS:**

The full-time program chair is assisted by one additional full-time faculty and seven part-time faculty instructors. This is a qualified team to support the school.

**Summary of Citations**

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

#	Criteria	Summary
1.	<b>Section 3-1-111</b>	The Campus Effectiveness Plan (CEP) does not meet Council's standards (page 5).
2.	<b>Section 3-1-412(d)</b>	Three admissions representatives do not have appropriate titles (page 9).
3.	<b>Section 3-1-441(c)</b>	Follow-up studies on graduates are not conducted at specific measuring points following placement (page 14).
4.	<b>Section 3-1-513(a) &amp; Glossary</b>	Independent study contracts do not include appropriate evaluative criteria in some programs (pages 25, 30, 34, & 41).

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

- More guest speakers should be utilized in the Accounting and Marketing programs.
- Some lab activities, particularly in the Systems Security program, require system admin access or certain user permissions in order to complete. While IT students are provided the opportunity to perform these lab activities using virtual machines and platforms, it would also be beneficial for them to have admin access to some designated equipment or be part of an Access Control List (ACL) that gives them more permissions than students from other programs. This would allow these IT students to perform the lab activities that require installations and configurations on real machines and experience real-world environments.
- Faculty development plans should differentiate more clearly between in-service training (which is designed to increase teaching skills) and professional-growth activities (which are designed to enhance the faculty member's subject-matter expertise).

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**From:** Judy Kotts <(b)(6)@westwood.edu>  
**Sent:** 9/28/2012 1:34:57 PM -0400  
**To:** Perliter Walters-Gilliam <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/6f0efc3dd0614f609e6b1f2e85504411-PWGilliam>  
**CC:** Norman Blome <(b)(6)@westwood.edu>  
**Subject:** ACICS Accreditation Workshop

I am trying to figure out what the approximate cost would be to Westwood if we put on a workshop next spring. If I remember correctly we booked and paid for the room. Following the workshop the accounting was finished and the amount we ended up paying was the number of attendees minus the expenses we had paid for upfront.

If we host one next spring, I am going to assume it would be open to anyone outside of Westwood who also wanted to attend the training. Would we also book and pay for the room and then be reimbursed for the cost of the room after the workshop was over. For example – if the room was \$6,000 for the day and included lunch, we would be charged the \$590 for each Westwood/Redstone person attending . If it was 20 the cost would be \$11,800 minus the cost of the room rental of \$6,000 for all that would attend. So Westwood's cost would be \$5,800.

ACICS would be responsible for doing the advertising of the workshop to be held in Denver on XXX date.

If you can let me know if this is the way it would work, then we can present it to the executive team and get their approval for a contracted workshop.

(Oh yes, I am still working on getting a CAD evaluator for you for Albany NY.)

Many thanks –

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Judy Anderson-Kotts  
Senior Director, Regulatory Affairs  
Westwood College

(303) 846-(b)(6) none

(303)324 (b)(6) ell  
(b)(6) @westwood.edu



[westwood.edu](http://westwood.edu)

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## Campus Effectiveness Plan July 1, 2012 through June 30, 2013

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### A. OVERVIEW

The Campus Effectiveness Plan (CEP) describes a system of procedures and tools that provide a basis for formal monitoring of the mission and measuring the success of Westwood College-O'Hare Airport. This CEP describes the data used for assessment, identifies outcomes, and states how continuous improvement can be made at the school by focusing on new objectives that come to our attention through analysis of collected data.

The monitoring is primarily in the form of a wide variety of evaluation instruments, which provide information that assists in the identification of potential problem areas, provides the campus with opportunities, and identifies potential campus weaknesses so that the campus can take proactive action on an ongoing basis. Current information is compared with historical data to see where the school is and where it should be. Sources of data include input received from students, graduates, employers, and Program Advisory Committee members (PAC). The calculation of retention and placement rates and comparison of those rates to state and national averages help set standards and identify achievable goals for our school.

#### I. History

The Westwood College-O'Hare Airport is located adjacent to O'Hare International Airport in Chicago, Illinois. The school, formerly called Vanderschmidt School, underwent a change of ownership and change of location from St. Louis, Missouri to Schiller Park, Illinois in 2001. These changes have necessitated a significant expansion of the Campus Effectiveness Plan (CEP), recording all decisions that have been made, to date, and the future plans of the school.

The Vanderschmidt School, former name of the school, was established in 1950 by Gretchen Vanderschmidt. In 1959, the School became incorporated in Missouri as a general-not-for-profit corporation. The School was located in the Boatman's Bank building in St Louis, Missouri from 1972—2001. The School was granted accreditation by ACICS in 1986. Alta Colleges, Inc., the parent corporation of the Westwood Colleges of Technology and Westwood Colleges of Aviation Technology, purchased The Vanderschmidt School on June 1, 2001. Alta simultaneously conducted a successful "teach out" of the remaining student body in St Louis and moved the campus to Schiller Park and recently to Chicago. The Vanderschmidt School was approved by the Illinois State Board of Education and ACICS for Change of Ownership and Change of Location. On December 21, 2001, the School received a reinstated grant of accreditation from ACICS through December 31, 2004.

In the fall of 2001, it was decided that the Vanderschmidt School would seek approval to become an A.A.S. degree-granting institution by offering the following five programs: CAD/Architectural Drafting, Computer Network Engineering, Computer Network Technology, Computer Programming and Software Technology, and Graphic Design and Multimedia. Approval had also been sought to teach the Information Technology Certificate program. The other three Alta Colleges, Inc. schools in the greater Chicago area, including the Westwood College O'Hare campus, currently offer these programs.

In August 2002 the CHOA main added its first additional location in Dallas Texas. That campus was a fully accredited campus and offered associate and bachelor degrees. In 2012 it was decided that due to the limits placed upon student transferability the campus would close. The campus officially closed in March 2013.

In May 2004, the CHOA main added its second additional location - Westwood College Atlanta Northlake. The main and additional location meet cooperatively during management meetings and retains its own Campus Effectiveness Plan (CEP).

It was further decided that upon approval as an A.A.S. degree granting institution, accredited by ACICS, the Vanderschmidt School would merge with the Westwood College of Technology O'Hare campus (accredited by ACCSCT). This process would result in the closing of the O'Hare Campus, and The Vanderschmidt School would become operationally indistinguishable from the former O'Hare campus, with the exception of the accreditation, which will remain, ACICS. The school's name was changed to Westwood College of Technology-O'Hare Airport in early 2002 to accomplish the merge. In 2004, the school changed their name officially to Westwood College-O'Hare.

## Campus Effectiveness Plan July 1, 2012 through June 30, 2013

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The campus is currently accredited through December 31, 2013.

### II. Campus Effectiveness Plan (CEP)

To provide vision, planning and leadership to enable the College to fulfill its mission, the Westwood College –O’Hare Campus uses the campus effectiveness process to implement assessment and evaluation of programs and services, and is intended to promote continuous improvement. Assessment and evaluation is designed to document each student’s learning, faculty performance, and the effectiveness of the institution. The O’Hare campus utilizes a comprehensive approach gathering data from multiple facets for improving programs and administrative operations. Feedback is gathered from students, faculty, alumni, employers, and academic peers in order to learn and improve.

The Campus Effectiveness Plan (CEP) consists of 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 Mission of Westwood College. Using the institution’s mission statement, defined in the following section, as the guiding vision of the CEP, the development and implementation of the CEP is a collective effort of the entire campus staff and faculty.

The CEP of the Westwood College – O’Hare Campus addresses the following six elements, as required by ACICS:

1. Student Learning Outcomes
2. Student Retention Rates
3. Student Placement Rates
4. Level of Graduate Satisfaction
5. Level of Employer Satisfaction
6. Graduate Rates when applicable

The campus uses the CEP to evaluate campus programs and to implement positive change in order to better respond to the needs of the students and of current and prospective employers. In addition, the CEP enables the campus to better meet the standards of its regulatory agencies.

The CEP is developed, reviewed, analyzed, maintained and monitored by the O’Hare CEP Steering Committee. The CEP committee meets monthly to review the data contained in this document. The content is discussed weekly at the Campus Leadership Team meeting.

The Campus President and the CEP Steering Committee are responsible for implementing the Campus Effectiveness Plan (CEP). The Committee is made up of the following individuals:

- Campus President, Deann Fitzgerald
  - Executive Assistant, Sulema Velazquez
- Director of Campus Operations, Zena Williams
- Academic Dean, Ellen Crowe
- Director of Admissions, Michael Favia
- Director of Career Services, Hope Green
- Director of Financial Aid, Tracy Walker
- Campus Systems Administrator, Sam Murcio

The Committee sets the overall direction and content of the CEP. This is accomplished by assessing the data called out in the plan and tracking progress against our goals. Each department of the college is represented on this team and committee members are responsible for ensuring their teams are aware of the actions, goals, updates and revisions to the CEP.

## Campus Effectiveness Plan July 1, 2012 through June 30, 2013

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Each department has regularly scheduled team meetings to discuss actions in their area that will allow the campus to achieve its set objectives. Although the CEP may not be regularly discussed in every departmental meeting, department managers and CEP committee members set objectives to align with strategies and tasks tied to meeting our CEP objectives. Progress on these objectives are reported to the CEP Steering Committee and incorporated as part of the CEP Evaluation Process.

### Update:

Campus President-Deann Fitzgerald  
Director of Admissions – Michael Favia

### III. MISSION

The Mission Statement and Campus Purposes of the College as stated in the current catalog are:

#### MISSION STATEMENT

Westwood College is an institution of higher learning dedicated to providing quality, career-focused undergraduate and graduate programs that prepare students with the knowledge, skills, and credentials needed to launch, enhance, or change careers. The college offers broad access to education and serves a diverse, multicultural body of students in an environment that promotes pride, respect, and teamwork. The college's programs are designed to empower students to pursue their individual career goals.

#### CAMPUS PURPOSES

In order to fulfill its mission, the college strives to meet the following purposes:

- Collaborate with industry advisory committees, graduate placement contacts, and faculty to develop and maintain industry-relevant programs that are designed to enhance each graduate's employment potential, to teach teamwork, and to build skills that promote lifelong learning.
- Provide opportunities for applied learning, which, when integrated with theory, helps students to become successful in their chosen career field.
- Utilize computers and other technologies when appropriate to prepare graduates to apply their skills and knowledge in the workplace.
- As needed, offer internships and externships designed to provide students with additional "real world" experience.
- Incorporate a general education curriculum that allows students to gain the analytical, problem solving, critical thinking, and communication skills necessary for lifelong career success.
- Select faculty with a combination of academic qualifications, teaching credentials, and real-life, industry-relevant experience. Conduct ongoing comprehensive evaluations of faculty performance and provide faculty with appropriate professional development opportunities to promote teaching excellence.

## Campus Effectiveness Plan July 1, 2012 through June 30, 2013

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- Implement a campus assessment and evaluation program designed to promote continuous improvement and to document students' learning, faculty performance, and the effectiveness of the institution.
- Respect the decision students have made to pursue career-related education by maintaining a business-like environment that encourages consistent attendance, responsible attitudes, respect, and professional behavior.
- Encourage growth and diversity in the student population by making programs accessible to a diverse and geographically dispersed student body through quality conscious growth of campus-based and online programs.
- Provide student services that support learners in achieving their academic potential and career goals.
- Build value for all Westwood College key stakeholders including students, employees and shareholders.

### Update:

In 2013 Westwood College launched its new mission statement.

### Westwood Mission Statement

Westwood College is dedicated to preparing students with the knowledge, skills, and training needed for meaningful employment. Through education, we create opportunities, change lives and impact futures.

### Westwood Value Statements

1. We are dedicated to preparing students for meaningful employment
2. We provide a quality education and learning environment
3. We embody integrity in everything we do
4. We believe in partnership – with employers, students, graduates and our communities
5. We have pride in our students and are passionate about their success
6. We respect diversity and believe all people should have the opportunity to get an education and find meaningful employment
7. We believe in continuous improvement and exploring new ideas

### Westwood Works

**Westwood Manifesto:** Work provides more than a paycheck—it provides purpose and fulfillment. Work turns obstacles that seem insurmountable into achievements that can never be taken away. Work is the difference between what you've been given and what you make of it. It provides accomplishment and real-life results, transforming lives and creating opportunities—opportunities that today's workforce needs more than ever. But no one just walks into an in-demand job. It takes the right training, skills and knowledge. It takes the right connections and resources. It takes hard work and an unwavering commitment. This is why everything Westwood College does from now on will be designed and directed toward preparing students with the tools needed to do meaningful work. By doing so, we impact lives, enhance futures and help thousands of people around the country achieve meaningful employment.

## Campus Effectiveness Plan July 1, 2012 through June 30, 2013

### IV. Student Demographics

As of June 30, 2013 the total student population enrollment was 339. During the past ACICS accreditation years, the campus has experienced a significant decrease in the student population. This decrease had several contributing factors. Other campuses in the Westwood system had had issues with accreditation from other bodies and the Denver campuses were placed on probationary status with the Colorado Commission on Higher Education, the employability question of our students, specifically with students in the criminal justice program and the Chicago police department and the Illinois State Police, created an extremely negative social and news media environment. This negativity not only affected current students (all programs) but also future enrollments (all programs).

With this noted the campus has maintained a diverse population. As of June 30, 2013, the O'Hare campus had 339 actively enrolled students. Of these students, 224 (66%) were enrolled in Bachelor Degree programs, 87 (14%) were enrolled in the Diploma program and 64 (19%) were enrolled in the Associate Degree programs. Most students at O'Hare are non-traditional students with an average age of 29. The sum of male and female students is nearly equal, the breakdown being 169 women (50%) and 170 men (50%). The day population is higher than the night population of students at O'Hare with 58% of students 197 attending during the day and 142 students (42%) attending at night.

On June 30, 2013, the O'Hare campus had 339 students actively enrolled, 209 students in the day population and 130 attending at night. As with the prior year, the day population remains higher than the night population of students at O'Hare with 62% of student attending days and 38% attending nights.

Table 1.1 outlines the student population diversity.

Table 1.1 – Total Campus Population

	Total	Avg.	Gender		Ethnicity							Shift	
			Age	Women	Men	African American	White Non Hispanic	Hisp.	Native Amer. Or Alaskan Native	Asian	Two or More Races	Non Specified	Day
O'Hare	Enroll												
Total	339	29	50%	50%	16%	37%	16%	0.9%	3%	8%	19%	58%	42%

#### Bachelor Degree Student Demographics

As of June 30, 2013, there were 224 actively enrolled students in the Bachelor programs (Table 1.2), which represents 66% of the student population. Most of the students enrolled in the Bachelor programs are non-traditional students with an average age of 29. The sum of male and female students enrolled in the Bachelor programs male enrollment is slightly higher with 108 women (45%) and 116 men (54%). Slightly more students attend during the day with 60% (134) and 40% (90) attending evening classes.

Table 1.2 – Bachelor Degree Population

	Total	Avg.	Gender		Ethnicity							Shift	
			Age	Women	Men	African American	White Non Hispanic	Hisp.	Native Amer. Or Alaskan Native	Asian	Two or More Races	Non Specified	Day
O'Hare	Enroll												
Total	224	29	45%	54%	16%	35%	21%	0.4%	4%	9%	14%	60%	40%

## Campus Effectiveness Plan July 1, 2012 through June 30, 2013

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### Diploma Degree Student Demographics

As of June 30 2013, there were 64 students actively enrolled in the Diploma program (Table 1.3), which represents 19% of the student population. Most of the students in the Diploma Program are non-traditional students with an average age of 28. The sum of female and male students in the Diploma programs is not as equal as that of the entire student population. The female population significantly outnumbered males as they were 92% (59) of the Diploma program population, whereas males only made-up 8% (5) of the Diploma program population. The program during the day is a larger program with the majority of the students attending during the day at 78% (49) whereas less than a third, 22% (14) attend during the evening.

See Table 1.3 for the Diploma Degree Student Demographics

Table 1.3 – Diploma Degree Population

	<b>Total</b>	<b>Avg.</b>	<b>Gender</b>		<b>Ethnicity</b>							<b>Shift</b>	
O'Hare	Enroll	Age	Women	Men	African American	White Non Hispanic	Hisp.	Native Amer. Or Alaskan Native	Asian	Two or More Races	Non Specified	Day	Night
Total	64	28	92%	8%	16%	41%	0%	3%	4%	5%	33%	78%	22%

### The Demographics of the students in the Associate Program

As of June 30, 2013, there were 51 students actively enrolled in the Associate programs (Table 1.4), which represents 15% of the student population. Most of the students in the Associate Programs are non-traditional students with an average age of 30. The sum of female and male students in the Associate programs is not as equal as that of the entire student population with males accounting for the majority of the population. Females account for 20% (10) of the Associate program population, whereas males account for 80% (41) of the Associate program population. Unlike other programs, the Associate degree programs are the only programs where there is a 5% shift distribution difference. The program during the day has 47% (24) of students taking courses and 53% (32) of students taking courses in the evening.

See Table 1.4 for Associate Degree Student Demographics

Table 1.4 – Associate Degree Population

	<b>Total</b>	<b>Avg.</b>	<b>Gender</b>		<b>Ethnicity</b>							<b>Shift</b>	
O'Hare	Enroll	Age	Women	Men	African American	White Non Hispanic	Hisp.	Native Amer. Or Alaskan Native	Asian	Two or More Races	Non Specified	Day	Night

## Campus Effectiveness Plan July 1, 2012 through June 30, 2013

Total	51	30	20%	80%	18%	39%	10%	0%	2%	8%	24%	47%	53%
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Assessment of Trends from July 1, 2011 to June 30, 2013

The retention section of this CEP further discusses the plans to assist the retention of students represented in the average student age listed above.

During the ACICS year, the campus population had a significant decrease from 642 students on July 1, 2011 to 524 on July 1, 2012 and now to the current population of 339 on July 1, 2013. There are several factors that can account for this trend which include a reduction of program offerings, difficult personal issues surrounding family/schedule conflicts, financial problems, medical problems and increased transportation costs as many of the students who attend use private transportation. The retention efforts and student resources are becoming more focused on providing services for the students in the age groups mentioned above. For example child care, medical and family issue and employment.

However, retention improved from 67.40% to 67.98% and has continued to improve to 71.20% in 2012. In comparison, the average retention rate for 2009, 2010 and 2011 was 62.53%. These ongoing efforts have been shown to incrementally impact student retention rates.

In the current ACICS year, the campus discontinued enrollment into several of our degree programs. The decision to discontinue enrollment is due to the combination of low student demand as well as a downward shift in the economy. Westwood College –O’Hare prefers to focus its efforts on industries with a healthy job market to better ensure graduates find employment in their field of study.

The retention section of this CEP further discusses the plans to assist the retention of students represented in the average student age listed above.

### V. WESTWOOD COLLEGE PROGRAMS

**Bachelor Degree Programs**

**Graphic Design: Major in Animation**

The Bachelor of Applied Science in Animation equips students with the skills necessary to enter the field of animation. This program covers topics such as the laws of human motion, physics, psychology as applied to 2D or 3D characters, life drawing and rendering techniques, and the application of audio and video to an animation project. In addition, the combination of management and general education courses in the program help students apply skills in general management, critical thinking, logic, communication, and problem solving to workplace challenges. This program also includes critical business courses that cover such topics as project management, determining client needs, working within a team environment and working within a deadline.

The Bachelor of Applied Science in Animation prepares students for entry level positions including graphic artist, and assistant animator for web based or computer based team projects.

**Update:** With the redesign of the curriculum business classes have been removed with an increased number of graphic design and animation courses to include current skills such as Web Design.

**Business Administration: Major in Accounting and Financial Management**

The Bachelor of Applied Science in Business Administration with a major in Accounting and Financial Management equips students with the skills necessary to advance in the field of accounting and financial management. The combination of accounting, finance, management, and general education courses in the program helps students apply skills in effective management, critical thinking, communication, and ethical decision making to address workplace challenges. This program also includes courses that cover a range of accounting practices as well as relevant coursework in financial accounting and reporting procedures. This degree prepares students for entry-level positions in the field such as Assistant Controller, Accounting Supervisor, Lead Accountant, Assistant Branch Manager, Accountant for A/P, Credit Analyst, Night Operations Manager, Operations Supervisor or Quality Assurance Manager.

**Business Administration: Major in Healthcare Management**

The Business Administration program with a major in Healthcare Management is designed to provide students and working professionals with the knowledge and skills needed by health management professionals seeking entry-level positions or advancement in their field. The program provides an integrated

## Campus Effectiveness Plan

### July 1, 2012 through June 30, 2013

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curriculum in both business and healthcare. Courses in management, marketing, finance, and human resources provide a solid foundation in business concepts. The program also includes relevant healthcare management courses, plus courses that promote skills in critical thinking, communication, and problem-solving, help students become well-prepared for contemporary healthcare workplace challenges. This degree is designed to prepare students to enter careers in a variety of healthcare organizations such as hospitals, public health agencies, long-term care facilities, physician group practices, and managed care organizations. Examples of entry-level positions graduates will be able to qualify for include assistant office manager and assistant administrator. Students entering the program with prior experience in the field may qualify for positions such as office manager and clinic director.

#### **Business Administration: Major in Marketing Management**

The Bachelor of Applied Science in Business Administration with a major in Marketing and Sales equips students with business skills necessary to advance in the field of marketing and sales. In addition, the combination of management and general education courses in the program help students apply skills in general management, critical thinking, logic, communication, and problem solving to workplace challenges. This program also includes critical marketing and sales courses that cover such topics as consumer behavior, marketing research, professional selling, and internet marketing and sales. The Bachelor of Science in Business Administration with a major in Marketing Management prepares students for entry-level positions in the field such as marketing specialist, market research analyst, account representative, and customer service specialist.

#### **Construction Management**

The Construction Management Program prepares students for entry-level positions in the field of construction management. Through three main areas of instruction—construction science, construction management, and business—the program provides the concepts and tools needed to support the construction management process. Coursework in construction provides a basic foundation in construction concepts fundamental to residential and commercial buildings, such as building materials and construction methods. Coursework in construction management teaches skills that support the administration of construction projects, such as tracking construction schedules, monitoring activities on a construction site and developing quantity surveys. The business component of the program teaches general business skills needed to operate effectively in a business environment. Graduates of this program will be prepared to seek positions such as Assistant Project Manager, Assistant Estimator or Assistant Construction Manager.

#### **Criminal Justice: Major in Administration**

The Bachelor of Science degree in Criminal Justice equips students academically and professionally by developing a knowledge base, social awareness and technological skills for an entry-level position in today's criminal justice environment. This program covers topics such as: Introduction to Criminal Justice, Criminology, Criminal Procedure, Criminal Investigation, and Juvenile Justice. This program also includes critical courses that cover such topics as Interpersonal Communication, Victimology, and Ethics in Criminal Justice. The curriculum will provide an understanding of criminal justice methods, techniques, technologies and required skills and abilities.

#### **Update:**

Curricular design has broadened Victimology to include Domestic Violence and interpersonal communication skills are dependent upon the general education classes.

#### **Software Development Game Software Development**

The Game Software Development program is designed to provide students with the ability to apply core knowledge of software engineering to employment settings through a curriculum that emphasizes game and interactive software development. In addition, general education courses assist students in applying critical thinking, logic, communication, and problem solving skills in managing challenges that occur in a game development environment. This program helps prepare a student for an entry-level position in the Game Software Development industry including the following roles: Game and Interactive Software Tester, Game Maintenance Administrator, Game Documentation Writer, Game Requirements Analyst, and Game Support Specialist.

#### **Information Technology: Major in Systems Security**

The Information Technology: Major in Systems Security Bachelor's program provides students with advanced security skills required to implement e-business solutions security policies; identify security threats and develop countermeasures using firewall systems and attack recognition technologies; and manage the deployment of security solutions. In addition, the combination of management and general education courses in the program help students to apply skills in general management, critical thinking, logic, communication, and problem solving to management challenges in a technical environment. The program helps

## Campus Effectiveness Plan July 1, 2012 through June 30, 2013

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prepare students for entry-level roles in the information systems industry including network server administrators, firewall administrators, systems administrators, and IT security officers.

### **Interior Design**

The Bachelor of Applied Science in Interior Design offers students a well-rounded foundation that nurtures the technical, creative and human factor facets of interior design necessary to enter the field. Students will build on a foundation of drawing, drafting, color, and basic design principles while learning about human factors, space planning, interior construction and detailing, safety and building codes, and computer-aided design (CAD). In addition, students are equipped with a historical perspective of interior design, an understanding of interior design business practices, collaboration techniques for working with related professionals, and finally, an awareness of professional responsibilities and ethics for personal practice. The Bachelor of Applied Science in Interior Design prepares students for entry-level positions in the industry including in-house design assistant for both large and small commercial and residential design and architectural firms.

### **Visual Communications**

The Bachelor of Applied Science in Visual Communications is designed to prepare students with the design, marketing and technical skills necessary to advance in the field of Visual Communications. In addition, the combination of management and general education courses in the program help students apply skills in general management, critical thinking, logic, communication, and problem solving to workplace challenges. Potential business and accounting course topics include project management, entrepreneurial strategies, finance, organizational behavior and advanced algebra. The program helps prepare students for entry-level roles in the field of Visual Communications including Graphic Designer, Web Page Designer, and Print Production Designer.

### **Associate of Applied Science Degree Programs**

#### **CAD/Architectural Drafting**

The Computer-Aided Design/Architectural Drafting program equips students with the skills necessary to become a candidate for many careers available to the skilled CAD operator. Architectural Drafting students receive training on recent releases of AutoCAD, a popular CAD application that provides experience in developing technical drawings related to the field of architecture. Students learn to use CAD combined with theory and lab environment, where they are exposed to the ideas and principles in a lecture setting and then immediately put that instruction to use in practical lab projects. This hands-on learning environment, coupled with industry-experienced faculty, ensures that graduates are well prepared for the work force.

#### **Graphic Design**

The Graphic Design Associate's program prepares students for entry-level jobs in the graphic design and multimedia industry. Students learn to create effective designs that communicate visually in both print and multimedia environments. The combination of technical and general education courses in the program helps students develop skills in critical thinking, communication, and problem solving.

#### **Information Technology**

The Information Technology Associate's program is designed to provide students with the skills required to install, configure, and maintain a technology infrastructure. In addition, the combination of technical and general education courses in the program helps students develop skills in critical thinking, communication, and problem-solving.

#### **Construction Management**

The Associate of Applied Science degree in Construction Management prepares students for entry-level positions in the field of construction management. Students examine and apply the concepts and tools used to manage construction projects. Coursework in construction science introduces the concepts and techniques used to build residential and light commercial buildings. Coursework in construction management provides an overview of the essential skills used in construction planning and scheduling. The business component of the program teaches the skills needed to provide administrative support to the internal operation of a construction company.

### **Diploma Program**

## Campus Effectiveness Plan July 1, 2012 through June 30, 2013

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### **Medical Assisting**

The Medical Assisting Program prepares students with the skills necessary to be responsible for a range of front and back office functions in the medical field. Coursework will include hands-on training concluding with a 160-hour externship which students work in a medical facility as a Medical Assistant performing administrative and patient contact tasks required of the job. Student responsibilities will range from front office work such as appointment setting, telephone triage, and insurance billing and coding to back-office task such as assisting in taking vital signs, administering ECGs, and phlebotomy.

### **Westwood College Consortium Agreements for Online Courses**

Westwood College – O'Hare offers an opportunity for qualified students enrolled in selected residential programs at Westwood campuses to take up to 49 percent of their program at other Westwood campus locations within the state or online by way of consortium agreements in place between campuses.

Students who take online courses as part of their program will have their total tuition, lab, and online course fees charged by their home campus, i.e. campus they are attending. The home campus will also be in charge of awarding and dispersing all financial aid and monitoring satisfactory academic progress.

Courses taken at another Westwood College campus location will be counted toward total credits earned during that term. Grades earned online or at another Westwood College campus location will be posted to the student's transcript and will be calculated into the GPA and the cumulative GPA. Upon Completion of the student's program, the home campus will award the student's degree.

Westwood College has chosen to call students' ability to take both online courses and on ground courses in order to earn a degree the flexible learning option, or "Flex Learning". The catalog provides details of the agreements.

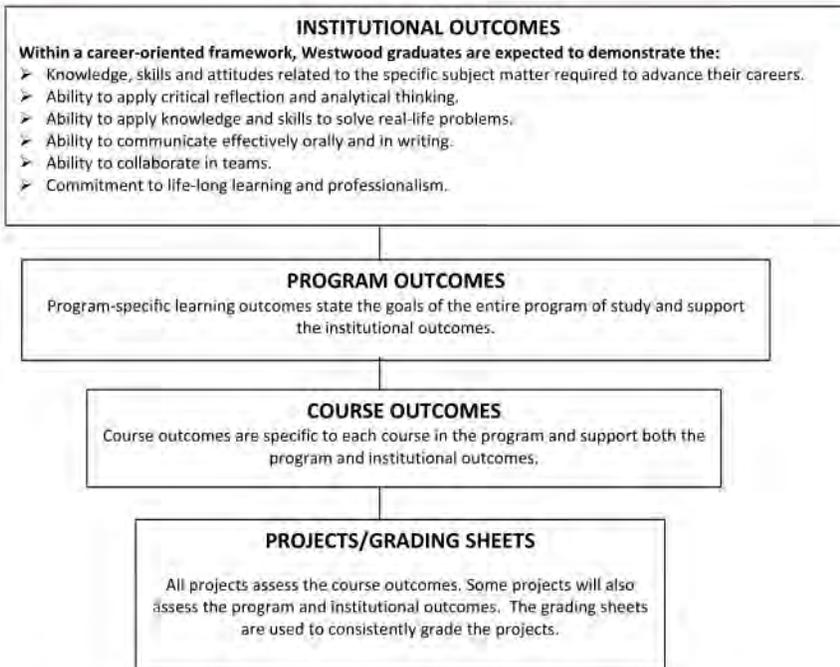
## **VI. STUDENT LEARNING/OUTCOMES AND PROGRAM ASSESSMENT**

Student learning, outcomes, program assessment are all directly tied to the mission of the institution. How does an institution know it is fulfilling its mission? It is all directly tied back to the students and the success of the students in meeting the expected outcomes of the institution. Students can only be successful in those outcomes if the coursework and programs in which they are enrolled provide the skills, knowledge and understanding needed in those specific fields of workforce. Assessment is the key to the success of the student as well as the program and college. Utilizing various forms of assessment provide a multifaceted view of the students, the program and the outcomes. Assessment information is also gathered in a continuous basis from current students, alumni, Program Advisory Committees (PACs), SWOT analyses, and employer feedback. For assessment to be truly effective, it must be meaningful, reflective, and self-regulated. The O'Hare College campus effectiveness process is an ongoing, integrated, institution-wide practice of planning and assessment that uses continuous improvement and that provides evidence that the College is effectively achieving its mission.

Westwood uses learner outcomes to define the knowledge, skills, and attitudes we want students to gain. Outcomes are at three levels: campus, program (including the general education program), and course. Projects enable Westwood to directly assess whether or not students have met course, program, and campus-level outcomes.

## Campus Effectiveness Plan July 1, 2012 through June 30, 2013

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### Update:

#### Update:

As a result of our new mission statement, the following conceptual framework was designed to align the curriculum with the mission of the college.

#### Consistency

Westwood curriculum will be consistent across student platforms; materials, assignments, and presentations will be the same online or on ground so students have clear expectations regarding the order and content of curriculum

#### Continuity

Westwood curriculum will provide continuity across the program; courses will build on one another; review of material will occur within each course and during the entire program

#### Connection

Westwood curriculum will be designed and delivered to promote:

- Connection to the material/topics
- Connection to class mates
- Connection to employment

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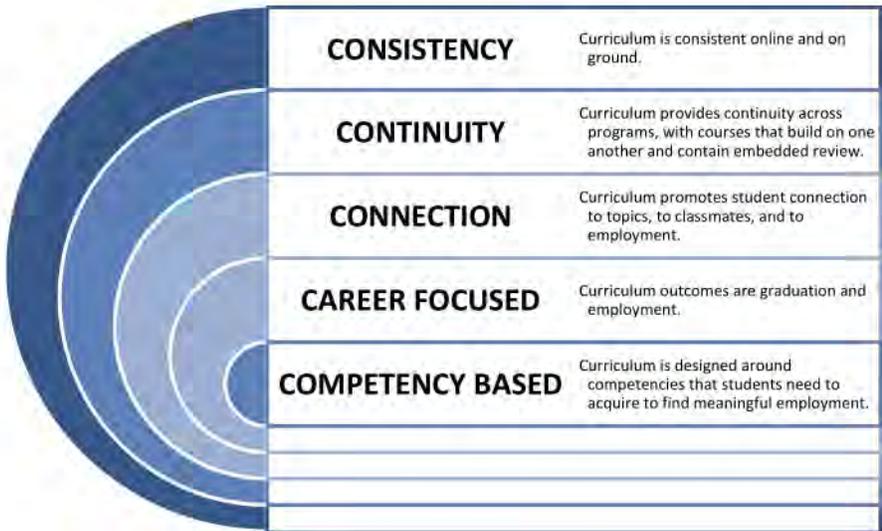
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**Career focused**

Westwood curriculum will focus on providing students the knowledge, skills, and attitudes to gain meaningful employment and career promotion

**Competency based**

Curriculum will be designed based on the competencies students need to acquire; assignments and projects will be created first to give students the knowledge, skills and attitudes to support the competencies; current textbooks and other materials will be selected based on relevance to student competencies.



**The Program Review Process**

In 2012, all Westwood campuses converted to the Career Advantage Program (CAP). Campuses began the conversion to the CAP curriculum:

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The CAP model allows for courses closely resemble the standard semester credit model and allow for the possibility of easier transferability to institutions external to the campus. All programs that are offered, or are in a "to be determined" status, were reviewed by the system curriculum committees and modified to be more efficient in delivery. The review led to standardized General Education course offerings for each program (previously each program had individual requirements), allowing for more efficient course design. In many cases, previously separate courses were combined allowing for one core course requirement, thus reducing the number of courses and standardizing graduation requirements. This allows for students to graduate up to one term early. All associates degrees are now standardized at 90 credit hours and all bachelor degrees are standardized at 180 credit hours. With the modifications, programs and courses are now simpler to maintain.

The campus continues to evolve the program review process. Program reviews are periodically conducted by curriculum committees to help ensure the integrity of the O'Hare Campus's programs by examining both a number of evaluation points as evidence of student learning. The program review process has helped guide academic decisions and planning into the future. This process brings together a variety of assessment evidence of student learning and other data demonstrating a firm commitment to the continued assessment of programs to enhance student learning.

A direct measure of the student performance and mastery of learning is the Key Graded Assignment (KGA). The KGAs are designed to measure the student success in meeting the course expected outcomes in three areas: knowledge, skills and attitude. With the student performance as a direct measurement tool for measuring the student outcomes, the faculty play an integral role in the assessment process. Each program rely on faculty input in terms of relevancy of the KGAs and projects as well as the course and expected outcomes.

In the new CAP curriculum KGAs have been replaced with Projects which still address the expected outcomes of knowledge, skill and attitude. The projects (usually two per course) measure the student success in meeting the course outcomes in three areas: knowledge, skill and attitude;

- Related to the specific subject matter required to advance their careers. (knowledge-, skills- and attitude-based outcomes)
- Critical reflection and analytical thinking (knowledge-based outcomes)
- Ability to apply knowledge and skills to solve real-life problems (skills-based outcomes)
- Ability to communicate effectively orally and in writing (skills-based outcomes)
- Ability to collaborate in teams (skills-based outcomes)
- Commitment to life-long learning and professionalism (attitudes-based outcomes)

Faculty play a key role as they are considered active experts in their respected fields and expected to maintain their level of expertise. In doing so they are able to provide invaluable insight to each course in the areas of teaching methodology, course content, necessary tools and materials as well as expected student outcomes. This feedback is then collected by Curriculum Managers and given to Curriculum Committees for review and action. The Academic Deans and Program Chairs (PCs) and Academic Operations Managers work closely with faculty to ensure this feedback supports the continued improvement of programs offered at Westwood College – O'Hare Campus.

In addition to faculty input, the feedback from Industry is gathered on a continuous basis in a variety of ways. For example, when a new program is being considered, reviews are conducted to ensure relevancy. Westwood College researches industry and professional requirements that affect the proposed program. Before the curriculum design begins, data is gathered from employers, industry experts, professional organizations, U.S. and regional Departments of Labor, and competitive analysis include in-demand topics such as immigration and family law, and industry-standard databases. Designs for new programs are then reviewed by national PACs.

National PACs are assembled when the college is proposing a new program or when substantial changes to a current program require accreditation approval. Campuses, faculty, PCs, and Academic Affairs Curriculum Managers identify professionals, employers, and industry and academic experts to review the

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proposed curriculum (e.g., program descriptions and outcomes, course lists and descriptions, length, and the adequacy of facilities and equipment). National PAC meetings are typically held via teleconferencing to encourage broad involvement.

Each national PAC recommendation is reviewed by the Westwood College team; either the recommendation is acted upon or, if it is not appropriate, an explanation is provided. Due to the input of PACs calling attention to the need for more written and oral communication skills, the inclusion of writing and speaking elements in all coursework has been reinforced.

In the past, the campus has held school-specific PAC meetings twice per calendar year for current programs. Moving forward, the campus will participate in Regional PAC meetings which are held once a year regionally in cooperation with the other three Illinois campuses. Having four campuses within a close geographical area has presented the campus with issues of being able to recruit and have qualified employers participate consistently in the PAC meetings, and providing consistent, regular input. It is anticipated with the Regional PAC meeting structure these issues will be resolved.

### **Ensuring Successful Student Learning**

The Campus Academic Deans, with the PCs, are responsible for ensuring the quality of the education, and that students have the ability to be successful in the classroom, and later, in their chosen career field. As part of this effort, the following tools are used:

- Term-by-term faculty meetings and conference calls are held to reinforce teaching skills resulting in increased student learning outcomes.
- Faculty Professional Development Plans are implemented to improve the faculty knowledge in their fields of expertise and in the field of teaching, which would result in increasing faculty members' skills and abilities to facilitate students learning.
- Term-by-term Faculty Course Evaluations (FCEs) are used to identify faculty and course effectiveness.
- Tutoring is available to students by request—either by the student or by instructor suggestion. Tutors are trained and are either peer tutors or faculty (both adjunct/fulltime) and may provide one-to one tutoring or small group if requested.
- Hiring highly qualified faculty with appropriate academic credentials and industry experience in specific areas. The expected outcome will be to ensure materials are thoroughly presented with real world application, thus enhancing students' understanding of subject matter.
- Best practices are implemented across the curricula to promote consistency and overall improved faculty effectiveness in the learning process.
- Practical Tools for Transformative Teaching (PT3) training to all faculty in being prepared with the interactive skills for the classroom necessary to deliver the Westwood College curriculum. These skills are integrated into the faculty observation form.
- O'Hare Campus has developed a "faculty roundtable" where faculty may share areas of expertise in their fields and also share on teaching techniques that have been successful in the classroom and that are relevant to the campus. Below is the 2011 schedule:

Wed, Jan 19 Jeff Karlberg – Retention  
 Wed, Feb 16 Jeff Karlberg – follow up on retention  
 Wed Mar 23 Fred Grodecki -- Student satisfaction survey  
 Wed May 11 Gene Rinaldi -- Transformational education: does it really exist?  
 Wed July 20 Donna Clesen -- Writing across the curriculum  
 Wed Sept 21 Ellen Crowe -- Personal bias' effect on teaching styles  
 Wed Nov 16 Zach Fletcher -- Not your father's comic book

Roundtables were planned for 2012 and 2013 however, due to significant outside developments during January of 2012, roundtables were postponed. Additionally, a new curriculum was adopted and significant time was devoted to faculty preparation and implementation. In 2013 the system adopted a new mission statement and objectives and significant time was devoted to the immersion of faculty and staff to "How We Work", "Campus to Community" and the mission. Plans are now being made to resume Faculty Roundtable sessions during the January 2014 term. Planning will occur during the October term with key faculty.

### **Westwood College-O'Hare Campus Student Outcomes**

Attendance

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The entire campus is keenly aware of the importance that classroom attendance plays in classroom performance. Attendance has a direct effect on the academic success of our students and thereby the program itself. Attendance is reviewed on a daily basis by various departments on campus and provides information that allows for forecasting of trends effecting student retention and success.

During 2011 the campus started tracking daily attendance to see its impact upon retention:

### Average Daily Attendance: July, 2011 through June 2012

Month/Year	CHOA Campus Attendance Rate	System Attendance Rate
July 2011	80.05%	81.67%
August 2011	82.92%	83.80%
Sept 2011	81.37%	82.88%
October 2011	85.55%	84.14%
November 2011	80.98%	81.94%
December 2011	84.51%	84.20%
January 2012	82.46%	84.25%
February 2012	79.77%	82.17%
March 2012	83.12%	84.35%
April 2012	80.28%	81.70%
May 2012	83.89%	84.12%
June 2012	81.38%	82.27%
<b>Average</b>	<b>82.19%</b>	<b>83.12%</b>

The campus averaged within a percentage point of the system average attendance rate. The exception to this pattern, being February of 2012, when the city had significant snowfall but classes were held. Students will often sacrifice attendance for travel due to the fact that many of our students use private transportation versus public. The campus utilizes a key internal report referred to as the "LDA report" which stands for the Last Day of Attendance. This report is distributed daily to all departments and Student Support and Education meet weekly to review and share any information regarding student performance and/or issues.

Beginning with the August 2012 term the campus began tracking attendance by term rather than on a monthly basis. The October term is the only term in which attendance at the campus was significantly lower than other terms. This appeared to be attributed to an increase in the implementation of the new curriculum and changes to the course offerings and times/days of when courses were offered. Courses went to being offered one time a week to twice with evening courses ending later than prior terms.

Term/Year	CHOA Campus Attendance Rate	System Attendance Rate
August 2012	84.60%	85.8%
October 2012	80.92%	86.10%
January 2013	84.52%	85.30%
March 2013	83.60%	84.90%
May 2013	83.00%	84.90%

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### Grade Distributions

Term-by-term grading is administered to assess the students' educational progress. Grading is based on the students' performance in class and level of achievement on assignments, projects and examinations. The following table provides a five term (MAY 2011-MAR 2012) history of grade data. While it may be argued that there may be inherent subjectivity in grading, the Westwood College system provides a means to combat this tendency by the mandatory use of grading rubrics. While these are not the only elements in determining a student's final grade, they carry significant weight to lessen the subjectivity an instructor may insert into the process.

Term by Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F	P	N	W	WPN
May 2011	28%	12%	7%	10%	7%	4%	4%	3%	3%	4%	7%	3%	1%	8%	1%
August 2011	30%	13%	7%	10%	6%	5%	4%	3%	2%	2%	7%	5%	1%	4%	0%
October 2011	29%	11%	9%	10%	5%	4%	4%	4%	2%	3%	7%	3%	2%	7%	1%
January 2012	30%	12%	8%	11%	6%	4%	5%	3%	2%	2%	6%	3%	1%	7%	1%
March 2012	32%	12%	9%	10%	6%	4%	4%	3%	2%	3%	6%	3%	1%	6%	0%
<b>Total</b>	<b>30%</b>	<b>12%</b>	<b>8%</b>	<b>10%</b>	<b>6%</b>	<b>4%</b>	<b>4%</b>	<b>3%</b>	<b>2%</b>	<b>3%</b>	<b>7%</b>	<b>4%</b>	<b>1%</b>	<b>6%</b>	<b>1%</b>

(See entire Table appendix A)

The five term analysis from this year indicates consistency in grade distribution but an opportunity to review the actual grade distribution as it does not provide the bell-shaped distribution on the campus as a whole. Faculty will continue to utilize the grading rubrics provided for each course. Program

Chairs will review grading patterns with faculty during the Faculty Course Evaluations (FCEs) reviews conducted with each faculty member.

The Program Chairs and Academic Dean regularly analyze grade distributions across classes in order to both recognize new trends and confirm the effectiveness of ongoing initiatives as part of our continuous improvement process. For example, in reviewing the classes with the highest number of failing students several classes appear to stand out. Courses with a significant number of failing grades included ENG121 and ENG 221 along with POL 107 classes. All of these courses involve significant amounts of writing. In reviewing the specific students and the instructors for the courses, it was noted that there were several different faculty who taught the English courses and only one or two faculty who taught the POL107 courses. It was determined that the variety of instructors and the expectations of the instructors could be playing a role in the higher number of failing students. Faculty who taught the courses were brought together to determine grading standards and to discuss how they utilize the grading rubrics. The result has been an increase in tutor requests and consistency in grading. Another example of analysis of grade distribution identifies the passing grades in the Design program and specifically that in 28 classes there are only 8 occasions in which a student failed. The Academic Dean and Program Chair reviewed the grades and the instructor and found that despite the low number of failing students, those classes have a bell-shaped curve due to the number of students enrolled and the letter grades assigned. The instructors vary but appear to be consistent in grading practices. Upon further review it was noted that the populations in these classes are small enough to provide intricate knowledge of the students to build a closer relationship and thereby giving greater importance to the student's attendance.

As an additional part of the review of grades the campus has redesigned the manner in which tutor is offered. It has been moved from Student Support to Education and assigned to General Education program chair and a full-time faculty member. The faculty member researched various tutoring models and the result is the redesigned process where students/instructors are notified of the process and availability of the individualized tutoring available at no-cost to the student. Tutors are screened and provided guidance on tutoring as part of the process.

As part of an ongoing review, each PC will do an end of term review, by course, to see what courses are starting to see increased failures within their program. These courses will then be reviewed with the Dean and other PCs at one of the weekly PC meetings. This will serve two objectives. First, is to keep all PCs abreast of courses that are impacting student success. Second is to get input from the Campus Academic Dean and PCs regarding building stepping stones for the course in question to support student success.

### VII. Student Retention Rates

The campus is focused on developing relationships with students and takes a proactive approach towards developing retention strategies to ensure solid learning outcomes and maximizing student retention. This focus is inter- and intra- departmental as well as across all academic areas/programs.

Below are the different reports utilized to analyze and control attrition at Westwood College – O'Hare Campus.

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**One Source Operations Dashboard** (Appendix). This report is generated by our Central Administration Team and is stored on a shared drive electronically. The purpose is provide access to accurate and up-to-date information, throughout the enrollment completion process, is essential to ensuring our students' success. Streamlining the way this crucial data is delivered, increases our efficiencies in assisting our students through this critical time. The Operations Dashboard provides a single location with detailed information on our students and their progress towards starting classes.

**New Student Attendance Report** (Appendix). This report is generated by Student Support at the campus level. It reviewed on a daily basis by the Executive Leadership Team and used to identify students who are newly enrolled, reentering or restarting, who are not attending classes. This information is then disseminated to Program Chairs to discuss concerns with the instructors.

**Last Day of Attendance (LDA) Report** (Appendix). This report is generated by Student Support at the campus level. It is created and distributed on a daily basis to all departments and reviewed specifically by the Program Chairs and Academic Dean. The data allows all departments to view the student population with the last day of attendance within a specified range of days. It acts as a tracking tool for all students but is effective in identifying students who may be having potential issues either academic or personal or both. The information is disseminated to Program Chairs (who with the assistance of faculty) will use it to contact students.

**Monthly Population Report** (Appendix ). This report is generated by our Central Administration Team and is stored on a shared drive electronically. This data tracks our entire student population as a whole. From a retention standpoint, it tracks students who drop or take a Leave of Absence, as well as those who re-enter school or return from leave. This data is analyzed to track trends and to measure progress towards goals. The information is disseminated to all managers at the campus to use with their teams. The Leadership team uses this data on a monthly basis to measure our performance.

**Monthly Population Report by Program** (Appendix ). This report is generated, stored and disseminated in the same manner as the Monthly Population Report, above. This information is used to track the student population by program, and is heavily used by the Program Chairs and Academic Deans for tracking and making corrections by program to attrition issues.

**Retention Dashboard** (Appendix ). This report is generated by the Business Intelligence Group and is stored electronically on the shared drive. This report is generated once per term and provides a thorough analysis of attrition. This report is done once per term and tracks attrition by cohort.

### Westwood College – O'Hare Campus ACICS Retention Rates

The campus utilizes the ACICS Campus Accountability Report (CAR) as the primary tool for measuring student retention rates. This tool provides two benefits:

- A well thought out and consistent measure for tracking and analyzing retention rates.
- The ability to utilize the aggregate data provided by ACICS as a measuring tool to evaluate campus performance.

The Westwood College-O'Hare Campus retention rates for the past three years are as follows. Note that retention rate is computed annually using the following formula:

$$\text{Retention Percentage} = \frac{(\text{Total Enrollments} - \text{Withdrawals})}{\text{Total Enrollments}}$$

2012 Retention – Reporting Year July 1, 2011 through June 30, 2012 = 71.70%

2011 Retention – Reporting Year July 1, 2010 through June 30, 2011 = 67.98%

2010 Retention – Reporting Year July 1, 2009 through June 30, 2010 = 67.40%

### Westwood College – O'Hare Campus Programmatic Retention – Reporting Year 2012 (Table )

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<b>Retention Trend by Program (Annual Retention Rate in Percentages)</b>			
<b>Program</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>
Graphic Design: Major in Animation	80	56.3	50
Business Administration: Major in Accounting	84	62.1	73.9
Business Administration: Major in Marketing and Management	77	67.8	62.2
Business Administration: Major in Healthcare Management	65	65.8	64.7
Business Administration: Construction Management (AAS)	100	n/a	n/a
Business Administration: Construction Management	68	67.3	80.3
Criminal Justice: Major in Administration	68	67.5	64.1
Game Software Development	77	67.5	76.2
Graphic Design & Multimedia (AAS)	59	55.6	80
Information Network and Technology – (AAS)	68	66.7	82.5
Information Technology: Major in Systems Security	83	72	79.5
Visual Communication	75	55.6	70.0
Computer Aided Drafting/Design (AAS)	77	68.2	63.6
Interior Design	88	67.9	68.2
Medical Assisting (Diploma)	76	77.2	75.2
Web Design	n/a	n/a	100

(Source: 2010, 2011 and 2012 CAR Reports)

#### Analysis of Retention Trends

From the time period of July 1, 2010 through June 30, 2011, the campus dropped a total of 460 students. During the year, the campus was able to re-enter a total 154 students reducing the overall gross attrition. While many students did not disclose the reason for dropping, those who did noted family/schedule conflicts, financial problems, transportation issues, medical problems, and concerns with their program or course.

Math and English courses continue to be a challenge for students, especially first and second term students. In an effort to encourage student success the campus offers both math and English tutoring that are staffed by credentialed faculty and peers. Students can sign up for tutoring through the learning commons. Tutoring is available to support both day and night students. In addition, students can request an individual tutor for other courses. The individual tutors are qualified and have a supportive attitude toward the individual requesting assistance and peer tutors are recommended by faculty, must be approved by the dean and program chairs, and are trained.

The campus holds Student Success Meetings weekly to discuss at-risk students and create action plans to provide support to these students. Student Success Meetings allow the campus to categorize students with attendance issues into two main groups:

- Students absent for two or more consecutive days: this pattern establishes a clear reason for concern.

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- Students with intermittent absences; these students are not so readily identified as those with attendance problems. However, absences can lead to withdrawal from individual classes and ultimately result in dropping out from school.

### Goals and Implementation Plan

Student retention has been a primary focus of all departments. Successful students are those who see the value in their education, attend class regularly and graduate on time. The increase in student retention is a result of concerted efforts by all departments to improve communications with and between faculty and administration, emphasis on classroom added-value, and increased emphasis on attendance.

Early alert to any issues in the classroom has become a significant part of the retention process and creating a community within the departments. Communications and information is shared with all departments to enhance problem-solving approaches. Weekly meetings reviewing student progress are held with Education and Student Support. These meetings are referred to as Student Success Meetings. Students are discussed regarding any information that may impact (positively or negatively) their academic experience. Possible solutions and alternatives are discussed as well as who will follow-up with the student. Information is documented on the LDA report as well as CampusVue. Faculty input is also a key piece of the reports and documented in the LDA. In addition, progress updates are requested from faculty at a minimum of mid-term and as the final week occurs.

There are additional tools that the campus utilizes for new students and students who are re-entries and restarts. These students complete a "profile" which is used during the registration process. Students answer various questions regarding identifying their program choice, their supports, motivators and obstacles. This profile is a part of the student file and is used to assist students in identifying potential obstacles such as childcare issues, transportation and work issues, financial issues and academic concerns. Early identification of these allows the student and individuals from the campus (including the program chair) to work together to resolve them through an informed approach.

New students also attend an "orientation" to the campus called "Day One Success." The orientation is designed to have students participate in a class-type setting. The students are mentally and physically engaged in activities intended to provide them with the six tools identified by the college as needed to be successful academically. These "Six Keys to Success" are presented by current faculty who the students will also encounter in one of their first classes, PDEV111 and PDC111 Success Strategies. During this orientation, students are introduced to key members of the campus such as the campus president, individuals from Career Services and Student Support and have separate meetings with their Program Chair. All of these activities are designed to further create an environment that is more familiar to the student prior to the first day of classes and identify any potential obstacles a student may encounter or already have.

Additionally programs have tried to increase real work experiences such as showcases or field-trips that are career-related. The intent of these activities is to demonstrate to the students the reality of the "world of work" that they will experience upon completion of their programs.

In addition to the campus level approaches, as a system we have developed more robust faculty monitoring to ensure a quality student experience. In 2012, we launched a faculty compliance dashboard that reports on syllabi access and ungraded assignments in order to complement our existing monitoring of faculty activity in our courses. We are maintaining ongoing training for academic leadership to ensure that they are familiar with our reporting tools in and outside of the classroom.

Westwood College designs its interventions for students with attendance problems while they are still able to successfully complete the term. The Student Support advisor and program chairs place calls to students to try to motivate them to return to classes and direct them to appropriate resources for assistance. These calls focus on problem solving and strategies for catching up and returning to classes.

The campus registrar writes a Student Action Report (SAR) at 20% of consecutive contact hours missed to withdraw students from their class/es. This officially notifies the student in writing of his or her status, and it documents efforts to encourage better attendance. Exceptions to this policy

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must be accompanied by a SAR indicating the reason for keeping the student in the course along with an action plan. The campus uses this threshold because students have difficulty catching up if they continue to miss classes.

See Retention Initiatives for 2012 for the campus and the following programs: Animation and Visual Communications.

### VIII. Student Placement Rates

Per the Westwood College Mission Statement, the campus strives to provide “quality, career-focused programs that prepare students with the knowledge, skills, and credentials needed to launch, enhance, and change careers.” To satisfy this part of the mission, the campus measures employment rates following graduation on an annual basis. The data from the overall placement rate is used to validate the suitability and quality of the campus programs.

Through evaluating employment rates, the campus has improved the usefulness of employment data collected by using it to provide an indirect measure of learning. The Career Services (CS) department, traditionally a primary consumer of employment information, has instituted a policy to share the data with the Education Department at each 150-day benchmark (150 days following graduation). The Campus Leadership Team reviews employment rates for each program on a weekly basis to identify programs that are not meeting benchmark outcomes. Furthermore, this data serves as a tool to evaluate potential changes to the admissions process, marketing materials, curriculum outcomes, and support services.

The campus utilizes the ACICS Campus Annual report (CAR) as the primary tool for measuring graduate employment rates. The tool provides two benefits:

- A well thought-out and consistent measure for tracking and analyzing graduate placement rates.
- The ability to utilize the aggregate data provided by ACICS as a measure to evaluate campus performance.

The campus placement rate is computed annually using the following formula:

$$\text{Employment Percentage} = \frac{(\text{Placed in Field} + \text{Placed in Related Field})}{\text{Graduates and Completers} - \text{Unavailable for Placement}}$$

2012 Placement Rate – Reporting Year July 1, 2011 through June 30, 2012 = 73%  
 2011 Placement Rate – Reporting Year July 1, 2010 through June 30, 2011 = 75%  
 2010 Placement Rate – Reporting Year July 1, 2009 through June 30, 2010 = 72.8%  
 2009 Placement Rate – Reporting Year July 1, 2008 through June 30, 2009 = 84.5%

### Westwood College – O’Hare Programmatic Placement Rates – reporting Years 2009 through 2011

The campus tracks the employment statistics for the programs that are currently offered for three years. Currently, there are no programs with reported outcomes that do not meet the council established programmatic placement outcomes for the 2011 year. The campus Career Services team and central administration’s Employment Relations Manager are working with the campus Academic Dean and specific leaders of the programs where a negative trend exists. These individuals meet on to identify possible employment opportunities and industry trends. The following table shows the employment trends by program for the 2010, 2011 and 2012 reporting years.

Annual Placement Rate by Program

Program	2012	2011	2010
Computer Aided Design/ Architectural Drafting	75%	100%	83.30%
Criminal Justice	64%	72.70%	82.5

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Game Software Development	100%	0	71.40%
Interior Design	0	0	n/a
Information Systems Security	65%	78.60%	80%
Construction Management Bachelor	100%	88.50%	92%
Animation	50%	n/a	100%
Business Management Marketing	100%	75%	100%
Visual Communication	100%	66.7	100%
Business Accounting	50%	n/a	n/a
Business Healthcare Management	78%	87.50%	n/a
Information Network and Technology – (AAS)	71%	100%	100%
Graphic Design & Multimedia (AAS)	n/a	n/a	100%
Medical Assisting	85%	69.60%	88.30%

**Analysis of Trends**

From July 1, 2010 through June 30, 2011 the campus graduated 194 students that were eligible for employment. Of the 181 graduates, 158 were employed accounting for 73% employed either in field (EF) or a related field (ER) to their program of study. The campus received written and verbal verifications from employers to account for each of the students counted as EF or ER. The placement trends reported year over year indicate that the campus has decline employment outcomes in the four year time frame reported on-however, this is similar to the overall employment trend nationwide.

During the 2011 reporting year, the campus offered 15 programs of study. Each program of study exceeded 50% or higher placement. However, three programs fell short of the programmatic outcomes established by the council. Most programs have experienced a fluctuation in placement rates as noted on the previous chart. The three programs that did not meet the required outcomes have been assessed and specific plans have been developed to increase placement rate performance.

From July 1, 2011 through June 30, 2012 the campus graduated 224 students that were eligible for employment. Of the 224 graduates, 168 were employed, accounting for 75% employed either in field (EF) or a related field (ER) to their program of study. The campus (Career Services) received written and verbal verifications from employers - accounting for each of the students - as EF or ER employed. The ongoing placement trends indicate --that the campus has experienced declining -employment outcomes in the three year time frame. --- This is similar to the overall employment trend nationwide.

Placement Codes updated

During the Spring of 2013 the Career Services Office began to utilized the New ACICIS placement codes \*all accrediting year files have been changed to reflect the new codes/ definitions

The current codes are as follows:

UNE: Unavailable for Employment

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NPL: Employed, not placed

NWK: Not Working

PLCSOC- Placed SOC match

PLCSKL- Placed Skills Match

PCCPD- Placed Professional Development

### Goals and Implementation Plan

Westwood College – O’Hare Campus - Placement Goals for 2012 - 2013:

Preventing any program from falling below the minimum outcome of 59% is critical to the success of the campus. The 2011 campus overall placement rate is above the threshold of 59% and the school average from the last reporting year of the Campus Annual Report (CAR) indicates a trend of improving placement percentages for the campus. The campus will continue to pay particular attention to programs that will increase placement performance. The following are campus wide goals and initiatives to increase placement performance:

- Increase graduate employment rate for each program not meeting the required placement outcome. The campus initiated a program to contact all graduates with program appropriate job leads. Achieving this outcome will enable the campus to achieve 70% placement in each program. Examples include the following:
  - Bi-weekly job lead packets containing program specific job leads.
  - Promote community job fairs and host professional job fairs where program specific employers are in attendance.
- Increase the awareness of the Career Services resources for each program not meeting the required placement outcomes. Career Services staff visits classes to inform students of resources that are provided by the campus. During the 2013 year, the Career Services department visited a minimum of five classes per program to increase the awareness of programs offered.
- Encourage students to create an interview portfolio prior to graduation. Recently, the Career Services department has invited career professionals to the campus to complete mock interviews. Feedback from these professionals indicated that a portfolio highlighting professional work experiences would prove beneficial to the graduates during the interview process. Career Services personnel will visit all PDCV200 – Career Management courses each term to assist with implementing industry standard requirements into the interview portfolio.

### **IX. Level of Graduate Satisfaction**

Westwood College has developed a graduate survey that is distributed to students via the BLUE Survey website and is administered to graduates in meetings that occur in the final term of enrollment. During the new ACICS year, the campus changed survey tools from “Survey Monkey” to the “BLUE” survey tool. The survey administered under BLUE has been revised and has been shortened. The survey contains eight questions that elicit specific feedback regarding the student’s experiences with the career services department and satisfaction with their career related preparedness. Information that is obtained from the completed surveys helps the department to guide campus decisions surrounding career related programs offered to students while enrolled in the college. For example, survey feedback indicated that the students requested more specific job leads for their program of study. The campus values input from the students and regularly elicits feedback to make improvements on career related opportunities.

Table 9.1 – Graduate Survey Feedback

Question	Agree	Somewhat Agree	Somewhat Disagree	Disagree

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Upon graduating from Westwood, I feel ready to enter the job market?	76%	20%	2%	3%
The program coursework prepared me for my current or most recent job?	58%	26%	11%	10%
My job is what I expected to obtain when I graduated from Westwood?	48%	24%	8%	19%
I enjoy my current job?	36%	37%	10%	17%
I am on a path toward a career that I am excited about?	86%	9%	2%	2%
Would you recommend Westwood to a friend or family member?	89%	11%		

Analysis of Trends

**Graduate Survey Results**

During the 2011-2012 ACICS Calendar year, the completed surveys indicated that the graduates expressed a moderate level of job satisfaction and preparedness. 45% of graduates agreed and 21% somewhat agreed when asked the question "Upon graduating from Westwood, I feel ready to enter the job market". Slightly higher but similar results were validated when the graduates were asked "The program coursework prepared me for my current or most recent job". However, students had a similar response to "Agree (48%) or Somewhat Agree" (25%) when they were asked, "My job is what I expected to obtain when I graduated from Westwood". Graduates indicated that they felt that they were on the path towards a career that they were excited about. Eighty six (86) percent of graduates agreed and 9% somewhat agreed when asked the question "I am on a path toward a career that I am excited about". An even higher percent (88.6) of students agreed and 11% somewhat agreed when answering the question "Would you recommend Westwood College to a friend or family member".

**Campus Graduate Satisfaction Goals and Implementation Plan**

During the 2013 ACICS year, the campus plans to maintain 80% of graduates completing the graduate surveys. The career services department will continue to meet with all graduates prior to graduation to provide the BLUE survey tool. Those who cannot attend are requested to visit Career Services to complete graduate surveys. Career services plans to work with all departments on campus to ensure that responses to the "recommends rate" are maintained or increased.

Career Services has worked to identify and provide more resources and tools to students to assist them with identifying their career paths earlier in their matriculation at Westwood. Examples include career related workshops, visiting program specific classrooms to discuss job titles, requirements, skill sets, etc. to providing dedicated work stations for job searches/application completion. Informing students about professional opportunities also remains a focus of the campus program chairs and faculty members. Career Services works with each Program to schedule guest speakers and to hold program specific workshops/job fairs throughout the year.

Career services plans to work with all departments on campus to ensure that responses to the "recommends rate" response were maintained or increased.

The unenthusiastic response to the question, "My job is what I expected to obtain when I graduated from Westwood College", increased communication on campus surrounding the outcomes of the programs that the students completed. Career Services as increased visibility in

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program specific classrooms and discuss the appropriate tools and resources to increase the knowledge of the professional environments that students will enter upon graduation. Informing students about professional opportunities also remains a focus of the campus program chairs and faculty members. Each program regularly provides classroom visits from professionals in the field and field trip opportunities to provide a link between material taught in class and the professional working environment. Each programmatic department goal is to hold at least three professional field/guest speaker activities per program per year.

The campus strives to work with all departments to increase positive responses from the completed programs. Each department feels it is important to inform and prepare graduates for future success in their field of study. The campus goal is to strive to attain an "Agreed" rate of 80% or higher for each elicited response.

### **X. Level of Employer Satisfaction:**

Westwood College – has developed an employer survey that is distributed to the employers of graduates of each program via the BLUE Survey Website. During the new ACICS year, the campus changed survey tools from "Survey Monkey" to the "BLUE" survey tool. The newly developed survey has been revised and shortened to encourage participation. The employer survey contains ten questions and ascertains responses to indicate graduate knowledge, technical and interpersonal skills, and their overall preparedness to enter the work force. Information that is collected from the employers helps guide the campus to make changes to programs and curriculum offered. Information from the employer surveys serves as a catalyst to increase communication during Program Advisory Committee meetings.

#### Employer Satisfaction Survey Results

During the 2011-2012 ACICS year, the campus sent graduate surveys to all employers of graduate, but received few (11) responses. Nine of the responses (81%) indicated that one or more Westwood graduates were hired at their company in the last twelve months. The returned surveys indicated that 85% of the responders were satisfied with the technical skills of the graduates. Furthermore, 85% were satisfied with the interpersonal skill of the graduates.

Table 10.1 – Employer Survey Feedback

Questions	Positive Responses
Overall, how satisfied are you with the Westwood College graduate's technical skills?	85%
Overall, how satisfied are you with the Westwood College graduate's interpersonal skills?	85%

We will re-send and follow up with each alumni, employer by phone and email to encourage employer participation

#### Employer Satisfaction Goals and Implementation Plan

Career Services distributes the employer survey once they have received written verification that the graduate has been employed in their chosen field of study. The lack of response to the employer survey is a serious concern. Although the campus has experienced positive feedback from the returned surveys, there is an opportunity for improvement on the questions of technical and interpersonal skills. Career Services has improved its presence in PDCV200 (Career Management) course to increase exposure to the skills needed to adequately display to future employers. Career Services also coach the students to promote the skills that they learned while attending college. The campus goal is to have positive response rate of 80% or higher for each survey that is returned from the employers.

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The limited response to the employer surveys has become an increasing concern to the administration of the campus. To address this concern Career Services actively encourage employers to complete the survey. Career Services distribute the employer survey once they have received written verification that the graduate has been employed in their chosen field of study. The department follows up with the employer to establish a dialogue and build upon the relationship between the college and employer. The goal of the campus is to increase the number of employers responding to the graduate survey by personally visiting employers, building relationships between the Career Services team and employers, and visiting them to clarify immediate and future employment opportunities. Our goal is to increase the number of employers responding to the survey by personally visiting employers, building relationships between the Career Services team and employers, and assessing immediate and future employment opportunities. Further, we will ask graduates to encourage their employers to respond to the employer survey.

The goal of the campus is to have 50% or higher of completed Employer Surveys completed, with a positive response rate of 80% or higher for each survey that is completed by the employers.

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### Campus Objectives 2014

#### 1. Student Retention and Success (Placement)

To consistently improve retention, graduation rates, and the quality of student life and learning at Westwood College – O'Hare, the campus, through the use of the Westwood College Retention and Engagement Roadmap, will continue to monitor and evaluate the effects on student success and satisfaction. Through the use of semi-annual surveys, the campus will determine the effectiveness of the current plan and provide feedback and training opportunities for staff and faculty. The goal in monitoring student success is to increase the annual retention rate by .05% during the 2014 reporting year.

Accountabilities will incorporate all departments for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> term students:

1<sup>st</sup> Term – Address obstacles by finding solutions through collaboration between departments in order to ensure student remains in school and has a successful initial term. Students' transitions from term one to term two.

2<sup>nd</sup> Term – Meeting student obstacles by finding solutions, collaboration between departments, require metric and accountabilities and meeting retention and acquisition of students. Student transitions from term two to term three.

#### 2. Placement

The Employment Goal: Maintain an annual placement rate of 85% with each program at or above 70%. The school goals are higher than the ACICS benchmark. As the campus is focused on consistently maintaining above benchmark performances annually, the campus will host two Career Days and several program specific opportunities throughout the 2014 year.

Graduate Advisor will partner with Academics to secure list of the current guest speakers and PAC members to create a collaboration and partnership in securing potential employers and networking avenues for graduates.

An overall general Career Services Assistance Plan comprised of career development tools, resources and job search assistance is available to student and graduates. The general assistance plan includes general employment and program specific Career Services Advisors, who provide coaching and resource support regarding internships and part-time work.

It is expected the above resources and assistance increase the students and graduates' ability to successfully prepare for their job search and increase their probability of obtaining a position in their field of study.

#### 3. Student Acquisition

Westwood College – O'Hare will continue to incorporate the vision and direction of both Westwood Works and the Campus Return to Growth Strategy.

- Implement in house programs which supports sensitivity training for diverse and at-risk populations
- Provide a more enriched support team for online student success

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- Align with organizations that specifically support at-risk groups; includes placement assistance, life skills coaching and parenting
- Design activities targeting new start stitch-ins and continuing student retention which are unique to the specific campus culture
- Manage competing goals between departments by staying true to mission/ end result, i.e., placement into the workforce; truly promote a team concept; consolidate policies and procedures in all departments for consistency and transparency
- Strategically align workforce needs as to not compromise customer service

FY13 June 30, 2013 ending population was 373. The campus objective is to increase population year over year by 7%.

### Attachment A – Student Grade Distribution

Term by Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F	P	N	W	WPN
May 2011	28%	12%	7%	10%	7%	4%	4%	3%	3%	4%	7%	3%	1%	8%	1%
August 2011	30%	13%	7%	10%	6%	5%	4%	3%	2%	2%	7%	5%	1%	4%	0%
October 2011	29%	11%	9%	10%	5%	4%	4%	4%	2%	3%	7%	3%	2%	7%	1%
January 2012	30%	12%	8%	11%	6%	4%	5%	3%	2%	2%	6%	3%	1%	7%	1%
March 2012	32%	12%	9%	10%	6%	4%	4%	3%	2%	3%	6%	3%	1%	6%	0%
<b>Total</b>	<b>30%</b>	<b>12%</b>	<b>8%</b>	<b>10%</b>	<b>6%</b>	<b>4%</b>	<b>4%</b>	<b>3%</b>	<b>2%</b>	<b>3%</b>	<b>7%</b>	<b>4%</b>	<b>1%</b>	<b>6%</b>	<b>1%</b>

Term by Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F	P	N	W	WPN	Grand Total
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May 2011	611	271	158	213	147	78	89	70	66	80	157	69	20	168	18	<b>2215</b>
August 2011	665	281	165	234	129	103	99	75	35	46	166	120	29	88	7	<b>2242</b>
October 2011	663	249	193	229	113	86	95	84	39	67	150	77	37	153	13	<b>2248</b>
January 2012	590	246	150	211	111	76	91	60	41	45	114	69	17	138	16	<b>1975</b>
March 2012	564	223	154	187	116	65	68	50	33	50	108	52	9	104	3	<b>1786</b>
<b>Total</b>	<b>3093</b>	<b>1270</b>	<b>820</b>	<b>1074</b>	<b>616</b>	<b>408</b>	<b>442</b>	<b>339</b>	<b>214</b>	<b>288</b>	<b>695</b>	<b>387</b>	<b>112</b>	<b>651</b>	<b>57</b>	<b>10466</b>

Course by Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F	P	N	W	WPN
#ACT120	10%	21%	10%	7%	10%	7%	3%	0%	3%	3%	7%	0%	0%	17%	0%
#ACT122	33%	11%	0%	0%	0%	11%	0%	11%	0%	11%	22%	0%	0%	0%	0%
#ACT130	36%	0%	21%	14%	7%	7%	7%	0%	7%	0%	0%	0%	0%	0%	0%
#ACT270	50%	30%	0%	0%	0%	0%	0%	0%	0%	10%	10%	0%	0%	0%	0%
#ACT300	75%	0%	0%	0%	0%	0%	0%	0%	0%	0%	25%	0%	0%	0%	0%
#ACT302	40%	20%	0%	0%	20%	0%	0%	20%	0%	0%	0%	0%	0%	0%	0%
#ACT320	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#ACT400	69%	8%	8%	0%	15%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#ACT480	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#BUS100	46%	5%	5%	9%	7%	0%	4%	0%	0%	4%	9%	0%	0%	11%	0%
#BUS110	21%	16%	9%	9%	12%	14%	2%	5%	0%	2%	9%	0%	0%	0%	0%
#BUS210	21%	7%	14%	7%	7%	14%	7%	7%	0%	0%	7%	0%	0%	7%	0%
#BUS300	89%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	11%	0%
#BUS320	52%	4%	4%	4%	7%	4%	0%	4%	4%	4%	11%	0%	0%	4%	0%
#BUS350	26%	26%	0%	22%	4%	0%	0%	4%	0%	4%	4%	0%	0%	9%	0%
#CA101	45%	9%	5%	9%	5%	1%	2%	3%	2%	2%	10%	0%	0%	9%	0%
#CA201	48%	3%	0%	0%	0%	3%	6%	3%	3%	3%	15%	0%	0%	15%	0%
#CD111	60%	0%	0%	0%	0%	0%	20%	0%	0%	0%	0%	0%	0%	20%	0%
#CD121	83%	0%	17%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#CD130	40%	0%	20%	0%	0%	0%	0%	0%	0%	0%	20%	0%	0%	20%	0%
#CD223	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#CD225	29%	14%	29%	0%	0%	0%	14%	0%	0%	0%	14%	0%	0%	0%	0%
#CD230	67%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	33%	0%
#CD250	60%	20%	20%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#CD280	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#CJ101	20%	14%	18%	4%	5%	11%	9%	0%	4%	3%	4%	0%	0%	8%	0%
#CJ111	28%	13%	8%	9%	8%	8%	6%	5%	1%	3%	10%	0%	0%	4%	0%
#CJ121	28%	19%	4%	9%	3%	0%	6%	4%	4%	4%	4%	0%	0%	14%	0%
#CJ131	32%	22%	8%	10%	8%	0%	2%	0%	0%	0%	10%	0%	0%	8%	0%
#CJ141	17%	21%	2%	6%	11%	9%	6%	4%	0%	0%	9%	0%	0%	15%	0%
#CJ151	19%	18%	1%	14%	8%	9%	3%	4%	3%	5%	8%	0%	0%	9%	0%
#CJ161	12%	15%	7%	12%	6%	4%	9%	8%	3%	6%	8%	0%	0%	7%	0%
#CJ171	26%	12%	10%	5%	7%	4%	5%	5%	4%	3%	15%	0%	0%	6%	0%
#CJ181	25%	13%	14%	8%	7%	8%	4%	1%	3%	1%	7%	0%	0%	8%	0%
#CJ201	41%	0%	15%	4%	4%	4%	7%	4%	4%	4%	0%	0%	0%	15%	0%
#CJ211	32%	20%	7%	17%	7%	7%	5%	0%	2%	2%	0%	0%	0%	2%	0%
#CJ221	8%	13%	2%	15%	16%	7%	6%	6%	3%	7%	10%	0%	0%	10%	0%
#CJ231	24%	15%	14%	12%	4%	5%	8%	2%	7%	2%	4%	0%	0%	2%	0%
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#CJ251	25%	20%	16%	8%	4%	2%	4%	4%	1%	1%	7%	0%	0%	7%	0%

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#CJ271	25%	11%	6%	8%	6%	6%	14%	6%	3%	3%	14%	0%	0%	0%	0%
#CJ281	46%	8%	3%	15%	10%	5%	3%	3%	0%	2%	3%	0%	0%	2%	0%
#CJ291	29%	12%	11%	13%	4%	8%	7%	3%	1%	3%	5%	0%	0%	5%	0%
#CJ310	35%	18%	9%	13%	6%	3%	3%	5%	0%	0%	5%	0%	0%	5%	0%
#CJ311	32%	10%	8%	11%	5%	10%	6%	2%	4%	0%	7%	0%	0%	3%	0%
#CJ321	15%	17%	9%	7%	6%	6%	11%	5%	2%	6%	8%	0%	0%	6%	0%
#CJ331	30%	14%	14%	9%	6%	7%	5%	2%	4%	1%	4%	0%	0%	4%	0%
#CJ341	26%	9%	5%	9%	5%	7%	5%	5%	4%	5%	13%	0%	0%	7%	0%
#CJ361	31%	15%	8%	19%	5%	2%	2%	5%	2%	4%	1%	0%	0%	5%	0%
#CJ371	16%	10%	8%	17%	5%	8%	9%	4%	4%	5%	8%	0%	0%	7%	0%
#CJ381	24%	17%	12%	21%	5%	4%	5%	0%	3%	0%	5%	0%	0%	3%	0%
#CJ406	47%	14%	5%	12%	5%	2%	6%	4%	1%	1%	2%	0%	0%	1%	0%
#CJ411	31%	14%	13%	10%	3%	3%	6%	8%	0%	3%	5%	0%	0%	3%	0%
#CJ431	33%	11%	9%	16%	6%	6%	2%	6%	3%	3%	2%	0%	0%	4%	0%
#CJ435	32%	16%	7%	12%	7%	5%	3%	5%	3%	1%	4%	0%	0%	3%	0%
#CJ460	33%	22%	5%	13%	8%	4%	4%	3%	1%	1%	2%	0%	0%	5%	0%
#CJ465	45%	15%	10%	11%	6%	3%	1%	3%	0%	1%	3%	0%	0%	3%	0%
#CJ470	43%	12%	12%	11%	4%	1%	2%	2%	2%	4%	4%	0%	0%	3%	0%
#CJ490	43%	23%	3%	16%	1%	3%	1%	0%	1%	0%	0%	0%	0%	8%	0%
#CM100	50%	0%	13%	25%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#CM121	25%	0%	0%	25%	0%	0%	25%	0%	0%	0%	25%	0%	0%	0%	0%
#CM160	21%	8%	0%	13%	13%	13%	0%	0%	8%	4%	8%	0%	0%	13%	0%
#CM230	0%	14%	14%	14%	0%	0%	0%	0%	0%	14%	14%	0%	0%	29%	0%
#CM240	18%	9%	9%	0%	9%	18%	0%	0%	0%	18%	0%	0%	0%	9%	0%
#CM250	0%	17%	17%	17%	0%	0%	17%	17%	0%	0%	17%	0%	0%	0%	0%
#CM260	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#CM311	22%	13%	9%	9%	13%	4%	9%	9%	4%	0%	4%	0%	0%	4%	0%
#CM321	22%	22%	0%	0%	13%	13%	9%	0%	0%	0%	22%	0%	0%	0%	0%
#CM330	31%	8%	15%	0%	8%	8%	0%	23%	0%	0%	8%	0%	0%	0%	0%
#CM340	33%	8%	8%	33%	8%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#CM350	13%	13%	13%	25%	0%	13%	13%	13%	0%	0%	0%	0%	0%	0%	0%
#CM401	50%	5%	5%	15%	20%	0%	0%	0%	0%	0%	5%	0%	0%	0%	0%
#CM411	14%	14%	0%	14%	0%	0%	0%	0%	0%	0%	43%	0%	0%	14%	0%
#CM421	44%	0%	13%	6%	6%	13%	0%	6%	0%	0%	0%	0%	0%	13%	0%
#CM431	53%	6%	0%	18%	18%	0%	0%	0%	0%	0%	6%	0%	0%	0%	0%
#CM441	71%	6%	6%	6%	6%	0%	0%	0%	6%	0%	0%	0%	0%	0%	0%
#COM112	32%	11%	5%	13%	10%	1%	0%	4%	0%	1%	11%	0%	0%	12%	0%
#COM305	19%	13%	8%	7%	12%	1%	6%	4%	4%	4%	10%	0%	0%	11%	0%
#CS106	40%	10%	0%	10%	0%	10%	10%	0%	0%	0%	10%	0%	0%	10%	0%
#ENG090	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	71%	19%	0%	10%
#ENG091	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	78%	12%	0%	10%
#ENG121	16%	13%	5%	13%	4%	5%	9%	9%	2%	9%	7%	0%	0%	8%	0%
#ENG221	15%	11%	6%	11%	7%	1%	6%	6%	3%	4%	18%	0%	0%	13%	0%
#FIN101	57%	22%	0%	9%	4%	0%	4%	0%	0%	0%	4%	0%	0%	0%	0%
#FIN301	50%	17%	17%	8%	0%	0%	8%	0%	0%	0%	0%	0%	0%	0%	0%
#FIN401	75%	0%	0%	0%	0%	0%	0%	0%	0%	25%	0%	0%	0%	0%	0%
#FOR405	38%	23%	15%	8%	0%	0%	15%	0%	0%	0%	0%	0%	0%	0%	0%

### Campus Effectiveness Plan July 1, 2012 through June 30, 2013

#GD100	0%	0%	0%	0%	17%	33%	0%	0%	17%	0%	33%	0%	0%	0%	0%
#GD102	25%	13%	0%	13%	0%	13%	0%	0%	0%	0%	13%	0%	0%	25%	0%
#GD121	14%	0%	29%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	43%	0%
#GD131	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#GD221	43%	29%	0%	14%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#GD241	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#GD250	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%
#GD252	25%	42%	0%	8%	17%	0%	8%	0%	0%	0%	0%	0%	0%	0%	0%
#GD260	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
#GD261	89%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	11%	0%
#GD270	45%	18%	27%	9%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#GD275	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%
#GD280	44%	44%	0%	11%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#GD304	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%
#GD305	0%	0%	0%	0%	0%	50%	0%	0%	0%	0%	50%	0%	0%	0%	0%
#GD308	0%	20%	0%	20%	40%	0%	20%	0%	0%	0%	0%	0%	0%	0%	0%
#GD332	38%	0%	25%	25%	0%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#GD350	13%	25%	0%	38%	0%	0%	13%	13%	0%	0%	0%	0%	0%	0%	0%
#GD360	0%	0%	0%	25%	25%	0%	0%	0%	0%	0%	25%	0%	0%	25%	0%
#GD370	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#GD375	9%	64%	9%	0%	0%	0%	0%	0%	0%	0%	9%	0%	0%	9%	0%
#GD380	0%	0%	0%	50%	0%	0%	0%	50%	0%	0%	0%	0%	0%	0%	0%
#GD395	0%	0%	0%	0%	33%	0%	33%	0%	0%	0%	33%	0%	0%	0%	0%
#GD432	0%	0%	0%	0%	75%	0%	0%	25%	0%	0%	0%	0%	0%	0%	0%
#GD433	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	50%	0%	0%	0%	0%
#GD465	0%	0%	0%	50%	0%	0%	0%	0%	0%	50%	0%	0%	0%	0%	0%
#GD470	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%
#GD480	0%	0%	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#HC100	12%	9%	13%	13%	8%	2%	6%	3%	0%	3%	16%	0%	0%	14%	0%
#HC110	8%	16%	9%	17%	12%	7%	14%	3%	0%	0%	5%	0%	0%	9%	0%
#HC120	5%	25%	7%	27%	15%	13%	3%	2%	0%	2%	0%	0%	0%	2%	0%
#HC130	15%	11%	7%	25%	13%	8%	3%	0%	0%	2%	10%	0%	0%	7%	0%
#HC140	49%	11%	11%	10%	6%	1%	3%	0%	0%	0%	3%	0%	0%	6%	0%
#HC150	27%	8%	5%	10%	8%	3%	3%	5%	3%	3%	14%	0%	0%	11%	0%
#HC160	14%	16%	8%	10%	9%	6%	9%	1%	3%	4%	8%	0%	0%	12%	0%
#HCM100	40%	0%	30%	20%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#HCM200	33%	33%	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#HCM240	17%	33%	17%	17%	0%	0%	0%	0%	0%	0%	0%	0%	0%	17%	0%
#HCM260	43%	29%	14%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#HCM310	20%	10%	10%	10%	0%	0%	20%	20%	0%	0%	10%	0%	0%	0%	0%
#HCM430	22%	17%	11%	22%	6%	0%	6%	0%	0%	0%	11%	0%	0%	6%	0%
#HCM480	29%	35%	24%	6%	0%	0%	0%	0%	0%	0%	6%	0%	0%	0%	0%
#HUM180	30%	16%	5%	8%	9%	2%	3%	3%	1%	3%	10%	0%	0%	11%	0%
#HUM250	45%	7%	6%	4%	9%	1%	4%	4%	3%	3%	12%	0%	0%	1%	0%
#INT100	25%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	25%	0%
#INT101	50%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%	0%	0%	0%	0%
#INT102	67%	0%	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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#INT110	25%	0%	0%	0%	25%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%
#INT200	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#INT210	0%	0%	0%	75%	0%	0%	0%	0%	0%	0%	0%	0%	0%	25%	0%
#INT306	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#INT310	80%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	20%	0%
#INT410	33%	33%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#LIT301	35%	7%	9%	14%	3%	2%	4%	6%	2%	4%	12%	0%	0%	4%	0%
#LIT413	38%	8%	10%	8%	6%	7%	2%	3%	2%	5%	6%	0%	0%	4%	0%
#MA200	10%	18%	10%	21%	9%	6%	5%	3%	1%	1%	6%	0%	0%	10%	0%
#MA210	54%	13%	11%	9%	1%	3%	1%	1%	0%	1%	0%	0%	0%	5%	0%
#MA220	28%	34%	9%	11%	5%	3%	0%	3%	2%	0%	2%	0%	0%	5%	0%
#MA230	36%	20%	12%	7%	4%	1%	3%	6%	1%	3%	1%	0%	0%	4%	0%
#MA240	16%	29%	20%	14%	5%	4%	7%	0%	2%	2%	2%	0%	0%	0%	0%
#MA250	12%	22%	18%	13%	10%	7%	3%	4%	1%	4%	1%	0%	0%	3%	0%
#MA299	80%	3%	3%	0%	1%	1%	3%	0%	0%	0%	3%	0%	0%	6%	0%
#MGT100	46%	12%	8%	8%	4%	0%	4%	0%	0%	4%	4%	0%	0%	12%	0%
#MGT200	29%	24%	14%	10%	0%	0%	0%	0%	0%	10%	10%	0%	0%	5%	0%
#MGT230	58%	5%	12%	7%	0%	0%	2%	2%	0%	0%	9%	0%	0%	5%	0%
#MGT300	55%	31%	0%	3%	3%	3%	0%	0%	0%	0%	0%	0%	0%	3%	0%
#MGT310	83%	0%	6%	3%	0%	0%	0%	0%	0%	0%	3%	0%	0%	6%	0%
#MGT320	65%	4%	4%	8%	12%	0%	4%	0%	0%	0%	0%	0%	0%	2%	0%
#MGT400	41%	19%	3%	11%	14%	0%	5%	0%	3%	0%	5%	0%	0%	0%	0%
#MGT450	47%	23%	0%	10%	0%	7%	3%	3%	3%	0%	0%	0%	0%	3%	0%
#MGT460	43%	20%	10%	7%	7%	7%	3%	0%	0%	0%	3%	0%	0%	0%	0%
#MKT100	19%	9%	3%	16%	3%	0%	3%	6%	6%	6%	22%	0%	0%	6%	0%
#MKT210	30%	20%	10%	10%	20%	0%	0%	0%	0%	0%	0%	0%	0%	10%	0%
#MKT300	85%	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%	0%
#MKT310	25%	17%	8%	0%	0%	0%	0%	8%	8%	8%	0%	0%	0%	25%	0%
#MKT320	50%	5%	5%	10%	0%	5%	5%	0%	5%	5%	0%	0%	0%	5%	0%
#MKT340	35%	18%	12%	12%	12%	0%	6%	0%	0%	0%	0%	0%	0%	6%	0%
#MKT400	33%	0%	22%	0%	11%	0%	11%	0%	11%	11%	0%	0%	0%	0%	0%
#MKT480	73%	0%	7%	0%	0%	7%	0%	0%	7%	0%	0%	0%	0%	7%	0%
#MTH090	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	67%	22%	0%	11%
#MTH091	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	56%	37%	0%	8%
#MTH107	27%	8%	8%	8%	14%	8%	3%	8%	0%	3%	3%	0%	0%	11%	0%
#MTH110	17%	25%	8%	0%	0%	0%	8%	25%	0%	8%	0%	0%	0%	8%	0%
#MTH111	25%	10%	15%	5%	5%	10%	5%	5%	5%	5%	5%	0%	0%	5%	0%
#MTH211	38%	50%	0%	0%	0%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#MTH221	42%	16%	16%	11%	11%	0%	0%	0%	0%	5%	0%	0%	0%	0%	0%
#MTH270	11%	33%	22%	0%	0%	11%	0%	0%	0%	22%	0%	0%	0%	0%	0%
#MTH331	0%	0%	50%	0%	0%	0%	0%	0%	0%	0%	50%	0%	0%	0%	0%
#MTH340	47%	12%	14%	10%	6%	1%	1%	1%	0%	2%	3%	0%	0%	3%	0%
#NW105	33%	0%	7%	0%	7%	7%	0%	0%	7%	0%	0%	0%	0%	13%	0%
#NW106	20%	0%	0%	10%	10%	0%	10%	10%	10%	10%	20%	0%	0%	0%	0%
#NW110	11%	11%	0%	33%	11%	0%	11%	11%	0%	0%	11%	0%	0%	0%	0%
#NW202	63%	0%	13%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%	13%	0%
#NW205	50%	0%	13%	25%	0%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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#NW222	71%	0%	0%	0%	0%	0%	0%	0%	0%	0%	29%	0%	0%	0%	0%
#NW250	10%	0%	30%	40%	10%	0%	0%	0%	0%	10%	0%	0%	0%	0%	0%
#NW260	0%	28%	16%	8%	12%	12%	4%	8%	0%	8%	4%	0%	0%	0%	0%
#NW270	28%	8%	8%	12%	8%	0%	20%	0%	8%	0%	8%	0%	0%	0%	0%
#NW280	16%	6%	6%	3%	0%	10%	3%	13%	10%	13%	13%	0%	0%	6%	0%
#NW299	57%	0%	0%	0%	14%	0%	0%	14%	0%	0%	14%	0%	0%	0%	0%
#NW301	50%	18%	5%	9%	0%	5%	0%	5%	5%	5%	0%	0%	0%	0%	0%
#NW306	68%	18%	6%	3%	0%	0%	0%	3%	0%	0%	0%	0%	0%	3%	0%
#NW310	25%	0%	0%	0%	0%	8%	8%	17%	8%	0%	17%	0%	0%	17%	0%
#NW380	62%	24%	5%	0%	0%	0%	0%	10%	0%	0%	0%	0%	0%	0%	0%
#NW499	38%	23%	8%	31%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#PDC111	44%	8%	7%	5%	6%	3%	3%	2%	4%	4%	8%	0%	0%	5%	0%
#PDC200	42%	18%	6%	9%	6%	2%	2%	0%	2%	1%	7%	0%	0%	6%	0%
#POL107	15%	9%	11%	11%	4%	4%	5%	8%	2%	4%	15%	0%	0%	13%	0%
#POL423	10%	8%	10%	12%	9%	8%	6%	7%	6%	4%	9%	0%	0%	12%	0%
#PSY101	35%	13%	6%	8%	7%	3%	6%	5%	2%	2%	6%	0%	0%	5%	0%
#PSY201	47%	14%	1%	7%	1%	4%	3%	3%	1%	3%	7%	0%	0%	9%	0%
#SCI121	29%	14%	9%	14%	9%	3%	3%	3%	0%	3%	5%	0%	0%	9%	0%
#SCI311	18%	11%	7%	13%	5%	5%	6%	5%	7%	6%	10%	0%	0%	5%	0%
#SCI313	13%	13%	6%	25%	13%	6%	13%	6%	6%	0%	0%	0%	0%	0%	0%
#SCI321	36%	7%	0%	0%	0%	21%	29%	0%	0%	0%	0%	0%	0%	7%	0%
#SG110	29%	14%	29%	0%	0%	0%	0%	0%	0%	14%	0%	0%	0%	14%	0%
#SG140	50%	17%	0%	0%	0%	0%	0%	0%	0%	0%	17%	0%	0%	17%	0%
#SG210	17%	33%	17%	0%	0%	0%	0%	0%	0%	33%	0%	0%	0%	0%	0%
#SG215	17%	0%	0%	0%	17%	0%	17%	17%	33%	0%	0%	0%	0%	0%	0%
#SG220	17%	0%	8%	33%	0%	0%	17%	0%	0%	8%	17%	0%	0%	0%	0%
#SG230	0%	25%	0%	0%	50%	0%	0%	0%	0%	0%	25%	0%	0%	0%	0%
#SG300	0%	33%	0%	0%	0%	67%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#SG310	17%	17%	0%	33%	0%	17%	17%	0%	0%	0%	0%	0%	0%	0%	0%
#SG350	0%	25%	25%	25%	0%	0%	0%	0%	0%	0%	25%	0%	0%	0%	0%
#SG360	17%	17%	0%	0%	0%	17%	33%	17%	0%	0%	0%	0%	0%	0%	0%
#SG380	24%	18%	12%	24%	0%	6%	6%	0%	6%	6%	0%	0%	0%	0%	0%
#SG400	0%	14%	14%	43%	14%	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%
#SG420	0%	0%	17%	67%	17%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
#SG430	0%	14%	14%	0%	14%	0%	0%	43%	0%	14%	0%	0%	0%	0%	0%
#SG440	0%	14%	14%	14%	14%	14%	0%	14%	14%	0%	0%	0%	0%	0%	0%
#SG455	9%	9%	9%	27%	18%	0%	27%	0%	0%	0%	0%	0%	0%	0%	0%
#SLS300	25%	17%	8%	8%	0%	8%	8%	0%	0%	0%	8%	0%	0%	17%	0%
#SLS410	24%	0%	18%	12%	0%	0%	12%	0%	6%	6%	12%	0%	0%	12%	0%
#SLS420	33%	13%	7%	20%	7%	0%	7%	0%	0%	0%	0%	0%	0%	13%	0%
#SOC121	36%	11%	5%	11%	2%	4%	5%	7%	1%	3%	5%	0%	0%	9%	0%
#SOC321	50%	3%	15%	13%	3%	0%	0%	8%	3%	3%	0%	0%	0%	5%	0%
#SOC401	49%	6%	6%	9%	5%	2%	4%	1%	2%	3%	10%	0%	0%	3%	0%
#SOC441	47%	12%	21%	12%	3%	0%	3%	0%	0%	0%	0%	0%	0%	3%	0%
#SOC442	30%	23%	20%	16%	5%	2%	0%	0%	0%	0%	5%	0%	0%	0%	0%
BIOL170	14%	14%	0%	24%	24%	10%	5%	5%	0%	0%	0%	0%	0%	5%	0%
BUSN100	25%	13%	0%	13%	0%	0%	0%	0%	0%	13%	13%	0%	0%	25%	0%

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BUSN210	11%	11%	5%	16%	16%	5%	0%	0%	0%	16%	11%	0%	0%	11%	0%
BUSN350	9%	9%	0%	18%	9%	18%	0%	9%	0%	0%	0%	0%	0%	27%	0%
CADD125	33%	33%	0%	0%	0%	0%	0%	0%	33%	0%	0%	0%	0%	0%	0%
CADD130	75%	0%	0%	0%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
CNMT100	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
CNMT111	14%	0%	21%	0%	21%	7%	0%	7%	0%	0%	14%	0%	0%	14%	0%
CNMT121	27%	18%	36%	0%	0%	0%	0%	9%	9%	0%	0%	0%	0%	0%	0%
CNMT140	40%	0%	20%	0%	20%	0%	0%	0%	0%	0%	20%	0%	0%	0%	0%
COMM305	5%	13%	8%	24%	5%	5%	0%	5%	5%	3%	0%	0%	0%	26%	0%
CRJS101	7%	33%	19%	7%	0%	4%	7%	7%	0%	0%	0%	0%	0%	15%	0%
CRJS111	15%	0%	15%	0%	0%	8%	8%	0%	0%	15%	31%	0%	0%	8%	0%
CRJS121	21%	4%	33%	8%	4%	4%	4%	4%	0%	4%	4%	0%	0%	8%	0%
CRJS181	10%	30%	30%	20%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%	0%
CRJS201	11%	17%	28%	11%	11%	0%	6%	0%	6%	0%	6%	0%	0%	6%	0%
CRJS250	17%	7%	10%	17%	10%	2%	7%	0%	0%	2%	5%	0%	0%	22%	0%
CSPG210	57%	14%	14%	0%	0%	0%	0%	0%	0%	0%	14%	0%	0%	0%	0%
CSPG212	67%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ENGL098	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	70%	18%	3%	8%
ENGL121	13%	9%	7%	13%	7%	1%	9%	1%	7%	3%	17%	0%	0%	12%	0%
ENGL221	6%	0%	6%	6%	6%	0%	17%	22%	0%	11%	22%	0%	0%	6%	0%
GRHD100	14%	29%	0%	14%	14%	0%	0%	0%	0%	0%	29%	0%	0%	0%	0%
GRHD110	10%	20%	10%	20%	20%	0%	0%	0%	0%	10%	0%	0%	0%	10%	0%
HLTH105	5%	2%	8%	10%	10%	5%	15%	3%	3%	13%	20%	0%	0%	5%	0%
HLTH150	22%	3%	12%	12%	8%	20%	5%	5%	2%	2%	5%	0%	0%	5%	0%
HLTH160	0%	4%	7%	36%	14%	11%	0%	4%	7%	4%	11%	0%	0%	4%	0%
HRMT110	11%	11%	4%	15%	4%	4%	0%	0%	0%	11%	19%	0%	0%	22%	0%
HUMN180	4%	0%	9%	22%	9%	22%	0%	4%	0%	4%	13%	0%	0%	13%	0%
INTD102	67%	0%	0%	0%	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%
INTD110	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ITCS101	53%	8%	2%	10%	2%	4%	4%	1%	2%	2%	6%	0%	0%	5%	0%
ITCS102	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%
ITCS103	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%
ITCS202	43%	14%	0%	0%	0%	0%	14%	14%	0%	14%	0%	0%	0%	0%	0%
ITCS205	33%	17%	17%	0%	17%	0%	0%	0%	0%	0%	0%	0%	0%	17%	0%
LITR301	46%	15%	0%	0%	15%	0%	0%	0%	8%	8%	8%	0%	0%	0%	0%
MATH098	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	71%	13%	4%	13%
MATH107	17%	10%	13%	13%	7%	3%	7%	3%	3%	3%	3%	0%	0%	17%	0%
MATH170	25%	9%	0%	13%	9%	0%	3%	3%	6%	3%	19%	0%	0%	9%	0%
MATH270	33%	17%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
MATH340	50%	0%	13%	13%	0%	0%	13%	0%	0%	0%	13%	0%	0%	0%	0%
MEDI200	0%	27%	23%	9%	18%	0%	0%	5%	0%	0%	14%	0%	0%	5%	0%
MGMT100	41%	4%	0%	7%	0%	0%	0%	0%	0%	15%	19%	0%	0%	15%	0%
PDEV111	51%	7%	3%	7%	3%	3%	1%	1%	3%	1%	11%	0%	0%	9%	0%
POLS107	17%	0%	8%	8%	8%	8%	8%	0%	0%	0%	17%	0%	0%	25%	0%
SGPG115	0%	40%	40%	20%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
SOCS121	30%	0%	0%	10%	0%	0%	10%	10%	10%	10%	20%	0%	0%	0%	0%
<b>Total</b>	<b>30%</b>	<b>12%</b>	<b>8%</b>	<b>10%</b>	<b>6%</b>	<b>4%</b>	<b>4%</b>	<b>3%</b>	<b>2%</b>	<b>3%</b>	<b>7%</b>	<b>4%</b>	<b>1%</b>	<b>6%</b>	<b>1%</b>

Campus Effectiveness Plan  
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Course by Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F	P	N	W	WPN	Grand Total
#ACT120	3	6	3	2	3	2	1		1	1	2			5		29
#ACT122	3	1				1		1		1	2					9
#ACT130	5		3	2	1	1	1		1							14
#ACT270	5	3								1	1					10
#ACT300	3										1					4
#ACT302	2	1			1			1								5
#ACT320	3															3
#ACT400	9	1	1		2											13
#ACT480	5															5
#BUS100	26	3	3	5	4		2			2	5			6		56
#BUS110	9	7	4	4	5	6	1	2		1	4					43
#BUS210	3	1	2	1	1	2	1	1			1			1		14
#BUS300	8													1		9
#BUS320	14	1	1	1	2	1		1	1	1	3			1		27
#BUS350	6	6		5	1			1		1	1			2		23
#CA101	88	17	9	18	9	2	4	6	4	3	19			17		196
#CA201	16	1				1	2	1	1	1	5			5		33
#CD111	3						1							1		5
#CD121	5		1													6
#CD130	2		1								1			1		5
#CD223	4															4
#CD225	2	1	2				1				1					7
#CD230	4													2		6
#CD250	3	1	1													5
#CD280	2															2
#CJ101	15	10	13	3	4	8	7		3	2	3			6		74
#CJ111	22	10	6	7	6	6	5	4	1	2	8			3		80
#CJ121	19	13	3	6	2		4	3	3	3	3			10		69
#CJ131	19	13	5	6	5		1				6			5		60
#CJ141	8	10	1	3	5	4	3	2			4			7		47
#CJ151	22	21	1	16	9	10	4	5	4	6	9			10		117
#CJ161	12	15	7	12	6	4	9	8	3	6	8			7		97
#CJ171	27	13	10	5	7	4	5	5	4	3	16			6		105
#CJ181	18	9	10	6	5	6	3	1	2	1	5			6		72
#CJ201	11		4	1	1	1	2	1	1	1				4		27
#CJ211	19	12	4	10	4	4	3		1	1				1		59
#CJ221	8	13	2	15	16	7	6	6	3	7	10			10		103
#CJ231	24	15	14	12	4	5	8	2	7	2	4			2		99
#CJ241	33	16	6	3	3	1	3	1	1	1	4			3		75
#CJ251	23	18	15	7	4	2	4	4	1	1	6			6		91
#CJ271	9	4	2	3	2	2	5	2	1	1	5					36
#CJ281	28	5	2	9	6	3	2	2		1	2			1		61
#CJ291	38	16	15	17	5	10	9	4	1	4	7			6		132

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#CJ310	28	14	7	10	5	2	2	4			4			4		80
#CJ311	31	10	8	11	5	10	6	2	4		7			3		97
#CJ321	15	17	9	7	6	6	11	5	2	6	8			6		98
#CJ331	37	17	17	11	7	8	6	3	5	1	5			5		122
#CJ341	38	14	7	14	8	10	7	7	6	8	20			10		149
#CJ361	30	14	8	18	5	2	2	5	2	4	1			5		96
#CJ371	21	13	11	23	7	10	12	5	5	6	11			9		133
#CJ381	35	25	18	31	8	6	8		5		8			4		148
#CJ406	47	14	5	12	5	2	6	4	1	1	2			1		100
#CJ411	37	17	15	12	4	3	7	9		4	6			4		118
#CJ431	39	13	10	19	7	7	2	7	3	3	2			5		117
#CJ435	29	15	6	11	6	5	3	5	3	1	4			3		91
#CJ460	34	23	5	13	8	4	4	3	1	1	2			5		103
#CJ465	47	16	10	12	6	3	1	3		1	3			3		105
#CJ470	50	14	14	13	5	1	2	2	2	5	5			4		117
#CJ490	40	21	3	15	1	3	1		1					7		92
#CM100	4		1	2	1											8
#CM121	1			1			1				1					4
#CM160	5	2		3	3	3			2	1	2			3		24
#CM230		1	1	1						1	1			2		7
#CM240	2	1	1		1	2				2	1			1		11
#CM250		1	1	1			1	1			1					6
#CM260	9															9
#CM311	5	3	2	2	3	1	2	2	1		1			1		23
#CM321	5	5			3	3	2				5					23
#CM330	4	1	2		1	1		3			1					13
#CM340	4	1	1	4	1	1										12
#CM350	1	1	1	2		1	1	1								8
#CM401	10	1	1	3	4						1					20
#CM411	1	1		1							3			1		7
#CM421	7		2	1	1	2		1						2		16
#CM431	9	1		3	3						1					17
#CM441	12	1	1	1	1				1							17
#COM112	26	9	4	11	8	1		3		1	9			10		82
#COM305	26	17	11	9	16	2	8	6	6	5	13			15		134
#CS106	4	1		1		1	1				1			1		10
#ENG090												72	19		10	101
#ENG091												77	12		10	99
#ENG121	24	19	7	19	6	7	14	13	3	13	11			12		148
#ENG221	16	12	6	12	8	1	7	6	3	4	19			14		108
#FIN101	13	5		2	1		1				1					23
#FIN301	6	2	2	1			1									12
#FIN401	3									1						4
#FOR405	5	3	2	1			2									13
#GD100					1	2			1		2					6
#GD102	2	1		1		1					1			2		8
#GD121	1		2	1										3		7





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#NW270	7	2	2	3	2		5		2		2				25
#NW280	5	2	2	1		3	1	4	3	4	4			2	31
#NW299	4				1			1			1				7
#NW301	11	4	1	2		1		1	1	1					22
#NW306	23	6	2	1				1						1	34
#NW310	3					1	1	2	1		2			2	12
#NW380	13	5	1					2							21
#NW499	5	3	1	4											13
#PDC111	101	19	16	12	14	7	7	4	10	9	18			12	229
#PDC200	119	50	18	25	16	5	6	1	5	4	20			16	285
#POL107	23	14	17	16	6	6	7	12	3	6	23			19	152
#POL423	17	13	16	20	15	13	9	11	10	6	14			19	163
#PSY101	34	13	6	8	7	3	6	5	2	2	6			5	97
#PSY201	35	10	1	5	1	3	2	2	1	2	5			7	74
#SCI121	19	9	6	9	6	2	2	2		2	3			6	66
#SCI311	30	18	12	21	9	9	10	8	11	10	17			9	164
#SCI313	2	2	1	4	2	1	2	1	1						16
#SCI321	5	1				3	4							1	14
#SG110	2	1	2							1				1	7
#SG140	3	1									1			1	6
#SG210	1	2	1							2					6
#SG215	1				1		1	1	2						6
#SG220	2		1	4			2			1	2				12
#SG230		1			2						1				4
#SG300		1				2									3
#SG310	1	1		2		1	1								6
#SG350		1	1	1							1				4
#SG360	1	1				1	2	1							6
#SG380	4	3	2	4		1	1		1	1					17
#SG400		1	1	3	1			1							7
#SG420			1	4	1										6
#SG430		1	1		1			3		1					7
#SG440		1	1	1	1	1		1	1						7
#SG455	1	1	1	3	2		3								11
#SLS300	3	2	1	1		1	1				1			2	12
#SLS410	4		3	2			2		1	1	2			2	17
#SLS420	5	2	1	3	1		1							2	15
#SOC121	59	18	9	19	4	7	8	12	2	5	8			15	166
#SOC321	20	1	6	5	1			3	1	1				2	40
#SOC401	76	9	10	14	8	3	7	2	3	5	15			4	156
#SOC441	16	4	7	4	1		1							1	34
#SOC442	13	10	9	7	2	1					2				44
BIOL170	3	3		5	5	2	1	1						1	21
BUSN100	2	1		1						1	1			2	8
BUSN210	2	2	1	3	3	1				3	2			2	19
BUSN350	1	1		2	1	2		1						3	11
CADD125	1	1							1						3

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CADD130	3				1												4
CNMT100	5																5
CNMT111	2		3		3	1		1			2			2			14
CNMT121	3	2	4					1	1								11
CNMT140	2		1		1						1						5
COMM305	2	5	3	9	2	2		2	2	1					10		38
CRJS101	2	9	5	2		1	2	2							4		27
CRJS111	2		2			1	1				2	4			1		13
CRJS121	5	1	8	2	1	1	1	1		1	1				2		24
CRJS181	1	3	3	2											1		10
CRJS201	2	3	5	2	2		1		1		1				1		18
CRJS250	7	3	4	7	4	1	3			1	2				9		41
CSPG210	4	1	1								1						7
CSPG212	4	2															6
ENGL098													42	11	2	5	60
ENGL121	10	7	5	10	5	1	7	1	5	2	13				9		75
ENGL221	1		1	1	1		3	4		2	4				1		18
GRHD100	1	2		1	1						2						7
GRHD110	1	2	1	2	2						1				1		10
HLTH105	3	1	5	6	6	3	9	2	2	8	12				3		60
HLTH150	13	2	7	7	5	12	3	3	1	1	3				3		60
HLTH160		1	2	10	4	3		1	2	1	3				1		28
HRMT110	3	3	1	4	1	1				3	5				6		27
HUMN180	1		2	5	2	5		1		1	3				3		23
INTD102	2					1											3
INTD110		2															2
ITCS101	44	7	2	8	2	3	3	1	2	2	5				4		83
ITCS102	3														3		6
ITCS103	3														3		6
ITCS202	3	1					1	1		1							7
ITCS205	2	1	1		1										1		6
LITR301	6	2			2				1	1	1						13
MATH098												79	15	4	14		112
MATH107	5	3	4	4	2	1	2	1	1	1	1				5		30
MATH170	8	3		4	3		1	1	2	1	6				3		32
MATH270	2	1	3														6
MATH340	4		1	1			1				1						8
MEDI200		6	5	2	4			1			3				1		22
MGMT100	11	1		2							4	5			4		27
PDEV111	38	5	2	5	2	2	1	1	2	1	8				7		74
POLS107	2		1	1	1	1	1				2				3		12
SGPG115		2	2	1													5
SOCS121	3			1			1	1	1	1	2						10
<b>Total</b>	<b>3093</b>	<b>1270</b>	<b>820</b>	<b>1074</b>	<b>616</b>	<b>408</b>	<b>442</b>	<b>339</b>	<b>214</b>	<b>288</b>	<b>695</b>	<b>387</b>	<b>112</b>	<b>651</b>	<b>57</b>		<b>10466</b>

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**Appendix B – Campus Retention Improvement Plan**

## Campus Effectiveness Plan July 1, 2012 through June 30, 2013

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### PROGRAM IMPROVEMENT PLAN

*Please use this form (or format) for each program for which an improvement plan is required,  
and  
include it in, or append it to, the Campus Effectiveness Plan.*

<p><b>Campus Name &amp; ACICS ID #, Program Name &amp; Credential Level</b> – One plan may be used to address more than one deficiency in a program’s outcomes (retention, placement and/or licensure pass rate).</p>	<p><b>Westwood O’Hare 00011130 Graphic Design Retention (58.8%)</b></p>
<p><b>Data</b> - Please include data on the relevant measure or measures from the last three CARs. Add any relevant information on graduate satisfaction, employer satisfaction, student learning outcomes or other topics which the campus finds useful.</p>	<p><b>2012 58.8% 2011 55.6% 2010 80%</b></p>
<p><b>Analysis</b> - Please provide a narrative description, based upon a review of the data and information, of the reasons why the institution believes the rate(s) has fallen below the ACICS standard.</p>	<p style="text-align: center;"><b>In the past year the campus has seen a growth in the program’s enrollment and an improvement in the retention. An analysis of students who have dropped from the program and ultimately the campus, the majority were due to unforeseeable and uncontrollable events. These events include relocation, family and medical issues. However, the controllable element for the campus is student engagement. The campus has created a plan to increase student engagement and thereby retention. Additionally, curricular changes occurred in January 2013 moving from the Enhanced Curriculum to the Career Advantage Program. Another curricular change which should enhance engagement, retention and employment will be implemented in May of 2013 with the addition of a portfolio course.</b></p>
<p><b>Planned Activities</b> - Please provide a narrative description of the activities the institution plans to take to raise the relevant rate(s). If the campus has submitted a previous plan, please describe how activities in that plan were implemented, why they have not yet achieved the desired outcome, and when that outcome will be</p>	<p style="text-align: center;"><b>Plans by the campus to increase retention by creating additional events and activities whereas students can demonstrate their skills, increase their skills, increase opportunities for students to experience the practical application of their skills, knowledge and training, as well as increase their network within the field. Specific activities include: conducting a campus showcase for student work/portfolios; increasing the availability of open lab; identifying and increasing the number of focused field</b></p>

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<i>reached.</i>	<b>trips for classes to connect students to the content and skills; utilize alumni and faculty contacts to build networks, critique work and portfolios and create possible internship opportunities. Additionally opportunities are being created where students will be able to utilize and demonstrate their skills in the outside communities, i.e. developing informational items, pamphlets, etc for local schools and non-for-profit agencies.</b>
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Campus Effectiveness Plan  
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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

## PROGRAM RETENTION IMPROVEMENT PLAN

INSTITUTION Westwood O'Hare ID CODE 00011130

PROGRAM TITLE Graphic

Design

STRATEGIES	INDIVIDUAL RESPONSIBLE	ACTIVITIES IMPLEMENTED IN A ONE-YEAR PERIOD	EXPECTED OUTCOMES
Internal Portfolio Shows which will be open to campus and community members. Judges will consist of Alumni and Professionals current in the field	Program Chair/Faculty	<ol style="list-style-type: none"> <li>1. Conduct a campus portfolio show will be completed by May 21, 2013 with a second show during the following term completed by August 1<sup>st</sup>, 2013</li> <li>2. Campus portfolio shows will be conducted on a regular ongoing basis roughly 3 times a year</li> <li>3. Investigate conducting a regional showcase with other campuses-date will be set by October 9, 2013</li> </ol>	Increase in retention by increasing opportunities for students to demonstrate learned skills to other faculty, students, professionals, alumni and community members

**Campus Effectiveness Plan**  
**July 1, 2012 through June 30, 2013**

Increase the Availability of Open Labs	Program Chair	<p>1. Move the Core classrooms to larger classroom to improve the classroom experience as well as adding open lab periods and Saturdays completed by March 20<sup>th</sup>, 2013</p> <p>2. Assign faculty to assist in monitoring labs for Saturdays completed by March 20, 2013</p> <p>3. Update current equipment with new computers, printer and plotter by March 20, 2013</p>	Increase in retention by inviting students to have access to additional time to develop their skills. Increase retention by improving the availability of up to date equipment and knowledgeable faculty to work with students on projects and portfolios.
Increase the visibility and relations with Alumni	Program Chair/Faculty	<p>1. Attend Alumni Panel Discussion completed March 20, 2012</p> <p>2. Identify and contact appropriate alumni to act as host for field trip(s) and/or guest speakers on an ongoing basis, first date of completion will be March 12, 2013</p>	Provide students with skills and networking opportunities necessary to be successful in career. Additionally these will increase retention creating opportunities for students to identify with similar individuals who are successful in the field as well as identify with employment opportunities in the field

**Campus Effectiveness Plan**  
**July 1, 2012 through June 30, 2013**

Field Trips/Volunteer Activities	Program Chair/Faculty	<p>1. Increase the number of content specific related field trips to occur earlier in the students' program-completed and ongoing beginning August 2012</p> <p>2. Through increased Alumni and various community relationships build opportunities for students to volunteer or visit Alumni and/or community sites to offer skills to create materials such as flyers, pamphlets, etc. Completed by July 31, 2013</p>	Engage students earlier in the program and make the real life connections to content in the courses. Additionally these will increase retention creating opportunities for students to identify with similar individuals who are successful in the field as well as opportunities to implement skills developed in courses.

Update: Portfolio show held on 5/16/13. Open to the public. Outside visitors were able to view the student produced show and had positive comments regarding the quality of the art. The show created a "buzz" among students and they are anticipating their show in late July.

As a part of Westwood College's commitment to outside community organizations, several design students created a flyer for a local crisis center. The staff was pleased with the variety and skill showed in the pieces and selected a design to use on an ongoing basis.

A co-curricular project between the School of Technology & the School of Design yielded a cover design for an IT Tips and Tricks manual. The project is continuing in 13May as a Digital Layout class assists with getting the book to print.

The portfolio class has been commissioned to design a logo for a non-profit organization. They will meet with the client to learn more about the organization and then create a logo to be used on all collateral material.

These projects have increased the interest and level of excitement throughout the design program and have enhanced the students' portfolios providing them with quality pieces to show potential employers.

Campus Effectiveness Plan  
July 1, 2012 through June 30, 2013

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## Westwood College O'Hare Campus

### Self Study

ACICS ID Code – 00011130

3. An explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other future plans.

**Faculty:** New program introductions, curricular changes, and/or changes in student population will drive any changes in current faculty, however, there are no plans to adjust at this time

**Administration:** The College has recently combined its admissions support and student services offices into one “Student Support” group. The College plans to evaluate these changes and to determine if administrative tasks can be shifted to the central administrative offices, which will permit more student-facing time for administrative staff

**Physical Plant:** There are no plans to change the physical plant plans at this time

**Equipment:** Equipment needs are constantly reviewed and replaced on a planned schedule. New program introductions or curricular changes that necessitated more advanced software and/or hardware or other specialized equipment may alter or accelerate these plans.

**Library:** Other than the regular acquisition of materials as requested by students, staff, or faculty, no changes are planned in library holdings. New program introductions or curricular changes that necessitate may alter or accelerate these plans

**Admissions Requirements:** There are no plans to adjust admissions requirements at this time

**Graduation Requirements:** There are no plans to adjust graduation requirements at this time

**Curriculum:** Because of an increased focused on associate degree programs in 2011-2012, Westwood College started evaluating the need for changing the mission statement. The process was started with the appointment of a committee with internal campus wide and external representation. The committee was designed to research a better understanding of students and employers and what they think of the Westwood. The committee met during the months of July and

August to discuss researched findings and exchange ideas on how to transition the Westwood focus from a bachelor's degree granting academic college to an associate-granting college focused on employment.

Following the meetings in a system wide quarterly newsletter publication sent to all employees on August 27<sup>th</sup> Dean Gouin, system president, stated that we were considering a changed mission statement that would allow Westwood to change the focus of its current offerings.

On September 6, 2012 Rick Yaconis, Chief Operating Officer discussed the need for campus feedback with leadership team members from all campuses. Team members were told that the executive team had received a number of suggestions for changes and they would be sent out to the campuses for review and comment during the week of September 10<sup>th</sup>.

Discussions were held on campuses and comments were received by the committee who began their review on September 20<sup>th</sup>." On October 5, these results were shared with the Chief Operating Officer, the Chief Academic Officer and Chief Executive Officer along with others. The Committee has taken the feedback and condensed that into three different proposals. On October 23<sup>rd</sup> these proposals were sent out to all the campuses for another round of targeted feedback to be returned to the committee by October 26, 2012.



# ACICS Application for Accreditation – PART II

## Self – Study Narrative

Revised: September 2, 2011

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

**NOTE: Effective September 2, 2011 revisions were made to this document. Campuses that had submitted or had completed the form prior to the October 31, 2011 submission deadline, are required to attach responses to questions 4.6.2, 4.6.3, 4.6.4, 7.7, and 7.7.1 in order for their Self-Study Narrative to be considered complete.**

### 1. MISSION

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the Accreditation Criteria.

#### 1.1 How was the mission developed?

The campus is one of a nationwide system of colleges owned by Westwood College, Inc. located in Denver, Colorado. Each campus supports a common mission. The mission of the campuses Westwood College was formulated and written by senior management along with appropriate field management at a strategic planning meeting. The mission was written to reflect that Westwood College provides a quality postsecondary education and the services that can help a diverse student body prepare for various career opportunities.

#### 1.2 State the institution's mission.

Westwood College is an institution of higher learning dedicated to providing quality, career-focused undergraduate and graduate programs that prepare students with the knowledge, skills, and credentials needed to launch, enhance, or change careers. The college offers broad access to education and serves a diverse, multicultural body of students in an environment that promotes pride, respect and teamwork. The college's programs are designed to empower students to pursue their individual career goals.

##### 1.2.1 Cite where it is found in the catalog.

The mission statement is found on page 8 of the Illinois 2012 Catalog-6535, Volume 3, NO.2, Revised March 2012 catalog.

#### 1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

The mission statement serves to provide the campus with a description of the desired environment, plus a compelling call for action by all employees. Within the statement is a charge to provide a quality career education and the services that can help a diverse student body prepare for careers in various fields. We believe its facilities, instructors, staff, and employer-driven curricula support these objectives.

The campus strives to establish an environment for students and employees that promote professional growth; encourages each person to achieve his or her highest potential; and fosters ethical responsibility and individual creativity within a framework of equal opportunity.

With the mission statement as a catalyst, Westwood College strives to achieve the following goals:

A. Programs of study are taught to foster critical thinking, communication and teamwork skills while reinforcing both the theoretical and applied principles of technology.



- B. Student support services are offered to facilitate the matriculation process and help students begin to prepare for career opportunities. Such services will include: assistance with housing; assistance in applying for financial aid; advising; tutoring; helping graduates find employment; and other special assistance programs as required.
- C. Curriculum content is reviewed regularly to ensure continued relevance with technology in the workplace.
- D. Each curriculum integrates technology, lifelong learning, and professional development activities. Curricular integration helps students connect the entire learning process to their lifetime career goals.
- E. Each curriculum offers a learning environment that can foster communication and critical thinking skills, both of which are essential for success in an increasingly complex world.
- F. The faculty, administrative staff and management strive to assure that the college maintains compliance with state, federal, and accreditation regulations. The staff and the company resources are dedicated to creating a positive learning environment

- 1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the institution is fulfilling its educational mission and meeting the needs of the community?

Each academic program has an industry advisory committee. Recommendations derived from the committee and faculty are evaluated to determine curricula changes. These recommendations provide information on recent industry changes and allow the curriculum to keep current.

Faculty and staff members are active with various professional organizations. Their interactions with these organizations provide a network and the ability to foster in-depth industry knowledge and trends. Students are also surveyed each term to identify how well the college is meeting their needs and achieving its mission.

The Career Services Department regularly surveys graduates. Graduates cite on the survey the appropriateness of their instruction. The department also regularly surveys employers via both formal and informal means. The academic dean and program directors review the performance of instructors to assess the quality of the delivery to ensure that the college mission is fulfilled.

- 1.5 How was the institutional effectiveness plan developed?

The College Effectiveness Plan is updated annually and was enhanced in conjunction with the Self Study. Indication of campus effectiveness (although measured on a continuous basis) is formalized in the report every year. The primary purpose of the CEP is to provide evidence that the College is planning and accomplishing its mission and goal. The campus president was responsible for the overall coordination, implementation and crafting of the document with the input from the campus' leadership team (i.e., academic dean, director of admissions, director of student finance, director of campus operations, director of career services, and information technology administrator) and the campus registrar.

Since the campus' beginning in 2004, the College has developed working processes and policies that demonstrate the following: strategic planning and its effectiveness; the value of a college education through student learning outcomes; and the efficiencies of administrative operations. David Bostick assumed the role of campus president of the O'Hare Campus in May of 2011. Within the context outlined above, President Bostick further developed the campus' culture and goals and sustained the strategic plans and guiding principles outlined by the campus. These goals of the campus focused on various initiatives including: enhancing the campus culture; increasing enrollments and retention; emphasizing associate to bachelor level-degree offerings (A2B); and, offering educational programs with the highest degree of quality and excellence in delivery. These goals provided the benchmarks by which the campus would measure its accomplishments.

One of the first steps taken in implementing planning was for the campus president to implement an integrated planning process which required each department director to complete a SWOT analysis to impact the fiscal



year budgeting and assessment process. The information gleaned from the SWOT analysis resulted in the formation of priorities (i.e., in addition to the overall priority directives that were delineated from Central Administration). The short and long-term priorities addressed the academic plan, the financial/revenue generating plan, the student services support plan, the information technology plan, the enrollment, marketing, and retention plan, and the capital expenditures plan. The campus effectiveness planning process requires continued flexibility in the budgeting process and is directly linked to funding decisions and decision making priorities. It is critical that the campus ensures that the resources are being used to execute the plan and support the mission of the college. The budget is created by the campus president with input from the departmental directors. The campus president analyzes the budget information to allow for progress toward strategic initiatives. Campus expenditures have been successfully maintained and reallocated to provide greater support for the academic and student support areas.

#### 1.5.1 Who is responsible for its implementation?

The campus president is responsible for the overall coordination, implementation and crafting of the document

#### 1.6 What data are utilized to evaluate the effectiveness of the plan?

The primary purpose of the Campus Effectiveness Plan (CEP) is to provide a vehicle to determine the degree to which the college meets its own predetermined educational outcomes, how effective the college is in fulfilling its stated mission and objectives, and to provide a vehicle to promote continuous improvement. The campus believes that the results of this self-evaluation process will assist the institution in implementing change, communicating outcomes to advisory boards and employers, and meeting the standards of regulatory agencies.

The primary means of measuring the effectiveness of the campus in meeting its mission shall be the measured via the following metrics:

- o student retention rates
- o student placement rates
- o level of graduate satisfaction
- o level of employer satisfaction
- o student learning outcomes; and
- o graduation rates

##### 1.6.1 Explain how the data are used to:

###### a) measure the knowledge and skills gained by students

Westwood students are evaluated and assessed using quizzes, lab exercises, tests and projects, written and oral reports, presentations. Students receive specific criteria with the course syllabus describing the expected level of performance a student is required to meet, as well as the weight of the various components required for the course.

Additionally, students are assessed through work products they produce in the technical courses, again to facilitate students' meeting program objectives. Depending upon the course level the projects become increasingly more complex, and the assessments more direct and valid. Therefore, assessment against standards is a key measure of quality.

###### b) measure satisfaction of employers and graduates.

Westwood College has developed a graduate survey that is distributed to students via the BLUE Survey website and is administered to pre-graduates in "pre-grad" meetings that occur in the final term of enrollment. During the new ACICS year, the campus changed survey tools from "Survey Monkey" to



the “BLUE” survey tool. The survey administered under BLUE has been revised and has been shortened. The survey contains eight questions that elicit specific feedback regarding the student’s experiences with the career services department and satisfaction with their career related preparedness

Westwood College – has developed an employer survey that is distributed to the employers of graduates of each program via the BLUE Survey Website. During the new ACICS year, the campus changed survey tools from “Survey Monkey” to the “BLUE” survey tool. The newly developed survey has been revised and shortened to encourage participation. The employer survey contains ten questions and ascertains responses to indicate graduate knowledge, technical and interpersonal skills, and their overall preparedness to enter the work force

1.7 How does the institution plan to improve its effectiveness?

Westwood College will continue to assess institutional effectiveness through faculty observations and evaluations, student satisfaction surveys, graduate and employer surveys. The program chairs will share the information with their respective curriculum committees.

The quality of academic programs is critical to the ongoing improvement of our institution. Westwood College monitors these areas closely and makes continual changes, as required. Academic quality is a which requires the College to hire and retain highly qualified faculty. Faculty are encouraged to attend internal and external training to include things such as training seminars, workshops, organizational memberships, etc. Funds are allocated to support external training. In-service seminars are provided on a term basis. Previous seminars included learning styles, team building, and classroom management. In-services are particularly important and required of the many practitioner-scholars hired directly from their industries.

1.8 How is the plan evaluated?

The plan is evaluated by the planning committee on bi-annual basis. The data is also shared with the campus faculty and staff for information sharing and input.

1.8.1 What is the schedule for evaluation?

The plan will be shared with the campus faculty and staff in November. The planning committee will meet in January and again in May for review and updates.

1.9 What are the retention and placement goals for the institution?

Retention: 75%

Placement: 85%

1.9.1 What factors were taken into consideration when developing these goals?

The Westwood system sets high goals that each campus strives to attain. Plans and activities center around these goals, but at minimum ACICS standards must be attained.

1.10 What are the annual retention and placement rates for the institution for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year:2010      Rate:67.40%

Year:2011      Rate:67.98

Year:2012      Rate:71.70

Explanation (if necessary)

The O'Hare Campus's retention rate is computed annually using the following formula:

Retention Percentage =  $(\text{Total Enrollments} - \text{Withdrawals})$

Total Enrollments



- 1.11 How do these annual retention and placement rates compare to prior rates and to rates at similar institutions?

The retention and placement rates are higher than previous years for the O'Hare campus and are comparable to similar institutions.

- 1.12 Have the activities undertaken to meet the retention and placement goals enabled the institution to maintain or improve retention and placement outcomes over successive years?

Yes , No

Describe.

Retention and placement have improved over past years because of developed plans and commitment to following through on established goals. The campus Student Success Team regularly reviews the progress of students and holds that data against the campus and department retention plans. The retention plans were adjusted throughout the year as necessary to reach the established retention goals.

- 1.13 Describe the administration's plans for any changes in the institution's mission.

During the 2012-2013 academic year a strategic repositioning effort for Westwood College was started. The goal of this effort is to enhance our transition to an associate-granting college focused on employment.

***FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS***

- 1.14 How do the institution's programs emphasize both the achievement of vocational objectives and general education?

In order to fulfill its mission, the campus strives to meet the following purposes:

- Collaborate with industry advisory committees, graduate placement contacts, and faculty to develop and maintain industry-relevant programs that are designed to enhance each graduate's employment potential, teach teamwork, and build skills that promote lifelong learning.
- Provide opportunities for applied learning, which, when integrated with theory, help students to become successful in their chosen career field.
- Utilize computers and other technologies when appropriate to prepare graduates to apply their skills and knowledge in the workplace.
- As needed, offer internships and externships designed to provide students with additional "real world" experience.
- Incorporate a general education curriculum that allows students to gain the analytical, problem-solving, critical thinking, and communication skills necessary for lifelong career success.
- Select faculty with a combination of academic qualifications, teaching credentials, and real-life, industry-relevant experience. Conduct ongoing comprehensive evaluations of faculty performance and provide faculty with appropriate professional development opportunities to promote teaching excellence.
- Implement an institutional assessment and evaluation program designed to promote continuous improvement and to document students' learning, faculty performance, and the effectiveness of the institution.
- Respect the decision students have made to pursue career-related education by maintaining a business-like environment that encourages consistent attendance, responsible attitudes, respect, and professional behavior.
- Encourage growth and diversity in the student population by making programs accessible to a diverse and geographically dispersed student body through quality-conscious growth of campus-based and online programs.
- Provide student services that support learners in achieving their academic potential and career goals.
- Build value for all campus key stakeholders, including students, employees and shareholders.



Westwood College's philosophy and approach to general education promotes the appreciation for lifelong learning necessary to support the professional, academic, and personal success of Westwood students. Every degree program incorporates a common set of general education courses designed to prepare students with a basic foundation in communication, problem-solving, teamwork, ethics, and professionalism. These themes are then further integrated and applied throughout the core curriculum.

- Westwood College's general education approach will inspire and instill in its students the necessity for lifelong intellectual and social growth. Upon graduation, Westwood College students will demonstrate: understanding and appreciation for lifelong learning and intellectual curiosity.
- Westwood College's general education approach will develop, enhance and improve students' writing, speaking, reading, listening and presenting skills. Upon graduation, Westwood College students will demonstrate: effective written and oral communication skills.
- Westwood College's general education approach will emphasize the growth and development of critical and analytical thinking, qualitative and quantitative reasoning and the ability to synthesize and apply a range of thinking modalities in problem solving. Upon graduation, Westwood College students will demonstrate: ability to solve problems by applying a variety of thinking methods.
- Westwood College's general education approach will create and foster a greater degree of social, political, psychological, historical, and environmental awareness among its students. Upon graduation, Westwood College students will demonstrate: knowledge of ethical principles and attitudes of professionalism.
- Westwood College's general education approach will provide students with positive and successful collaborative learning experiences that will reinforce and strengthen students' skills of relationship building. Upon graduation, Westwood College students will demonstrate: teamwork and interpersonal interaction skills.



## 2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

- 2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

(LAL, VAA, VAB)The Campus is a wholly-owned entities of Grant Corporation, which is a whollyowned subsidiary of Westwood College, Inc.

(ATM) The campus is an additional location of the Westwood College-DuPage located in Woodridge, Illinois and is a wholly-owned entity of Elbert, Inc., which is a wholly-owned subsidiary of Westwood College, Inc.

(ATL) The campus is an additional location of the Westwood College-O'Hare Airport located in Chicago Illinois and is a wholly-owned entity of El Nell Inc.,which is a wholly-owned subsidiary of Alta Colleges, Inc.

(CHD) The campus is a wholly-owned entity of Elbert, Inc., which is a wholly-owned subsidiary of Westwood College, Inc.

(CHOA)The campus is a wholly-owned entity of El Nell Inc.,which is a wholly-owned subsidiary of Alta Colleges, Inc.

The campus reports to a campus president who acts as a general manager. The campus president interacts with the directors of academics, the business office, career services and student services. The campus president reports to a regional vice president who, in turn, reports to the chief operating officer and the system president who's offices are located at a central administrative site in Denver, Colorado.

Additionally each department work with other campuses in the system. All departments and staff members work together coordinating all services for students and staff.

Policies and procedures for all departments are published on My Westwood an internal website. Administrative personnel have access to the internal website. Instructional information is also maintained on My Westwood allowing faculty access to the approved syllabi and additional instructional materials described in detail in the education (section five) of the self-study.

The legal control of the campus is located on page 12 of the Illinois 2012 Catalog - 6535, Volume 3, NO.2, Revised March 2012 catalog.

- 2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

The duties and responsibilities of all employees are very well defined in a job description. The campus also maintains an organizational chart detailing the reporting structure of the campus as well as each department.

- 2.2.1 How is this documented?

A copy of each job description is provided to each individual as part of a formal orientation. Each employee signs the job description and the signed copy is retained in the employee's file. Changes duties and schedules documented with an new job description

- 2.3 How does the administration monitor and evaluate activities of faculty and staff?

As part of a company-wide performance evaluation system, each faculty/staff member works with their direct supervisor to create an annual set of goals; these goals form the basis for establishing the focus for each college



employee and department. The results are monitored quarterly and the employee is evaluated annually, based on the performance established by these goals.

- 2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

MySafe Workplace is a website maintained for employee use and guarantee complete anonymity if a faculty member or employee feels they are a part of or witness to less than complete professional integrity. A description of academic freedom is part of the faculty handbook and is discussed in orientation as well as faculty meetings.

- 2.5 How is the institution's policy for ensuring academic freedom communicated to faculty?

The administration provides for the professional integrity of the staff through rigorous hiring practices, internal orientation and training programs, tuition reimbursement, membership in professional organizations, and quarterly in-service programs. The faculty and staff are selected principally because of outstanding qualifications in the business and technical areas for which they are hired. In most cases, these qualifications include degrees, memberships in professional associations, and years of related industry and/or teaching experience. Westwood College utilizes a background check prior to start of employment to ensure the professional integrity of staff and faculty. All employees read and sign a published Code of Conduct.

Faculty members are encouraged to maintain informal contact with persons in their area of expertise. Academic freedom exists within the framework of a standardized curriculum. The Academic Freedom Policy, part of the Code of Conduct, is on the internal web site. All faculty members participate in a new faculty orientation before they enter the classroom. The academic freedom policy, is discussed at the orientation.

- 2.6 Describe the institution's grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

The campus recognizes that, on occasion, a student, faculty member or other interested party may have a concern or issue that necessitates a prompt and fair resolution. To address this issue, the student is to follow the prescribed series of steps in an effort to obtain a mutual and satisfactory resolution of the student's concern or issue.

The college will not tolerate unlawful retaliation against any student who in good faith files a complaint, testifies, assists, or participates in any manner in an investigation, proceeding, or hearing regarding any form. If a student believes he/she has been retaliated against in violation of this policy, the student is encouraged to immediately report the retaliation in writing to the campus president. Westwood College will take appropriate measures to ensure that no such retaliation occurs.

If a student has an academic issue or concern (e.g., make-up work, instruction), the first person to talk to is the faculty. If talking with the faculty does not result in a satisfactory resolution, the next steps are to talk with the program chair and the campus academic dean. These staff members can resolve a vast majority of concerns or issues.

If a student has a nonacademic issue or concern, with the exception of the Student Harassment Policy referenced above, (e.g., parking, ID cards), the first person with whom the student should talk is the manager of the department where the concern is focused. Talking to the director of student services is the next step in the process. The director will attempt to coordinate a mutual and satisfactory resolution with the individuals or departments involved.

If a student still cannot find a satisfactory resolution, he/she can take the next step and initiate a grievance process by presenting a written and signed grievance to the campus president. In the event a mutual and satisfactory resolution has not been achieved at this level, the student may take his/her written and signed grievance to subsequent levels within the Westwood College organization. The steps in resolving



a grievance are summarized in the STUDENT GRIEVANCE PROCEDURE table located on page 89 of the 2012 California, Colorado, Georgia, Virginia 2012 Catalog - 6535, Volume 3, NO.2, Revised March 2012 catalog..

If a student does not feel that the college has adequately addressed a complaint or concern, the student may consider contacting the accrediting agency. All complaints considered by the agency must be in written form, with permission from the complainant(s) for the agency to forward a copy of the complaint to the college for a response. The agency will keep the complainant(s) informed as to the status of the complaint as well as the final resolution. A copy of the agency's complaint form is available at the college and may be obtained by contacting the campus academic dean or the director of student services.

2.7 Describe any plans for the improvement of the institution's organization.

The organization is continually working on improving its communication system. During the next three to six months, the IP PBX telephone systems and Call Center platforms will be consolidated into a single, centrally managed platform capable of multi-channel communication with prospective and current students. This will give us opportunities to extend our outreach to students and leverage voice communications, texting channels and social media contact - all through a single platform.

Known as the "Avaya Project," efforts are already underway to deploy this new technology for the admissions operations team, replacing our aging Cosmocom platform in November. Campus installations are targeted for November 2012 through February 2013 to replace our Interactive Intelligence phone system.

With this new system, the campus will have an entirely new platform to handle calls and student leads, including a direct texting channel. In addition, new telephone devices will be installed, and faculty and staff will no longer need to log in to "client" software to receive your voice messages as they will automatically be delivered into the email inbox.



### 3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

- 3.1. Who is the institution's chief executive officer and/or on-site administrator and what are that person's qualifications for this position?

The campus president is David Bostick. He is the Chief Executive Office and On-Site Administrator. David Bostick earned a Master's degree MA Administration, Curriculum and Instruction, from Gonzaga University and a bachelor's degree in Economic from Boston College. Mr. Bostick has worked in secondary and postsecondary education for over twenty years. His postsecondary experience has primary been in administration in the following positions, Program Chair, Dean and Campus President.

- 3.2. How does the administration provide for continuous evaluation of the following functions:

- a. Programs of study

Programs of Study: Annually, Westwood College faculty and staff meet with industry professionals, Program Advisory Committee, to review the curriculum and it's relevancy to industry needs.

- b. Student activity programs

Student activity programs: Programs and services are designed to support attendance and retention goals for the college. A Student Success team meets weekly to address student challenges and relevant opportunities for support.

- c. Guidance services

Guidance Services – Campus-based reviews of external support guidance services are implemented to ensure that students are provided with the information needed to address obstacles to success.

- d. Financial aid services

Financial aid services – Reports are produced on a regular basis that are used to monitor financial aid activity for students as well as overall campus progress.

- e. Instructional procedures

Instructional procedures – New faculty are required to participate in the workshop Practical Tools for Transformation Teaching. Continuing faculty participate in in-service workshops and are observed at least two times per year.

- f. Instructional resource services

Westwood College uses external evaluations of our curriculum and resources through the Program Advisory Committee. Two times per year, the PAC members are invited to the campus to review the academic programs and related resources. The internal curriculum



committee is also responsible for a regular review of the campus resources to ensure that the academic needs are being adequately provided for.

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

The campus has a copy, or in some cases, original transcripts for professional staff members listed in the campus administrative section of the catalog.

3.4. What records are kept relative to the following areas:

a. Financial aid activities

Westwood College maintains an electronic data base that tracks all student activity relevant to packaging and financial records.

b. Admissions

Westwood College maintains hard-copy files of all admissions records including the Enrollment Agreement and proof of graduation. After enrollment the Admissions file is maintained in the campus registrar's office. An electronic data base contains these same documents as well as the placement testing scores.

c. Curriculum

Curriculum descriptions, current and past, are maintained on the centrally maintained database "My Westwood."

d. Guidance

Student advising and counseling records are maintained in the student's file, maintained by the campus registrar. The campus utilizes the document Student Action Report (SAR) as the official record of advising and action.

e. Library or instructional resources

Westwood College campuses house a learning commons where library and instructional resources are housed. The currency of these materials is regularly reviewed by members of the library staff and the respective curriculum committees.

f. Instructional supplies and equipment

Faculty members order consumable supplies as determined by classroom use. The campus central administration inventories all equipment each year. The central administration for the campus uses the standard schedule of depreciation to track the value of equipment. Equipment is replaced to meet instructional needs and may be upgraded prior to the stated depreciated lifetime.

g. School plant

Lease agreements for the campus are on file and the facility is clean and well maintained. Safety inspections are completed with documentation on file at the campus.

h. Faculty and staff

In addition to Human Resource (HR) files maintained at the campus and central administration faculty files contain:

Original transcripts for faculty members are retained in faculty files along with copies of professional certifications, work verification forms or resumes and job descriptions.



ACICS Data Forms are updated on an annual basis to reflect professional development completed in the prior year. Current year professional development (PD) forms along with completed PD documentation of the plan are updated annually.

Copies of classroom observations and program director or academic dean reviews are conducted as required by campus policy.

The faculty files also contain documentation that the faculty member has received a copy of the faculty handbook, is aware of the campus governance policy, has completed sexual harassment and other campus specific trainings.

In addition to Human Resource (HR) files maintained at the campus and central administration, staff files contain ACICS Data Forms, updated on an annual basis; professional development or training completed; memberships in associations required for their positions; annual performance evaluations, and job descriptions.

Staff serving as admissions representatives also have copies of agent licenses or permits as required by law for the states the campus is licensed in.

- i. Students (how are the student files organized?) and student activities

Students and student activities – Student files are established at the time of entry to Westwood College. After enrollment, files are transferred to the Registrar's office. All documentation activity is housed in the student's file in the Registrar's Office.

- j. Annual Institutional Reports

Copies of the Campus Annual Report (CAR) is retained in hard copy and electronic format. Along with all back-up data to document the annual reports.

- 3.5. If applicable, what specific testing records and academic and career advising records are maintained by the institution for students admitted under an ability-to-benefit determination? Insert the analysis of the institutional study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

The campus does not admit students under ability to benefit programs.

- 3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

The campus uses a third (3rd) party servicer to obtain proof of high school graduation or completion of a General Equivalency Diploma (GED). The use of the third (3rd) party servicer prevents tampering with any previous education information.

- 3.7. What grading system does the institution employ to indicate student progress?

The campus uses the traditional 4.0 grading scale and it is published in the catalog and also included on each syllabus. The complete grading scale is located on page 38 of the of the 2012 Illinois 2012 Catalog - 6535, Volume 3, NO.2, Revised March 2012 catalog.

Students are apprised of their academic status at the conclusion of every term, and students are encouraged to communicate with their faculty when dealing with concerns about their progress. Students who are placed on academic warning or probationary status are informed at the time the action is taken, and appropriate advising is provided. Student progress is evaluated through a variety of methods such as daily assignments, assessments of hands-on work, quizzes, and written examinations.



Additionally students have the ability to verify grades awarded as well as other information via MyPath the student portal powered by Blackboard.

3.7.1. What is the system of credit used?

One quarter credit hour equals 10 hours lecture, 20 hours of laboratory work, or 30 hours of externship/field instruction.

Quarter credit hours are converted to semester hours by using this formula:  $\frac{2}{3}$  times number of quarter credit hours equals number of semester credit hours (rounding off to the lower whole number). One semester credit hour equals 1.5 quarter credit hours or one quarter credit hour equals .6667 semester hours. To convert semester hours into quarter hours, divide the quarter credit hours by 1.5 or multiply the semester credit hours by .6667. To convert quarter hours into semester hours, multiply the semester hours by 1.5.

For purposes of allocating financial aid credit lecture credit reasonably approximates one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for each term. This option has been discussed in ACICS Memoranda to the Field and accreditation webinars.

Work outside the classroom is detailed in applicable course syllabus and assignments are graded or attached to key graded assignments (KGA).

3.7.2. Is a transcript maintained for each student?

Yes

3.7.3. How is the grading system explained on the student's transcript?

The grading scale is described on side two (2) of each page of the college transcript along with the definition of course codes/acronyms and course levels. A brief history detailing program name changes are also listed to give the reader a history of changes that may have occurred during the student's enrollment.

Colored transcript paper holding the campus seal is used to print official transcripts and will show as void if a copy is made of the original document.

3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

Official student records are recorded in the CampusVue Student Database. Documents are scanned and stored by student for future use

3.8.1 If the institution utilizes computerized record keeping, what are the back-up procedures?

Westwood College Backup of the student database, CampusVue, occur on a nightly basis.

3.9. How long are student records maintained by the institution?

Transcripts are maintained indefinitely. Other official documents are maintained as required by the various approving agencies. Non-official documents are kept in accordance with campus retention policies.

3.10. Identify who is responsible for oversight of all academic programs and faculty performance. Describe their qualifications for this position. If their academic and experiential qualifications are not related to the programs of study offered by the institution, explain how they are able to oversee all programs of study.



The Campus Academic Dean is responsible for the oversight of all programs and faculty performance. Dr. Ellen Crowe has over twenty (20) years of experience in education and higher education administration and instruction. She has an extensive background which includes experience in student services, special education, continuing education, classroom instruction, institutional research, institutional effectiveness, student retention, enrollment management and academic affairs at the university and college levels. Dr. Crowe holds a Ph.D from St. Louis University in Curriculum and Instruction. Her academic and professional experiences provide the background to oversee the courses offered at Westwood College.

- 3.11. If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

Qualifications of all faculty members are documented by their official academic transcripts and work verification forms. Work verification forms describe the technical experience gained by the faculty member by employment, either past or present, and contains the signature of an (non Westwood) individual who can attest to the technical knowledge.

Technical certifications outside an academic credential are an additional type of documentation used to validate subject expertise.

Work Verification Forms, and certifications are retained in each faculty members file along with official copies of academic preparation allowing the campus to assign faculty members based on the documented preparation retained in each faculty members file.

- 3.12. Describe any plans for improvement in the institution's administration.

The campus will be installing a new phone system to foster improved communication throughout the Westwood system in 2013. The campus continues to explore ways to automate record-keeping using the CampusVue system.



## 4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

### ADMISSIONS AND RECRUITMENT

#### 4.1 What is the institution's admissions policy?

Before being admitted to any Westwood College program, a prospective student must have an interview with an admissions representative. Prospective students are encouraged to review the course catalog prior to signing application documents. Students are also encouraged to review the School Performance Fact Sheet, which must be provided to students prior to signing application documents. Westwood College reserves the right to deny admission to any applicant and to change entrance requirements without notice.

Westwood College does not discriminate on the basis of race, color, religion, national origin, gender, age, sexual orientation, or disability. Westwood complies with the Civil Rights Act of 1964, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974; Americans with Disabilities Act; and all civil rights laws of the states of Colorado, California, Illinois, Texas, Georgia and other states from which Westwood College enrolls students. Accordingly, equal opportunity for employment and admission will be extended to all persons, and the institution will promote equal opportunity and fair treatment.

##### 4.1.1 Does the policy differ based on the credential awarded or program of study?

Each applicant, except nonmatriculating students, must demonstrate proficiency in basic college-level skills as evidenced by documented college-level work or attainment of passing scores (as defined below) on any one of the following assessments:

1. ACT
2. SAT
3. Wonderlic Assessment

Wonderlic assessments developed by Wonderlic, Inc. Applicants must have their college readiness and academic skills assessed by taking the following Entrance and Foundational Assessments:

1. Scholastic Level Exam (SLE-Q)
2. Wonderlic Basic Skills Test, Verbal (WBST-V)
3. Wonderlic Basic Skills Test, Quantitative (WBST-Q)

Applicants who do not receive a minimum score on the SLE-Q will not be admitted to the college. An applicant's scores on the WBST-V and WBST-Q will be used to determine placement into foundational or college-level courses.



4.1.2 Explain how the admissions policy adheres to the institution's mission.

All perspective students have the opportunity to evaluate our college to find out if it is the right choice for their needs. Westwood's open enrollment and open interview allows individuals from all different walks of life the opportunity to meet with and see firsthand if Westwood is a good fit for their educational and career needs.

4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

n/a

4.3 What records are maintained by the campus which reflect the basis for the admission of each student?

1. Admissions Enrollment Agreement
2. Program Disclosure
3. Performance Fact Sheet
4. Transcript Request Form
5. Arbitration Agreement
6. Assessment Scores
7. Proof of High School Equivalency

One of the following documents must be submitted to the college by the 14th day of the term, or upon request of the applicant, documentation may be provided to the college by a third-party verification service in place of the document:

- Copy or original of applicant's high school transcript indicating that the applicant fulfilled the requirements for graduation from high school.
- Copy or original of applicant's recognized equivalency certificate such as the
- General Educational Development certificate (GED), or copy or original of the
- GED transcript showing fulfillment of the requirements for a GED.
- Copy of applicant's high school diploma.
- Copy or original of applicant's higher learning school academic transcript which gives proof to one of the following:

Completed associate, bachelor or master degree

Completed program of at least two years in length (90 quarter credit hours) that is acceptable for full credit toward a bachelor's degree

- Copy of applicant's Certificate of Release or Discharge from Active Duty that confirms that the applicant has graduated from high school or has received a recognized equivalency certificate such as the GED.
- Copy of applicant's certificate of completion of a home school program if the applicant's home state recognizes the home school. Documentation of the state's recognition must be evidenced in the applicant's records.

4.4 Describe the institution's student recruitment program.



We attract perspective students through media channels such as T.V. and Internet. Once a perspective student is interviewed using our online web guided presentation (College U) they then are encouraged to take time if needed, to make a decision about whether to proceed with the process. If the perspective student decides to continue the following steps must be accomplished:

1. All Enrollment Paperwork Signed
2. Meet testing requirements
3. Attend Day One Success where they meet other students and program chairs
  - a. Get class schedule
  - b. Order books (If they decide to use our bookstore)
4. Complete Financial Aid Process

Once a student attends class we allow the student 30 days to determine whether Westwood is truly a fit. If that student decides that we are not and would like to withdraw, they are allowed to do so with no financial obligation.

4.5 Describe how admissions representatives are trained, compensated, and monitored?

Representatives are on-boarded in their first 90 days with on campus at their local campus and off site training in Denver at our central office with trainers who guide them through a workbook designed to prepare them for certification.

Certification is a critical step in their learning development as it is an opportunity to demonstrate their competency in the Admissions process. Certification ensures:

- Consistency throughout Westwood College locations in all states
- Students receive a standard and reliable message
- Understanding of College standard practices
- Understanding of federal, state, local and accrediting body regulations and requirements
- Students and the organization are protected by consistently applying standard practices
- Representatives feel pride in what they can do, versus simply what an employee traditionally only knows about their role

The Admissions Compensation Plan is designed to fairly compensate admissions staff according to regulatory guidelines. The Plan consists of the following components:

- Initial base salary based on credentials
- Tenure salary
- Salary increases in the first eighteen months based on certification
- Annual performance reviews and merit increases
- Opportunity for advancement

Representatives continue to receive unannounced periodic phone and interview observations to ensure continued compliance.

4.6 Describe the institution's policies and procedures regarding incoming transfer of credit.



Requests for transfer credits must be submitted to the campus academic dean as part of the admissions process and will only be accepted for consideration prior to the first day of scheduled classes during the student's first term. If transfer credits cannot be submitted to the campus academic dean because of delays in receiving them from previously attended institutions, transfer credits must be accepted by the end of the Add/Change and Drop period for the applicable term. In rare situations, an academic dean may allow an exception if a student cannot submit an official transcript for evaluation due to circumstances beyond his/her control. In order to have transfer credits accepted at Westwood, a student must have an official transcript sent from the previous institution to the Westwood College Student Records office. To be considered "official," a transcript must be in a sealed envelope and signed by the granting institution. No photocopies will be accepted. Any preliminary reviews by campus staff are unofficial and not binding, and subject to change until an official evaluation is conducted. Coursework submitted for transfer credit evaluation must be from a college or university accredited by a regional or national accrediting agency recognized by the U.S. Department of Education.

To be accepted for transfer credit, the course must be similar in scope and credits to a Westwood course, and the student must have earned a grade of C or better. Courses found in core courses, career major courses, and mathematical courses may transfer if completed within the past five years. This same five-year limitation applies to courses completed at an earlier date at Westwood College for students who may be re-entering. All other courses may transfer without time limitations. Courses listed as under 100-level, or otherwise designated as developmental, remedial, college preparatory, foundational or not at the college level, will not be considered for transfer. Any student who has completed an Associate of Arts, an Associate of Science or Associate of Fine Arts at any accredited institution can transfer his/her credits to Westwood College.

Each request will be evaluated on an individual basis, including conducting a course-by-course transfer analysis. In some cases, even though a student receives institutional credit for all the courses completed, the student may have additional courses he/she needs to complete in order to satisfy prerequisites and core degree program requirements. All requests are subject to approval at the sole discretion of the academic dean or designee.

Students attending Westwood College campuses are able to transfer all courses to other Westwood College schools, provided that the courses apply to the student's chosen program. Please note that terms in which transfer credits are applied may affect enrollment status and financial aid eligibility for that term. Consult with the appropriate campus academic dean or program chair and a student finance officer concerning the acceptance and impact of transfer credits.

4.6.1 Where are these policies and procedures published?

The Westwood Course Catalog.

4.6.2 Has the campus established articulation agreements with other institutions?

YES  NO

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements?

The college has established articulation agreements with specific high schools and colleges across the country. These articulation agreements identify specific coursework at these partner academic institutions that will be recognized as equivalent to coursework at the college. Students who complete this coursework



successfully at partner academic institutions will receive a “TR” for the equivalent course at the college. Additional information about articulation agreements is available through the campus academic dean.

A list of the Articulation agreements is also located on the Westwood Website.

- 4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

The following statement is provided on all Enrollment agreements regarding transferability of credit:

**NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND**

**CREDENTIALS AT WESTWOOD:** Westwood credits will not transfer to other schools and a degree from Westwood will not be honored for admission to an advanced degree program, except in limited circumstances. If the credits or degree, diploma or certificate that Student earns at this institution are not accepted at the institution to which Student seeks to transfer, Student may be required to repeat some or all of his/her coursework at that institution. For this reason, Student should make certain that his/her attendance at this institution will meet his/her educational goals. This may include contacting an institution to which Student may seek to transfer after attending Westwood College to determine if Student’s credits or degree will transfer. It is Student’s responsibility to confirm whether an institution will accept credits from Westwood.

All perspective students are required to complete a web based interview processed called, “College U.” In this presentation the transferability of credits is discussed and the perspective students are made aware of the Westwood website that list schools we have articulation agreements with.

**STANDARDS OF SATISFACTORY ACADEMIC PROGRESS**

- 4.7 Who administers the standards of satisfactory academic progress for the institution?

The campus academic dean or designee administers the standards of satisfactory academic progress for the institution.

- 4.8 How does the institution determine if a student is making satisfactory progress according to the institution's policy?

At the end of each term (payment period), each student is evaluated on three components to determine if he/she is maintaining satisfactory academic progress:

1. CGPA
2. Successful course completion rate
3. Maximum Time Frame – credits attempted relative to the maximum credits attempted that are allowed (1.5 times the credits in the student’s program)

- 4.8.1 Who reviews the student's records and advises the student?

The campus academic dean or designee reviews the student's records and advises the student.

- 4.8.2 Who monitors probation?



The campus academic dean or designee monitors probation.

4.8.3 How is attendance verified?

Attendance is verified in the portal by Faculty. Faculty must post attendance within one hour of the end of the class attendance. If for some reason the Faculty can't post attendance they must send an e-mail to the Registrar with the attendance information so they can post for the Faculty.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

CGPA is verified at the end of each term. When grades are posted at the end of each term, a student's term and cumulative GPA is automatically updated. Percentage of successful course completion is verified at the end of each term. When grades are posted at the end of each term, a student's completion rate is automatically updated. To calculate the completion rate divide cumulative hour's student successfully completed by cumulative hours student has attempted.

## FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

Westwood College offers Institutional Scholarships from time to time and is typically communicated to the student body via the student's school portal and our Student Support Administration. The scholarships are listed here:

### New Student Scholarships

Various campus scholarships may be available for eligible new students who meet specific scholarship criteria provided by the campus. Contact the campus Student Services Department for more details.

### Terms and Conditions

- Enrollment into any Westwood College program
- Three letters of recommendation, which can be from a teacher, counselor, community leader, etc.
- 250-word essay on a topic selected by the campus
- Deadline dates are available at each campus
- Scholarship recipients will be determined by an independent review panel

### Continuing Education Scholarships

Various campus scholarships may be available for eligible continuing students who meet specific scholarship criteria provided by the campus. Contact campus administration for more details.

### Terms and Conditions

- Full-time enrolled Westwood student
- Student must be in good standing and meet Westwood College's Standards of Academic Progress
- Application must include CGPA
- Letter of recommendation from an internal Westwood College faculty or staff member
- Deadline dates are available at each campus



- Scholarship recipients will be determined by an independent review panel

#### Westwood College Matching Scholarship

The Westwood College Matching Scholarship Program exists to encourage students to take control of financing their education by seeking out and earning third-party scholarships. Listed below are requirements and guidelines for participating in the Westwood College Matching Scholarship Program.

#### Westwood College Matching Scholarship Program Policies

Westwood will match any third-party scholarship dollar-for-dollar up to \$1,100 per academic year\* and up to \$5,500 in total matching funds for the life of a program. Qualifying scholarships must be publicly advertised and available to a broad audience.

Westwood College will match any third-party scholarship, providing the following criteria are met:

- Students must submit their scholarship application and award letter to the Student Finance Office in order to be eligible for the matching fund. The scholarship letter must describe how the scholarship will be awarded, i.e., total payment upon enrollment, by academic year, calendar year, or other.
- Scholarships funded by Westwood College, including Imagine America Foundation scholarships, CCST scholarships in Texas, and CACCS scholarships in Colorado, are exempt from the Westwood Matching Scholarship program.
- Any benefits from current or past employment or contracts (e.g., tuition reimbursement) are exempt from the Westwood Matching Scholarship program.
- To receive matching funds, the student must be in good academic standing as described in the Westwood College catalog.
- Student must be continuously enrolled full-time at Westwood College. Should a student drop, take a leave of absence, or graduate from his/her Westwood College program, the Westwood College Matching Scholarship will no longer be awarded.
- Westwood College matching funds will be awarded by term. For example, a \$900-per-academic-year matching scholarship would be awarded at \$300 per term.
- The amount of the Westwood College Matching Scholarships will be added to a student's total income in calculating financial aid awards and may lower the amount of a financial aid award, i.e., loan eligibility or Pell grants.
- The Westwood Matching Scholarship is effective for thirdparty scholarships awarded on or after June 1, 2010. \*The academic year equals 30 weeks and 36 credits. If the thirdparty scholarship completely covers an academic year's cost of attendance, the Westwood Matching Scholarship annual award will carry over to the following year.
- If the student goes to less than full-time status due to classes not being available, the matching scholarship will be maintained.
- If the student goes to less than full-time status due to his/her own scheduling choice, the matching scholarship will not be maintained.

#### High School Scholarship Program



The high school scholarship program is intended to recognize motivated high school seniors and to encourage their pursuit of

advanced career-focused higher education in the field of their choice. The scholarship award will contribute directly to the tuition for the program selected by the recipient. The award in the amount of \$2,500 is limited to two seniors per high school

or four seniors for high schools with a population of more than 400 seniors.

#### Terms and Conditions

- Must be a 2011 high school senior
- Must be enrolled in a Westwood degree program (diploma programs are not eligible)
- Must be attending a Westwood ground school program (online programs and employee waivers are not eligible)
- Must have a cumulative grade point average of 3.0 or be recommended by a high school educator, counselor, administrator, community leader or employer
- Must meet all admissions requirements to Westwood College as outlined in the current college catalog
- In the event that the number of scholarship applicants exceeds the number of established potential scholarships per high school, the scholarship awards will be determined by an independent review panel.

- 4.10 What evidence does the institution have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

The evidence that the institution has that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program is disclosed on every enrollment agreement for each new class term that a student enrolls into and financial aid award letters discloses this same information.

- 4.11 What are the institution's refund policies and procedures?

The Institution Refund Policy can be found in the catalog on page 100.

Refunds must be calculated from the last date of recorded attendance. The following calculations reflect this policy:

1. A full refund of all monies paid, excluding the registration fee, if the applicant is not accepted by the college.
2. A full refund of tuition and fees paid if the applicant withdraws within seven days after signing the enrollment agreement or making an initial payment, provided that the applicant has not attended an orientation, toured the campus or commenced training.
3. A full refund, without penalty, if the applicant withdraws within seven business days following the applicant's visit to the college and/or regularly scheduled orientation.
4. A full refund of tuition and fees paid in the event that the college discontinues a course or program of education during a period of time within which a student could have reasonably completed the same except that this provision shall not apply in the event that the college ceases operation.

- 4.12 What are the qualifications of the financial aid officer?



Ms. Tracy Walker, director of Student Finance, holds a Master in Higher Education with Specialization in Enrollment Management from Capella University. She has experience in managing and administering Title IV aid with a balanced background in financial management and leadership. Overseeing daily functions and accountability of the Financial Aid and Business Office. Offering experience and understanding of processes to build and support strategic programs and services to further promote the organization's educational objectives; specifically financial accountability and compliance.

4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

The financial aid officer participates in the following to keep up to date on changes in financial aid programs:

- Attend Regional and National Conferences (NASFAA and ILASFAA)
- Participates on Webinars Trainings.
- Local training conducted by Organization or by Director of Student Finance

4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

The following process and actions are in place to manage the loan portfolio and minimize student loan defaults.

#### FUTURE STUDENT FINANCIAL AID INTERVIEWS

Financial aid administrators meet with all incoming students on an individual basis to complete financial aid paperwork and discuss in detail the student's personal financial situation. If a personal interview is not possible, one will be conducted via telephone or by mail. Our policy is that Admission Representatives are not authorized to discuss specific financial aid awards in any manner whatsoever. This advance interview provides detailed information in a comfortable forum enabling the student to ask questions and receive expert financial aid counseling.

#### ORIENTATION

The campus conducts an orientation session where representatives from each department explain procedures and expectations of the student. The orientation introduces the student to the College, financial aid problems are addressed and the potential for future job placement is discussed. We want students to be thinking from day one about what they will be doing when they graduate. Career Services staff highlight the job assistance programs that are available to graduates.

#### ENTRANCE COUNSELLING

All students receiving Title IV loans are required to undergo an entrance interview regarding their rights and responsibilities as borrowers. The entrance interview is a robust on-line entrance counseling session that includes a complete tutorial and a student loan quiz for the student to complete. This entrance quiz must be completed prior to the Direct Loan application process. The goal of the entrance interview is to assure that the student understands their financial obligations



before participating in any loan programs. Entrance counseling is typically completed in the Student Finance Portal but may be completed via other electronic means or in hard copy.

### COMPLETING LOAN APPLICATIONS WITH FINANCIAL AID STAFF

In some cases, student loan applications may be completed with the assistance of financial aid staff. In this way, a student can be accurately counseled on their rights and responsibilities as a student borrower. This includes loan status, repayment guidelines and general counseling.

### PACKAGING POLICY

On behalf of the student, Westwood College and Redstone College believe in the philosophy of a student incurring the least amount of loan debt possible. Therefore, we encourage students to have part-time employment to assist with tuition costs or to make interest payments on unsubsidized loans. Furthermore, we also believe that the fewer loan sources a student has, the less difficult it is for them to track their payments. Students are therefore less likely to become discouraged and thus have a higher probability of repaying their student loans. This policy aims to reduce student loan debt through better student management of their finances.

### RETENTION

Our goal is to see the student through graduation. There is a campus wide emphasis on retention. Some examples are:

- An onsite student advisor available to students on an individual basis.
- Student evaluations are administered in order to obtain student feedback on the curriculum, facility, quality of instruction, and a student survey for feedback on student services.
- The Student Services department in conjunction with the Education department monitors attendance on a daily basis. If a student is absent on two consecutive days, an attempt is made to contact the student by a school representative to determine the cause of the absence and to motivate the student to quickly return to college.

### CAREER SERVICES SEMINARS

The Career Services staff visit each classroom and explain the importance of career placement and emphasize the significance of graduating and career placement. These sessions focus the student on their ultimate goal which results in higher retention, placement, and ultimately, loan repayments.

### EXIT INTERVIEW



Any student receiving Title IV loans is required to complete an exit interview prior to leaving school. Once again, an overview of the student's rights and responsibilities is presented. A complete financial aid packet is given to the student informing them of lender and guaranty agency names and phone numbers, as well as samples of deferment forms. This assures they have a full understanding concerning the details of their financial obligations. A questionnaire emphasizing the student's responsibility to communicate with lenders and stay in touch with the school for any future assistance completes the process.

## EXIT PACKETS

When students are unreachable, an exit packet is mailed to the last known address. The packet contains important information on student loans and vital telephone numbers for the student's convenience and reference. This exit packet serves as an exit interview, informing the student in detail of his/her rights and responsibilities, as well as providing samples of deferment forms.

## PLACEMENT

We believe that a high placement rate has a high correlation to our students' ability to repay their student loans. Our number one goal is for our graduates to obtain employment in their program field. The office of Career Services offers ongoing support to our alumni.

## DEFAULT PREVENTION TEAM

We have a full time in-house default prevention department that works with current and former students in an effort to reduce cohort default rates. We focus on students who begin repayment and fail to make payments. We have invested in an electronic tracking program for staff to assist with locating and contacting student borrowers as needed. We promote the availability of this team to all former students to assist with any potential student loan problems. We believe this is an important service to students and lessens the possibility of "structural" defaults. This communication process and advanced technology has demonstrated a reduction in default rates for the past several years.

4.13.1 What is the institution's cohort default rate for the last three years?

Year: 2010      Rate: 12.9

Year: 2009      Rate: 15.7

Year: 2008      Rate: 10.3

4.14 If applicable, describe the institution's cash discount policy and provide evidence that it has been approved by the Council.

n/a

## STUDENT SERVICES

4.15 Describe the institution's orientation and counseling programs.



Westwood College O'Hare Campus is dedicated to helping students remove obstacles to achieving success. Student Support advisers are available to assist students in such areas as problem solving, setting goals, attending class, academic success, financial concerns or personal issues.

The O'Hare campus orients students on the policies and procedures throughout the enrollment process. Students are provided standardized materials throughout the registration process to include information in the College –U presentation and the standardized registration process. Students are provided with a catalog and they are required to complete an orientation process to facilitate their matriculation and college experience. Additionally, new students are paired with faculty and staff mentors to further support their transition through college.

The campus does not have a formal counseling program. However, the student support department is instrumental in referring students to external agencies in the event that counseling or community resource services are required. The student support department also provides students with a critical needs information sheets which gives students information on transitional housing/shelter, domestic violence shelter, homeless services, and general assistance. This information is compiled and provided by student support generated by community resources and agencies such as United Way.

4.15.1 What are the qualifications of the person responsible for the counseling program?

n/a

4.16 Describe the institution's retention program.

The campus focuses on student retention by proactively contacting students while involving the entire campus population with building relationships and encouraging academic preparation and student success.

A comprehensive retention plan was created to address areas of concern as it related to attrition and student engagement. The campus has developed an environment of customer service driven accountability of interactions with students, faculty and staff.

The main focus of the retention plan deals with student contact, academic integrity, student engagement, and academic rigor. Support services have been created that help to encourage success through mentoring, student engagement, faculty preparation and placement, and employee integrity and interactions.

The retention plan is reviewed weekly by the management team to review, analyze and implement any changes that are needed.

The Academic Affairs department leads the challenge in this endeavor. Focus on student attendance, faculty preparation, student engagement, and training and development for staff are essential to the success of this program. Student Success Meeting (SSM) held weekly each term to discuss at risk



students. At each meeting we follow a set agenda created to address different aspects of at risk student issues. We have discussion and create action plans to best support students.

4.17 Describe employment services offered to students.

The Career services department offers the following employment services to our students:

- Internships
- Mock Interviews
- Resume Writing
- Alumni Services
- Career Placement for Graduates
- Career Fairs
- General Employment Assistance
- Weekly Job Leads

Student employment results are documented in the Westwood College Database, CampusVue on a daily basis. Each contact, employee communication and student interaction is documented and this documentation allows for detailed tracking and reporting of employment activities.

Monthly and weekly reports are reviewed to help track and measure the overall results achieved.

4.17.1 Describe how employment results are documented and follow-up studies are conducted.

Monthly and weekly reports are reviewed and discussed by the national director of career services, the director of career services and the campus president. The career services director also holds weekly meetings and one on one meetings with career services representatives to track and measure graduate placement and progress to ensure that the overall results are consistently achieved. The campus president in conjunction with the career services director also conducts quarterly audits of all placed and non-place graduates to ensure that alumni are being placed correctly in their occupational fields and to ensure that sufficient outreach and partnership activities are being conducted by the department.

4.18 Describe the institution's program of extracurricular activities, if any.

Westwood College –The O'Hare campus sponsors a plethora of extracurricular activities and programs specifically related to the campus' educational programs and mission of the college. Alpha Beta Kappa and the Student Government (Student Advisory Association) are student driven entities that spearhead various programs and campus-based events. Within the Student Support Department, there are five (5) programs designed to foster and support the continued development of students within their fields of study. These career-focused clubs and organizations include:

- School of Business: Entrepreneur Club
- School of Construction Management: Construction Management Club
- School of Justice: Criminal Justice Club



4.19 Describe any plans for improvement in relations with students.

- Broaden the range of communications and keep them ongoing. Utilize all available media: e-mail, instant message (IM), telephone, and face-to-face. If a problem arises in one medium, immediately broaden the conversation to other media. Students and instructors both need to utilize multiple venues for successful communication. If possible, meet during office hours; a private face-to-face meeting can resolve many miscommunications quickly. A telephone call can also help, and both students and instructors need to be willing to initiate such exchanges. Instructors, staff and administration need to be readily available, and students need to question or comment with frequency.

To enrich the campus culture, administrators, faculty, staff and students consistently seek to improve relations with students. The faculty and staff mentoring program is spearheaded by the campus president and academic dean. It is the goal of the mentoring program to match students with faculty to assist them in their professional and personal growth and to facilitate their persistence through graduation. Department surveys also serve as a tool to capture concerns of students and to make improvements. The campus' retention plan focuses on a staff and faculty outreach initiative each term where all students are contacted by designated faculty to personally address students concerns and to foster an environment where open and honest feedback is encouraged.



## 5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

### PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

The mission statement listed in Section 1.2 demonstrates Westwood College's environment, plus a "call of action" for all employees—faculty and staff. The statement's charge is to provide quality career education and services to assist a multicultural student body prepare for careers and life-long learning. The college believes that its instructors, staff, facilities, and employer-driven curricula support these objectives.

Westwood College endeavors to

- Encourage each person to achieve his or her highest potential
- Promote professional growth
- Fosters ethical responsibility and individual creativity within a framework of equal opportunity

The mission statement continues to drive student, employee, and financial resources that continue to establish Westwood College as a leader in career education. With the mission statement as catalyst, Westwood College works toward the following goals:

- Programs of study that foster critical thinking, communication, and teamwork skills while reinforcing both the theoretical and applied principles of technology and design.
- Student support services offered to facilitate the matriculation process and assist the career preparation for students. Such services include: assistance with housing, assistance in applying for financial aid and for employment, advising, tutoring, and other programs as required.
- Curriculum content reviewed regularly to ensure continued relevance with technology and practices in the workplace.
- Curriculum integration of technology, lifelong learning, and professional development activities. Curricular integration will help students connect the entire learning process to their lifetime career goals.



- 5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

#### Graphic Design: Major in Animation

The Bachelor of Applied Science in Animation equips students with the skills necessary to enter the field of animation. This program covers topics such as the laws of human motion, physics, psychology as applied to 2D or 3D characters, life drawing and rendering techniques, and the application of audio and video to an animation project. In addition, the combination of management and general education courses in the program help students apply skills in general management, critical thinking, logic, communication, and problem solving to workplace challenges. This program also includes critical business courses that cover such topics as project management, determining client needs,

working within a team environment and working within a deadline.

The Bachelor of Applied Science in Animation prepares students for entry level positions including graphic artist, and assistant animator for web based or computer based team projects.

#### Business Administration: Major in Accounting and Financial Management

The Bachelor of Applied Science in Business Administration with a major in Accounting and Financial Management equips students with the skills necessary to advance in the field of accounting and financial management. The combination of accounting, finance, management, and general education courses in the program helps students apply skills in effective management, critical thinking, communication, and ethical decision making to address workplace challenges. This program also includes courses that cover a range of accounting practices as well as relevant coursework in financial accounting and reporting procedures. This degree prepares students for entry-level positions in the field such as Assistant Controller, Accounting Supervisor, Lead Accountant, Assistant Branch Manager, Accountant for A/P, Credit Analyst, Night Operations Manager, Operations Supervisor or Quality Assurance Manager.

#### Business Administration: Major in Healthcare Management

The Business Administration program with a major in Healthcare Management is designed to provide students and working professionals with the knowledge and skills needed by health management professionals seeking entry-level positions or advancement in their field. The program provides an integrated curriculum in both business and healthcare. Courses in management, marketing, finance, and human resources provide a solid foundation in business concepts. The program also includes relevant healthcare management courses, plus courses that promote skills in critical thinking, communication, and problem-solving, help students become well-prepared for contemporary healthcare workplace challenges. This degree is designed to prepare students to enter careers in a variety of healthcare organizations such as hospitals, public health agencies, long-term care facilities, physician group practices, and managed care organizations. Examples of entry-level positions graduates will be able to qualify for include assistant office manager and assistant administrator. Students entering the program with prior experience in the field may qualify for positions such as office manager and clinic director.



### Business Administration: Major in Marketing Management

The Bachelor of Applied Science in Business Administration with a major in Marketing and Sales equips students with business skills necessary to advance in the field of marketing and sales. In addition, the combination of management and general education courses in the program help students apply skills in general management, critical thinking, logic, communication, and problem solving to workplace challenges. This program also includes critical marketing and sales courses that cover such topics as consumer behavior, marketing research, professional selling, and internet marketing and sales. The Bachelor of Science in Business Administration with a major in Marketing Management prepares students for entry-level positions in the field such as marketing specialist, market research analyst, account representative, and customer service specialist.

### Construction Management

The Construction Management Program prepares students for entry-level positions in the field of construction management. Through three main areas of instruction—construction science, construction management, and business—the program provides the concepts and tools needed to support the construction management process. Coursework in construction provides a basic foundation in construction concepts fundamental to residential and commercial buildings, such as building materials and construction methods. Coursework in construction management teaches skills that support the administration of construction projects, such as tracking construction schedules, monitoring activities on a construction site and developing quantity surveys. The business component of the program teaches general business skills needed to operate effectively in a business environment. Graduates of this program will be prepared to seek positions such as Assistant Project Manager, Assistant Estimator or Assistant Construction Manager.

### Criminal Justice: Major in Administration

The Bachelor of Science degree in Criminal Justice equips students academically and professionally by developing a knowledge base, social awareness and technological skills for an entry-level position in today's criminal justice environment. This program covers topics such as: Introduction to Criminal Justice, Criminology, Criminal Procedure, Criminal Investigation, and Juvenile Justice. This program also includes critical courses that cover such topics as Interpersonal Communication, Victimology, and Ethics in Criminal Justice. The curriculum will provide an understanding of criminal justice methods, techniques, technologies and required skills and abilities.

### Software Development Game Software Development

The Game Software Development program is designed to provide students with the ability to apply core knowledge of software engineering to employment settings through a curriculum that emphasizes game and interactive software development. In addition, general education courses assist students in applying critical thinking, logic, communication, and problem solving skills in managing challenges that occur in a game development environment. This program helps prepare a student for an entry-level position in the Game



Software Development industry including the following roles: Game and Interactive Software Tester, Game Maintenance Administrator, Game Documentation Writer, Game Requirements Analyst, and Game Support Specialist.

#### Information Technology: Major In Systems Security

The Information Technology: Major in Systems Security Bachelor's program provides students with advanced security skills required to implement e-business solutions security policies; identify security threats and develop countermeasures using firewall systems and attack recognition technologies; and manage the deployment of security solutions. In addition, the combination of management and general education courses in the program help students to apply skills in general management, critical thinking, logic, communication, and problem solving to management challenges in a technical environment. The program helps prepare students for entry-level roles in the information systems industry including network server administrators, firewall administrators, systems administrators, and IT security officers.

#### Interior Design

The Bachelor of Applied Science in Interior Design offers students a well rounded foundation that nurtures the technical, creative and human factor facets of interior design necessary to enter the field. Students will build on a foundation of drawing, drafting, color, and basic design principles while learning about human factors, space planning, interior construction and detailing, safety and building codes, and computer-aided design (CAD). In addition, students are equipped with a historical perspective of interior design, an understanding of interior design business practices, collaboration techniques for working with related professionals, and finally, an awareness of professional responsibilities and ethics for personal practice. The Bachelor of Applied Science in Interior Design prepares students for entry-level positions in the industry including in-house design assistant for both large and small commercial and residential design and architectural firms.

#### Visual Communications

The Bachelor of Applied Science in Visual Communications is designed to prepare students with the design, marketing and technical skills necessary to advance in the field of Visual Communications. In addition, the combination of management and general education courses in the program help students apply skills in general management, critical thinking, logic, communication, and problem solving to workplace challenges. Potential business and accounting course topics include project management, entrepreneurial strategies, finance, organizational behavior and advanced algebra. The program helps prepare students for entry-level roles in the field of Visual Communications including Graphic Designer, Web Page Designer, and Print Production Designer.

#### CAD/Architectural Drafting

The Computer-Aided Design/Architectural Drafting program equips students with the skills necessary to become a candidate for many careers available to the skilled CAD operator. Architectural Drafting students receive training on recent releases of AutoCAD, a popular CAD application that provides experience in developing technical drawings related to the field of architecture. Students learn to use CAD combined with



theory and lab environment, where they are exposed to the ideas and principles in a lecture setting and then immediately put that instruction to use in practical lab projects. This hands-on learning environment, coupled with industry-experienced faculty, ensures that graduates are well prepared for the work force.

### Graphic Design

The Graphic Design Associate's program prepares students for entry-level jobs in the graphic design and multimedia industry. Students learn to create effective designs that communicate visually in both print and multimedia environments. The combination of technical and general education courses in the program helps students develop skills in critical thinking, communication, and problem solving.

### Information Technology

The Information Technology Associate's program is designed to provide students with the skills required to install, configure, and maintain a technology infrastructure. In addition, the combination of technical and general education courses in the program helps students develop skills in critical thinking, communication, and problem-solving.

### Construction Management

The Associate of Applied Science degree in Construction Management prepares students for entry-level positions in the field of construction management. Students examine and apply the concepts and tools used to manage construction projects. Coursework in construction science introduces the concepts and techniques used to build residential and light commercial buildings. Coursework in construction management provides an overview of the essential skills used in construction planning and scheduling. The business component of the program teaches the skills needed to provide administrative support to the internal operation of a construction company.

### Medical Assisting

The Medical Assisting Diploma Program prepares students with the skills necessary to be responsible for a range of front and back office functions in the medical field. Coursework will include hands-on training concluding with a 160-hour externship which students work in a medical facility as a Medical Assistant performing administrative and patient contact tasks required of the job. Student responsibilities will range from front office work such as appointment setting, telephone triage, and insurance billing and coding to back-office tasks such as assisting in taking vital signs, administering ECGs, and phlebotomy.

## 5.2 Describe the role of the faculty, administration, and others in establishing the educational programs.

Evaluating and revising curricula at Westwood College is an ongoing process. The process involves faculty, administration, and outside sources, i.e. our Program Advisory Committee (PAC). The Academic Affairs department seeks input and feedback from program chairs, faculty, and deans to continually review textbooks, references, assignments, and instructional needs of each program. New program development is initiated through Academic Affairs. The Career Services department also



recognizes local needs and gives input to curriculum based on what they're seeing with industry trends.

Program ideas are welcomed from all members of the Westwood community. These concepts are collected and evaluated at the central administrative offices. The proposals are compared to the College's Strategic Plans. In the event there is a fit within the College's strategic direction, market research is conducted to determine the feasibility of program from all aspects from marketing to employment. At this point, some concepts are eliminated, some are deferred, and some are selected for further development.

Those that are selected for further development are assigned to the central administration's academic affairs team to build the curriculum. In some cases, the programs are built centrally. In other cases, the academic affairs teams determines that they do not have the background or resources to complete the curricular build-out in which case they would hire expert faculty from inside the system or consultants from outside the system to create the curriculum build-out.

Once the curriculum is near completion, the new program proposals are reviewed with program chairs, members of the appropriate faculty curriculum committee, and academic deans. These questions and comments are incorporated into the program design.

Members of the campus, or in some cases a national, Program Advisory Committee (PAC) review the final program designs. The committee members share their company and professional experience with the faculty and discuss industry trends and needs. They discuss areas such as new technology products, processes, software, and the importance of strong general education knowledge. Westwood identifies members of varying backgrounds so the school gets a broad impression of the technological and other changes. Employers are willing to share their employee expectations with students. They always stress effective communication, attendance, and teamwork. Employer feedback includes both local and nationwide responses and is positive concerning graduates' preparedness.

Once all of these steps are completed, a final "regional launch" process is completed to ensure that all key assumptions are in place in each market and campus. These reviews recheck facilities, equipment, capital investment required, employment demand and trends. If a region or campus is not deemed ready for a program, it is not launched in the market.

### 5.3 Describe how the educational programs reflect the needs of the students and the community.

The Academic Affairs team conducts a comprehensive labor market study prior to implementation of any program. This study evaluates the level of interest in the college's marketing area, the current need for the program, and state employment statistics. Existing programs at Westwood are reviewed on a regular basis. The reviews include graduate employer surveys, marketing results, and student outcomes.

As industry and government become more automated and technology-driven, new employment requirements emerge. Employers need employees who understand technology and can also reason, solve problems, communicate clearly, learn new skills, and work effectively as teams. Programs at Westwood have been specifically designed to meet these requirements.

As technology continues to transform the workplace, positions have become increasingly more complex and demand more sophisticated levels of knowledge and skills. To better address needs of the new employment market, Westwood consults employers across the country who use the technology taught in its programs. Westwood's collaboration with employers provides important feedback to



maintain the currency of its curricula and provide guidance for new curricula. Each program's PAC members provide information about the needs of potential employers.

Over the past 5 years, Westwood College has checked its progress with students, faculty and staff, and members of the communities it serves—all stakeholders in the future of the institution. Through the input the college received, programs were developed and improved to reflect what businesses, and potential students want and need from the college.

#### 5.4 How are provisions made for individual differences among students?

Instructors are encouraged to accommodate different learning styles, use a variety of active and applied learning strategies such as demonstrations, small group work, team and individual projects, case studies, games and simulations, field trips, practice, individual coaching. If it becomes evident that a student does not understand the course content, the faculty member will work with the student or recommend tutoring through the Learning Commons.

There are weekly Student Success Meetings (SSM), and in weeks three and six, a student progress report is generated to identify students with academic concerns. The students are discussed by the Student Support Team (includes Director of Campus Operations, Student Support, Program Chairs, representatives from registrar's office). These individuals will work with the individual students on a variety of academic interventions.

This process of supporting students within the classroom, laboratory, and in the broader campus community include diverse teaching methods in the classroom addressing different learning styles and multiple intelligences, peer-to-peer tutoring, faculty tutoring, flex-learning lab, library and learning resources assistance, student programming, student activities, one-to-one faculty and staff/student mentoring, academic advising, online course offerings, career development services, and disability services. Tutors are provided at no cost to students.

The college is open from 7:00a.m. to 11:00p.m. on Mondays – Fridays and from 8:00 to 1:00 p.m. on Saturdays. Students enrolling with previous college training can receive transfer credit, providing both course description and college credits are similar.

Courses such as Computer Applications, Success Strategies, and Career Management supplement the General Education curriculum. These courses cover aspects of career preparation, goal setting, and achievement.

#### 5.5 How are the resources of the community utilized to enrich the programs?

Members of the area business community are invited to speak to classes on various topics of interest. Faculty members may also arrange to take their classes on field trips so that students may visually experience the “real work” environment and have an opportunity to ask pertinent questions.

Program Advisory Committees come back into play here, too. They are intended to serve as a means of permitting expert advice to flow from the business industry to the college and, in turn, for program awareness to flow from the college to the community.

The Career Services Department works with the outside community to volunteer student time to work on various areas of the student's academic program.

#### 5.6 Is there a detailed syllabus on file for each course?



Westwood College uses a version of Blackboard called MyPath that houses all syllabi and lesson plans. All syllabi are standardized and not eligible for changes. Once instructors are credentialed for and assigned to the class, they are able to see the syllabus for the course.

#### 5.6.1 How was that syllabus developed?

Syllabi have been developed by program chairs and faculty from various campuses. When changes are being looked at, committees are formed to include as many campuses as possible.

#### 5.6.2 How is that syllabus utilized?

All syllabi contain the course description, course overview, course content, course objectives, unit time allocation, textbooks, instructor resources, evaluation criteria, graded activities (also how many points each assignment is worth) and facility/equipment/tools. Blank templates of syllabi cover sheets are available for download for the faculty to identify details to the course such as specific readings or activities, instructor contact information, instructor office hours, and any specific policies re: attendance or late work.

#### 5.6.3 How often is it revised?

Syllabi are revised every term for faculty assignments, class-times, and locations. Syllabi for entire programs are revised on a central-administrative schedule. This schedule was interrupted in 2012 due to new federal homework requirements which required the review of 100% of the syllabi over the course of the last several months.

#### 5.7 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the institution and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

The diploma program in Medical Assisting is the only program that participates in internship/externship programs. Students have a course called MEDI299, Medical Assisting Review, that requires them to log 165 hours in a medical facility as a medical assistant performing administrative and patient contact tasks required on the job. The MA program has an externship coordinator, Dr. Teresa Jones. Students receive a twenty-page extern packet, which outlines all expectations and requirements. They sign off that they understand the grading criteria, including the obligation to complete all 165 hours, no exceptions.

Westwood College and the practicum site have a mutually signed contract with the following highlights:

- The site agrees to provide supervised hands-on training on patient-related, career-oriented tasks for a period of 165 hours.
- Report any problems/concerns to the externship coordinator
- Prepare two extern evaluations for each student.
- Refrain from using students to replace regular staff.
- externship coordinator will ensure that the student has demonstrated entry-level competence in the basic clinical, laboratory, and administrative components of the curriculum.
- Cover costs associated with personal injuries not due to negligence of the campus or the healthcare facility.



- 5.8 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

To be assured that Westwood College is meeting the current needs of industry and business, each program is reviewed on a regular basis by PAC members, the faculty at the college, and the Academic Affairs team. Recommendations from the advisory committees, employers, staff, or students can start the process for a curriculum change. If it is a major change, such as the elimination of an existing course or the implementation of a new program is suggested at the college level, the Academic Affairs team conducts a thorough review of the curriculum before action is taken.

Faculty provide suggestions and recommendations for curricular change through a centralized e-mail address 360@westwood.edu. All faculty correspondence to this account is sent to the academic affairs team at the central administrative offices, who coordinate the agendas of program chair and curriculum committee meetings.

The program chairs and academic dean review faculty recommendations for curriculum changes. Requests for changes in the curriculum are then submitted to the provost. All necessary state approvals are obtained in advance of any implementation of curriculum changes.

Employers are surveyed on an annual basis regarding the performance of Westwood College graduates. After the graduate secures employment, a Graduate Employment Information (GEI) form will be sent to the employer and graduate. This form requests salary, job description, hire date, and company information. It also requests comments on the individual's skills.

- 5.8.1 If advisory boards are utilized, list board members and their qualifications.

Program Name Title

#### BUSINESS

Dick McCarthy Media Consultant, Self Employed

Christopher Motogowa Managing Director, The Brandenburg Group

Maureen Wood Dir. Of Business Development, Brightstart Care

#### DESIGN

Fran Prestia Independent Consultant

Mark DesJardins Independent Consultant

#### JUSTICE

John Babcock Market Security Coordinator Meijer Inc.

John Lustro Deputy Chief of Police Bensenville PD

Mario Ricchio Chief of Police Harwood Heights PD

Diane Tenuto Adult Probation Officer Cook County

James Sasseti Unit Commander - Youth Berwyn PD



## HEALTHCARE

Dr. Cheryl Haugh	Chiropractor
Gilda Panaligain	Radiologic Tech
Steven Krauss	Alumni
Leticia Alvarado	Alumni
Dr. Niranjana Shah	Internal Medicine/Primary Care Physician

## TECHNOLOGY

Michael Wright	Senior Security Consultant	TechLock, Inc.
Zlatan Klebic	Information Technology Consultant	Open Informatics
Anita Puthota	Software Developer	Accenture
Bill Uminowicz	Former Senior solutions Architect	Jamcracker, Inc.
Tushar Patel	Lead Software Engineer	General Electric
Ed Zeitler	Former CEO	International Information Systems Security Certification Consortium
Thomas Beranek	Software Developer	Officite
Daniel Blanco	Senior Security Administrator	SunGard

## CONSTRUCTION MANAGEMENT

Tony Chiavola	COO, American Sign Factor
Steve Blinderman	President, Blinderman Construction

## GENERAL EDUCATION

Ed Frank	Hoffman Estates Village Trustee
Mary Rinaldi	Loyola University Academic Advisor
Thomas Benigno	Chief of Staff Illinois Secretary of State

### 5.9 How was the length of each program determined?

Program lengths are derived in the following manner:

- Through analysis of market research with employment expectations in each of the disciplines
- By means of subject matter experts' evaluation of the time needed to acquire the knowledge and skills of the Field being taught
- Through analysis and evaluation of each program by the appropriate advisory committee(s)



- By cumulative credit hour requirements for the appropriate degree, as specified by state and accreditation criteria
- By review of comparable programs at other postsecondary institutions

5.10 Do any programs include training by a third party? If so, please explain.

Third party training is not required in any Westwood College program. Optional trainings are occasionally offered on campus for convenience of the students, such as Occupational Safety and Health Administration (OSHA) or Leadership in Energy and Environmental Design (LEED).

5.11 Is licensure or other certification required for persons employed in any program areas offered?

Yes  No

5.11.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

n/a

5.11.2 Describe any applicable examinations and the institutions pass rate on each of these exams.

5.12 How are appropriate course sequencing and prerequisites determined?

Sequencing and prerequisites are determined with input from consultants with both industry and academic experience and through research of colleges with similar academic programs.

5.12.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

Curricula follow a logical progression from fundamentals to more sophisticated applications.

5.13 How is the need for curriculum changes determined?\

The process for determining curriculum changes include an analysis of the current offerings and context; the expression of key program aims in the mission statement, a prioritization of resources and development strategies, the implementation of the targeted curricula change and the establishment of monitoring tools and processes. Additional consideration is given to employer and industry viewpoints, current and prospective student needs and viewpoints, governance requirements or regulations, and accreditation and licensure.

To be assured that Westwood College meets the current needs of industry, programs are reviewed on a continual basis by the college and Academic Affairs team at the central administrative office.

Recommendations from the advisory committees, employers, staff, and students can start the process for a curriculum change. If it is a major change, such as the elimination of an existing program or the implementation of a new program, the Academic Affairs and business development departments conduct a thorough review of the curriculum before action is taken. For new programs, review is provided to campus presidents, and academic deans. Research is conducted by region to help ensure the program meets the needs of the campus.

5.13.1 How are faculty members involved in curriculum evaluation and revision?

Faculty members are involved in the curriculum evaluation and revision process through the periodic evaluation of his/her course, textbook recommendations, and participation



with the local program advisory committees. Graduate and employer survey data is also used to assist in curriculum evaluation and revision

- 5.13.2 What evidence shows that the institution utilizes follow-up studies of its graduates to assist in curriculum evaluation and revision?

Westwood conducts regular surveys of graduates and employers, but has been challenged to turn this data into usable information that can be acted upon. The campus recognizes this weakness and is in the process of taking additional steps to improve the reliability and validity of graduate and employer feedback, which can be used for curriculum evaluation and revision.

- 5.14 What curriculum changes have been made during the last three years?

The Career Advantage Program (CAP) is the new curriculum that has changed in the last three years. CAP was launched with the January 2012 term. All of the courses in each program have been converted to 4.5 credit hours. In addition, these programs have been updated with the industry-standard trends and elective options have been added to most programs.

- 5.14.1 What changes are contemplated for the next three years?

Westwood plans to expand program offerings in the Schools of Technology and Allied Health. The College is embarking on an initiative to enhance linkages between employers and the various programs. It is expected that curricular changes will be driven from PAC and employer requests and suggestions.

- 5.15 How does the institution determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

Westwood College utilizes the course and program measurement as required and outlined by the Accrediting Council for Independent Colleges and Schools (ACICS) to determine appropriate allocation of contact time.

- 5.15.1 How does the institution monitor the number of contact hours completed for each course?

Credit is calculated based on the following attribution formula:

One quarter credit hour equals at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of practicum. The formula for calculating the number of quarter credit hours for each course is  $(\text{hours of lecture}/10) + (\text{hours of lab}/20) + \text{Hours of practicum}/30$ .

- 5.16 How does the institution determine the appropriate scheduling of classes in relationship to the needs of the students?

The primary goal of the course scheduling process is to maximize the probability that all students receive their choice of courses required for graduation on a timely basis (within the prescribed number of terms) by providing a conflict-free resource environment (staff, space, and courses) which minimizing operating and capital costs. Factors that determine appropriate scheduling includes: whether the student has to take foundational courses, whether the student has transfer credits, students who have withdrawn from a course for from school totally, students who have failed course(s), the number of students enrolled in each program. Strategies used to assist students in staying on track include online courses, independent studies, courses offered at other Westwood campuses, students



taking a combination of both day and evening courses, and encouraging students to maintain full-time enrollment status each term.

In addition, each student is assigned an academic advisor to ensure students take the required courses in the term in which they are offered to minimize future schedule inconveniences.

Classroom and laboratory usage is monitored and reported each term to ensure efficiency along with the scheduling effectiveness aforementioned.

## INSTRUCTION AND FACULTY

*In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the Accreditation Criteria.*

5.17 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.

The facility offers more than 40,000 square feet of classroom and office space with learning resources available to accommodate students during most college hours. Computer services and internet services are available in the library and other areas dedicated to additional learning support. These areas also have research resources and materials that will enhance the classroom instruction.

Westwood College also provides students with hands-on instruction using a variety of medical, technical, and computer equipment. General equipment for all educational programs includes classroom whiteboards, computers, LCD projectors, internet connections, and a variety of software and electronic resources.

5.18 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

The selection of teaching and learning materials is an integral part of Westwood College's curriculum planning and delivery. This process provides routine procedures for choosing and using materials and for the resolution of ineffective or obsolete materials. The campus librarians along with input from the campus program chairs ensure that the learning materials support the achievement of curriculum and program outcomes. In addition, the process includes a materials request form for faculty and periodic review and culling of materials to ensure relevance, effectiveness, and appropriateness.

5.19 Describe how the institution ensures that students have access to appropriate learning materials, e.g., textbooks, laboratory equipment.

Prior to the beginning of each term, students are issued the required textbooks and equipment for their scheduled classes. Westwood College students use <http://www.wconnect.westwood.edu> to log into the student bookstore and order the appropriate books and supplies through Ambassador Books. Students also have access to online textbooks and can order through the virtual bookstore. Access to program software is available on campus computers. Ground students who are enrolled in an online course order their books through Specialty Books online bookstore. In addition, some instructors post their teaching materials online.

All faculty and staff discuss the importance of ordering books and having the correct materials in class and this process is also outlined in the course syllabus. The Admissions Representatives discuss the process of ordering books and supplies in the student Welcome Kit and throughout the admissions process. In addition, the library is open Monday through Friday from 8:00 am until 9:00 pm., and additional hours of operation on Saturday to assist students with this process.



The Campus Librarian, the Campus President, and the Director of Career Development Services visits the Success Strategies course each term which all first term students are required to take. The process for ordering textbooks and materials as well as utilizing and accessing laboratory equipment is discussed. In addition, this information is reemphasized in all courses by every instructor.

- 5.20 Describe how the institution ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

Software is purchased on two levels: Enterprise and Campus. Enterprise level software is software that is available as a whole to all staff and student workstations and licensing is done through volume licensing through Central Administration. Campus level software is purchased and intended only for the campus for which it is purchased. Licensing for campus level is a little bit different in that they are workstation specific, i.e., limited number of seats per software.

To ensure compliance with copyright laws, no software is installed on any computer other than campus provided workstations. This process is outlined in the IT usage policy available to all employees.

- 5.21 Who is responsible for faculty orientation?

The campus academic dean assumes overall responsibility for the faculty orientation process.

However, each program chairperson also provides faculty with departmental overviews, training, and a discussion regarding administrative and student expectations.

- 5.21.1 Describe the orientation of the faculty to the institution.

The New Faculty Orientation Program is designed to acclimate both full-time and part-time new faculty to the Westwood College Community. The program chair facilitates this process and is responsible for the implementation. The agenda includes:

- Understanding of Institutional/Program Mission
- Demographics, Needs of Student Population, Probable Class Size
- Class Rolls, Student Attendance Procedures
- Classroom Procedures: Schedule, Breaks, Housekeeping
- Grade Rolls, Submission Procedures
- Faculty Evaluation Procedures
- Release of Student Information
- Student Retention
- Security/Reporting Incidents/Parking
- Library Logistics/Learning Resources Labs/Computer Labs
- Room Keys/Security Codes
- Mailbox/Office Space



- Introduction to key people
- Faculty Development Resources
- Grading/Course Syllabi
- Learning Styles
- Conducting An Effective First Class Meeting

5.22 How does the administration determine the qualifications of a faculty member to teach a particular course?

1. Bachelor and associate degree transfer courses – Must have graduate degree in the subject area taught or a graduate degree and a minimum of 18 semester/27 quarter graduate credits related to course/s to be taught, except areas where graduate degrees not readily available.
2. Associate degree non-transfer or diploma courses – bachelor degree or higher in subject area taught or bachelor degree and 18 semester/27 quarter undergraduate credits related to course/s to be taught. However, technical faculty will be credentialed based on certifications, experience and educational degrees, in accordance with accreditation criteria and Westwood College faculty credentialing policy.
3. Practical Experience – All faculty must have significant and appropriate documented work experience related directly to the subject area of the course assigned to be taught. (Applicable to all faculty except general education faculty.)
4. Professional Certifications- may be required for specific course curriculums (i.e. Cisco certification for the select networking classes). Three years of field or applicable teaching experience is highly preferred. Licenses are required if designated by state or accrediting commissions.

Additional desired Faculty qualifications:

- a. Teaching experience
- b. Working knowledge of Microsoft Word, Excel, and PowerPoint software
- c. Strong oral and written communication skills
- d. Strong attention to detail

Illinois Board of Higher Education Guidelines (effective April 12, 2012)\*

- Master degree courses - Faculty teaching in a graduate program shall have a doctorate in the field of instruction.
- General education - Faculty providing undergraduate general education coursework shall possess at a minimum a master's degree in the field of instruction.
- Bachelor degree courses - Faculty teaching in a baccalaureate degree program shall have at a minimum a masters' in the field of instruction.
- Associate degree courses - Faculty engaged in providing technical and career coursework at the associate degree level shall possess at a minimum a bachelor's degree in the field of instruction or equivalent training in the occupational field.



At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach at least one level above that of the courses being taught.

5.22.1 Describe qualifications of non-degreed teachers for the subjects they teach.

Non-applicable—there are no non-degreed teachers.

5.22.2 How are the qualifications documented?

All faculty files are maintained in the dean's office.

5.23 Describe the institution's procedure for collecting official transcripts for faculty members.

The academic dean, program chairpersons or the academic affairs assistant requests all official collegiate transcript(s) from every institution that the faculty member attended. The campus does not allow faculty to teach without official transcripts. All official transcripts must be on file before faculty members are assigned to any course

5.23.1 If there are faculty members whose official transcripts (those which bear the seal of the institution) are not on file, document what efforts are being made to obtain them.

n/a

5.24 In what ways does the institution evaluate instruction?

The campus believes that how teachers behave in the classroom and the instructional approaches they employ significantly affect the degree that students learn so classroom level instruction is carefully monitored for results to improve teaching.

Classroom observation of faculty is a seminal part of the evaluation process of faculty and the follow-up and feedback after the observation is used to promote better teaching. The classroom observation process affords an opportunity to access the actual instructional experience that is at the heart of teaching and learning. It provides a nexus between the input variables of the teacher and his/her students and the process of instruction itself. It is also part of the professional development process that allows the critical pieces of teacher knowledge and skills to come together in an authentic opportunity to gain insight about the quality of the learning experiences that are delivered.

Two classroom observations are administered to first time faculty, with two classroom observations within a twelve month period for all other faculty.

5.24.1 What is done to promote better teaching?

The faculty hiring process includes a teaching demonstration to ensure a baseline of teaching talent. All new faculty are required to complete a day long methods course before being assigned to a class. On-going faculty meetings and in-service programs frequently focus on classroom management and teaching strategies for the various types of learning extant at the campus.

5.25 Is there a faculty development plan on file for each member of the faculty?



Yes  No

5.25.1 How are the activities on the plan determined?

All development plans are established by classroom observations and discussions with each instructor, as well as those of the instructors' choosing.

5.25.2 How is the plan implemented?

Each instructor is responsible for implementing the professional development items in the plan under the supervision and direction of the assigned program chair.

In addition to the classroom observation process, students have an opportunity to evaluate and rate each of their faculty for every course every term. This feedback is used to coach faculty and it becomes a part of a development plan for improvement. This feedback is also helpful in determining topics for faculty meetings and In-Service Trainings which are in part designed to promote better teaching and learning.

The campus provides financial support for the following types of professional development:

**Tuition Reimbursement** -- Westwood College encourages all eligible staff to take advantage of the Tuition Reimbursement Program. Full-time faculty members may continue their formal education, which in turn, enhances their professionalism in the classroom and overall value to the college and corporation.

**Professional Organizations** -- Instructors are encouraged to keep current within their profession through participation in professional organizations such as IEEE and AIGA.

**Workshops/Seminars** -- All faculty members are encouraged to participate in seminars and workshops relative to their area of expertise.

5.25.3 How often is the plan reviewed?

Plans are reviewed at least annually for faculty. Plans may be reviewed in conjunction with the feedback from the classroom observations.

5.26 Describe how the institution ensures that all faculty complete development plans.

The academic dean and program chairs monitor all development plan activities. Completion of the development plans is a portion of the evaluation process for instructors. A summary sheet details all activities that have been completed.

5.26.1 How are the activities documented by the institution?

Copies of all completion certificates and attendance records for all seminars and workshops are kept in the instructors' files.

5.27 Describe the institution's program of in-service training for the improvement of instruction and curriculum.

Faculty members and Education Department staff attend a variety of in-service training activities. In-service training often includes seminars on teaching techniques, demonstrations of educational software, process improvement, goals establishment, policies, and procedures. Guest speakers are sometimes scheduled for training outside the capabilities of faculty and staff. Instructors are encouraged to share information and experience during these training sessions. Formalized in-service activities occur four times a year and informal inservice occurs during term



meetings. Additionally, many of these activities occur on a one-on-one basis and are tailored to each individual instructor due to the part-time employment of many of the adjunct instructors.

5.27.1 List the schedule for the next 12 months.

Campus In-Service Training

Date	Topic	Completed or Scheduled
10/06/11	Syllabi	Completed
06/16/12	Westwood Messaging	Completed
8/18/12	Utilizing MyPath To Improve Classroom Instruction	Completed
11/09/12	Motivating Students	Scheduled

5.28 Describe how the administration documents professional growth for full- and part-time faculty members.

The campus collects documentation of professional development activities throughout the year with a final review at the time of the formal faculty observations. Full-time staff are all evaluated in the Winter, while adjunct reviews vary somewhat for those not assigned to teach consistently term after term.

5.29 Describe the frequency, content, and documentation of faculty meetings.

The Academic Affairs Department holds weekly Leadership Team Meetings which include the Campus Academic Dean, the Academic Affairs Assistant, the Registrar, the Librarian, and the Program Chairs. The meeting agenda is prepared by the Academic Dean with input from program chairs and other participants. Meeting minutes are recorded and maintained by the Academic Affairs Assistant.

Meetings with Faculty, both full-time and part-time, are held at least once per term within the individual departments and are led by the respective program chair. The meeting agenda varies by Department and are determined by the program chair and needs of students. Faculty members are notified of meetings well in advance and are encouraged to submit agenda topics for discussion. Meeting minutes are prepared and maintained by the respective program chair.

Campus-wide all faculty and staff meetings are held once a quarter in addition to ad hoc meetings which are held per committee and determined by campus needs. Agendas and meeting notes are recorded and maintained by the Executive Assistant to the President.

5.30 Describe the institution's plans for ongoing improvement in curriculum and faculty.

Faculty and curriculum improvement is an ongoing process. All faculty are encouraged to take advantage of the tuition reimbursement program. Faculty members are sponsored to attend professional seminars when they are available in the area.

After an instructor has reviewed his/her in-class evaluation, areas that can be improved are pointed out and guidance given. While not part of a plan, conversation beginning with: "Have you ever tried..." or



“What could I have done...” frequently begin sentences, as instructors try to help each other or seek advice from supervisors and managers.

For curriculum review and improvement, input is received from central administration curriculum managers in academic affairs are done so in a timely manner. Concerns that require a major curriculum change are most often considered at the Program Chair’ monthly conference calls. Proposed changes are presented to curriculum managers and Academic Affairs. Academic Affairs will take on the responsibility of incorporating all the feedback and making the changes as necessary, after any modifications are sent to the accrediting bodies for approval.

- 5.31 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the institution?

The teaching load for full-time faculty is 24 hours per week or five courses per term. Faculty is not assigned to teach in more than four subjects per term and rarely more than two fields. Generally, the same instructor teaches both lecture and lab in the same subject area.

Adjunct faculty members are hired on a course by course basis and are not permitted to exceed fulltime limits within the Westwood College system.

- 5.32 What is the overall student-teacher ratio at the institution?

As of the September 13, 2012, the student-teacher ratio at the O'Hare campus is nine (9) students for every one instructor. This is based on a student population of 478 students

#### ***OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS***

- 5.33 Describe how the general education courses offered by the institution contribute to the development of the student.

Westwood College’s philosophy and approach to general education promotes the appreciation for lifelong learning necessary to support the professional, academic, and personal success of Westwood students. Every degree program incorporates a common set of general education courses designed to prepare students with a basic foundation in communication, problem-solving, teamwork, ethics, and professionalism. These themes are then further integrated and applied throughout the core curriculum

- 5.33.1 Cite examples:

- Westwood College’s general education approach will inspire and instill in its students the necessity for lifelong intellectual and social growth. Upon graduation, Westwood College students will demonstrate: understanding and appreciation for lifelong learning and intellectual curiosity.
- Westwood College’s general education approach will develop, enhance and improve students’ writing, speaking, reading, listening and presenting skills. Upon graduation, Westwood College students will demonstrate: effective written and oral communication skills.
- Westwood College’s general education approach will emphasize the growth and development of critical and analytical thinking, qualitative and quantitative reasoning and the ability to synthesize and apply a range of thinking modalities in problem solving. Upon graduation, Westwood



College students will demonstrate: ability to solve problems by applying a variety of thinking methods.

Westwood College's general education approach will create and foster a greater degree of social, political, psychological, historical, and environmental awareness among its students.

Upon graduation, Westwood College students will demonstrate: knowledge of ethical principles and attitudes of professionalism.

Westwood College's general education approach will provide students with positive and successful collaborative learning experiences that will reinforce and strengthen students' skills of relationship building. Upon graduation, Westwood College students will demonstrate: teamwork and interpersonal interaction skills.

### ***OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS***

5.34 Describe how part-time faculty are utilized by the institution.

Adjunct faculty are a significant portion of the instructional staff at the campus. Westwood generally has similar expectation for full-time and adjunct faculty. The primary differences are the adjunct faculty are not expected to be present on campus during non-teaching times, except for office and tutoring hours, and over breaks.

5.34.1 What percentage of the faculty is part-time?

As of the August 2012 term, approximately 81 percent of all faculty is part-time

5.34.2 Describe the procedures for evaluation and monitoring of part-time faculty.

Adjunct faculty are evaluated and monitored in the same manner as a full-time faculty member. The timing and frequency of these evaluations may vary when faculty are not assigned to teach during a particular term.

### ***ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS***

5.35 What percent of those subjects which are part of academic associate's, bachelors, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

With the exception of the school of healthcare and one faculty member in criminal justice, all faculty have earned master's degrees or higher. The school of healthcare offers a diploma in medical assisting. Approximately 99 percent of the faculty who teach in the school of healthcare program possess an earned masters degree or higher. All others teaching in the school of healthcare possess at least a Bachelor's Degree and other appropriate certification.

Ninety-nine percent (99%) of the courses at the bachelors degree level and at the associate degree level that can be transferred toward a bachelor degree, including the general education courses, are taught by faculty possessing a graduate degree or higher in the subject area of the course assigned plus a minimum of four years of work experience, if appropriate, directly related to the subject area of the course assigned as required in the Accreditation Criteria.

5.35.1 Describe the institution's efforts to recruit and retain qualified faculty members.

Strategies to recruit and retain qualified faculty members include:



- The allocation of funds to recruit diverse faculty
- Establishing and maintaining cooperative relationship with government, community, industry, military, and business groups to recruit diverse faculty
- Facilitating and funding professional development opportunities for faculty
- Assigning mentors to provide assimilation into the Westwood College culture and to provide pedagogical and content support
- Encourage participation in campus and system wide meetings, trainings, and additional professional development
- Honoring an outstanding faculty at graduation and at the Annual Leadership Team meeting in Denver
- Implementing strategies to improve accessibility and awareness of work/life balance
- Increase the reward and recognition system for teaching innovation

5.36 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

Official transcripts for each faculty member are on file at the college and available for review. Areas of specific qualification are usually specified on "Data Sheets for Faculty and Staff Members." Related experience is similarly specified on these documents.

### ***DOCTORAL DEGREE INSTITUTIONS***

- 5.37 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?
- 5.38 Describe how the institution encourages its faculty to engage in practical or scholarly research and to publish in professional journals.
- 5.39 Explain how the institution's core full-time and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s).



## 6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

- 6.1 Provide an assessment of how the institution's buildings, classrooms, equipment, furniture, and surroundings meet the needs of an institution of its size and type.

The current facility occupies approximately 40,00 square feet including twelve classrooms, labs, general library, flex learning center and tutoring lab, student commons, and design labs. The campus location is in close proximity to restaurants, hotels, shopping areas and public transportation.

The campus facility is in compliance with all applicable local, state and federal agencies as evidenced by the following:

**Building Maintenance** – Care and maintenance of the building's major HVAC, electrical (including lighting), plumbing and elevator systems are provided through the building Landlord. Exterior windows, walls, roof, and structural portions are also maintained by the Landlord. The Campus Maintenance Coordinator notifies the Landlord of any necessary repairs such as; HVAC, plumbing or electrical.

**Fire Safety**- A contracted vendor maintains all fire extinguishers and inspects and re-charges each fire extinguisher on an annual basis to ensure they are in proper working order (Exhibit 6.1.A). All entryways, corridors, halls, stairways and elevator access and other exit passage ways are kept clear of obstructions for adequate egress in case of an emergency. Any fire safety related violation, issues or repairs are promptly provided to the Landlord of the Premises for correction.

**Accessibility** – The college is in compliance with Title III of the Americans with Disabilities Act of 1990 and reasonable efforts are made to ensure access to all parts of the building and facilities. In each course syllabus, instructors provide a written statement encouraging students to contact the Campus Disabilities Coordinator through the Student Support Department to discuss any necessary requirements or assistance regarding accessibility related issues.

**Hazardous Materials** – No substances considered to be hazardous, under the Occupational Safety and Health Act, are currently stored or used on the campus.

**Janitorial and Sanitation Services** – Campus janitorial and sanitation services are provided by a contracted vendor. The vendor is responsible for cleaning, dusting, sanitizing and trash removal for the elevator, restrooms, public corridors, common areas and offices. Standard trash and waste is disposed of daily in dumpsters by the janitorial service. Special waste, such as Sharps Disposal, has special handling and disposal procedures which are outlined in the Westwood College: Sharps Injury Prevention and Exposure Control Plan - Revised February 2010. Disposal of all materials is in accordance with all applicable Federal, State and Local rules and regulations.

**Building Security** – Building and Site security is managed in several ways via several methods. A security company has been contracted by the campus to provide on-site, unarmed, security



patrols during evening hours when classes are in session. This is in addition to the security provided by the Landlord. The campus also utilizes a closed circuit security camera system located on each floor of the building and in the campus parking lots which provides 24-hour video surveillance and recording. In addition, an Access Control System (ACS) is used on both floors of the building which is designed to limit access to the building by un-authorized personnel. The ACS uses an electronic card reader and programmable card entry, which limits entry and monitors entry into the building during off-hours and holidays. The closed circuit security camera system and the Access Control System are monitored and maintained by the Information Technology Department. Ample parking is available adjacent to the building which includes adequate site lighting provided during the evening hours. .

6.1.1 Is the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

YES  NO

6.2 How do the physical plant and equipment support the educational programs of the institution?

The current facility supports the educational programs of the institution by providing both generic and program-specific equipment.

Generic equipment includes whiteboards, projector with projection screen, speakers for audio, and a minimum of 1 computer workstation for every classroom.

Specific equipment includes hardware and software needs designed for the programs themselves. The hardware and software guidelines are outlined by the curriculum and standardized. Program chairs meet with the Campus Systems Administrator on a term basis to ensure that the correct version, quantity, and compatibility of hardware and software needs are addressed prior to the beginning of each term.

All equipment is inventoried in the capital expenditures spreadsheet reviewed by the Campus Systems Administrator and logged into campus inventory which includes not only Information Technology (IT) equipment but also everything else, i.e. Furniture sinks, tool kits, etc.

The physical plant supports educational programs by focusing on customer service and teamwork, operate and maintain campus facilities that are safe, healthy, and comfortable for students, faculty, staff, and visitors. Through on-going review and inspections the property owners/landlords ensures that the building temperature, lighting, grounds and maintenance, environmental health and safety, construction management, and water management are in proper order. This ongoing effort supports an environment for students, faculty, and staff that are conducive to learning.

6.3 Describe any plans to improve the physical plant and equipment.

The physical plant and equipment are maintained on a regular basis and are updated as program needs change. The facilities are regularly inspected to maintain optimal conditions.



## 7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria*.

7.1 Describe how the catalog reflects the institution's educational programs, operations, and services.

The catalog publishes full disclosure on programs (including course descriptions) student services, admissions, as well as grading policies, satisfactory academic progress (SAP), grievance procedures, violations that could impact a students continued education, the administration of the college, full-time faculty, legal disclosures, directions on applying for financial aid, refund policies and additional information that

7.1.1 How often is the catalog published?

The campus catalog is published as required when changes are made to programs, operation, admissions or other standards.

7.2 How does the institution ensure that all enrolled students receive a copy of the institutional catalog?

The catalog is given to students upon enrollemnt and is also available to all students and other interested parties at [www.westwoodcollege.edu](http://www.westwoodcollege.edu)

7.2.1 What other publications are provided to enrolled students?

The campus publishes Westwood College Overview and Graduate Statistics each year and are given to new students prior to their making decisions to enroll. The Overview contains information on the number of students who have graduated in the program for the previous year, the retention rate for the program, the number of graduates available for employment assistance, the graduates who are employed in field or related field, the percentage of graduates who pursued and obtained positions in their education related careers, the number of graduates reporting salary information, and the salary range for students placed. The salary information is broken out in full/part-time employment.

Students also receive disclosures on information that may impact their program such as, (but not limited to) availability of jobs in significant markets, the impact of having a criminal background, course information, etc. Copies of required disclosures are kept as part of the students academic file. Arbutration agreements are also given to students upon enrollment and a copy is kept in the student's academic file.

7.3 Describe the institution's advertising and promotional literature.

Promotional and advertising liture contain contact information for the campus, specific information significant to the intent of the document, contact information, and structural information that identifies a main campus and the additional locations attached to that campus. Advertising and promotional information that contain endorsements are identified. Copies of approval for use of statements of graduates or employers is kept on file by the campuses central administration office.

Also used in advertising is the internet and other social media which promotes activities of the campus.

7.4 Describe any plans for changes in publications.

Advertising layouts are frequently changed according to market information, however, there are no significant changes currently being planned.



- 7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

Each course is described with the acronym attached to that area of learning. Each course is also numbered to identify the level of the course, the complete course name, the number of credit hours awarded for the completion of the course, and the prerequisite (if any) required for the course.

- 7.5.1 How does the catalog explain the course numbering system?

Westwood uses an alpha numeric course coding system in which the first several characters represent the subject area and the digits represent the level of the course offering. Courses at the 100/200 level are typically lower division courses, as part of diploma or associate degree programs, and 300/400 level courses are considered to be upper division courses. For some associate degree programs, 300 level courses may occasionally be offered as needed to meet program outcomes. Courses at the 500/600 level are considered to be graduate level courses. This information is published in the college catalog at the beginning of the description of courses.

- 7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

The left hand side of each catalog program page identifies the number of credits to be earned as displayed in the section below:

General Education

Humanities 31.5

Social Sciences 22.5

Mathematics 9.0

Natural and Physical Science 4.5

Additionally the right had side of each program page lists required courses by topic area. Each course is identified by the course acronym, course name, and number of credits earned by completion of that course. The number of general education courses listed under section titles may total more credits than required in that specific area of general education which may allow the student a choice in a particular subject area.

- 7.7 Describe the campus' published performance information concerning student achievement.

The campus publishes campus performance as defined by student retention and employment. Student retention is defined by the number of students enrolled in a program during a specific time period, minus the number of students who drop. Employment is defined by the number of students who graduated or completed a program minus those students who have documentation for being unable to accept employment following graduation.

- 7.7.1 Where is the campus performance achievement information published?

On the consumer section of the [www.westwoodcollege.edu](http://www.westwoodcollege.edu) website and in the college catalog. The state of California also requires that each student be given a performance achievement document and the students must sign they received this statement.



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## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the resource center or library is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The resource center or library should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

### ***FOR NONDEGREE GRANTING INSTITUTIONS***

- 8.1 Explain how the instructional resources serve the needs of the institution's educational programs. How does the institution determine which reference works are acquired? Describe any contracts or agreements with outside libraries or resource centers.
- 8.2 Explain how the quantity and quality of instructional resources are appropriate for the size and type of the institution.
- 8.3 Explain how reference materials and periodicals are organized for easy usage and preservation.
- 8.4 Who is responsible for maintaining an up-to-date inventory of instructional resources?
- 8.5 Is there a budget for instructional resources?  
 YES  NO
- 8.5.1 How is the budget determined?
- 8.6 Describe any plans for improving instructional resources.

### ***FOR OCCUPATIONAL ASSOCIATE'S DEGREE INSTITUTIONS***

- 8.7 Who is responsible for assisting students and faculty in the use of the library during scheduled library hours?  
 The library is managed and coordinated by a qualified individual who holds a master of library science credential and sufficient experience to provide oversight and supervision. The campus librarian is primarily responsible for orienting, training and assisting students and faculty in the use of the library in a manner that supports learning objectives during scheduled library hours. Library assistants are employed in the form of federal work study students. They are available assist students and faculty when the campus librarian is off duty. The library is staffed by the campus librarian or library assistant every hour that the campus is opened.
- 8.7.1 Are library assistants employed?  
 YES  NO
- 8.7.2 If yes, describe.



- 8.8 Who is responsible for maintaining an up-to-date inventory of instructional resources?
- 8.9 Explain how the instructional resources serve the needs of the institution's educational programs.
- 8.9.1 How does the institution determine which reference works are acquired?
- 8.9.2 Describe any contracts or agreements with outside libraries or resource centers.
- 8.10 Is there a budget for instructional resources?  
 YES  NO
- 8.10.1 How is the budget determined?
- 8.11 What percentage of total tuition revenue is spent for library acquisitions?
- 8.12 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?
- 8.12.1 Explain.
- 8.13 Explain how the quantity and quality of instructional resources are appropriate for the size and type of the institution.
- 8.14 Explain how reference materials and periodicals are organized for easy usage and preservation.
- 8.15 How does the institution provide the study, reading, and information technology resources necessary to make the educational program(s) effective?
- 8.16 Describe the library facility, including information about the
- 8.16.1 total number of volumes;
- 8.16.2 number of titles directly related to business courses taught;
- 8.16.3 number of titles related to general education courses taught;



- 8.16.4 number of titles of other books;
- 8.16.5 number of business-related periodicals to which the institution currently subscribes; and
- 8.16.6 number of other periodicals available.
- 8.17 Describe the library's procedures regarding student borrowing and return of materials.
- 8.18 On an average class day, how many students use the library for reference work?
- 8.18.1 How many students use the library for study only?
- 8.18.2 How many check out books?
- 8.18.3 Are these averages increasing, decreasing, or remaining the same? Explain.
- 8.19 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:
- (a) faculty
- (b) appropriate national professional organizations and societies, and
- (c) a nationally recognized list (or lists) of books and periodicals?
- 8.20 Describe any plans for improving the library.

***FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS***

- 8.21 Describe the qualifications of the professionally trained individual to oversee the library.

The library is managed by Ann Horan who holds a Masters in Library and Information Science (MLIS) from the University of South Carolina (ALA accredited). Additionally, she has a second masters in Public Administration (MPA) and a BA in International Studies from the University of North Carolina-Chapel Hill. Ms. Horan has over 25 years professional library experience managing and developing academic and corporate library environments. The campus librarian has responsibility for the orientation of students and faculty in library usage, resource and reference selection, and information literacy. Programs, materials, and resources are selected and developed to support the learning objectives of the



college. The campus librarian provides oversight, training and supervision of student assistants to fully staff the library when she is off duty.

8.21.1 How does the individual maintain his/her professional awareness?

The librarian participates in monthly conference calls with the complete librarian staff of Westwood College. In addition, the librarian participates in Live Webinars and attends conferences such as the American Library Association (ALA). These can be done each year depending on times and budget.

8.22 How many hours a week does the professionally trained individual personally supervise the library?

8.22.1 Who is the trained individual(s) assigned to assist students in the use of the library during scheduled library hours?

The librarian. The librarian is scheduled 40 hours a week with availability or more in the absence of student workers or with other scheduled activities such as library classroom instruction sessions.

8.22.2 Are library assistants employed?

YES  NO

8.22.3 If yes, describe.

The library staffs work student students to serve as library assistants. Work study students assist the librarian in daily library tasks and in working with students, staff, and faculty.

8.23 What percentage of total tuition revenue is spent for library acquisitions?

The percentage of total tuition revenue that is spent for library acquisitions is approximately 4.5%.

8.24 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels? Explain.

The allocations have maintained their level

8.25 Describe information technology that is available to students and faculty.

The library houses 17 computer workstations that are loaded with Microsoft Office Suite applications and all the electronic resources that Westwood subscribes to. We have multiple electronic databases available through the WConnect portal, our online faculty/staff/student campus access system. (described in 8.36.1) These are located under the Learning Commons link on their homepages. An additional Information Technology resource available from the My Services link on the student/faculty portal is Lynda.com that allows users to learn, master, and use digital tools and techniques. Additionally, an ample physical collection of IT reference books, general circulation IT books, and current periodicals that support the Information Technology curriculum are provided in the library.

8.26 How are the holdings organized? What system is used to catalog library titles?

The library collection is arranged and organized by the Library of Congress cataloging classification scheme. The Surpass Library System (Surpass Central and Surpass Safari) is used to catalog library titles and provide access to Westwood's community of users

8.27 Describe the library's procedures regarding student borrowing and return of materials.

To check out materials from the library, Faculty and Staff must be actively employed and students must be current or actively enrolled. Using their Westwood ID they are able to check out books and magazines for 2 weeks (renewals allowed). Faculty may check our DVDs for 3 days, students use DVDs in library only. Electronic resources (books and databases) are provided through the campus portal 24/7.

8.28 On an average class day, how many students use the library for reference work?



77

8.28.1 How many students use the library for study only?

6

8.28.2 How many check out books?

4

8.28.3 Are these averages increasing, decreasing, or remaining the same? Explain.

Averages have remained the same; numbers vary dependant of time in term

8.29 How does the institution provide the study, reading, and information technology resources necessary to make the educational program(s) effective?

We have the usage of PC's and study areas in the library. We also have three computer labs available on campus for students to use as well. Students and Faculty have full access to the library catalog and our online databases from any computer. This includes access away from campus. This enables students to have quality time outside the classrooms to enhance their education at Westwood.

8.30 List the hours during which the library is open.

M-Thur 8a-9:30p

Fri-8a-7p

Sat-9a-12p

8.30.1 When the library is open for student and faculty use, is any other activity conducted there?

YES  NO 

8.30.2 If yes, explain.

Occasionally, there are passive programs & activities going on in the library, i.e. Photography Contest, Constitutional Collage, Poetry Readings

8.31 Describe the library facility, including information about the:

8.31.1 Total number of volumes;

2780

8.31.2 Number of titles directly related to business courses taught;

216

8.31.3 Number of titles related to general education courses taught;

1306

8.31.4 Number of titles of other books;

1017

8.31.5 Number of business-related periodicals to which the institution currently subscribes; and

4

8.31.6 Number of periodicals available.

39 print and online

8.32 Describe the interlibrary loan or other outside resource agreements.



Since our college and collections are small, we are not members of the state borrowing consortium with other state institutions. The libraries at Westwood College are a source of a wide range of materials including print, non-print and online databases. These resources enhance the curriculum and support the interests and needs of the students, faculty, and staff. In order to augment the collection, students are only able to borrow materials from other Westwood campuses in Illinois.

- 8.33 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?

Faculty requests are made for materials, both books and DVD's, needed in order for them to teach within their classes. The Librarian not only takes their requests prior to each term, but can take them during the term as well. We try and order the latest copies for our collection.

- 8.33.1 Are students able to access online resources from the institution?

YES  NO

- 8.34 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of

(a) faculty

As noted in the previous question above, the library solicits the help from the Faculty in building its collection. We order materials which parallel the classes which are taught.

(b) appropriate national professional organizations and societies, and

The librarian is a member of the (ALA) and electronically receives information on bestselling books and periodicals, the latest trends in libraries, as well as instructional materials to aid in building our collection.

(c) a nationally recognized list (or lists) of books and periodicals?

The librarian is a member of the (ALA) and electronically receives information on bestselling books and periodicals, the latest trends in libraries, as well as instructional materials to aid in building our collection.

- 8.35 Describe any plans for improving the library.

The librarian will always be adding to our collection to meet the needs of the faculty and students.

#### ***FOR ALL INSTITUTIONS***

- 8.36 Are there online resources available to students?

YES  NO

- 8.36.1 Describe all resources available on-line. Identify full-text items.

Academic Search Premier

Academic Search Premier (EBSCO) provides access to over 4,500 full-text scholarly journals (of which 3,700 of peer-reviewed) representing major academic subject areas, including social and hard sciences, engineering, technology, arts and humanities.

Britannica

Britannica Online is the online equivalent of the premier encyclopedia, supplemented with online articles, web links, videos, interactive timelines and country comparison data.



#### Business Source Premier

Business Source Premier (EBSCO) provides access to over 2,300 full-text business journals and industry reports, including the Harvard Business Review.

#### Computer Source

Computer Source (EBSCO) covers the IT and technology industries, including product reviews.

#### Greenfile

Greenfile (EBSCO) provides articles, reports and government documents on environmental issues from the fields of agriculture, education, law, health and technology.

#### ProQuest Central

ProQuest Central offers access to over 8,000 full-text journals in the fields of business, economics, medicine, news and world affairs, science, education, technology, humanities, social sciences, psychology, literature, law and women's studies.

#### LexisNexis Academic

LexisNexis Academic provides global, regional and local business news, as well as copious legal and medical research sources.

#### ProQuest Statistical Insight

ProQuest Statistical Insight cross references over 30,000 governmental, university and private demographic and economic reports.

#### Books on EBSCOhost

eBooks on EBSCOhost is an online book collection developed by Westwood librarians to meet the needs of our students and programs.

#### Points of View

Points of View Reference Center (EBSCO) includes point/counterpoint articles on hot and controversial issues, with supporting primary source documents.

#### STAT!Ref

Full-text medical references, including the Diagnostic and Statistical Manual of the American Psychological Association, 4th Ed. (DSM-IV-TR), the American Academy of Family Physicians Conditions A to Z, and the International Classification of Diseases, 9th Edition, Clinical Modification (ICD-9-CM).

#### Films on Demand

Films on Demand provides access to 8,900 full-length videos and 104,000 video clips covering ALL subject areas.

#### Academic eBook Subscription Collection



Electronic book collection includes over 90,000 full-text ebooks on academic subjects from business, to science and engineering, and the humanities. It offers unlimited, simultaneous user access.



## SELF-STUDY QUESTIONS SUPPLEMENT

### 9. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION

#### For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix I, Principles and Guidelines for Distance Education (and other forms of nontraditional education), of the *Accreditation Criteria*.

#### ***INSTITUTIONAL READINESS***

- 9.1 List the course(s)/program(s) taught through distance education.
- 9.2 Describe the method(s) to be used to deliver the distance education course(s)/program(s).
- 9.3 Does the Institutional Effectiveness Plan incorporate distance education activities?  
 YES  NO
- 9.3.1 What data is the institution collecting to assess student and faculty satisfaction with distance education instruction?
- 9.4 Who oversees the distance education course/program curriculum?
- 9.4.1 What are this individual's qualifications?
- 9.4.2 Who is responsible for course/program evaluation?

#### ***ADMISSIONS REQUIREMENTS AND ENROLLMENT***

- 9.5 What are the admission requirements for students taking distance education coursework?
- 9.6 Describe the orientation program for distance education students.

#### ***CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY***

- 9.7 Describe how interaction between faculty and students takes place.
- 9.8 Describe how interaction among students takes place.



9.9 What is the student-teacher ratio?

9.9.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

### ***FACULTY AND INSTRUCTIONAL SUPPORT***

9.10 Describe the faculty training program to prepare faculty to teach in a distance education environment.

9.11 Identify the educational resources and technology available to faculty on campus and on-line.

9.12 Identify all platforms used to deliver instruction.

### ***RESOURCES AND EQUIPMENT***

9.13 Is there a budget allocated to distance education delivery?

9.14 Describe the instructional resources, equipment, and library resources available to students on-line and residually.

### ***STUDENTS AND STUDENT SERVICES***

9.15 Describe the student services available to students taking coursework on-line.

9.16 Describe how students are oriented to the use of delivery platforms.

### ***STUDENT EVALUATION AND PROGRAM ASSESSMENT***

9.17 How are students taking distance education courses evaluated?

9.18 How is retention monitored?

9.19 Describe available placement services.

9.20 Describe how student, faculty, and employer satisfaction are identified.

9.21 How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

**PUBLICATIONS**

- 9.22 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

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of the Freedom of Information and Privacy Act



April 24, 2014

VIA EMAIL ONLY

Mark Williams  
 Le Cordon Bleu College of Culinary Arts Boston  
 215 First Street  
 3<sup>rd</sup> Floor  
 Cambridge, MA 02142  
[mwilliams@boston.chefs.edu](mailto:mwilliams@boston.chefs.edu)

ACICS ID	Campus Name, City, State	App ID:	Modification % within 12 mo.	Campus email
00048109	Le Cordon Bleu College of Culinary Arts Boston, Cambridge, MA	57452	8%	<a href="mailto:acicsinfo@boston.chefs.edu">acicsinfo@boston.chefs.edu</a>

*\*Modification % within 12 months refers only to program listed below.*

NON-SUBSTANTIVE PROGRAM MODIFICATION ACKNOWLEDGEMENT

Date Submitted: 4/23/2014

Credential Level: AA

Unit of Credit: Quarter

Dear Mr. Williams:

The Council has reviewed the non-substantive program modifications submitted by the institutions above and has recorded the changes in the institutional files. Based on the information submitted to the Council, the modifications appear to be within Council guidelines for non-substantive changes. The modified program measurements are stated below with the areas modified identified:

Modified	Modified	Modified	Modified	Modified
<u>Program Title</u>	<u>Contact Hours</u>	<u>Credit Hrs. Awarded</u>	<u>Length (weeks) Min-Max</u>	<u>% Modification This Approval</u>
Le Cordon Bleu Culinary Arts	1,550	107	60 / 84	8%

Thank you for keeping the Council informed of the activities at your institution. Please note that you will be required to submit the appropriate application if the revisions made to any program listed are equal to or greater than 25% over a period of 12 months pursuant to Section 2-2-504 of the *Accreditation Criteria*.

Sincerely,

*Shaniqua Smith*

Shaniqua Smith  
 Program Analyst I, Accreditation and Institutional Development (AID)



January 27, 2015

Sent Via Email Only

Michelle Noble  
 Le Cordon Bleu College of Culinary Arts  
 8511 Commodity Circle, Suite 100  
 Orlando, FL 32819

ACICS ID: 00019776

(b)(6) @orlando.chefs.edu

(b)(6) @orlando.chefs.edu

Dear Ms. Noble:

**SUBJECT: Non-substantive Program Modification Acknowledgement  
 Le Cordon Bleu College of Culinary Arts - Orlando - Branch**

Revisions to the program below are acknowledged to be less than 25% within a 12 month period and therefore are within the Council guidelines for a non-substantive program modification (NSPM) (see Section 2-2-504 of the ACICS *Accreditation Criteria*):

ACICS Program Credential Level: Academic Associate's

*An "X" indicates areas modified. The revised program measurements were recorded effective the date of this letter.*

NSPM App ID	Program Name	Clock / Contact Hrs X	Credit Hrs Awarded X	Length (weeks)	Modification this Approval / Total within 12 months X
					62135
62163	Le Cordon Bleu Culinary Arts	1490	103	84	<1% / <1%

ACICS Program Credential Level: Diploma

*An "X" indicates areas modified. The revised program measurements were recorded effective the date of this letter.*

NSPM App ID	Program Name	Clock / Contact Hrs X	Credit Hrs Awarded X	Length (weeks)	Modification this Approval / Total within 12 months X
					62136
62164	Le Cordon Bleu Culinary Arts	880	51	48	<1% / <1%

Non-substantive Program Modification Acknowledgement

January 27, 2015

Page 2 of 2

NSPM do not require Council approval, but must be submitted for acknowledgement. However, modifications of 25% or greater within a 12 month period, must be **approved** by Council **prior to implementation**. If you have questions regarding this acknowledgement or need guidance on the correct application if modifications are 25% or greater, please contact me.

Thank you for keeping the Council informed of the activities at your institution.

Sincerely,

(b)(6)

Katie Morrison  
*Program Analyst I*  
(202) 336-6780



Mrs. Julia A Brooks  
 Le Cordon Bleu College of Culinary Arts  
 600 SW 10th Avenue  
 Suite 400  
 Portland, OR 97205

(b)(6)@portland.chefs.edu

(b)(6)@msp.chefs.edu

(b)(6)@careered.com

#### ELECTRONIC DELIVERY ONLY

FROM: Albert C. Gray, Ph.D., Executive Director and CEO

DATE: June 10, 2013

SUBJECT: **Renewal of Accreditation  
 Institutions with a Grant Expiration Date of December 31, 2014**

**SUBMISSION DEADLINE: October 31, 2013**

(b)(6)

Your institution's grant of accreditation will expire on December 31, 2014. In accordance with Section 2-1-300 and 2-1-301 of the *ACICS Accreditation Criteria*, it is the responsibility of the institution to initiate renewal of accreditation by paying for and submitting a Renewal of Accreditation Application and self-study documents. The deadline for submission is **October 31, 2013**. This notice is to inform you of the reapplication procedures and other pertinent information. ACICS is committed to collaborating with the institution in effecting a smooth and deliberate path toward meeting ACICS criteria and maintaining an accreditation status.

#### **VISIT CYCLE ASSIGNMENT**

The assigned visit cycle(s) for the main campus, additional locations (previously referred to as branch) and campus additions (previously referred to as learning site) are provided in Table A – Assignment of Visit Cycle and List of Campuses. The visit cycle assignment is subject to change at Council discretion.

Visits take place during one of three travel periods: January-February (Winter Cycle), late April-June (Spring Cycle), and late August-October (Fall Cycle). A standard Accreditation Renewal (previously referred to as new grant) site visit is scheduled for two to three days. The length of a visit and the composition of the evaluation team will depend on total enrollment, program offerings and modes of instructional delivery. All non-main campuses, including campus additions, must be visited before the institutional evaluation will be considered complete.

The campus director for each campus will be contacted by the ACICS coordinator assigned the visit prior to the beginning of the visit cycle. If for any reason the institution has not received an initial communication prior to the assigned visit cycle, please contact Ms. Jocelyn Harris, Manager - Quality Assurance, at (b)(6)@acics.org. The Council also routinely notifies state officials of upcoming evaluation visits so that they may observe the visit.

**Accrediting Council for Independent Colleges and Schools**

750 First St, NE, Suite 980 • Washington, DC 20002-4223 • t-202-336-6780 • f-202-842-2593 • [www.acics.org](http://www.acics.org)



### **APPROVED PROGRAM LISTING VERIFICATION**

Each campus is required to log in to the membership web site and go to **My Account/My Accredited Programs**. This web page provides the campus with a real-time list of its approved programs, as recorded in the ACICS database. This information is used to prepare the visit team and visit invoice. If the program listing is incomplete or inaccurate, it is the responsibility of the campus to communicate the discrepancy with the staff coordinator assigned to the visit. Please place the ACICS ID (000XXXXX) NG PROGRAM DISCREPANCY in the subject of the email.

### **DEADLINES AND FEES**

The initiation of a renewal of accreditation and the submission of the self-study documents for each campus must be submitted no later than **October 31, 2013**. A \$500 late fee will be assessed for all late submissions.

The Renewal of Accreditation Application fee is **\$2,000** for each main campus and additional location. In addition to the application fee, there is a **\$500** surcharge for each Campus Addition and a **\$100** surcharge for each active, approved program. Programs that have been officially discontinued through notice to ACICS are not counted as an approved program.

Expenses associated with the evaluation visit are the responsibility of the institution. ACICS will invoice institutions for the visit fee following the visit. The invoice may be viewed on the membership web page - **My Account/My Orders**. A hard copy of the invoice will also be sent via the U.S. Postal Service. In compliance with Section 2-3-401(d) of the *Accreditation Criteria*, the institution's current grant of accreditation may be revoked if the institution fails to pay its annual fees, application fees, other assessed fees, or evaluation expenses (see Section 2-1-804).

### **COMMUNICATION TO INSTITUTION**

Time-sensitive and campus proprietary information will be communicated through the campus' unique email address and not an individual's email address. ACICS communications will only be addressed to the main contact. These communications include: notification of visit dates and team members assigned to the visit; the visit report with any areas of non-compliance (if applicable); response deadlines, and Council action letters. It is the responsibility of the campus to route communication sent to the institutional email account to the appropriate person(s). If the main contact person listed on our communication is no longer affiliated with the campus or no longer holds the responsibility of main contact for ACICS accreditation, notify ACICS via email at [INSTCHANGE@acics.org](mailto:INSTCHANGE@acics.org). The institution can view the relationship tree from the membership web page / My Account.

### **SUBMISSION INSTRUCTIONS**

The Renewal of Accreditation Application may be submitted only electronically. For assistance with login information or institutional usernames and passwords, please send an email to ACICS at [ebiz@acics.org](mailto:ebiz@acics.org).

The ACICS public web site at [www.acics.org](http://www.acics.org) Accreditation tab/Applications and Forms/ provides step-by-step instructions for purchasing an application, uploading documents and linking the end-user to any document template required for an application process. The documents required for submission of a renewal of accreditation are collectively referred to as the institution's self-study. **ACICS NO LONGER ACCEPTS RENEWAL OF ACCREDITATION SELF-STUDY SUBMISSION IN BINDER FORMAT.**

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ACICS member web page also includes a link to the electronic document management (EDM) system. A campus can access documents uploaded by the institution (since June, 2009) by clicking on the *Link To EDM* from their member web page. A campus must initiate an application process and upload at least one document before access to the EDM will occur.

The primary contact for Renewal of Accreditation Application process is Ms. Susan Greer at [sgreer@acics.org](mailto:sgreer@acics.org). The primary contact for visit schedule assignments is Ms. Jocelyn Harris at [jharris@acics.org](mailto:jharris@acics.org).

#### TABLE A – ASSIGNMENT OF VISIT CYCLE AND LIST OF CAMPUSES

Table A is the institution's list of campuses. An institution is defined as a main campus and any additional locations of that main campus. All campuses within the institution will be reviewed for reaccreditation in the same cycle unless otherwise stated by the Council.

The 2014 cycle designated for the list of campuses below is:

**SPRING CYCLE**

*Winter Cycle – Jan-Feb visits*  
*Spring Cycle – May-Jun visits*  
*Fall Cycle – Sep-Oct visits*

*Classification (Class) Legend:*

*MC = Main Campus*

*AL = Additional Location (previously referred to as branch campus)*

*CA = Campus Addition (previously referred to as learning site)*

ACICS ID	Class	Name_City_State_Country	Credential Level
00038375	MC	Le Cordon Bleu College of Culinary Arts, Portland, OR,	Academic Associate Degree
00038353	AL	Le Cordon Bleu College of Culinary Arts, Mendota Heights, MN,	Academic Associate Degree
00038381	AL	Le Cordon Bleu College of Culinary Arts, Tucker, GA,	Academic Associate Degree

---

**From:** Glenn Mack <(b)(6)@atlanta.chefs.edu>  
**Sent:** 9/21/2013 2:35:04 PM -0400  
**To:** Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>  
**Subject:** FW: Accreditation of Colleges with Pastry programs

Hi Sue,

Can you assist while Dr. Gurubatham is away? Kind regards, Glenn

Direct: 770-723-(b)(6)  
Cell: (b)(6)

---

**From:** Glenn Mack  
**Sent:** Saturday, September 21, 2013 12:52 PM  
**To:** (b)(6)@acics.org  
**Subject:** Accreditation of Colleges with Pastry programs

September 21, 2013

Accrediting Council for Independent Colleges and Schools  
Joseph E. Gurubatham, Ed.D., Senior Vice President of Accreditation and  
Institutional Development 750 First Street, NE, Suite 980  
Washington, DC 20002-4242

Dear Dr. Gurubatham,

I'm an independent scholar conducting research and writing articles about the first pastry schools/programs/courses in the US, as well as the accreditation of pastry arts programs for the forthcoming Oxford Companion to Sweets by Oxford University Press. If you do not know the answers, can you please forward to someone in your agency who can assist?

1. What year did your organization accredit the first institution that offered a culinary arts program?
2. What year did your organization accredit the first institution that offered a first pastry/baking arts program?
3. How many institutions that offer culinary arts are currently accredited by your organization?
4. How many institutions that offer pastry/baking arts are currently accredited by your organization?
5. Is it possible to get a list of accredited institutions that offer culinary arts pastry/baking arts?

Thank you so much,

Glenn R. Mack, EdD  
Campus President

Le Cordon Bleu College of Culinary Arts  
1927 Lakeside Parkway  
Tucker, GA 30084  
<http://chefs.edu/atlanta/>

Direct: 770-723-(b)(6)

Fax: 770-938-4571

Cell: (b)(6)

(b)(6)@atlanta.chefs.edu

---

**From:** Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>  
**Sent:** 8/7/2015 3:55:29 PM -0400  
**To:** Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>; Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfbf53b7514e-IHarazduk>  
**Subject:** FW: Closed School Alert - Actual Closure

Ian

Once the campus closing process migrates to this part of AID the distribution for these notices will be appropriate. For now, I won't ask them to include you, unless you want to be. I'm not sure how they developed this distribution list in the first place, but at least we are receiving notices.

Sue Greer

Vice President – Accreditation Operations

202-336-(b)(6)

---

**From:** Lawrence, Andrew [mailto:Andrew.Lawrence@ed.gov]  
**Sent:** Friday, August 07, 2015 3:39 PM  
**To:** Ware, Angela; Johnson, Carla; Buszkohl, Mark; Cartwright, Willie; Devito, Linda; Eldred, Jane; Fediw, Marcia; Frola, Michael; Hagedorn, Andrew; Harvey, Margery; Hemelt, Barbara; Hill, Tiffany; Johnson, Henry A.; Johnston, Tara; Killiam, Thomas; Matos, Jorge; Mecca, Shari; Miles, Eric; Powers, Michael E.; Robertson, Stephanie; Scott, Byron; Smith, Joseph; Stein, Michael; Steward, Jamal; Toms, Alan; Dossa, Shein; Gelfand, Robert; Gladden, Meghan; Logan, Chartise; Kennedy, Patrick; Vu, Larry  
**Cc:** FSA PC SESG Closed School Group; Susan Greer; 'SylviaRosaCasanova@schev.edu'; 'OneSupport@HigherOne.com'  
**Subject:** Closed School Alert - Actual Closure  
**Importance:** High

## **CLOSED SCHOOL EARLY ALERT**

Federal Student Aid has been informed or has become aware of an Actual Closure for the institution listed below, which occurred on **July 24, 2015**. All activities will be

coordinated by Andrew Lawrence, Closed School Analyst (CSA), Multi-Regional & Foreign Schools Participation Division.

Please note that the Closed School Case Review is not yet complete. Final determinations will be shared upon completion.

If you have information that this SPD should know before it makes a final determination about the institution listed, **or are aware of substantive issues at another institution with the same owner(s) or official(s)**, please notify me immediately. Thank you for your attention to this matter.

OPEID:	00942000			
TIN:	364328545			
Grantee DUNS:	074825852			
Institution Name:	Sanford-Brown College			
Address:	1761 Old Meadows Road McLean, VA 22102-4301			
Additional Locations:	None.			
Owner:	TIN	LEVEL	NAME	PERCENT
	OWNED			
	132928594	1	Sanford-Brown, LTD.	100%
	562341960	2	Marlin Acquisition Corp.	100%
Officials & Directors:	Ron McCray – Interim President/CEO Will Coakley – Director of Student Finance David A. Rawden – Interim CFO			
Accrediting Agency:	Accrediting Council for Independent Colleges and Schools			

## Other institutions

## Owned:

001123, Brooks Institute  
020757, Briarcliffe College  
012877, Sanford-Brown College – Farmington  
011647, SBI Campus - An Affiliate of Sanford-Brown  
007481, Sanford-Brown College – Boston  
010148, Colorado Technical University  
022052, Sanford-Brown College  
021160, Sanford-Brown College – Atlanta  
026150, Sanford-Brown College – Dallas  
026149, Sanford-Brown Institute - White Plains  
026164, Sanford-Brown Institute – Jacksonville  
022023, Sanford-Brown Institute – Pittsburgh  
020552, Harrington College of Design  
030226, Le Cordon Bleu College of Culinary Arts  
032103, Le Cordon Bleu College of Culinary Arts  
026167, Le Cordon Bleu College of Culinary Arts  
030314, International Academy of Design and Technology  
021603, International Academy of Design and Technology  
007351, Brown College  
025693, Le Cordon Bleu College of Culinary Arts  
009795, Missouri College  
021136, American InterContinental University  
022202, California Culinary Academy  
023522, Le Cordon Bleu College of Culinary Arts in Chicago

**Andrew Lawrence**

**Closed School Analyst**

**U.S. Department of Education**

**Multi-Regional and Foreign Schools Participation Division**

**Federal Student Aid**

**[Andrew.Lawrence@ed.gov](mailto:Andrew.Lawrence@ed.gov)**

**202/377-**(b)(6)



# LE CORDON BLEU

Atlanta, GA

Austin, TX

Boston, MA

Chicago, IL

Dallas, TX

Las Vegas, NV

Los Angeles, CA

Miami, FL

Minneapolis/St. Paul, MN

Orlando, FL

Portland, OR

Sacramento, CA

San Francisco, CA

Scottsdale, AZ

Seattle, WA

St. Louis, MO

September 10, 2014

Earline Simons-Bullock  
Executive Secretary  
ACICS  
750 First Street, NE, Suite 980  
Washington, DC 20002-4241

Dear Ms. Simons-Bullock,

This letter is to notify ACICS that we have changed the Course Prerequisites for LCBC125 Cost Control and Purchasing. Students will now need to complete MTH135 College Mathematics prior to taking LCBC125 Cost Control and Purchasing.

The following outlines the changes.

Program Description	Course Code	Course Name	Prerequisite Course(s)
AAS in Le Cordon Bleu Culinary Arts	LCBC125	Cost Control and Purchasing	MTH135 College Mathematics
AAS in Le Cordon Bleu Patisserie & Baking	LCBC125	Cost Control and Purchasing	MTH135 College Mathematics

If you should have any questions please do not hesitate to contact me at 636-696-4903 or [vdavenport@stlouis.chefs.edu](mailto:vdavenport@stlouis.chefs.edu).

Respectfully,

(b)(6)

Vicki Davenport  
Director of Education

---

**From:** Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>  
**Sent:** 4/6/2015 9:34:53 AM -0400  
**To:** Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfbf53b7514e-IHarazduk>  
**CC:** Albert C. Gray <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a1a35d9f738542d48eb5f1ddabe428e0-agray>; Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>; Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>  
**Subject:** FW: Le Cordon Bleu St. Louis

Ian

You were cc'd on this email, but I wanted to share it with others whom I emailed moments ago about this closing.

Sue Greer

Vice President – Accreditation Operations

202-336-(b)(6)

---

**From:** Jessica Sanders [mailto:(b)(6)@careered.com]  
**Sent:** Monday, April 06, 2015 9:27 AM  
**To:** Susan Greer  
**Cc:** Robert Eitel; Don Cotham; John Fogarty; Ian Harazduk  
**Subject:** Le Cordon Bleu St. Louis

Hi Sue,

I write in follow up to our conversation this morning informing you that Le Cordon Bleu College of Culinary Arts ("LCB") located in St. Louis, Missouri announced a teach-out today. This was a hard decision to make, but one that we think to be in the best interests of the institution.

I want to emphasize that this is not an abrupt campus closure, but an organized, managed, and closely monitored teach-out effort that will allow currently enrolled students the reasonable opportunity to complete their programs. CEC has a proven track record in its handling of teach-outs, and LCB is committed to doing an exceptional job to ensure that its faculty, staff, and students are well served throughout the teach-out process. To that end, the institution's leaders are meeting with faculty, staff, and students today, as well as reaching out to students on leaves of absence, withdrawn students, alumni, external partners, and the like. The institution expects to complete its teach-out by no later than November 2016.

LCB St. Louis expects to provide ACICS with its teach-out plan on or around April 30, 2015 and will follow the process as you described today. In the interim, should you have any questions, please contact me.

Thank you,

*Jessica*

Jessica Sanders

Director of Regulatory Operations | Licensing and Accreditation | Le Cordon Bleu

Cell Phone (b)(6) Fax (847) 551-7891

(b)(6) @careered.com



# LE CORDON BLEU.

RECEIVED  
OCT 01 2013  
BY: # 403

Atlanta, GA

Austin, TX

Boston, MA

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Dallas, TX

Las Vegas, NV

Los Angeles, CA

Miami, FL

Minneapolis/St. Paul, MN

Orlando, FL

Pittsburgh, PA

Portland, OR

Sacramento, CA

San Francisco, CA

Scottsdale, AZ

Seattle, WA

St. Louis, MO

September 23, 2013

Dr. Albert C. Gray  
Executive Director  
Accrediting Council for Independent Colleges and Schools  
750 First Street NE  
Suite 980  
Washington, DC 20002

**RE: 00048109**

Dear Dr. Gray,

This notification is to inform you that while I am still serving as Interim President of Le Cordon Bleu College of Culinary Arts in Cambridge, MA to replace Rafael Castaneda who left the institution early this year, Stephen Villett, Campus Business Operations Manager is filling the role of campus on-site administrator. Enclosed is his Staff Datasheet for your reference. Please feel free to contact me if you have any questions.

(b)(6)

Interim President, Le Cordon Bleu Boston

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act



November 4, 2014

Ms. Susan Greer  
Vice President of Accreditation and Institutional Development  
Accrediting Council for Independent  
Colleges and Schools  
750 First Street NE  
Suite 980  
Washington, DC 20002-4223

Re: Revised Program Classification of Instructional Program (CIP) Codes

**Institution Code:**

Le Cordon Bleu College of Culinary Arts, Los Angeles, CA – School Code 00019019  
Le Cordon Bleu College of Culinary Arts, Orlando, FL – School Code 00019776  
Le Cordon Bleu College of Culinary Arts, Austin, TX – School Code 00021352  
Le Cordon Bleu College of Culinary Arts, Sacramento, CA – School Code 00023522  
Le Cordon Bleu College of Culinary Arts, Dallas, TX – School Code 00023542  
Le Cordon Bleu College of Culinary Arts, Seattle, WA – School Code 00023929  
Le Cordon Bleu College of Culinary Arts, Mendota Heights, MN – School Code 00038353  
Le Cordon Bleu College of Culinary Arts, Portland, OR – School Code 00038375  
Le Cordon Bleu College of Culinary Arts, Atlanta, GA – School Code 00038381  
Le Cordon Bleu College of Culinary Arts, Las Vegas, NV – School Code 00048157  
Le Cordon Bleu College of Culinary Arts, Boston, MA – School Code 00048109  
Le Cordon Bleu College of Culinary Arts, Miami, FL – School Code 00048561  
Le Cordon Bleu College of Culinary Arts, Scottsdale, AZ – School Code 00048705

Dear Ms. Greer,

Please accept this letter as notification of CIP Code revisions for the institutions listed above. The attached document includes the campus, program name, current CIP Code as listed in the ACICS directory, and revised CIP Code for each institution.

If you have questions or need further information, please do not hesitate to contact me at directly at 724-255-5209.

Respectfully,

A handwritten signature in black ink that reads "Jessica Sanders".

Jessica Sanders  
Director of Regulatory Operations

Enclosure: Revised CIP Code Table

<b>Campus</b>	<b>Program</b>	<b>Current CIP per ACICS Website</b>	<b>Corrected CIP</b>
Le Cordon Bleu College of Culinary Arts, Los Angeles, CA	Diploma - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Los Angeles, CA	A.O.S. - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Los Angeles, CA	A.O.S. - Le Cordon Bleu Hospitality And Restaurant Management	52.0904	12.0504
Le Cordon Bleu College of Culinary Arts, Orlando, FL	Diploma - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Orlando, FL	A.S. - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Austin, TX	Certificate - Le Cordon Bleu Culinary Arts	12.0505	12.0503
Le Cordon Bleu College of Culinary Arts, Austin, TX	Certificate - Le Cordon Bleu Patisserie And Baking	12.0505	12.0501
Le Cordon Bleu College of Culinary Arts, Austin, TX	A.A.S. - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Sacramento, CA	Certificate - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Dallas, TX	Certificate - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Dallas, TX	A.A.S. - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Seattle, WA	Certificate - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Mendota Heights, MN	A.A.S - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Mendota Heights, MN	Certificate - Le Cordon Bleu Culinary Arts	12.0505	12.0503
Le Cordon Bleu College of Culinary Arts, Portland, OR	Certificate - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Portland, OR	A.O.S. - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Atlanta, GA	Certificate - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Atlanta, GA	A.O.S. - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Atlanta, GA	Certificate - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Las Vegas, NV	A.O.S. - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Boston, MA	Certificate - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts,	A.A.S - Le Cordon Bleu	12.0500	12.0503

Boston, MA	Culinary Arts		
Le Cordon Bleu College of Culinary Arts, Miami, FL	Diploma - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Miami, FL	A.S. - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Scottsdale, AZ	Certificate - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Scottsdale, AZ	A.O.S. - Le Cordon Bleu Culinary Arts	12.0500	12.0503
Le Cordon Bleu College of Culinary Arts, Scottsdale, AZ	B.A. - Le Cordon Bleu Culinary Management	12.0500	12.0504
Le Cordon Bleu College of Culinary Arts, Scottsdale, AZ	A.O.S. - Le Cordon Bleu Culinary Operations	12.0500	12.0504
Le Cordon Bleu College of Culinary Arts, Scottsdale, AZ	A.O.S. - Le Cordon Bleu Hospitality And Restaurant Management	12.0500	12.0504

---

**From:** Conor O'Malley <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A81B00D0E2F44ACDA414B9679EB00D76-CONOR O'MAL>  
**Sent:** 9/29/2014 1:48:28 PM -0400  
**To:** (b) (6) @austin.chefs.edu; (b) (6) @austin.chefs.edu  
**CC:** Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>  
**Subject:** Le Cordon Bleu College of Culinary Arts PVP BETA Test

Dear Mr. Smith,

Le Cordon Bleu College of Culinary Arts has been selected to submit another month of placement data for the ACICS BETA test.

The institution has the option to submit either October or November placement activity. Please inform us of the month selected.

Thank you for your support with the BETA testing. As a result of the feedback Webinars, the following action items were discussed.

- Upload process met expectations – no recommendations for improvement.
- Pre-test communication met expectations – recommendation to ensure all participants are notified sufficiently in advance of the launch date and their submission month/required timeframe.
- Instructional communication met expectations - no recommendations for improvement.

The following were recommendations of improvement to the tools used to report and summarize data

- Add a link on membership web page to access PVP reports including an “action required” report
- Add timeline on PVP web page which would include date email was sent, date graduate/employer responded, date verified by ACICS
- Include reports from a hierarchical perspective (Corporate / Main / Branch)
- Format datasheet with wrap text
- Clarify spreadsheet requirement for Position Title
- Expand submission deadline from 5 days following end of month to XXXX

Please see below information pertaining to your specific institution and the results thus far from the BETA test. It is important to remember that the quality assurance is not included in the data below.

### ACICS PLACEMENT VERIFICATION PROGRAM – BETA TEST RESULTS

September, 2014

#### LE CORDON BLEU COLLEGE OF CULINARY ARTS (00021352)

Total Placements Reported	Graduate Email Response	Employer Email Response	ACICS Contact Response	Response Rate	Comments
22	6	9	9	100%	

Thank you for your time and cooperation. If you have any questions or concerns please feel free to contact me.

Conor O'Malley

Conor O'Malley

Institutional Data Analyst I

Placement Verification Program

Notary Public

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

[www.acics.org](http://www.acics.org) | 202.336.6843 - p | 202.842.2593 - f



**The ACICS Annual Conference and Business Meeting**

November 3-5, 2014

New Orleans, Louisiana

**[Click here to Register TODAY](#)**

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**From:** Robert Eitel <REitel@careered.com>  
**Sent:** 1/7/2015 2:51:19 PM -0500  
**To:** Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>  
**CC:** Jessica Sanders <jsanders@careered.com>; Mario Novo <mnovo@careered.com>; Lisa Wilson <LWilson@sf.chefs.edu>; Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfbf53b7514e-IHarazduk>  
**Subject:** Le Cordon Bleu College of Culinary Arts San Francisco - LBMA  
**Attachments:** CCA ACICS Initial Grant of Accreditation 8-12-11.pdf; LCB San Francisco\_ACICS\_LBMA info request\_12-15-14.pdf

Sue:

I have a time sensitive request regarding LCB in San Francisco.

As part of its LBMA process, the California BPPE has requested LCB in San Francisco to request directly from ACICS certain information concerning the institution. (I have attached a copy of the correspondence dated December 15, 2014, from the Campus Director to you asking for this material.) LCB has its BPPE check and application in hand and is waiting on this final piece from ACICS.

Do you think that the Council staff could prepare a letter to the BPPE that sets forth answers to the questions? For your ease of reference, I have set forth answers in red.

I appreciate your attention to this.

Sincerely,

Bob Eitel

- a) Institution's name: **Le Cordon Bleu College of Culinary Arts**
- b) Main location address: **350 Rhode Island Street, San Francisco CA 94103**
- c) Branch location addresses (if applicable): N/A
- d) Satellite location addresses (if applicable): N/A
- e) Ownership structure with percentages: **California Culinary Academy, LLC**
- f) Approved programs and clock/credit hours **(these are currently on the website and**

do not take into consideration the recent non-sub changes)

CIP Code	Program Name	Credential Level	Contact Hours	Quarter Credits	Program Length (wks)
12.0503	Le Cordon Bleu Culinary Arts	Occupational Associates	1550	107	84
12.0503	Le Cordon Bleu Culinary Arts	Certificate/Diploma	940	55	55
12.0501	Le Cordon Bleu Patisserie and Baking	Occupational Associates	1510	106	84
12.0501	Le Cordon Bleu Patisserie and Baking	Certificate/Diploma	940	55	55

g) Term of accreditation including the renewal date: I have attached the most recent new grant letter dated August 12, 2011.



**NEW GRANT**

**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
**600 SW 10<sup>th</sup> Avenue, Suite 400**  
**Portland, OR 97205**  
**ACICS ID Code: 00038375**

Julia Brooks, Campus President (jbrooks@portland.chefs.edu)  
 (acicsinfo@portland.chefs.edu)

May 7-8, 2014

Dr. Joyce J. Caton	Chair	Retired Educator	Wentzville, MO
Ms. Pan Fuchs	Student-Relations Specialist	Sr. Director, Accreditation/Licensing Corinthian Colleges, Inc.	Los Angeles, CA
Mr. Terry Owens	Educational Activities	Retired, Southern Illinois University	Carbondale, IL
Ms. Mary Mendenhall	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LE CORDON BLEU COLLEGE OF CULINARY ARTS  
PORTLAND, OR**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full- time	CAR Retention & Placement			
					2013		2012	
					Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Academic Associate's Degree	Le Cordon Bleu Culinary Arts ***	107	221	89.0%	83.0%	85.1%	77.3%
Associate of Occupational Studies	Academic Associate's Degree	Le Cordon Bleu Patisserie and Baking ***	106	64	97.0%	<b>65.0%</b>	86.2%	76.4%
Certificate	Certificate	Le Cordon Bleu Culinary Arts ***	55	73	79.0%	80.0%	74.6%	<b>69.2%</b>
Certificate	Certificate	Le Cordon Bleu Patisserie and Baking***	55	18	80.0%	<b>64.5%</b>	73.5%	<b>47.1%</b>
		Total Enrollment	376					

*Notes:* Type in bold any retention rate below 65 percent (programs >1 year in length) or 70 percent (programs =<1 in length) and any placement rate below 70 percent. Delete either *Sem.* or *Qtr.* in the column 3 heading. Add or delete rows as needed.

\*\*\* All programs are programmatically accredited by the American Culinary Federation Education Foundation Accrediting Commission and have current grants that expire 6/30/2019. Therefore, none of the programs were reviewed by the team.

## INTRODUCTION

Le Cordon Bleu College of Culinary Arts in Portland, formerly known as Western Culinary Institute, was established in 1983 to meet the growing demand for professionally trained chefs and quickly gained a national reputation. In 1996 Career Education Corporation entered the field of culinary arts when it acquired the Western Culinary Institute. In 1999 Le Cordon Bleu College in Portland began its partnership with Le Cordon Bleu International. In November 2009, CEC's culinary education group ("CEG") finalized a name change and the school name was changed to its current name of "Le Cordon Bleu College of Culinary Arts."

Portland offers a striking background for Le Cordon Bleu College of Culinary Arts as it is home to a vibrant and growing dining scene. In 2007 the *Food Network Awards* recognized Portland as their "Delicious Destination of the Year: A rising city with a fast-growing food scene." In 2002 *Gourmet Magazine* dubbed the city "the next Napa." And *Travel + Leisure* ranked it #1 in Farmers' Markets in its 2009 "America's Favorite Cities" issue. Consequently, Portland is a food hot bed, spawning many of the up and coming chefs, including some James Beard winners. The city is abundant with locally-grown produce and seafood from local fisheries, and the region is #3 in the nation in the number of wineries. Portland is also recognized for its brewpubs, food carts, coffee shops, green spaces and gardens.

The majority of the students are between 20 to 29 years of age with the total population ranging from 17 to 50 years of age and over. The population is 53 percent male, 44 percent female, and 3 percent undisclosed; the ethnic breakdown is 62 percent Caucasian, 2 percent American Indian or Alaska native, 2 percent Asian, 6 percent African American, 3 percent Hispanic, 20 percent Native Hawaiian or other, 3 percent two or more races, and 2 percent undisclosed.

The campus provided a complete, well organized set of materials for the team to review and efficiently provided requested additional documentation as needed. In addition, the team greatly appreciated the hospitality that made the site visit especially enjoyable.

### 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement can be found on page 6 of the 2013-2014 Le Cordon Bleu College of Culinary Arts and California Culinary Academy catalog.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes     No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes     No
- 1.04 Are the objectives reasonable for the following?  
(a) The programs of instruction  
 Yes     No  
(b) The modes of delivery.

Yes     No

(c) The facilities of the campus.

Yes     No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?

Yes     No

1.06 Is the campus committed to successful implementation of its mission?

Yes     No

### CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?

Yes     No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?

Yes     No     Not Applicable

1.09 Does the CEP describe the following?

(a) The characteristics of the programs offered.

Yes     No

(b) The characteristics of the student population.

Yes     No

(c) The types of data that will be used for assessment.

Yes     No

(d) Specific goals to improve the educational processes.

Yes     No

(e) Expected outcomes of the plans.

Yes     No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes     No

(b) Student placement.

Yes     No     Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes     No     Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes     No     Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes     No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed. Measurements of student learning outcomes include:

- National Environmental Health Association (NEHA) test results,
- Externship evaluations including a written paper,
- Satisfactory Academic Progress results, and
- American Culinary Federation Education Foundation Accrediting Commission competency examinations.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes     No     Not Applicable

(b) The data used by the campus to assess each outcome.

Yes     No     Not Applicable

(c) How the data was collected.

Yes     No     Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes     No     Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes     No     Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes     No     Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The career services department will continue to strive to reach placement goals through the following actions:

- increase engagement with the students from the very beginning of their education to foster and encourage the development of strong employability skills;
- develop an individual relationship between each student and a specific career services staff member to build consistency and connectedness with the career services department;
- offer weekly job search and networking workshops;
- expand the diversity of employer relationships by further developing contacts with institutional food service providers and nontraditional employers;
- broaden the scope and number of employers invited to participate in the career and networking fairs held on campus;
- promote the use of the Optimal Resume website for resume, cover letter and portfolio composition, interviewing skill assessment, as well as a resource for employer job postings;
- invite industry professionals to participate in classroom presentations and panel discussions to broaden students' knowledge and understanding of the industry and chef expectations; and
- provide ongoing resources, inspiration and guidance for employment and externship opportunities.

Specific activities to improve retention include the following actions:

- utilize the academic leadership team (director of education, associate registrar, and three lead instructors) to monitor attendance daily with the goal of increasing retention;
- conduct weekly retention meetings with the academics team who reviews students on the last date of attendance (LDA) list, potential externship problems, students with financial difficulties, students on the leave of absence list, and any other students that may be at risk of dropping out of school after each faculty member has gone through an advising process with any student who has dropped below the B level. The student then meets with the faculty member to discuss what may be hindering their progress and to formulate a plan to help the student get on track in the class;
- develop a team consisting of academic leadership and the career services department to encourage students to look for work in the culinary industry while they are in school; and
- focus on the timing of the delivery of the programs to satisfy the individual student's needs.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes       No

(b) That specific activities listed in the plan have been completed.

Yes       No

(c) That periodic progress reports have been completed.

Yes       No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Ms. Julia Brooks, campus president, has the ultimate responsibility for implementing and monitoring the CEP. Ms. Brooks holds a bachelor's degree in business administration from California State University, Northridge. She holds a Service Permit from Oregon Liquor Control Commission that expires in 2018 and a ServSafe Certification. Ms. Brooks has held a variety of management positions with Le Cordon Bleu College of Culinary Arts since 2001 including vice president of finance, interim president, campus president in Austin, Texas for approximately five years, and her current position in Portland for the past four years.

In addition, Le Cordon Bleu College of Culinary Arts Portland has a campus effectiveness team with representation from various school departments that meets on a periodic basis. In addition to Ms. Brooks, the committee members include: Mr. Matt Kuerbis, director of education; Ms. Marsha Parmer, director of career services; Ms. Kathryn Stone, business operations manager; Mr. Ronald Costa, lead instructor; Ms. Emma Nowell, lead instructor; Mr. Daniel (DJ) Wendeborn, lead instructor; and Mr. Mario Novo, registrar and operations consultant.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes       No       Not Applicable (new additional location or initial applicant only)

#### COMMENDATIONS:

It was clear to the team the CEP is a working document that serves as a basis for the day-to-day operations of the administration, faculty and staff. The team appreciates the amount of data generated within the development of the document that leads to administrative decisions.

## 2. ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?
- (a) Governance, control, and corporate organization.  
 Yes     No
- (b) Names of the trustees, directors, and/or officers.  
 Yes     No
- (c) Names of the administrators.  
 Yes     No
- 2.02 Does the campus:
- (a) Adequately train its employees?  
 Yes     No
- (b) Provide them with constant and proper supervision?  
 Yes     No
- (c) Evaluate their work?  
 Yes     No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes     No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?  
 Yes     No
- (b) Know the person to whom they report?  
 Yes     No
- (c) Understand the standards by which the success of their work is measured?  
 Yes     No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?  
 Yes     No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?  
 Yes     No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?  
 Yes     No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?  
 Yes     No     Not Applicable (initial applicants only)
- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?  
 Ms. Brooks, campus president, is responsible for the financial oversight of the campus. As previously stated, Ms. Brooks holds a bachelor's degree in business administration from California State University, Northridge, and a Service Permit from Oregon Liquor Control Commission and a ServSafe Certification. Ms. Brooks has held a variety of management positions with Le Cordon Bleu since 2001 including vice

president of finance, interim president, campus president in Austin, Texas, and her current position in Portland for the past four years.

### 3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes  No

3.02 Are all staff well trained to carry out administrative functions?

Yes  No

3.03 Who is the on-site administrator, and what are this person's qualifications?

Ms. Brooks, campus president, is the on-site administrator. As previously stated, Ms. Brooks holds a bachelor's degree in business administration, and Service Permit from Oregon Liquor Control Commission and a ServSafe Certification. She has held a variety of executive management positions with Le Cordon Bleu since 2001, and has been the Portland campus president since 2010.

3.04 Does the campus list degrees of staff members in the catalog?

Yes  No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes  No  Not Applicable (campus does not participate in financial aid)

(b) Admissions.

Yes  No

(c) Curriculum.

Yes  No

(d) Accreditation and licensure.

Yes  No

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No

- 3.06 Does the campus admit ability-to-benefit students?  
 Yes  No (*Skip to Question 3.11.*)
- 3.11 Do student files contain evidence of graduation from high school or the equivalent?  
 Yes  No
- 3.12 Are appropriate transcripts maintained for all students?  
 Yes  No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?  
 Yes  No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes  No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes  No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
 Yes  No

#### COMMENDATIONS:

The members of the leadership team of the campus work effectively with each other to meet the mission of the organization. Not only do they function effectively in their appointed roles, but they also enjoy working with and supporting each other and the students.

#### 4. RELATIONS WITH STUDENTS

- 4.01 How many student files were reviewed during the evaluation?  
 The team reviewed 10 graduate, 10 withdrawn and 15 active student files for a total of 35 student files.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes  No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes  No

4.06 Does the admissions policy conform to the campus's mission?

Yes  No

4.07 Is the admissions policy publicly stated?

Yes  No

4.08 Is the admissions policy administered as written?

Yes  No

4.09 Does the campus use an enrollment agreement for each enrolled student that :

(a) Clearly outlines the financial obligations of both the institution and the student?

Yes  No

(b) Outlines all program related tuition and fees?

Yes  No

(c) Has a signature of the student and the appropriate school representative?

Yes  No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

While the campus is interviewing for a new director of admissions, Ms. Brooks, campus president, is overseeing the admissions department. As previously stated, she holds a bachelor's degree in business administration and has held various executive management positions for Le Cordon Bleu before becoming campus president in 2010.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

New admissions representatives complete an extensive training program that familiarizes them with the standardized enrollment process utilized by all of the Le Cordon Bleu campuses. This is followed up with weekly training sessions attended by all of the campus admissions representatives to review new processes, increase product knowledge, and discuss pertinent issues. All representatives are reviewed quarterly with an observation of a first phone contact with a prospective enrollee and an observation of the first on campus interview with a prospective enrollee. Additionally, a quarterly review is conducted by a Le Cordon Bleu campus admissions manager who places a secret shopper call and relays the results to the local campus president and director of admissions. These processes from initial hire to periodic reviews are utilized to ensure consistency and accuracy in recruiting and admissions.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes     No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes     No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?

Yes     No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes     No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

Yes     No     Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes     No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes     No

4.19 Is there evidence that the campus properly awards transfer of credit?

Yes     No     Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

Yes     No

4.21 Has the campus established articulation agreements with other institutions?

Yes     No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes     No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress (SAP) policy is published on pages 112 -114 of the 2013 - 2014 catalog.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes     No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes  No

(c) Procedures for re-establishing satisfactory academic progress.

Yes  No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes  No

Incomplete grades.

Yes  No

Repeated courses.

Yes  No

Non-punitive grades.

Yes  No  Not Applicable (campus does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (campus does not offer)

A warning status.

Yes  No  Not Applicable (campus does not use)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes  No  Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes  No

4.26 Does the campus apply its SAP standards consistently to all students?

Yes  No

4.27 Are students who are not making satisfactory academic progress properly notified?

Yes  No  Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?

Yes  No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

Yes  No  Not Applicable (all programs are one year or less)

- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
 Yes     No     Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes     No
- 4.32 Are students allowed to remain on financial aid while under warning status?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?  
 Yes     No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?  
 Yes     No
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes     No     Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes     No     Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes     No     Not Applicable (there is no such student)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes     No
- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?  
 Mr. Matthew Kuerbis, director of education, administers the satisfactory academic progress activities for all of the culinary programs. He holds a master's degree in education from Portland State University and a bachelor's degree in environmental conservation from the University of Colorado. He began teaching at Le Cordon Bleu in 2004 and has served as director of education since 2011. Prior to starting at Le Cordon Bleu, Mr. Kuerbis gained eight years of professionally related experience working at various restaurants. He maintains membership in the American Culinary Federation and has completed many continuing education activities.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes     No

4.40 Does the campus finance any of the following? (Mark all that apply.)

(a)  Scholarships.

(b)  Grants.

(c)  Loans.

(d)  The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes  No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?

Yes  No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes  No

4.43 Are tuition and fees clearly stated in the catalog?

Yes  No

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes  No

(b) Dates for the posting of tuition.

Yes  No

(c) Fees.

Yes  No

(d) Other charges.

Yes  No

(e) Payments.

Yes  No

(f) Dates of payment.

Yes  No

(g) The balance after each transaction.

Yes  No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes  No  Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

Yes  No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes  No

4.48 Is the campus following its stated refund policy?

Yes  No

4.49 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Katie Stone, business operations manager, oversees the financial aid activities for the campus. She holds a bachelor's degree in English from the University of California, Los Angeles. She worked for a year as an account executive for Infinity Broadcasting prior to being hired as a tuition planner by the campus in 2004. She was promoted to the director of student finance in 2007 and to controller in 2008. To supplement her knowledge, she completed a series of accounting courses at Portland Community College, and was promoted to business operations manager in 2011.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes  No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes  No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes  No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Stone is an active member of the Oregon Association of State Financial Aid Administrators, and has attended its 2012 and 2014 annual conferences and many Veterans Administration regional meetings. Ms. Stone participates in bi-weekly financial aid staff calls and email communications with the corporate office to review updates and pertinent information related to financial aid processing.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes  No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes  No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes  No (*Skip to question 4.58.*)

- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
 Student services begin with new student orientation and are followed up by key managers who meet with students each week during their first six weeks to ensure a clear understanding all of the available services offered by managers and staff. In addition to individual tutoring, the campus provides a hands-on skills lab twice per week for students to practice their techniques or make-up any missed work. The director of education and all faculty have copies of local support services information to provide to students as needed, which is also posted on one of the campus bulletin boards. Finally, there is an open door policy among all of the managers, making them very accessible to students.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes     No     Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Ms. Marsha Parmer, career services director, oversees the counseling of students on employment opportunities. She holds a bachelor's degree in biology, science, social science and psychology from Portland State University. She has held various positions at this campus since 1986, and was promoted to the director of career services in 1996. Her extensive experience has enabled her to build a professional and personal network that is very valuable in developing externship sites and job leads.
- 4.61 Does the campus offer employment assistance to all students?  
 Yes     No     Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes     No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 515  
 The ending enrollment reported on the previous year's CAR is 515
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes     No     Not Applicable
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
 Entrance counseling regarding loan repayment is completed online and the final exit counseling is provided by mail and email since the majority of financial aid functions are performed online by students interacting with a financial aid staff member located at the corporate office. Default management is also managed by staff at the corporate level.
- 4.67 Describe the extracurricular activities of the campus (if applicable).

The campus has a wide array of student clubs such as the Vets Club, ACF Hot Foods Team, Sugar Showpiece Club, Brewery Club, and Catering Club. There is a student ambassador program that provides peer mentoring and support for activities such as graduation. There are many community service activities including monthly work with the Ronald McDonald House, various catering events, and participation in the Bite of Oregon and Feast Festivals each summer.

#### COMMENDATIONS:

The team commends the entire staff and faculty for their exceptionally positive and cooperative spirit as they work together to provide students with the skills and training required to succeed in their chosen profession. This positive spirit radiates throughout the campus.

### 5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes  No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Mr. Matthew Kuerbis, director of education, oversees the educational activities for all of the culinary programs. As previously stated, he holds a master's degree in education from Portland State University and a bachelor's degree in environmental conservation from University of Colorado. He began teaching at Le Cordon Bleu in 2004 and has served as director of education since 2011. Mr. Kuerbis has several years of experience working at various restaurants and maintains membership in the American Culinary Federation.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes  No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

Le Cordon Bleu utilizes lead instructors as program administrators. Position descriptions and interviews evidence their authority and responsibility for the development and administration of programs. Lead instructors in conjunction with the director of education and faculty hold weekly meetings to discuss programmatic issues and student retention efforts, and more detailed faculty meetings each six-week term to discuss curricula issues. Minutes from these meetings are on file. In addition, the lead instructors assist the externship coordinator with site recommendations and quality assurance; the director of education by writing performance evaluations for faculty, hiring and orientation, scheduling of classes, and help to ensure compliance with state and federal standards, and health code requirements.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes  No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes  No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

Yes  No

(b) Selection of course materials, instructional equipment and other educational resources.

Yes  No

(c) Systematic evaluation and revision of the curriculum.

Yes  No

(d) Assessment of student learning outcomes.

Yes  No

(e) Planning for institutional effectiveness.

Yes  No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes  No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes  No (*Skip to question 5.10*)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

Yes  No (*Skip to question 5.14*)

5.11 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 in length)?

Yes  No

(b) Student placement rate of 70 percent?

Yes  No

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No  Not Applicable

5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable

How many calls to employers or graduates were attempted?

The following number of calls was attempted by program:

Certificate in Culinary Arts - 14

Certificate in Patisserie and Baking - 5

Academic Associate's degree in Culinary Arts - 4

Academic Associate's degree in Patisserie and Baking - 3

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Certificate in Culinary Arts - 7

Certificate in Patisserie and Baking - 5

Academic Associate's degree in Culinary Arts - 4

Academic Associate's degree in Patisserie and Baking - 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes     No     Not Applicable

#### FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?

Yes     No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes     No

5.16 What provisions are made for individual differences among students?

Discussions with faculty and a review of supporting documentation confirmed participation in training sessions devoted to individual learning styles and differences. Faculty cited examples of instructional delivery methods that include various lecture and demonstration techniques and individual instruction. If students need additional time beyond the designated lab time to master a skill, they are referred to a skills lab. Skills labs are regularly scheduled on Tuesday/Thursday of each term, staffed by a designated faculty member, and structured to accommodate a range of skill levels.

Most lab assignments require students to work in teams. Generally, stronger students are paired with weaker students. In addition to providing opportunities for peer mentoring, the team format replicates experiences in workplace.

The director of education conducts weekly discussion sessions with the faculty that specifically focus on retention. Faculty and administrators identify students who may need extra assistance and develop support strategies. Admissions staff may participate in these sessions to add their additional insight about the students.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.

All Le Condon Bleu campuses utilize a common curriculum that is developed by a committee comprised of directors of education from selected campuses and two master chefs. The curriculum, including detailed syllabi and daily lesson plans, is maintained on SharePoint, an intranet site. Each campus director of education collaborates with lead instructors, faculty, and advisory committee members to get feedback, recommendations, and suggested curricular changes. In addition, placement, retention, student satisfaction,

graduate and employer comments are reviewed to assess the effectiveness of the programs. Information from these collaborations is forwarded to the curriculum committee by the director of education or faculty.

- 5.18 Does the faculty participate in this process?  
 Yes     No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes     No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes     No     Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes     No
- 5.22 Are the following appropriate to adequately support the number and nature of the general education courses?  
*(If only nondegree programs are offered with no general education courses, skip to 5.23)*
- (a) Facilities.  
 Yes     No
- (b) Instructional equipment.  
 Yes     No
- (c) Resources.  
 Yes     No
- (d) Personnel.  
 Yes     No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes     No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes     No
- 5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  
 Yes     No
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes     No
- 5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of

International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

Yes       No       Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?

Yes       No

If *Yes*, how is this documented?

Faculty development plans list in-service training, and include documentation of participation. In-service training session discussions are included in faculty meetings minutes, which also document the trainings and attendance.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes       No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes       No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes       No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes       No

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes       No

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

Yes       No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes       No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes       No

## 6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located in the heart of downtown on the fifth floor of a building at 600 SW 10<sup>th</sup> Avenue, Portland, Oregon. The facility occupies approximately 39,000 square feet, including four lecture rooms, seven professionally equipped kitchen classrooms, two demonstration kitchens with audiovisual equipment, and a computer lab/online library. Kitchen labs are equipped with food preparation equipment and storage facilities that reflect those found in the industry enabling students to practice a variety of culinary, baking, and pastry skills and techniques. Public parking and public transit with stops within one block of the campus are available.

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

### COMMENDATIONS:

The team commends the campus on its extensive use of information and items of interest on all of the bulletin boards and television screens that line the hallways and the public computers available to students for their personal use that line the main hallway.

## 7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The team reviewed the 2013-2014 Le Cordon Bleu College of Culinary Arts and California Culinary Academy catalog and the 2013-2014 catalog addenda dated May 6, and 7, 2014.

- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes     No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes     No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes     No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.  
 Yes     No
- (c) The names and titles of the administrators.  
 Yes     No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.  
 Yes     No
- (e) A statement of accreditation  
 Yes     No     Not Applicable (initial applicant)
- (f) A mission statement.  
 Yes     No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes     No
- (h) An academic calendar.  
 Yes     No
- (i) A full disclosure of the admission requirements.  
 Yes     No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.  
 Yes     No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 Yes     No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.  
 Yes     No
- (m) A definition of the unit of credit.  
 Yes     No     Not Applicable (The campus does not award credit)
- (n) A complete explanation of the standards of satisfactory academic progress.  
 Yes     No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes     No

(p) The transfer of credit policy.

Yes     No

(q) A statement of the tuition, fees, and any other charges.

Yes     No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes     No     Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes     No

(t) A statement describing the student services offered.

Yes     No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes     No     Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes     No

If *Yes*, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

Yes     No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes     No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes     No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes     No     Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

Yes     No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes     No (*Skip to Question 7.08.*)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes     No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes     No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes     No

7.08 Is the catalog available online?

Yes     No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes       No

7.09 Does the campus utilize a multiple-school catalog?

Yes       No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes       No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes       No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes       No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes       No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes       No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertising campaign includes television, radio, print, electronic, and online publications.

Are all print and electronic advertisements under acceptable headings?

Yes       No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes       No (*Skip to Question 7.14.*)

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes       No

7.14 Does the campus utilize services funded by third parties?

Yes       No (*Skip to Question 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes       No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

Yes       No       Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The campus provides information relevant to its employment rates, tuition and costs, financial aid and median loan debt, retention and graduation rates.

Where is this information published and how frequently is this information being updated?

The information is published on the Le Cordon Bleu College of Culinary Arts Portland's website, which is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?

Yes  No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes  No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes  No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes  No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The regional directors of library service select current and relevant materials that support the curriculum offered by the institution. They strive for balance across areas of instruction and formats of educational materials. Requests and recommendations for materials are solicited from the campus faculty and staff and submitted in writing or via email. New materials are acquired in anticipation of emerging curriculum modifications. Furthermore, the regional directors of library services review all course syllabi and project assignments to ensure that the library resources sufficiently support instructional delivery.

The Portland campus maintains a committee entitled the shared services library team that collects and documents monthly usage of the online collections, which are the primary student resources. This data is submitted to the regional director of library services and used to assess the collections.

Are these methods appropriate?

Yes  No

8.06 Is the library staff adequately trained to support the library?

Yes  No

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

- 8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes     No
- 8.08 What is the amount of the current year's library budget excluding personnel allocations?  
 The current year's library budget is: \$23,056.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 The budget is based on the calendar year. As of the date of the visit, \$20,762 or 90% has been spent; allocated as follows: \$16,250 or 70.4% for equipment; \$5,429 or 23.5% for hardcopy and database subscriptions; \$125 or .5% for library tools; \$658 or 2.9% for copyright permissions; and \$592 or 2.6% for professional development.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes     No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes     No

#### **FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?  
 Interviews with faculty indicate students are required to use the library in core and general education courses. Faculty identified assignments that require students to prepare reports on restaurant operations, food products, and industry trends. Students utilize the extensive online databases to develop recipes and meal plans, and commented the library resources are an important tool for completing assignments.
- Are these methods appropriate?  
 Yes     No
- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes     No
- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?  
 Yes     No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?  
 Yes     No     Not Applicable (no interlibrary agreements)
- 8.16 Describe any full-text online collections available to students.  
 The following collections are available to students: Academic Search Premier; Culinary Arts Collection; EbscoHost eBook Collection; Credo Reference; Food Science Source; MasterFILE Premier; Proquest Newsstand; and Opposing Viewpoints Resource Center.

- 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?  
 Yes     No
- 8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?  
 Yes     No

#### FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- 8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
 Ms. Sharon Tani, Le Cordon Bleu College of Culinary Arts regional director of library services, is assigned oversight of the Portland campus library services. She has a master's of library and information science from San Jose State University, and has been the regional director since 2011.

Mr. Kuerbis, director of education, is assigned local oversight of the library. His personnel file contains verification of training with Ms. Tani, and students who staff the library complete an online training program with the regional director of library services as well.

The library is open from 6:00 a.m. to 9:00 p.m. Monday through Friday and 9:00 a.m. to 4:00 p.m on Saturday.

Does this individual:

- (a) Supervise and manage the library and instructional resources?  
 Yes     No
- (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?  
 Yes     No
- (c) Assist students in the use of instructional resources?  
 Yes     No
- 8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?  
 Yes     No
- 8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?  
 Yes     No     Not Applicable (staff do not hold foreign credentials)
- 8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?  
 Yes     No
- 8.23 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes     No

- 8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?  
 Yes       No

**FOR NONDEGREE PROGRAMS ONLY**

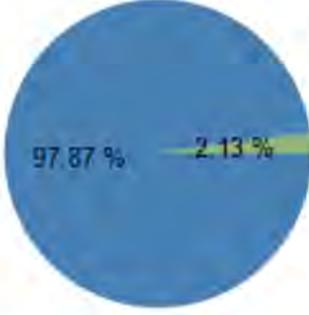
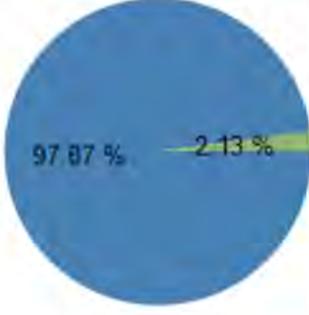
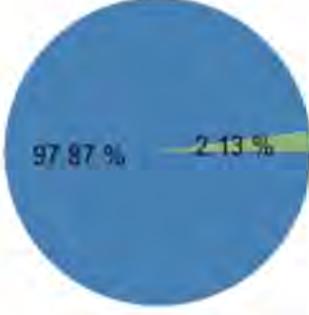
- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes       No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes       No
- 8.27 Is there a current inventory of instructional resources?  
 Yes       No
- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?  
 Yes       No

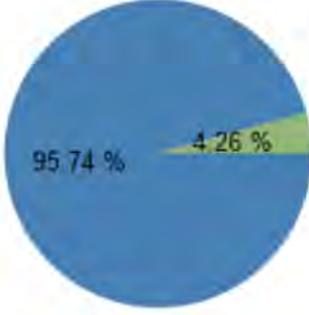
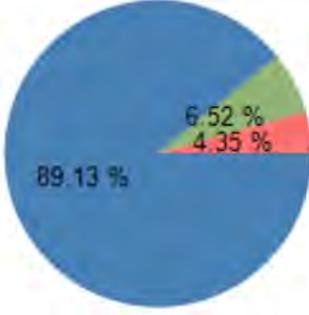
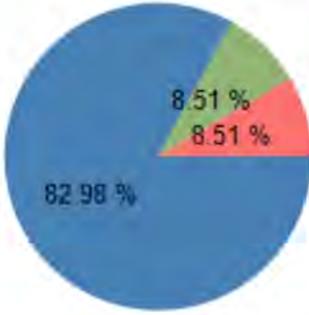
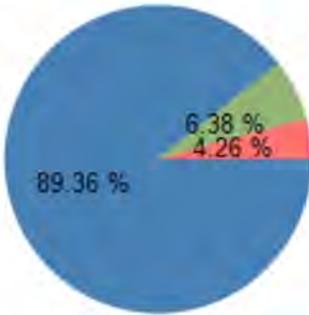
**SUMMARY**

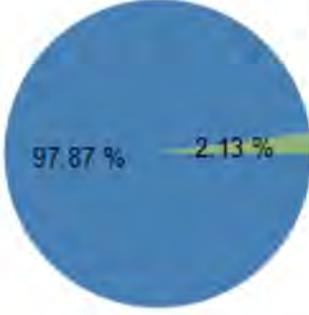
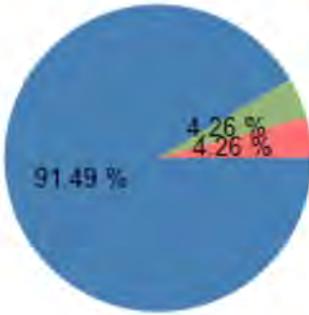
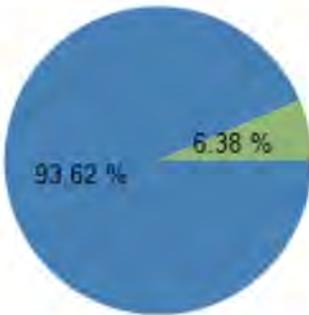
The institution has no areas of noncompliance with the *Accreditation Criteria*.

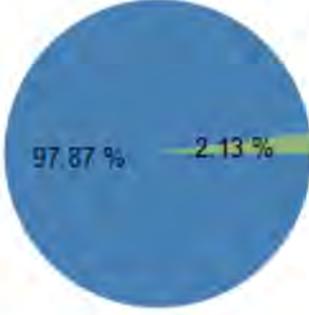
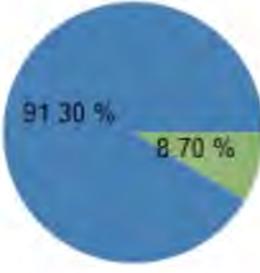
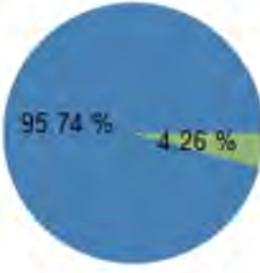
**Student Survey Response Summary Graph**

Personify Id	Survey Question	Category	Count	
00038375				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	17	<p>Legend: Yes (Blue), No (Green)</p>
		No	30	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	27	<p>Legend: Yes (Blue), No (Green), N/A (Red)</p>
		No	4	
		N/A	16	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	46	<p>Legend: Yes (Blue), No (Green)</p>
		No	1	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>
Yes	46						
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>46</td> </tr> </table>	Yes	46	 <p>100.00 %</p>		
Yes	46						
	<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>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>
Yes	46						
No	1						
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>
Yes	46						
No	1						

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>45</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	45	No	2	 <table border="1"> <tr> <td>Yes</td> <td>95.74 %</td> </tr> <tr> <td>No</td> <td>4.26 %</td> </tr> </table>	Yes	95.74 %	No	4.26 %				
Yes	45														
No	2														
Yes	95.74 %														
No	4.26 %														
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>41</td> </tr> <tr> <td>No</td> <td>3</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	41	No	3	N/A	2	 <table border="1"> <tr> <td>Yes</td> <td>89.13 %</td> </tr> <tr> <td>No</td> <td>6.52 %</td> </tr> <tr> <td>N/A</td> <td>4.35 %</td> </tr> </table>	Yes	89.13 %	No	6.52 %	N/A	4.35 %
Yes	41														
No	3														
N/A	2														
Yes	89.13 %														
No	6.52 %														
N/A	4.35 %														
	<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>39</td> </tr> <tr> <td>No</td> <td>4</td> </tr> <tr> <td>N/A</td> <td>4</td> </tr> </table>	Yes	39	No	4	N/A	4	 <table border="1"> <tr> <td>Yes</td> <td>82.98 %</td> </tr> <tr> <td>No</td> <td>8.51 %</td> </tr> <tr> <td>N/A</td> <td>8.51 %</td> </tr> </table>	Yes	82.98 %	No	8.51 %	N/A	8.51 %
Yes	39														
No	4														
N/A	4														
Yes	82.98 %														
No	8.51 %														
N/A	8.51 %														
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>42</td> </tr> <tr> <td>No</td> <td>3</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	42	No	3	N/A	2	 <table border="1"> <tr> <td>Yes</td> <td>89.36 %</td> </tr> <tr> <td>No</td> <td>6.38 %</td> </tr> <tr> <td>N/A</td> <td>4.26 %</td> </tr> </table>	Yes	89.36 %	No	6.38 %	N/A	4.26 %
Yes	42														
No	3														
N/A	2														
Yes	89.36 %														
No	6.38 %														
N/A	4.26 %														

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>		
Yes	46								
No	1								
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>		
Yes	46								
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>43</td> </tr> <tr> <td>No</td> <td>2</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	43	No	2	N/A	2	 <p>91.49 % 4.26 % 4.26 %</p>
Yes	43								
No	2								
N/A	2								
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>44</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	44	No	3	 <p>93.62 % 6.38 %</p>		
Yes	44								
No	3								

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	Yes	46	 <p>97.87 % 2.13 %</p> <p>Yes No</p>
		No	1	
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	Disagree	4	 <p>91.30 % 8.70 %</p> <p>Disagree Agree</p>
		Agree	42	
	<p><b>5.2. I would recommend this school to others.</b></p>	Disagree	2	 <p>95.74 % 4.26 %</p> <p>Disagree Agree</p>
		Agree	45	



September 30, 2014

*Sent Via Email Only*

Ms. Diane Auer Jones  
 Senior Vice President & Chief External Affairs Officer  
 Career Education Corporation  
 231 N. Martingale Road  
 Schaumburg, IL 60173  
[ACICSINFO@Orlando.chefs.edu](mailto:ACICSINFO@Orlando.chefs.edu)  
[dauerjones@careered.com](mailto:dauerjones@careered.com)

Dear Ms. Auer Jones:

**SUBJECT: Approval – Reassignment and Consolidation**  
 Le Cordon Bleu College of Culinary Arts – ACICS ID: 00019776 (BC)  
 Application: 59628

This letter is to acknowledge receipt of Career Education Corporation's request to reclassify and reassign Le Cordon Bleu College of Culinary Arts branch campus (also referred to as additional location) (ACICS ID: 00019776) from the main campus of Sanford-Brown College (ACICS ID: 00011161) to the main campus of Le Cordon Bleu College of Culinary Arts Scottsdale (ACICS ID: 00048705).

Council has reviewed the institution's rationale for requesting reassignment and consolidation and determined the activity to be compliant with *ACICS Accreditation Criteria*. Therefore, effective the date of this letter, Council approves the institutional hierarchal structure for Le Cordon Bleu College of Culinary Arts (ACICS ID: 00019776). The grant of accreditation is as reported in the table and the reassigned branch campus is asterisked below.

**Approved Institutional Hierarchical Structure**

ACICS ID	Class	Name	Grant Expiration
00048705	MC	Le Cordon Bleu College of Culinary Arts Scottsdale, 8100 E. Camelback Road Scottsdale, AZ 85251	12/31/2014
00019776	BC	*Le Cordon Bleu College of Culinary Arts, 8511 Commodity Circle, Suite 100, Orlando, FL 32819	12/31/2014
00048109	BC	Le Cordon Bleu College of Culinary Arts Boston, 215 First Street, 3rd Floor, Cambridge, MA 02142	12/31/2014

MC = Main Campus; BC = Branch Campus (formerly Additional Location); CA = Campus Addition (formerly Learning Site)  
 750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • [www.acics.org](http://www.acics.org)

**ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS**

ED00033234

Reassignment and Consolidation  
 Ms. Diane Auer Jones - Career Education Corporation  
 September 30, 2014  
 Page 2 of 2

ACICS ID	Class	Name	Grant Expiration
00048561	BC	Le Cordon Bleu College of Culinary Arts In Miami, 3221 Enterprise Way, Miramar, FL 33025	12/31/2014
00048157	BC	Le Cordon Bleu College of Culinary Arts, 1451 Center Crossing Road, Las Vegas, NV 89144	12/31/2014
00109290	CA	Le Cordon Bleu College of Culinary Arts Skybridge, 4301 N. Scottsdale Road, Suite 260, Scottsdale, AZ 85251	12/31/2014

Please contact Ms. Susan Greer at 202-336-(b)(6) or (b)(6)@acics.org if you have any questions.

Sincerely,

(b)(6)

Joseph E. Gurubatham, Ed. D.  
 Senior Vice President of Accreditation and Institutional Development

- c: Ms. Cathy Sheffield, U.S. Department of Education – (b)(6)@ed.gov  
 Mr. Charles Engstrom, U.S. Department of Education, School Participation Region IV –  
 (b)(6)@ed.gov  
 Mr. Samuel Ferguson, Commission for Independent Education – (b)(6)@fldoe.org  
 Ms. Martina Fernandez-Rosario, U.S. Department of Education, School Participation Region  
 IX & X – (b)(6)@ed.gov  
 Ms. Teri Stanfill, Arizona State Board For Private Postsecondary Education –  
 (b)(6)@azppse.gov  
 Le Cordon Bleu College of Culinary Arts Scottsdale – [acicsinfo@scottsdale.chefs.edu](mailto:acicsinfo@scottsdale.chefs.edu)  
 Sanford-Brown College, Tampa – [acicsinfo@sbtampa.com](mailto:acicsinfo@sbtampa.com)

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**From:** Lauren D. Carey <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/8ECB39ACB76A4A98964919958F760B99-LAUREN D. C>  
**Sent:** 8/19/2014 11:28:09 AM -0400  
**To:** Lachlan Sands <(b)(6)@vegas.chefs.edu>  
**CC:** Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>  
**Subject:** RE: ACICS Non-Substantive Change Acknowledgement Letter for App ID 58925 School 00048157

Good Morning,

I am happy that we were able to figure out the problem. Please upload the corrected documents so that I can process the corrections. I have reopened the application and added tasks so that you are able to provide the updated information. Please let me know if you have any further questions or concerns.

Thank you!

**Lauren D. Carey**

Program Analyst I

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

[www.acics.org](http://www.acics.org) | 202.336.(b)(6) p | 202.842.2593 - f



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**From:** Lachlan Sands [mailto:(b)(6)@vegas.chefs.edu]  
**Sent:** Monday, August 18, 2014 4:34 PM  
**To:** Lauren D. Carey

**Cc:** Susan Greer

**Subject:** RE: ACICS Non-Substantive Change Acknowledgement Letter for App ID 58925  
School 00048157

You are absolutely right. Thank you for letting us know of the issue. I have included the corrected ACA's for both programs. There were several classes calculating as a half a credit higher than they should in both. Thanks again,

**Lachlan Sands M.Ed. CCC CCE** | *President* | **Le Cordon Bleu College of Culinary Arts – Las Vegas**

Main 702-851-(b)(6) Cell (b)(6) | Fax 847-396-8434

(b)(6)@vegas.chefs.edu

ARE YOU BLEU?

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**From:** Lauren D. Carey [mailto:(b)(6)@acics.org]

**Sent:** Monday, August 18, 2014 1:25 PM

**To:** Lachlan Sands

**Cc:** Susan Greer

**Subject:** RE: ACICS Non-Substantive Change Acknowledgement Letter for App ID 58925  
School 00048157

Good Afternoon,

The acknowledgement letter reflects the changes that were noted in the Application as well as on the uploaded ACA. Please provide an updated ACA that accurately reflects the changes that you would like to be made so that this can be corrected.

As far as the other submission it is still being processed. Please let me know if you have any further questions or concerns.

Thank you!

**Lauren D. Carey**

Program Analyst I

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

[www.acics.org](http://www.acics.org) | 202.336.6783 - p | 202.842.2593 - f



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**From:** Lachlan Sands [[mailto:\(b\)\(6\)@vegas.chefs.edu](mailto:(b)(6)@vegas.chefs.edu)]  
**Sent:** Monday, August 18, 2014 4:07 PM  
**To:** Lauren D. Carey  
**Cc:** Susan Greer  
**Subject:** RE: ACICS Non-Substantive Change Acknowledgement Letter for App ID 58925 School 00048157

Hello Ms. Carey,

I have not heard back from you regarding the concerns I mentioned below and I wanted to follow up on the status of a corrected letter.

Additionally, we submitted two applications, one for culinary arts and one for patisserie and baking. Aside from the programs, both were identical application, however, the letter only addresses the culinary arts program.

Please let me know what I need to do to proceed.

Warm regards,

**Lachlan Sands M.Ed. CCC CCE** | *President* | **Le Cordon Bleu College of Culinary Arts – Las Vegas**

Main 702-851-5333 | Cell 702-763-1974 | Fax 847-396-8434

[LSANDS@vegas.chefs.edu](mailto:LSANDS@vegas.chefs.edu)

ARE YOU BLEU?

---

**From:** Lachlan Sands  
**Sent:** Friday, August 01, 2014 3:49 PM  
**To:** 'Lauren D. Carey'  
**Cc:** Susan Greer  
**Subject:** RE: ACICS Non-Substantive Change Acknowledgement Letter for App ID 58925 School 00048157

Thank you Ms. Carey,

The approval is very much appreciated. There is only one small issue and that is the letter lists the number of credit hours as 109 and it should be 107. The change deleted a single 5-unit class and added another 5-unit class so there should have been no changes to overall units.

Warm regards,

**Lachlan Sands M.Ed. CCC CCE | *President* | Le Cordon Bleu College of Culinary Arts – Las Vegas**

Main 702-853-(b)(6) | Cell (b)(6) | Fax 847-396-8434

(b)(6)@[vegas.chefs.edu](mailto:(b)(6)@vegas.chefs.edu)

ARE YOU BLEU?

---

**From:** Lauren D. Carey [[mailto:\(b\)\(6\)@acics.org](mailto:(b)(6)@acics.org)]  
**Sent:** Friday, August 01, 2014 12:51 PM  
**To:** Lachlan Sands  
**Cc:** Susan Greer  
**Subject:** ACICS Non-Substantive Change Acknowledgement Letter for App ID 58925 School 00048157

Hello,

Please see attached acknowledgement letters for School: 00048157

Thank you for keeping the Council informed of the activities at your institutions. Please note that you will be required to submit a New Program Application if the alterations made to the program stated above over a period of 12 months result in a cumulative change of 25% or above as stated in Accreditation Criteria Section 2-2-

504. If you have questions concerning any of these acknowledgement letters contact me directly.

Sincerely,

**Lauren D. Carey**

Program Analyst I

**Accrediting Council for Independent Colleges and Schools**

750 First Street, NE | Suite 980 | Washington, DC 20002

[www.acics.org](http://www.acics.org) | 202.336.(b)(6) - p | 202.842.2593 - f





March 26, 2015

*Sent Via Email Only*

Ms. Samantha Boyd  
 Accreditation and Application Manager  
 Globe University  
 8089 Globe Drive  
 Third Floor  
 Woodbury, MN 55125  
 (b)(6)@globeuniversity.edu \*Preferred  
 (b)(6)@globeuniversity.edu

Dear Ms. Boyd:

**SUBJECT: Approval to Extend Program Start Date**  
 Globe University - ACICS ID: 00010898  
 Mental Health Technician- Certificate - Application ID: 56958  
 Revised Proposed Start Date: **July 13, 2015**

Section 2-2-503 – *Termination of Programs* of the ACICS Accreditation Criteria requires programs and modes of delivery to be initiated within one year of the planned start date. The Mental Health Technician, certificate program was approved with a proposed start date of March 31, 2014.

As a result of a review of the mitigating circumstances which affected the institution's decision to start the program as initially planned, the Council approves extending the proposed start date to **July 13, 2015**.

Thank you for continuing to keep the Council informed of the activities at your institution. Please contact Ms. Susan Greer at 202-336-(b)(6) if you have any questions regarding this matter.

Sincerely,

Albert C. Gray, Ph.D.  
 President and CEO

c Ms. Susan Greer, Associate Vice President, Operations, ACICS – [sgreer@acics.org](mailto:sgreer@acics.org)



February 9, 2011

Mr. Sean Murphy  
 Director of Regulatory Affairs  
 Le Cordon Bleu College of Culinary Arts  
 8511 Commodity Circle, Suite 100  
 Orlando, FL 32819

Dear Mr. Murphy:

LE CORDON BLEU COLLEGE OF CULINARY ARTS, ORLANDO, FLORIDA

ID CODE 00019776

Thank you for your application received on January 10, 2010 notifying the Council that you intend to offer the following program through residential format at your institution:

**Certificate**

<u>Program Title</u>	<u>Contact Hours</u>	<u>Quarter Credit Hours</u>	<u>Weeks day/evening</u>
Le Cordon Bleu Baking and Patisserie	940	55	48
Le Cordon Bleu Culinary Arts	940	55	48

The new program application was submitted as a result of revisions made to the program which constitute changes of more than 25% in one calendar year. A review of the material indicates that the program is in keeping with the mission of your institution. Therefore, you may consider the programs to be included within your institution's current grant of accreditation.

In order to maintain program approval, the institution must initiate this program within one year of the proposed start date, *July 5, 2011*, and graduate at least one class per calendar year or within a period not to exceed one and one-half times the standard program length. Unless your institution enrolls and/or matriculates students in the program according to these guidelines, the program will be removed from the institution's list of approved programs. It is the institution's responsibility to notify ACICS of changes to the program's start date.

*\*\*Please note that any required corrections to this approval (i.e. contact/credit hours or length in weeks) must be brought to the Council's attention no more than 30 days following approval. Any corrections to this letter requested after 30 days will require the submission of a non-substantive program modification.*

You are reminded that aside from any accreditation issues with regard to this program, the institution must comply with any applicable Federal student financial aid statutory and regulatory requirements.

Thank you for keeping the Council aware of the activities taking place at your institution. Please contact me at (202) 336-6791 if you have any questions regarding this matter.

Sincerely,

(b)(6)

Erica V. Boothe  
 Program Coordinator, Campus Development



February 3, 2012

Mr. Sean Murphy  
 Regulatory Operation Consultant  
 Le Cordon Bleu College of Culinary Arts  
 8511 Commodity Circle, Suite 100,  
 Orlando, FL 32819

Dear Mr. Murphy:

LE CORDON BLEU COLLEGE OF CULINARY ARTS, ORLANDO, FLORIDA

ID CODE 00019776

The Council has reviewed the non-substantive program modification submitted by your institution on November 7, 2011 and has recorded the change in the institution's file. Based on the information submitted to the Council, the modification appears to be within Council guidelines for non-substantive changes. The modifications affect the following programs:

**Academic Associate's Degree**

<i>Program Title</i>	<i>Contact/Clock Hours</i>	<i>Quarter Credit Hours</i>
Le Cordon Bleu Culinary Arts	1550	107
Le Cordon Bleu Patisserie and Baking	1510	106

Thank you for keeping the Council informed of the activities at your institution. Please note that you will be required to submit a New Program Application if the alterations made to the programs stated above over a period of 12 months result in a cumulative change of 25% or above as stated in *Accreditation Criteria* Section 2-2-503.

Sincerely,

(b)(6)

Erica V. Boothe  
 Program Coordinator, Campus Development



September 24, 2014

*Sent Via Email Only*

Ms. Diane Auer Jones  
 Senior Vice President & Chief External Affairs Officer  
 Career Education Corporation  
 231 N. Martingale Road  
 Schaumburg, IL 60173  
 (b)(6)@Orlando.chefs.edu \*Preferred  
 (b)(6)@careered.com

Dear Ms. Auer Jones:

**SUBJECT: Approval – Reassignment and Consolidation**  
 Le Cordon Bleu College of Culinary Arts – ACICS ID: 00019776 (AL)  
 Application: 59628

This letter is to acknowledge receipt of Career Education Corporation's request to reclassify and reassign Le Cordon Bleu College of Culinary Arts branch campus (also referred to as additional location) (ACICS ID: 00019776) from the main campus of Sanford-Brown College (ACICS ID: 00011161) to the main campus of Le Cordon Bleu College of Culinary Arts Scottsdale (ACICS ID: 00048705).

Council has reviewed the institution's rationale for requesting reassignment and consolidation and determined the activity to be compliant with *ACICS Accreditation Criteria*. Therefore, effective the date of this letter, Council approves the institutional hierarchal structure for Le Cordon Bleu College of Culinary Arts (ACICS ID: 00019776), with a grant of accreditation through December 31, 2014. The reassigned branch campus is asterisked below.

#### Approved Institutional Hierarchical Structure

ACICS ID	Class	Name	Grant Expiration
00048705	MC	Le Cordon Bleu College of Culinary Arts Scottsdale, 8100 E. Camelback Road Scottsdale, AZ 85251	12/31/2014
00019776	AL	*Le Cordon Bleu College of Culinary Arts, 8511 Commodity Circle, Suite 100, Orlando, FL 32819	12/31/2014
00048109	AL	Le Cordon Bleu College of Culinary Arts Boston, 215 First Street, 3rd Floor, Cambridge, MA 02142	12/31/2014

MC = Main Campus; AL = Additional Location (formerly Branch); CA = Campus Addition (formerly Learning Site)  
 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**

ED00033244

Reassignment and Consolidation  
 Ms. Diane Auer Jones - Career Education Corporation  
 September 24, 2014  
 Page 2 of 2

ACICS ID	Class	Name	Grant Expiration
00048561	AL	Le Cordon Bleu College of Culinary Arts In Miami, 3221 Enterprise Way, Miramar, FL 33025	12/31/2014
00048157	AL	Le Cordon Bleu College of Culinary Arts, 1451 Center Crossing Road, Las Vegas, NV 89144	12/31/2014
00109290	CA	Le Cordon Bleu College of Culinary Arts Skybridge, 4301 N. Scottsdale Road, Suite 260, Scottsdale, AZ 85251	12/31/2014

Please contact Ms. Susan Greer at 202-336-6789 or [\[redacted\]@acics.org](mailto:(b)(6)@acics.org) if you have any questions.

Sincerely,

(b)(6)

Joseph E. Gurubatham, Ed. D.  
 Senior Vice President of Accreditation and Institutional Development

- c: Ms. Cathy Sheffield, U.S. Department of Education – [\[redacted\]@ed.gov](mailto:(b)(6)@ed.gov)  
 Mr. Charles Engstrom, U.S. Department of Education, School Participation Region IV –  
[\[redacted\]@ed.gov](mailto:(b)(6)@ed.gov)  
 Mr. Samuel Ferguson, Commission for Independent Education – [\[redacted\]@fldoe.org](mailto:(b)(6)@fldoe.org)  
 Ms. Martina Fernandez-Rosario, U.S. Department of Education, School Participation Region IX & X – [\[redacted\]@ed.gov](mailto:(b)(6)@ed.gov)  
 Ms. Teri Stanfill, Arizona State Board For Private Postsecondary Education –  
[\[redacted\]@azppse.gov](mailto:(b)(6)@azppse.gov)  
 Le Cordon Bleu College of Culinary Arts Scottsdale – [\[redacted\]@scottsdale.chefs.edu](mailto:(b)(6)@scottsdale.chefs.edu)  
 Sanford-Brown College, Tampa – [\[redacted\]@sbtampa.com](mailto:(b)(6)@sbtampa.com)



## NEW GRANT VISIT REPORT

**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
**8100 E. Camelback Road**  
**Scottsdale, AZ 85251**  
**ACICS ID Code: 00048705**

Mr. Craig Bartholomew, Campus Director (cbartholomew@scottsdale.chefs.edu)

(acicsinfo@scottsdale.chefs.edu)

**LEARNING SITE**  
**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
**4301 N. Scottsdale Road Suite, Suite 260**  
**Scottsdale, AZ 85251**  
**ACICS ID Code: 00109290**

**October 8-9, 2014**

Dr. Richard Murphree	Chair	Effectual Business Services	Eagle, ID
Ms. Donna Reed	Student-Relations Specialist	Retired college owner	Indianapolis, IN
Dr. Jack Phan	Educational Activities/Library Resources	Director of Criminal Justice/Rural Public Safety/S. Arkansas University	Olathe, KS
Mr. Alex Yarbrough	Distance Education	Instructor/Attorney at Law/Virginia College	Chelsea, AL
Mr. Maurice Wadlington	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LE CORDON BLEU COLLEGE OF CULINARY ARTS  
SCOTTSDALE, AZ**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Occupational Associate's Degree	Hospitality & Restaurant Management	980	95	368	<b>64%</b>	<b>56%</b>	<b>64.65%</b>	<b>44.44%</b>
Associate of Occupational Studies	Occupational Associate's Degree	Culinary Operations	1310	99	82	<b>61%</b>	73%	80.33%	N/A
Associate of Occupational Studies	Occupational Associate's Degree ++	Patisserie & Baking ***	1510	106	88	84%	<b>62%</b>	67.65%	<b>60.66%</b>
Associate of Occupational Studies	Occupational Associate's Degree ++	Culinary Arts ***	1550	107	321	85%	72%	70.91%	71.49%
Certificate	Certificate ++	Patisserie & Baking ***	940	55	1	80%	<b>68%</b>	78.95%	<b>39.13%</b>
Certificate	Certificate ++	Culinary Arts ***	940	55	40	74%	77%	72.98%	<b>62.5%</b>
Bachelor of Arts	Bachelor's Degree	Culinary Management	930	180	218	72%	<b>63%</b>	76.69%	<b>63.93%</b>

**TOTAL ENROLLMENT 1118**

\*\*\* The Associate of Occupational Studies and Certificate in Culinary Arts and the Associate of Occupational Studies and Certificate in Patisserie & Baking are all programmatically accredited by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). Their grant through ACFEFAC expires June 30, 2021.

++ Program(s) in which some but not all of the courses are taught at a Learning Site.

## INTRODUCTION

In 1986, Scottsdale Culinary Institute (SCI) was created through the vision of Elizabeth Sherman Leite as she combined her educational background, experience, and zeal for properly prepared cuisine. In 1990, Scottsdale Culinary Institute became accredited with its occupational associate's degree in culinary arts.

In 1998, SCI proudly became part of the Career Education Corporation (CEC) family. In 1999, Le Cordon Bleu North America arrived in the US. Its partnership with SCI combined classical French cooking techniques with modern American technology. On August 17, 2009, SCI started the distance education delivery method of the bachelor's degree in Le Cordon Bleu Culinary Management. On November 1, 2009, SCI received state and accreditation approval to change its name to Le Cordon Bleu College of Culinary Arts.

The Camelback campus, located in Scottsdale, Arizona, is housed in a former country club setting against the beautiful backdrop that overlooks Camelback Mountain, a well-known landmark in the high-end resort destination of the Phoenix area. The Sky Bridge learning site, which opened 2001, is an expansion of the Camelback campus in Scottsdale's popular 5th Avenue shops and internationally acclaimed tourist district.

Students attending the campus come from across the country, with the largest enrollment from Arizona, New Mexico, and Utah. The average age of the students is 26, with culinary programs slightly higher. The culinary programs have a higher percentage of men enrolled (70 percent male/30 percent female), whereas it is just the opposite for the Patisserie & Baking program (78 percent female/22 percent male).

### 1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.

The mission statement can be found in the 2014-2015 catalog on page 6.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?

Yes  No

1.03 Are the objectives devoted substantially to career-related education?

Yes  No

1.04 Are the objectives reasonable for the following?

(a) The programs of instruction

Yes  No

(b) The modes of delivery.

Yes  No

(c) The facilities of the campus.

Yes  No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?

Yes  No

1.06 Is the campus committed to successful implementation of its mission?

Yes  No

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?  
 Yes     No     Not Applicable
- 1.09 Does the CEP describe the following?  
 (a) The characteristics of the programs offered.  
 Yes     No  
 (b) The characteristics of the student population.  
 Yes     No  
 (c) The types of data that will be used for assessment.  
 Yes     No  
 (d) Specific goals to improve the educational processes.  
 Yes     No  
 (e) Expected outcomes of the plans.  
 Yes     No
- 1.10 Are the following five required elements evaluated in the CEP?  
 (a) Student retention.  
 Yes     No  
 (b) Student placement.  
 Yes     No     Not Applicable (new branch only)  
 (c) Level of graduate satisfaction.  
 Yes     No     Not Applicable (new branch only)  
 (d) Level of employer satisfaction.  
 Yes     No     Not Applicable (new branch only)  
 (e) Student learning outcomes.  
 Yes     No
- 1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed. The campus uses a combination of cumulative GPA, safety and sanitation pass/fail rate, final practical scores from each program and results from the capstone class in the bachelor's program. Student learning outcomes are monitored weekly and quarterly, and are assessed by comparing baseline data with current rates in each of the areas.
- 1.12 Are the following identified and described in the CEP?  
 (a) The baseline data for each outcome.  
 Yes     No     Not Applicable  
 (b) The data used by the campus to assess each outcome.  
 Yes     No     Not Applicable  
 (c) How the data was collected.  
 Yes     No     Not Applicable  
 (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.  
 Yes     No     Not Applicable

- 1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?  
 Yes     No     Not Applicable (new branch or initial applicant only)
- 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?  
 Yes     No     Not Applicable (new branch only)
- 1.15 Describe the specific activities that the campus will undertake to meet these goals.  
 Le Cordon Bleu College of Culinary Arts' baseline for Retention Rates, based off historical data, had been set at an overall rate of 82% for residential and 70% for distance education for 2013. The institutions's retention rate beginning January 1, 2014, according to the yearly reports, was 73.1% on average for the Culinary Programs, 74.6% on average for the Patisserie and Baking Programs, and 59.3% on average for the Distance Education Programs. As part of a continued effort to address retention rates, the institution utilizes a weekly tracking tool (Retention Report Card).  
 The future goals are to increase each program's retention rate by the following percentages; Certificate in Culinary Arts increased by 2%, residential associate programs by increased by 2% and all distance education programs reduced to the 2013 ACICS minimum retention rate of 67%. With the 2013 ACICS Program Improvement plan, all students will have the requirement to have begun their resume within the first block of attending school. Distance Education Career Services will have the identical offerings as the residential program.
- 1.16 Does the campus have documentation to show the following?  
 (a) That the CEP has been implemented.  
 Yes     No  
 (b) That specific activities listed in the plan have been completed.  
 Yes     No  
 (c) That periodic progress reports have been completed.  
 Yes     No
- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.  
 Mr. Craig Bartholomew, president, is responsible for implementing and monitoring the CEP. Mr. Bartholomew has a bachelor's degree in business / finance from Utah State University and a master's degree in business from University of Phoenix. Mr. Bartholomew has been with the institution since February 2014. Previously, he was with the University of Phoenix as a vice president of enrollment and as a campus director since 2005.
- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?  
 Yes     No     Not Applicable (new branch or initial applicant only)

## 2. ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?  
 (a) Governance, control, and corporate organization.  
 Yes     No  
 (b) Names of the trustees, directors, and/or officers.  
 Yes     No

(c) Names of the administrators.

Yes  No

2.02 Does the campus:

(a) Adequately train its employees?

Yes  No

(b) Provide them with constant and proper supervision?

Yes  No

(c) Evaluate their work?

Yes  No

2.03 Is the administration of the campus efficient and effective?

Yes  No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes  No

(b) Know the person to whom they report?

Yes  No

(c) Understand the standards by which the success of their work is measured?

Yes  No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes  No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes  No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes  No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes  No  Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

Mr. Bartholomew, president since February 2014, is responsible for the financial oversight of the campus. As previously stated, he has a bachelor's degree in business / finance, a master's degree in business, and nine years of executive-level administrative experience with the University of Phoenix.

### 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. Bartholomew, president since February 2014, is the on-site administrator at the institution. As previously stated, he has a bachelor's degree in business / finance, a master's degree in business, and nine years of executive-level administrative experience with the University of Phoenix.

3.04 Does the campus list degrees of staff members in the catalog?

Yes  No

If Yes, is appropriate evidence of the degrees on file?

Yes  No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes  No  Not Applicable (campus does not participate in financial aid)

(b) Admissions.

Yes  No

(c) Curriculum.

Yes  No

(d) Accreditation and licensure.

Yes  No

(e) Guidance.

Yes  No

(f) Instructional resources.

Yes  No

(g) Supplies and equipment.

Yes  No

(h) The school plant.

Yes  No

(i) Faculty and staff.

Yes  No

(j) Student activities.

Yes  No

(k) Student personnel.

Yes  No

3.06 Does the campus admit ability-to-benefit students?

Yes  No (Skip to Question 3.11.)

3.11 Do student files contain evidence of graduation from high school or the equivalent?

Yes  No

3.12 Are appropriate transcripts maintained for all students?

Yes  No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes     No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

Yes     No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes     No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes     No

#### 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team conducted a comprehensive review of 50 academic student files, unofficial transcripts, and financial account detail with equal representation of active, withdrawn, and graduate students.

4.02 Does the campus ensure that its student relations reflect high ethical standards?

Yes     No

4.03 Does the campus have appropriate admissions criteria?

Yes     No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

Yes     No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

Yes     No

4.06 Does the admissions policy conform to the campus's mission?

Yes     No

4.07 Is the admissions policy publicly stated?

Yes     No

4.08 Is the admissions policy administered as written?

Yes     No

4.09 Does the campus use an enrollment agreement for each enrolled student that :

(a) Clearly outlines the financial obligations of both the institution and the student?

Yes     No

(b) Outlines all program related tuition and fees?

Yes     No

(c) Has a signature of the student and the appropriate school representative?

Yes  No

Is there evidence that a copy of the agreement has been provided to the student?

Yes  No

- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
Mr. Ashanti Payton, Sr., online campus director of admissions and Mr. Jason Kimmel, on ground campus director of admissions are responsible for student recruitment. Mr. Payton has more than eight years of combined experience in admissions training and admissions management; he has a bachelor's degree in accounting and finance, and a master's degree in both organizational psychology and leadership from American InterContinental University. Mr. Kimmel has more than 13 years of student recruitment and admissions management experience while employed with the University of Phoenix from 2001 - 2013 before joining Le Cordon Bleu in March 2014. Mr. Kimmel has a bachelor's degree in business from Western International University and a master's degree in management from the University of Phoenix.
- 4.11 Describe how the recruiting process for new students is compatible with the educational objectives for the campus?  
Through the review of 50 student files, interviews with the directors of admissions, career services, registrars, and eight current students, the team is able to verify that the campus follows an ethical recruitment process. The process is compatible with the campus's educational objectives of providing a creative and supportive learning community, which is guided by knowledgeable chef instructors. Students are encouraged to immerse themselves in the culinary or hospitality arts by spending time in industry-equipped kitchens, working alongside chef instructors, and learning the skills necessary to reach the goal of a career in the culinary or hospitality industry. Qualified faculty and educational resources that are compatible with industry standards, enhance the educational experience by delivering programs through traditional and distance methodologies in a learning-centered environment. A career services department assists the graduates in achieving a career in the culinary and hospitality industries. Moreover, the campus is committed to a drug-free and safe learning environment for all students and is committed to providing education that focuses on excellence in a safe, productive, and quality-conscious environment. As such, the campus is able to accomplish this objective by confirming that each prospective student is well informed about the nature of the education provided through a recruitment interview conducted by an admissions representative. The recruitment interview incorporates a questionnaire that assists the campus with identifying the prospective students' strengths, weaknesses, and both educational and career expectations. In addition, the prospective student receives a copy of the academic catalog, which contains program and course descriptions for each curriculum.  
To qualify for admittance, each student must provide acceptable evidence of high school completion or the equivalent. All students must complete a signed enrollment agreement, which details the tuition, fees, financial obligation, and length of program. Prior to starting classes, ground students tour the campus, and provide an acceptable background check. All students complete a standardized entrance assessment and complete new student orientation.
- 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
- (a) Courses and programs.  
 Yes  No
- (b) Services.  
 Yes  No
- (c) Tuition.

Yes     No

(d) Terms.

Yes     No

(e) Operating policies.

Yes     No

- 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?  
 Yes     No
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes     No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes     No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes     No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No     Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes     No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes     No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)
- 4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?  
 Yes     No

#### FOR ALL PROGRAMS

- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes     No

If *yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?

The institution publishes its standards of satisfactory academic progress (SAP) policy on pages 78-80 of the 2014-2015 Academic Catalog effective May 2014.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.  
 Yes     No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.  
 Yes     No
- (c) Procedures for re-establishing satisfactory academic progress.  
 Yes     No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.  
 Yes     No
- Incomplete grades.  
 Yes     No
- Repeated courses.  
 Yes     No
- Non-punitive grades.  
 Yes     No     Not Applicable (campus does not offer)
- Non-credit or remedial courses.  
 Yes     No     Not Applicable (campus does not offer)
- A warning status.  
 Yes     No     Not Applicable (campus does not use)
- A probationary period.  
 Yes     No
- An appeal process.  
 Yes     No
- An extended-enrollment status.  
 Yes     No     Not Applicable (campus does not offer)
- The effect when a student changes programs.  
 Yes     No     Not Applicable (campus only offers one program of study)
- The effect when a student seeks to earn an additional credential.  
 Yes     No     Not Applicable (campus only offers one credential)
- The implications of transfer credit.  
 Yes     No
- 4.26 Does the campus apply its SAP standards consistently to all students?  
 Yes     No
- 4.27 Are students who are not making satisfactory academic progress properly notified?  
 Yes     No     Not Applicable (no students are in violation of SAP)

- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?  
 Yes  No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?  
 Yes  No  Not Applicable (all programs are less than two years)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?  
 Yes  No  Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes  No
- 4.32 Are students allowed to remain on financial aid while under warning status?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?  
 Yes  No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?  
 Yes  No  Not Applicable (there are no such students)
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes  No  Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes  No  Not Applicable (there is no such student)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes  No
- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?  
 Ms. Pauline Gibson, associate registrar, is responsible for the administration of SAP for the residential programs and Ms. Nicole Cummings, associate registrar is responsible for the administration of SAP for the online programs. Ms. Gibson has worked for Le Cordon Bleu for more than 10 years as an assistant registrar and registrar. Ms. Gibson holds an associate's degree in general studies from Mercer Jr. College, a bachelor's and master's degrees in aeronautics from Embry Riddle Aeronautical University, and a doctoral degree in higher education from Argosy

University. Ms. Cummings has seven years of combined experience in debt collection and student recruitment prior to beginning her position with Le Cordan Blue in February 2014 as associate registrar. Ms. Cummings holds an associate's degree in criminal justice and a bachelor's degree in human services from Colorado Technical University. Both assistant registrars have successfully completed the institution's registrar training program.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

Yes  No

4.40 Does the campus finance any of the following? (Mark all that apply.)

(a)  Scholarships.

(b)  Grants.

(c)  Loans.

(d)  The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes  No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?

Yes  No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes  No

4.43 Are tuition and fees clearly stated in the catalog?

Yes  No

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes  No  Not Applicable

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes  No

(b) Dates for the posting of tuition.

Yes  No

(c) Fees.

Yes  No

(d) Other charges.

Yes  No

(e) Payments.

Yes  No

(f) Dates of payment.

Yes  No

(g) The balance after each transaction.

Yes     No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes     No     Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

Yes     No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes     No

4.48 Is the campus following its stated refund policy?

Yes     No

4.49 Does the campus participate in Title IV financial aid?

Yes     No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Yvonne Martinez, business operations manager, is responsible for the on-site administration of financial aid. Ms. Martinez has 12 years of combined financial management experience. Ms. Martinez worked as an account administrator at Front Line Sales for six years prior to joining Le Cordon Bleu in October 2008 and has since then gained six years of financial aid packaging and financial aid management experience. Ms. Martinez holds an associate's degree from Colorado Technical University and is currently working toward a bachelor's degree in project management.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes     No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes     No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes     No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Martinez, on-site financial aid administrator, is a member of the National Association of Student Financial Aid Association (NASFAA) and attends bi-weekly conference/training calls with the corporate director of financial aid to discuss current policy, regulation changes, and any financial aid concerns. Additional training is provided through conferences, workshops, and webinars attended throughout the year, which focus on tax filing requirements, federal updates, types and sources of financial aid, cohort default rate management, over awards, and institutional policy changes, which combined, allow Ms. Martinez to stay abreast of changes in governmental regulations and institutional policies and procedures.

- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes     No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes     No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes     No (*Skip to question 4.58.*)
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
 Ms. Virginia Holcombe, manager, is responsible for student services at the campus. The lead chefs/instructors, registrars, student financial services, director of education, and director of distance education counsel students on their progression through their program. Students are provided with confidential advisement in legal, financial, child and eldercare referrals and personal and academic concerns. Students attend an in-depth student orientation, tutoring, and a skills lab, which provides academic support and the ability to hone their culinary skills outside of the classroom. Career services offers employment services to all active students and alumni. Library resources and support services are provided along with a handout, which includes a list of resources, the physical set-up and layout of the library, electronic resources, and how to use and access all library materials.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes     No     Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Ms. Linda Carpenter, campus director of career services, is responsible for career services. Ms. Carpenter holds a bachelor's degree in communications and a master's degree in curriculum and instruction for early childhood education from Arizona State University. Ms. Carpenter has more than 10 years of combined sales, employee recruitment, and human resource experience and has served in the positions of recruiter, career services advisor and manager, and as a consultant, before beginning her employment with Le Cordon Bleu in September 2011.
- 4.61 Does the campus offer employment assistance to all students?  
 Yes     No     Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes     No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 1104  
 The ending enrollment reported on the previous year's CAR is 1104
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes     No     Not Applicable
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

Yes     No     Not Applicable (campus does not participate in financial aid)

- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

All students receiving federal student loans must complete an entrance interview and are encouraged to complete an exit interview. The information in the entrance interview is also reiterated in the student loan application process. In addition, student finance representatives counsel students on responsible borrowing activities and require that all students borrow responsibly when choosing to receive loan funds in excess of the direct costs of tuition, fees, and books. Students also have access to a robust financial literacy portal, which includes a loan repayment calculator, modules on managing finances, loan responsibilities and repayment, and general financial literacy.

- 4.67 Describe the extracurricular educational activities of the campus (if applicable).

The campus offers a wealth of activities for students that are designed with the intent of providing a strong student community. Students are encouraged to participate in all activities as these activities provide learning tools and important skills requisite to becoming a professional in the culinary and hospitality industries.

The activities offered include student clubs, culinary competitions, guest speakers, chili and BBQ cook-offs, and gingerbread competitions, baking workshops that focus on pastry trends, introductions to local pastry chefs, artisan bakers, and chocolatiers. The campus offers a skills lab, which affords students the opportunity to practice knife skills, culinary and baking techniques, and to participate in special events off campus with the lead chefs. The Titanium Chef Culinary and Pastry Competitions allow students to compete and to highlight their culinary and baking skills. Additionally, the campus hosts employer visits, employer webinars, recruitment days, and three annual career fairs, dine out events, field trips, and resume writing seminars.

## 5. EDUCATIONAL ACTIVITIES

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes     No

- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Mr. Richard Exley, director of education, oversees the residential educational activities of all academic programs. Mr. Exley holds a master's degree in leadership of educational organizations from American InterContinental University and a bachelor's degree in business management from Capella University. He has served as the director of education since January 2011. Prior to his current position, Mr. Exley was a program chair, instructor, restaurant owner, and executive pastry chef for 26 years.

Ms. Mary Mules, director of distance education, is assigned to oversee the educational activities of the distance education programs. Ms. Mules holds a bachelor's degree in natural science from Michigan State University, a master's degree in education from American InterContinental University, and a diploma in chef training from the Restaurant School. She has worked for this campus since 2000 in various capacities including: director of education, culinary program chair, and her current position.

- 5.03 Does this person have appropriate academic or experiential qualifications?

Yes     No

- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.  
 Program administrators use the institution's academic governance policy as a tool to provide authority and responsibility for development and administration of the programs of study. The governance policy details the role of the faculty in matters of academic governance. There are provisions in place to support the efficiency and effectiveness of the overall administration of the campus, and its integrity is manifested by the professional competence, experience, personal responsibility, and ethical practices demonstrated by the administration and faculty.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes       No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes       No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?  
 (a) Development of the educational program.  
 Yes       No  
 (b) Selection of course materials, instructional equipment and other educational resources.  
 Yes       No  
 (c) Systematic evaluation and revision of the curriculum.  
 Yes       No  
 (d) Assessment of student learning outcomes.  
 Yes       No  
 (e) Planning for institutional effectiveness.  
 Yes       No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
 Yes       No
- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
 Yes       No (*Skip to question 5.10*)

**FOR NEW GRANTS ONLY**

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes       No (*Skip to question 5.14*)
- 5.11 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas?  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 in length)?  
 Yes       No  
 (b) Student placement rate of 70 percent?  
 Yes       No
- 5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

Yes     No     Not Applicable

How many calls to employers or graduates were attempted?

The following number of calls, by program, was attempted:

Occupational associate's degree program in culinary arts: 6

Occupational associate's degree program in patisserie and baking: 5

Certificate program in culinary arts: 5

Certificate program in patisserie and baking arts: 4

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Occupational associate's degree program in culinary arts: 4

Occupational associate's degree program in patisserie and baking: 4

Certificate program in culinary arts: 3

Certificate program in patisserie arts: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes     No     Not Applicable

#### FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?

Yes     No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes     No

5.16 What provisions are made for individual differences among students in the learning environment?

The campus ensures its relations with students reflect the highest ethical standards and conform to all applicable laws and regulations, and demonstrates respect for all students by treating them fairly and meeting their individual needs. There is evidence of program development and student services that are consistent with the stated mission, and evidence of educational program support that reflects concern for the learning and success of students.

Classroom observations by the team revealed that instructors' lessons plans target various learning styles by the effective use of visual aids, hands-on demonstrations, overhead projectors, computer presentations, handouts, and charts to fully engage students. Finally, the classroom environments are accessible and the furniture arrangements are appropriate for all students.

- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
Faculty are encouraged to evaluate, revise, and make changes to the curriculum through participating in Le Cordon Bleu curriculum committees. Instructors make suggestions to their lead instructor, who in turn, submit the suggestions to the curriculum committee. Ideas then flow to the director of education for review, and approved ideas are forwarded to the campus president for final approval or disapproval.
- 5.18 Does the faculty participate in this process?  
 Yes     No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes     No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes     No     Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes     No
- 5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)  
(a) Facilities.  
 Yes     No  
(b) Instructional equipment.  
 Yes     No  
(c) Resources.  
 Yes     No  
(d) Personnel.  
 Yes     No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes     No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes     No
- 5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  
 Yes     No
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes       No

- 5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?  
 Yes       No       Not Applicable (no faculty members hold foreign credentials)
- 5.28 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes       No

If *yes*, how is this documented?

Records of all in-service activities are kept in a binder located in the educational office. Agendas and meeting minutes are maintained, along with the signature of each attendee.

There was evidence of assessment procedures taken for the purpose of setting priorities and making decisions to enhance faculty/student effectiveness; a balanced representation of faculty and administration to discuss responsibilities, regulations, organizational matters, and technical resources; and of faculty and administration support and consensus-based decision-making processes.

- 5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?  
 Yes       No
- 5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes       No
- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes       No
- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?  
 Yes       No

#### **FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?  
 Yes       No
- 5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?  
 Yes       No

#### **FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

- 5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in

the *Accreditation Criteria*?

Yes  No

### FOR BACHELOR'S DEGREES ONLY

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

Yes  No

5.40 Do the program's general education courses meet Council standards?

Yes  No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes  No

### GENERAL COMMENTS:

The educational programs and activities are consistent with the stated mission and adequately achieve and produce measurable results for student success and outcomes. The curricula have both quantitative and qualitative standards and are designed to assist students in the application of relevant workplace skills. The procedures, materials, and technology are appropriate for the purposes, curricula, and standards of the academic offerings.

### COMMENDATIONS:

The team observed that the faculty shows a clear understanding and responsibility that support campus policies, and is willing to participate in the administration and implementation of policies pertaining to educational activities and student success. Instructors are devoted to quality teaching and have incorporated sophisticated teaching concepts in the classroom. It is evident that the instructional approach is student-centered; and course assessments and strategies are effective, assignments are being assessed in accordance with syllabi, and there are clear rubrics for every assignment.

## 6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The physical facility occupies approximately 45,000 square feet at the Camelback facility located at 8100 E. Camelback Road, Scottsdale, Arizona and approximately 43,000 square feet at the Sky Bridge learning site facility located at 4301 N. Scottsdale Road, Scottsdale, Arizona. This includes 14 lecture rooms, 13 professionally equipped kitchen classrooms, a student lounge, and a resource center/library with 2 computer labs. Kitchen labs are equipped with food preparation equipment found in the industry for the students' use in practicing a variety of culinary, baking and pastry skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry. Continual modifications to the building are designed to make the school's space more efficient and provide students with increased access to the school's resources.

6.02 Does the campus utilize any additional space locations?

Yes       No

6.03 Does the campus utilize learning sites?

Yes       No

If *Yes*, list the name and address of each learning site and identify any administrative services offered at the site.  
(Please see section 13 for additional information)

The address for the learning site is 4301 N. Scottsdale Road, Scottsdale, Arizona. The space consists of approximately 43,000 square feet. The learning site offers both career services and financial aid administrative services. Section 13 of this report is not applicable. As previously mentioned, the current courses/programs being offered at the learning site are programmatically accredited and, thus, did not require a specialist's visit.

6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?

Yes       No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites)?

(a) Equipment

Yes       No

(b) Instructional tools

Yes       No

(c) Machinery

Yes       No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

Yes       No       Not Applicable

## 7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The team reviewed the multi-campus institutional Le Cordon Bleu College of Culinary Arts 2014-2015 Catalog, effective and published May 2014.

7.02 Does the self-study or branch application part II accurately portray the campus?

Yes       No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

Yes       No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

Yes       No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

Yes       No

- (c) The names and titles of the administrators.  
 Yes  No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.  
 Yes  No
- (e) A statement of accreditation  
 Yes  No  Not Applicable (initial applicant)
- (f) A mission statement.  
 Yes  No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes  No
- (h) An academic calendar.  
 Yes  No
- (i) A full disclosure of the admission requirements.  
 Yes  No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.  
 Yes  No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 Yes  No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.  
 Yes  No
- (m) A definition of the unit of credit.  
 Yes  No  Not Applicable (The campus does not award credit)
- (n) A complete explanation of the standards of satisfactory academic progress.  
 Yes  No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.  
 Yes  No
- (p) The transfer of credit policy.  
 Yes  No
- (q) A statement of the tuition, fees, and any other charges.  
 Yes  No
- (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.  
 Yes  No  Not Applicable (no scholarships, grants, or loans offered)
- (s) The refund policy.  
 Yes  No
- (t) A statement describing the student services offered.  
 Yes  No
- (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes     No     Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes     No

If *Yes*, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

Yes     No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes     No     Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes     No     Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes     No     Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

Yes     No (*Skip to Question 7.07.*)

If *Yes*, does the catalog contain the following?

(a) A description of each mode of delivery used for distance education courses.

Yes     No

(b) Any additional or different admissions requirements for students taking distance education courses.

Yes     No     Not Applicable (there are no additional or different admissions requirements)

(c) A description of any tests used to determine access to distance education.

Yes     No     Not Applicable (no additional tests are given)

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.

Yes     No

(e) Costs and fees associated specifically with distance education.

Yes     No     Not Applicable (there are no additional costs and fees)

7.07 Does the catalog contain an addendum/supplement?

Yes     No (*Skip to Question 7.08.*)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes     No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes     No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes     No

7.08 Is the catalog available online?

Yes  No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes  No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes  No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes  No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes  No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes  No

7.12 Where does the campus advertise (publications, online, etc.)?

The institution advertises via online, program brochures, and on the local radio stations.

Are all print and electronic advertisements under acceptable headings?

Yes  No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes  No (*Skip to Question 7.14.*)

7.14 Does the campus utilize services funded by third parties?

Yes  No (*Skip to Question 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes  No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

Yes  No  Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The institutional performance information the institution routinely provides to the public are the graduation rates, on-time completion rates, and placement rates.

Where is this information published and how frequently is this information being updated?

The information is published on the institution's website and is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?

Yes  No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes  No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes  No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes  No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The institution has dedicated appropriate resources to continuously assess the library services and holdings. The following students are trained and designated to assist students with accessing library resources: Ms. Angie Hernandez; Ms. Ann Heisler; Mr. Matt Hollaway; Ms. Shawna Patten; Mr. Brian Mullinex; and Mr. Clint Smith.

In addition, all of the faculty have been trained to assist with the library resources and they communicate with each other and with students to obtain resource recommendations, and optimize the library budget to provide a variety of instructional benefits for both instructors and students.

Are these methods appropriate?

Yes  No

8.06 Is the library staff adequately trained to support the library?

Yes  No

### FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes  No

8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is \$2,000.

8.09 What portion of the current year's library budget has been spent?

To date, 100% (\$2,000) of the total budget has been spent.

How has the money been allocated?

The library budget was allocated for online services, reference books, media, and periodicals.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes  No

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes  No

### FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

Library assignments are required components of several courses in the various academic programs. In addition, trained instructors have given presentations in other instructors' classes to focus on the importance of the library resources in the academic environment.

Are these methods appropriate?

Yes  No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes  No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?

Yes  No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

Yes  No  Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.

The Le Cordon Bleu online database system includes: Ebsco, Credo, Culinary Art Collection, Gale, Proquest, Hoover's Pro, and Hospitality and Tourism Complete.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?

Yes  No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes  No

**FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY**

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Ms. Sharon Tani is the regional librarian for Le Cordon Bleu. Ms. Tani has been in her current position since April 2011. Ms. Tani holds a master's degree in library science from San Jose State University. Prior to her current position, Ms. Tani was a technical specialist, library associate, pastry caterer, medical library intern, sales associate consultant, executive producer, and a managing producer for 14 years.

Chef Karen Kleinknecht is the designated on-site library liaison, who has been trained by, and works in collaboration with, Ms. Tani. Ms. Kleinknecht is assigned 40 hours a week to work in the library. The library is open from 6:00 a.m. to 10:00 p.m. Monday through Friday. As previously stated, the following students have been trained; their designated hours to assist other students are listed below:

- Ms. Angie Hernandez hours are from 7:30 a.m. to 9:30 a.m.; Monday through Friday.
- Ms. Ann Heisler hours are from 9:00 a.m. to 10:30 a.m.; Monday through Friday.
- Mr. Matt Hollaway hours are from 10:30 a.m. to 12:00 p.m.; Monday through Friday.
- Ms. Shawna Patten hours are from 12:00 p.m. to 4:00 p.m.; Monday through Friday.
- Mr. Brian Mullinex hours are from 1:00 p.m. to 5:00 p.m.; Monday through Friday.
- Mr. Clint Smith hours are from 1:00 p.m. to 5:00 p.m.; Monday through Friday.

The team was advised by the administration that there are also trained faculty and staff available to assist students with accessing library resources between the hours of 5:00 p.m. to 10:00 p.m., Monday through Friday.

Does this individual:

(a) Supervise and manage the library and instructional resources?

Yes     No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

Yes     No

(c) Assist students in the use of instructional resources?

Yes     No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes     No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

Yes     No     Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes     No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

Yes     No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

Yes     No

**FOR NONDEGREE PROGRAMS ONLY**

8.25 Are appropriate reference materials and periodicals available for all programs offered?

Yes     No

8.26 Are the instructional resources organized for easy access, usage, and preservation?

Yes     No

8.27 Is there a current inventory of instructional resources?

Yes     No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

Yes     No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?

Yes     No

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?

Yes     No

8.31 Is there a current inventory of instructional resources, including online resources?

Yes     No

8.32 Are the resources organized for easy access and usage?

Yes     No

8.33 Is it evident that faculty encourages the use of the library?

Yes     No

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?

Yes     No

**GENERAL COMMENTS:**

The library is supported through a collaborative effort by faculty, and students are offered appropriate academic related assistance. Faculty assign students research projects to further enhance their learning, and the library staff supports students in locating resources for their projects.

## NONTRADITIONAL EDUCATION

- Distance Education

H.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications?

Ms. Mary Mules, director of distance education, is assigned to provide administration of the distance education activities. Ms. Mules holds a bachelor's degree in natural science from Michigan State University, a master's degree in education from American InterContinental University, and a diploma in chef training from the Restaurant School. Ms. Mules has worked for this institution since 2000 in various capacities including such as, director of education and culinary program chair.

H.02 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

H.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?

Yes  No

H.04 Are the time and resources devoted to the administration of distance education sufficient?

Yes  No

## FOR INSTITUTIONS OFFERING DISTANCE EDUCATION

H.05 Did the institution receive approval from ACICS prior to using distance education as a mode of delivery?

Yes  No

H.06 Does the institution have a plan to implement distance education instruction?

Yes  No

H.07 If the institution has a plan, does it include the following:

(a) Rationale?

Yes  No

(b) Resources?

Yes  No

(c) Course/program objectives?

Yes  No

(d) Course content?

Yes  No

(e) Student assessment?

Yes  No

- H.08 Does the institution integrate this plan into the Campus Effectiveness Plan?  
 Yes  No
- H.09 Is the delivery method appropriate for students and the curriculum?  
 Yes  No
- H.10 Are admission requirements for distance education courses/programs identified by the institution?  
 Yes  No  Not Applicable (no additional admissions requirements)
- H.11 If an admissions test is required, is it administered in a manner which verifies the student's identity?  
 Yes  No  Not Applicable (no admissions test required)
- H.12 Does the institution make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program?  
 Yes  No  Not Applicable
- H.13 Does the institution make it clear in writing at the time of enrollment how the student's privacy will be protected in the identity verification process?  
 Yes  No
- H.14 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?  
 Yes  No  Not Applicable
- H.15 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to assess this mode of delivery during the admissions/enrollment process?  
 Yes  No
- H.16 Does the institution provide an on-line orientation program to familiarize students with the equipment and resources used in the distance education activities?  
 Yes  No
- H.17 Do syllabi identify course learning objectives and does each course learning objective support one or more program learning outcomes?  
 Yes  No
- H.18 Describe how the courses provide opportunities for interaction between faculty and students.  
 The courses provide opportunities for interaction between faculty and students by assigning the students discussion question each week where the student makes an initial post and must respond to two other student's post. The faculty member will make comments to both the initial comment and to the other students' respective responses. Additionally, the courses provide opportunities for interaction between faculty and students through class email, live and recorded chats, and feedback on graded assignments.
- Are these opportunities sufficient and appropriate?  
 Yes  No

H.19 Describe how the courses provide opportunities for interaction among students.

The courses provide opportunities for interaction among students through class email, discussion boards where students are required to respond to two other students, and through live chat sessions.

Are these opportunities sufficient and appropriate?

Yes  No

H.20 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?

Yes  No

H.21 Is the curriculum administered in a way that maintains security of access?

Yes  No

H.22 Describe the student identity verification method used by the campus.

Each student is given a specific username and password. The student must create their own password the first time they login. No one else has knowledge of the student's new password, except for the user.

Is this method adequate?

Yes  No

H.23 Does the institution employ academically and experientially credentialed faculty to teach online courses?

Yes  No

H.24 Describe the institutions learning management system.

The institution uses a proprietary Learning Management System, LMS, known as MyCampus. This platform allows for emails, live chats, recorded chats, discussions, assignment drop boxes, video presentations, and group projects.

H.25 Are the faculty properly trained to utilize the institutions learning management system for purposes of instruction, communication, and assessment?

Yes  No

H.26 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning?

Yes  No

H.27 Does the institution demonstrate appropriate faculty student ratios to support:

(a) Faculty and student interaction?

Yes  No

(b) Facilitation of interaction among students?

Yes  No

(c) Facilitation of interaction with curriculum content?

Yes  No

H.28 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?

Yes  No

H.29 Does the institution have adequate financial resources to support the courses/program(s)?

Yes  No

H.30 Does the institution demonstrate that students taking online courses have access to the same or equivalent library resources and support as on ground students?

Yes  No

H.31 How does the institution orient online students to its learning management system, resources, and support services (including technical support)?

The institution orients online students to its learning management system, resources, and support services by provide a live orientation to students. The first phase of the orientation covers counseling, academic advising, financial aid, employment assistance, and technical help for the online student. The second phase of the orientation covers the platform and how the discussion board, chat, email, drop box, multimedia, and other tools work to help the online student learn how to navigate the platform.

Is this orientation adequate?

Yes  No

H.32 Does the institution provide support services for online students which are the same or equivalent to those provided for on ground students in the follow areas:

(a) Counseling?

Yes  No

(b) Academic advising?

Yes  No

(c) Financial aid?

Yes  No  Not Applicable (Institution does not participate in financial aid)

(d) Employment assistance?

Yes  No  Not Applicable (Institution enrolls only international students on a student visa)

H.33 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?

Yes  No

H.34 Does assessment and assignments demonstrate student achievement of course learning objectives?

Yes  No

H.35 Does the institution document that it conducts the following:

(a) Course/program evaluations (including assessments of educational outcomes)?

Yes  No

(b) Student retention and placement?

Yes       No

(c) Student satisfaction?

Yes       No

(d) Faculty satisfaction?

Yes       No

(e) Employer satisfaction?

Yes       No

H.36 Does the institution fully disclose what forms of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material?

Yes       No

**SUMMARY**

Based on the team's review, the campus has no areas of non-compliance.

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual

A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?



A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)



A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?



A.04. Did your admissions representative accurately describe student services offered by the institution?



A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?



A.06. Did you receive a catalog or were you provided access to one during the enrollment process?



A.07. Did the catalog accurately portray programs, services and policies of the institution?



A.08. Was the information provided during enrollment sufficient for you to make your decision?



A.09. Did you feel unduly pressured during enrollment?



B.01. Do you receive federal financial aid?



B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)



C.01. Are your instructors available to provide additional help, if needed?



C.02. Are the learning resources and lab equipment / supplies adequate for your program of study?



C.03. Were textbooks available when you started classes?



C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)



D.01. Overall, I am satisfied with the quality of education I am receiving.



D.02. I would recommend this institution to others.





**QUALITY ASSURANCE MONITORING: READINESS REPORT**  
**ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU CULINARY ARTS**

**LE CORDON BLEU COLLEGE OF CULINARY ARTS**

**2450 Del Paso Road, Suite 150  
Sacramento, CA 90028  
ACICS ID Code: 00023522**

Ms. Kimberly Velasquez, Market President (KVelasquez@sacramento.chefs.edu)

ACICSINFO@sacramento.chefs.edu

**Main Campus**

**Le Cordon Bleu College of Culinary Arts  
Austin, Texas  
ACICS ID Code: 00021352**

June 18, 2014

**Projected Enrollment in the New Program During Its First Year of Operation: 8**

**Chef William Roy    Culinary Arts Specialist    International Culinary School    Indianapolis, IN  
at the Art Institute at the Art Institute**

**Ms. Chinita Obi    Staff    ACICS    Washington, DC**

**MISSION**

R.01 Is the mission statement appropriate for the type of new credential offered?

Yes  No

**RELATIONS WITH STUDENTS**

R.02 Does the campus have appropriate admissions criteria for this program?

Yes  No

R.03 Are there any admissions requirements unique to this program?

Yes  No

**EDUCATIONAL ACTIVITIES**

R.04 Is licensure, certification or registration required to practice in the specific career field?

Yes  No (*Skip to Question R.06.*)

R.06 Who is assigned to administer all academic programs, and what are this person's qualifications?

Chef Richard Jensen, director of education, is assigned to administer all academic programs. Chef Jensen has an associate's degree in culinary arts from the California Culinary Academy. He is a certified professional food manager and a current member of the American Culinary Foundation. Chef Jensen has been teaching since 2010 and was hired as executive chef in 2012. He has over 10 years in culinary arts, management, and instruction.

R.07 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

R.08 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?

Chef Richard Jensen, director of education, is assigned to administer the new program. As previously stated, Chef Jensen has an associate's degree in culinary arts from the California Culinary Academy. He is a certified professional food manager and a current member of the American Culinary Foundation. Chef Jensen has been teaching since 2010 and was hired as executive chef in 2012. He has over 10 years in culinary arts, management, and instruction.

R.09 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

R.10 Does the program administrator have sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes  No

R.11 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

R.12 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in

the formation and design of the new program?

Yes  No

R.13 Are appropriate provisions made in the new program for individual differences among students?

Yes  No

R.14 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to the academic credential?

Yes  No

R.15 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes  No

R.16 Are course prerequisites appropriate?

Yes  No

R.17 Is an appropriately detailed syllabus on file for each course in the program?

Yes  No

R.18 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes  No

Not Applicable (these elements are not part of the program or no student is at that point in the program)

R.19 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?

Yes  No

Not Applicable (no courses are offered via independent study)

R.20 Is credit appropriately converted in relation to total student contact hours in each class?

Yes  No

R.21 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes  No

R.22 Are official transcripts for all credentials held on file for all instructors in the program?

Yes  No

R.23 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services

(NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States?

- Yes       No  
 Not Applicable (no faculty hold foreign transcripts)

R.24 What is the campus' plan to continue to provide qualified faculty to teach in the new program?

After interviews with president and director of education, the team found that the campus is looking at hiring two more instructors to teach new courses in the culinary program. They are requiring them to hold a bachelor's degree and have certification or affiliation with the American Culinary Foundation. Understanding that the academic associate's degree level requires higher qualifications, the campus is encouraging current faculty who do not currently have a bachelor's degrees, but are qualified based on demonstrated current professional experience, industry certifications, and academic experience, to attain higher credentials and to be currently enrolled in a bachelor's degree program. The campus is also ensuring to receive transcripts from faculty prior to making offers to ensure the applicable degrees are conferred. Faculty members join the ACF on a voluntary basis so that they can take the membership with them if they move on. However, the campus will cover costs for related certifications.

R.25 Is there documented evidence of a systematic program of in-service training at the campus?

- Yes       No

R.26 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

- Yes       No

R.27 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?

- Yes       No

#### **FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

R.34 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?

- Yes       No

R.35 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?

- Yes       No

R.36 Are all general education courses appropriate for the program and do they meet Council standards?

- Yes       No

R.37 Are the courses that satisfy the concentration and general education requirements identified in the catalog?

- Yes       No

- R.38 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- R.39 Is there evidence that curricular offerings require the appropriate use of library resources?  
 Yes  No

### **LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY**

#### **FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY**

- R.62 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes  No
- R.63 What is the amount of the current year's library budget?  
The current year's library budget is \$826,824.
- R.64 What portion of the current year's library budget has been spent and how has the money been allocated?  
To date, \$309,046 has been spent. Expenditures include subscriptions to Academic Search Premier, Ebook Collection, ERIC, and physical holdings for general education courses.

#### **FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY**

- R.65 Does the faculty inspire, motivate, and direct student usage of the library resources?  
 Yes  No
- R.66 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- R.67 Are records of physical and/or online resources and circulation accurate and up to date?  
 Yes  No
- R.68 Are the library holdings for this program, including full-text online collections, up-to-date and adequate for the new program?  
 Yes  No
- R.69 Describe the campus' plans for continuing to provide library and instructional resources to support the new program?  
The campus plans to continue to provide library and instruction resources in a number of ways. The campus has secured additional holdings for the general education coursework offered in the associate's

program as well as holdings for the culinary and baking arts. The campus is also preparing to initiate the Library Guides Project, an online application designed to allow students to build digital guides for areas of interest in the program. The library is currently a shared resource center with the International Academy of Design and Technology (IADT) and is staffed full time by Ms. Kathleen Rainey. IADT is in teach out and Le Cordon Bleu plans to retain Ms. Rainey when the IADT programs have phased out. Le Cordon Bleu also has a regional librarian on staff to provide additional support.

R.70 Describe any full-text online collections available to students:

The students have access to 37 full text databases, via Ebsco, Credo, Gale, and Hoovers Pro. Those specific to the culinary and baking programs include: Culinary Arts Collection; Hospitality and Tourism Complete; and Food Science Source. Students also have access to databases that include, but are not limited to, eBook Collection, Academic Search Premier, and Proquest Newstand.

### FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

R.71 Is there a professionally trained individual (holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable) on staff who supervises and manages the library and instructional resources, facilitates their integration into all phases of the campus' curricular and educational offerings, and assists students in their use?

Yes  No

R.72 Is documentation on file to evidence the librarian participates in professional growth activities?

Yes  No

R.73 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

The on-site librarian is Ms. Kathleen Rainey. Ms. Rainey has a master's degree in library science from Rutgers University in Piscataway, New Jersey; a bachelor's degree in communication from Glassboro State College (currently known as Rowan University) in Glassboro, New Jersey; and an associate's degree in education media technology from Burlington County College, in Pemberton, New Jersey. Ms. Rainey is on-site from 9 a.m. to 6 p.m. The library is open until 7:30 p.m. and is staffed during evening hours by three work study students, who have had initial training and also receive continuous training from Ms. Rainey. Ms. Rainey has additional support from Ms. Sharon Tani, regional librarian.

R.74 Is there a trained individual, who is competent to both use and aid in the use of library technologies and resources, on duty to supervise the library and to assist students with library functions during scheduled library hours?

Yes  No

R.75 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.



**QUALITY ASSURANCE MONITORING: READINESS REPORT  
ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU CULINARY ARTS**

**Le Cordon Bleu College of Culinary Arts - St. Louis**

**7898 Veterans Memorial Parkway**

**St. Peters, MO 63376**

**ACICS ID Code: 00024557**

**Chef Vicki Davenport, Interim Campus Director (mdavenport@stlouis.chefs.edu)  
acicsinfo@stlouis.chefs.edu**

**MAIN**

**Le Cordon Bleu College of Culinary Arts**

**Austin, TX 78758**

**ACICS ID Code: 00021352**

**June 5, 2014**

**Current Total Enrollment: 14**

<b>Mr. Antony Osborne</b>	<b>Culinary Arts Specialist</b>	<b>Dean of Culinary</b>	<b>Birmingham, AL</b>
<b>Ms. Frenika Rivers</b>	<b>ACICS Coordinator</b>	<b>ACICS</b>	<b>Washington, DC</b>

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**

ED00033289

## REPORT QUESTIONS

### MISSION

R.01 Is the mission statement appropriate for the type of new credential offered?

Yes  No

### RELATIONS WITH STUDENTS

R.02 Does the campus have appropriate admissions criteria for this program?

Yes  No

R.03 Are there any admissions requirements unique to this program?

Yes  No

### EDUCATIONAL ACTIVITIES

R.04 Is licensure, certification or registration required to practice in the specific career field?

Yes  No (*Skip to Question R.06.*)

R.06 Who is assigned to administer all academic programs, and what are this person's qualifications?

Chef Vicki Davenport is assigned to administer all academic programs. Ms. Davenport has a bachelor's degree in corporate and industrial communication and a master's degree in business administration from Lindenwood College in St. Charles, Missouri. She also holds a master's in education from American Intercontinental University. In addition to her education, the chef has several years' of experience working in the hospitality field as a pastry chef. She has worked at Le Cordon Bleu St. Louis as a purchasing coordinator, an instructor, and now serves as the school's director of education and as interim campus director.

R.07 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

R.08 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?

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R.09 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

R.10 Does the program administrator have sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes                       No

R.11 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes                       No

R.12 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?

Yes                       No

R.13 Are appropriate provisions made in the new program for individual differences among students?

Yes                       No

R.14 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to the academic credential?

Yes                       No

R.15 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes                       No

R.16 Are course prerequisites appropriate?

Yes                       No

R.17 Is an appropriately detailed syllabus on file for each course in the program?

Yes                       No

R.18 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes                       No

Not Applicable (these elements are not part of the program or no student is at that point in the program)

R.19 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?

Yes                       No

Not Applicable (no courses are offered via independent study)

R.20 Is credit appropriately converted in relation to total student contact hours in each class?

Yes                       No

R.21 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes                       No

R.22 Are official transcripts for all credentials held on file for all instructors in the program?

Yes                       No

R.23 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States?

Yes                       No  
 Not Applicable (no faculty hold foreign transcripts)

R.24 What is the campus' plan to continue to provide qualified faculty to teach in the new program?

Le Cordon Bleu - St Louis utilizes a variety of educational resources to enrich this program. This is accomplished by means of the program Curriculum Committee, which is comprised of the Vice President of Academics Culinary SBU; the Vice President of Culinary Education, the Director of Culinary Education, and Executive Chefs of seven other Le Cordon Bleu campuses. The Curriculum Committee meets regularly to review program content and implements program and course content. Through this they are able to determine needs for qualified faculty in these courses.

R.25 Is there documented evidence of a systematic program of in-service training at the campus?

Yes                       No

R.26 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

Yes                       No

R.27 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?

Yes                       No

#### **FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

R.34 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?

Yes                       No

R.35 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?

Yes                       No

R.36 Are all general education courses appropriate for the program and do they meet Council standards?

Yes                       No

R.37 Are the courses that satisfy the concentration and general education requirements identified in the catalog?

Yes                       No

R.38 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes  No

R.39 Is there evidence that curricular offerings require the appropriate use of library resources?

Yes  No

### **LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY**

#### **FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY**

R.62 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes  No

R.63 What is the amount of the current year's library budget?

\$3000 has been allotted for the new program.

R.64 What portion of the current year's library budget has been spent and how has the money been allocated?

Approximately 83% of the library budget has been spent. This has been used to purchase new periodicals that are used on the online learning system.

#### **FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY**

R.65 Does the faculty inspire, motivate, and direct student usage of the library resources?

Yes  No

R.66 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes  No

R.67 Are records of physical and/or online resources and circulation accurate and up to date?

Yes  No

R.68 Are the library holdings for this program, including full-text online collections, up-to-date and adequate for the new program?

Yes  No

R.69 Describe the campus' plans for continuing to provide library and instructional resources to support the new program?

While the campus does work with the corporate Le Cordon Bleu librarian, Chef David Frattini serves as the on-site faculty library liaison. Faculty members give Chef Frattini their requests. Chef Frattini then shares this information with the campus director, Chef Davenport, and the Le Cordon Bleu corporate librarian. In addition, the campus has a library budget program, which is used to grow the resources as

needed.

R.70 Describe any full-text online collections available to students:

The full-text online collections available to students include: Academic Search Premiere; Food Science Source; Hospitality and Culinary Complete; InfoTrac; Credo; and EBSCOhost.

#### FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

R.71 Is there a professionally trained individual (holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable) on staff who supervises and manages the library and instructional resources, facilitates their integration into all phases of the campus' curricular and educational offerings, and assists students in their use?

Yes  No

R.72 Is documentation on file to evidence the librarian participates in professional growth activities?

Yes  No

R.73 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

The campus library is staffed by student workers who are trained by the Le Cordon Bleu regional librarian, Ms. Laura Rice. Ms. Rice holds a master's degree in information and library science from Dominican University in River Forest, Illinois. The library is open from 9 a.m. to 9 p.m. Monday through Thursday, 9 a.m. to 5p.m. on Fridays and Saturdays by request. The student workers have access to online librarians that are shared between the Le Cordon Bleu schools to assist students with help beyond accessing databases. In addition, Ms. Rice is available Monday through Friday 8 a.m. to 5 p.m. to assist with other student needs.

R.74 Is there a trained individual, who is competent to both use and aid in the use of library technologies and resources, on duty to supervise the library and to assist students with library functions during scheduled library hours?

Yes  No

R.75 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

Yes  No

#### SUMMARY

The campus has no areas of non-compliance.

## RECOMMENDATIONS

The evaluation team offers the following recommendation(s) for the institution's consideration (*Recommendations are not included in the report seen by the Council*):

- The team suggests that the school looks into a more consistent format for all course homework assignments and how this data is captured.
- The team would like to make a strong recommendation that Le Cordon Bleu rectifies the current externship situation with Chef Cheyney Andrews, to allow him to complete his associates degree.
- All NEHA proctors should have some form of certification on file to validate that they are qualified to teach this class.

The team suggests that a bio is kept on file for all advisory board members and guest speakers



**QUALITY ASSURANCE MONITORING: READINESS REPORT**  
**ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU PATISSERIE & BAKING**

**Le Cordon Bleu College of Culinary Arts - St. Louis**

**7898 Veterans Memorial Parkway**

**St. Peters, MO 63376**

**ACICS ID Code: 00024557**

**Chef Vicki Davenport, Interim Campus Director (mdavenport@stlouis.chefs.edu)**  
**acicsinfo@stlouis.chefs.edu**

**MAIN**

**Le Cordon Bleu College of Culinary Arts**

**Austin, TX 78758**

**ACICS ID Code: 00021352**

**June 5, 2014**

**Current Total Enrollment: 5**

<b>Mr. Antony Osborne</b>	<b>Culinary Arts Specialist</b>	<b>Dean of Culinary</b>	<b>Birmingham, AL</b>
<b>Ms. Frenika Rivers</b>	<b>ACICS Coordinator</b>	<b>ACICS</b>	<b>Washington, DC</b>

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**ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS**

ED00033296

## REPORT QUESTIONS

### MISSION

R.01 Is the mission statement appropriate for the type of new credential offered?

Yes  No

### RELATIONS WITH STUDENTS

R.02 Does the campus have appropriate admissions criteria for this program?

Yes  No

R.03 Are there any admissions requirements unique to this program?

Yes  No

### EDUCATIONAL ACTIVITIES

R.04 Is licensure, certification or registration required to practice in the specific career field?

Yes  No (*Skip to Question R.06.*)

R.06 Who is assigned to administer all academic programs, and what are this person's qualifications?

Chef Vicki Davenport is assigned to administer all academic programs. Ms. Davenport has a bachelor's degree in corporate and industrial communication and a master's degree in business administration from Lindenwood College in St. Charles, Missouri. She also holds a master's in education from American Intercontinental University. In addition to her education, the chef has several years' of experience working in the hospitality field as a pastry chef. She has worked at Le Cordon Bleu St. Louis as a purchasing coordinator, an instructor, and now serves as the school's director of education and as interim campus director.

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Yes  No

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R.09 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

R.10 Does the program administrator have sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes       No

R.11 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes       No

R.12 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?

Yes       No

R.13 Are appropriate provisions made in the new program for individual differences among students?

Yes       No

R.14 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to the academic credential?

Yes       No

R.15 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes       No

R.16 Are course prerequisites appropriate?

Yes       No

R.17 Is an appropriately detailed syllabus on file for each course in the program?

Yes       No

R.18 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes       No

Not Applicable (these elements are not part of the program or no student is at that point in the program)

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#### **FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

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Yes  No

#### SUMMARY

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- The team suggests that the school looks into a more consistent format for all course homework assignments and how this data is captured.
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- All NEHA proctors should have some form of certification on file to validate that they are qualified to teach this class.

The team suggests that a bio is kept on file for all advisory board members and guest speakers

## **Memorandum of Understanding**

We are presenting an agreement in principle between Corinthian Colleges, Inc. and its subsidiaries (“Corinthian”) and the U.S. Department of Education (“the Department”) that will be followed up by Corinthian presenting the Department an operating agreement (the “Operating Agreement”) that is agreeable to the Department no later than July 1, 2014.

As a condition for the release of the Immediate \$16 million (defined below) of student financial assistance funds under Title IV of the Higher Education Act of 1965, as amended (the amount of funds Corinthian has indicated is needed to meet necessary and appropriate expenses through June 27), the Department proposes this Memorandum of Understanding (the “MOU”) for the implementation of a Transition Plan (the “Plan”) that will result in the sale of certain of the Corinthian institutions that are participants in the Title IV Programs (the “Institutions”) and the teaching out of other Institutions owned by Corinthian, in an agreed upon manner and over an agreed upon period of time as set forth in this MOU.

Corinthian will provide, in a timely manner, the outstanding data requested by the Department, and as committed to by Corinthian in an email dated June 17, 2014. Corinthian and the Department will issue mutually agreeable public statements (consistent with Corinthian’s obligations under federal securities laws) by June 23, 2014.

## **Agreed Statement of Principles**

- Students will be given an opportunity to complete their education without material interruption, change or additional cost.
- Faculty and staff will be treated in a manner that causes minimal personal and financial disruption.
- The Plan will consider the value of the schools for students, employees, and taxpayers, and respect the interests of the

government and Corinthian's federal and state law obligations (including fiduciary duties) and contractual obligations.

- The definitive agreements for any Sales Schools (as defined below) contemplated by this plan are intended to be executed within approximately 6 months from the signing of this MOU.
- Within thirty (30) days from the date hereof, Corinthian shall prepare and deliver to the Department the teach-out plans for all U.S. locations that participate in the Title IV Program. These plans may include agreements with other institutions to take over the teach-out process.
- Corinthian will make disclosures to be agreed upon in the Operating Agreement to any new or prospective students seeking to enroll after the date of this MOU in schools that the Department determines are ineligible for Title IV participation or deny recertification for Title IV participation.

### **Immediate Funding**

- The Department's current HCM-1 disbursement method for Corinthian and the attendant 21-day disbursement delay will remain in effect unless further modified by the Department based upon continuing review of the Corinthian institutions or upon the signing of the Operating Agreement. The Operating Agreement will provide for appropriate continued disbursements of Title IV funds to permit Corinthian to fund its operations in the ordinary course and effectuate the principles of this MOU.
- Effective immediately, the Department will allow Corinthian to immediately draw down \$6.5 million of Title IV student aid funds for student rosters that it previously submitted and immediately draw down (consistent with the Department's ordinary course processing times) an additional \$9.5 million for student rosters that it will submit

to the Department on or before June 27, 2014 (the “Immediate \$16 million”).

- The agreement to provide immediate funding described herein is conditioned on substantiation by Corinthian, on timely demand by the Department, that the data submitted is accurate and that it is entitled to the Title IV student aid funds it claims, and any further funding will be conditioned on the results of the Department’s subsequent timely review of this data. The Department’s requests for substantiation of the accuracy of data submitted shall be consistent with ordinary course HCM-1 disbursement processing and the data elements described in the second succeeding bullet point below.
- The use of the Immediate \$16 million in Title IV student aid funds shall be used only for ordinary course liabilities (not including debt repayment), and shall not be used for extraordinary bonuses or settlement of lawsuits or investigations by other federal or state agencies, and the Monitor (as defined below) shall review disbursements related to the Immediate \$16 million.
- Corinthian will provide a list of eligible students for whom disbursements will be requested, including for each student: OPEID of the institution the student is attending, Name, Social Security Number, Date of Enrollment, Expected Graduation Date, Prior Disbursement Amounts by Program, and Current Disbursement Amounts by Program.

### **Appointment of Monitor**

- Corinthian will promptly (and in no event later than two weeks after execution of the Operating Agreement) contract with an independent, experienced compliance and business monitor (the “Monitor”) who is acceptable to the Department, and whose duties will be specified in a separate agreement between Corinthian and the Department.

- The Monitor will have full and complete access to Corinthian personnel and budgets, including financial forecasts, results of operations and cash receipts and disbursements (including, without limitation, disbursements of the Immediate \$16 million) and any and all documents Corinthian is providing to potential buyers, accreditors and the Department.
- The Monitor will regularly provide documents and report to the Department on Corinthian's progress in fulfilling the terms of the Operating Agreement and will provide contemporaneous access to the Department to all data described above.

### **Enrollment of New Students**

- Corinthian will continue new student enrollments in the ordinary course from the date hereof until execution of the Operating Agreement, at which time Corinthian shall promptly (and in no event more than one week after execution of the Operating Agreement) discontinue enrollments in any schools designated as teach-out schools (the "Teach-out Schools"). From the date hereof until the execution of the Operating Agreement, Corinthian shall not draw Title IV funds for new students. Following execution of the Operating Agreement, Corinthian shall provide prompt notice to all students attending the Teach-out Schools of the intent to teach out those schools. With respect to new students who have enrolled between the date hereof and the execution of the Operating Agreement, Corinthian shall provide such new students with the opportunity to either (i) discontinue their education at Teach-out School, and Corinthian shall forgive entirely any tuition or other fees charged during the period, or (ii) the students shall be free to continue their education in the ordinary course.
- The Department will continue its ongoing review of Corinthian's institutions for compliance with standards of administrative capability. If – whether through a recertification process, program review, or

otherwise – the Department determines that one or more Corinthian institutions has failed to demonstrate administrative capability, the Department retains all regulatory authority with respect to such schools.

- Corinthian will provide refunds to any to new students enrolling after the date of this MOU in schools that the Department determines are ineligible for Title IV participation or deny recertification for Title IV participation.

### **Sale of Schools**

- As stipulated by statute and regulation, the Department retains all regulatory and statutory authority to approve or deny any transactions.
- Corinthian will promptly after the execution of the Operating Agreement begin a sales process for the schools designated in the Operating Agreement (the “Sales Schools”). Corinthian anticipates that the sales process will last between 4 months and 6 months. Promptly after execution of any definitive agreements, Corinthian will work with the acquirors to seek approval of a change in ownership from the Department and appropriate accreditors and state licensing agencies. The Department will review the application(s) for approval of a change in ownership from a purchaser of any school owned by Corinthian and its subsidiaries expeditiously and under standards generally applicable to changes of ownership.
- The purchaser of any schools owned by Corinthian and its subsidiaries must be acceptable to the Department.
- Corinthian must report to the monitor on a bi-monthly basis the status of any sales negotiations.

### **Teach-out Schools**

- Corinthian will provide details of the teach-out plan, which includes funding mechanisms, for each of the Teach-out schools.
- Corinthian will suspend new enrollments at the Teach-out schools promptly after designation of such status.
- Corinthian will work with its accreditors, state licensing agencies and the Department in establishing a teach-out plan for each Teach-Out School, that includes an explanation of the funding mechanism proposed for the plan.
- The Department reserves its statutory and regulatory authority over the Teach-out Schools.

### **Coordination with States and Accreditors**

- Corinthian will work closely with state licensing and accreditation agencies in the course of implementation of the Plan, in accordance with the requirements of each such agency.

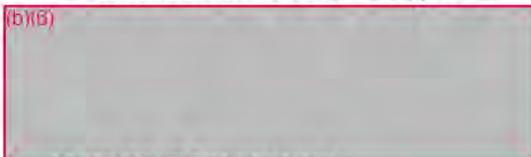
### **Conclusion**

- The Department has the right to review the Operating Agreement 3 months from its signing to determine further action pursuant to the Department's statutory and regulatory authority.

- This MOU does not supersede any of the Department's statutory and regulatory authorities and responsibilities.

**ACKNOWLEDGED AND AGREED:**

**CORINTHIAN COLLEGES, INC.**

(b)(6)  


Jack D. Massimino  
Chairman of the Board and  
Chief Executive Officer

**U.S. DEPARTMENT OF EDUCATION**

---

Ted Mitchell  
Under Secretary



June 12, 2014

Mr. Jack D. Massimino, Chairman/CEO  
 Corinthian Colleges, Inc.  
 6 Hutton Centre Drive, Suite 400  
 Santa Ana, CA 92707

UPS Tracking  
 1ZA879640199724821

Re: Missing Placement Documentation/Information and Transfer of Corinthian Colleges, Inc. to the Heightened Cash Monitoring Method of Payment

Dear Mr. Massimino:

This letter is a follow-up letter to the U.S. Department of Education's (Department's) previous letters to Corinthian Colleges, Inc. (CCI) of January 23, 2014, April 11, 2014, and April 22, 2014, and reiterated in telephone conversations with CCI's Corporate Counsel and with Linda Buchanan shortly after issuance of these letters, which required CCI to produce placement documentation and related information. As noted in the April 11, 2014 and April 22, 2014 letters, and again in a further letter of May 13, 2014, there remain several significant gaps in the placement data that CCI has provided to date.

### Chronology

A synopsis of the Department's correspondence with CCI on these matters is as follows:

January 23, 2014: Letter from Robin Minor to you outlining data/documents to be produced including –

- A. All placement disclosures provided to students in all academic programs at all CCI locations (main and additional locations) for calendar years 2010, 2011, 2012, and 2013.
- B. Evidence upon which CCI relied to calculate placement percentages, including individual student files.
- C. Excel worksheets with student names, other identifying information, and certain placement information.
- D. Records of grade and attendance changes made at all CCI locations for the period June 30, 2011 through the date of extraction of the data.

CCI was to provide this information within 30 days. Almost five months have passed and CCI continues to fail to provide significant portions of the required documentation.

April 11, 2014: Letter from Martina Fernandez-Rosario to you in follow-up to the January 23, 2014 letter, reiterating the document production requirements, including the excel worksheets containing student identifying and placement information. This letter also advised CCI that

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continued noncompliance with these requirements would subject it to unspecified administrative actions.

April 22, 2014: Letter from Martina Fernandez-Rosario to you identifying information that had not yet been received from CCI including –

- Placement data for *all* Heald schools.
- Placement data for schools that were previously (during the production period) owned by CCI but had been sold or closed, including locations of main campuses that had been closed.
- The evidence used by CCI to derive placement rates provided in disclosure notices.
- Program Integrity Regulation (PIR) disclosures for Arlington, Virginia; Chicago, Illinois; Columbus, Ohio; Decatur, Georgia; and Ft. Lauderdale, Florida published on July 1, 2012, or for any period after that date.

Once again, the Department advised CCI that it faced further administrative actions for its failure to timely fulfill these production requirements.

May 13, 2014: Letter from Mike Frola to you regarding debt covenants and other financial matters. This letter also included a reminder with respect to the submission of the outstanding placement data, indicating the Department had not received the documentation identified in the April 22, 2014 letter and requiring production of that information by May 22, 2014.

### **Placement Data**

To date, CCI has failed to provide complete information and data identified in the Department's January 23, 2014 letter and in subsequent correspondence. Although the Department continues to receive piecemeal documentation, CCI should have all the requested documentation available to scan or copy and send to the Department. Please respond immediately to the following items:

- Disclosures – January 23 letter, Page 4 Item A: The disclosures CCI has produced thus far are incomplete and raise the following additional questions to which we require responses:
  - CCI Consumer Disclosures published on July 1, 2012 and July 1, 2013 appear to provide nearly identical placement rates for each program where a report was made. The timeframes specified in the footnotes to the consumer disclosures, however, are often different. For example, ACICS timeframes are displayed as June 1, 2009 through June 30, 2010 in the disclosures published on July 1, 2012 and are identified as July 1, 2011 through June 30, 2012 in the disclosures published on July 1, 2013, even though the rates reported using the ACICS methodology are the same.
  - Conversely, CCI Consumer Disclosures published on July 1, 2011 and July 1, 2012 for ACICS schools both specify that they are reporting on a timeframe from July 1, 2009 to June 30, 2010. However, the placement rates reported are different. For example, the Consumer Disclosures published on July 1, 2011 and July 1, 2012 for San Bernardino specify an

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identical timeframe, however, one reports an institutional accreditor placement rate of 64.3% for Criminal Justice Associate schools, while another reports 13.3%.

- CCI has only produced some Program Integrity Regulation (PIR) disclosures required to be provided to *prospective* students, pursuant to 34 C.F.R. § 668.6(b)(iv) (effective July 1, 2011), for some of the required years for some of its programs at some of its locations. Specifically, CCI has not submitted any Heald College PIRs for the 2012 and 2013 years. There are appropriately titled folders that are apparently meant to lead to web pages with the required PIRs; however, the pages within the folders are blank and do not contain any disclosure information. Campus disclosures published on July 1, 2012 for Arlington, VA; Chicago; Columbus; Decatur; and Ft. Lauderdale also have not been produced.
  - CCI failed to produce *any* disclosures required pursuant to 34 C.F.R. § 668.41(d)(5). These disclosures were required to be disclosed to *enrolled* students, as well as prospective students, effective July 1, 2010. The Department reiterates that it requires these disclosures, as well as the PIR disclosures, for all programs for all locations whether open, closed, or sold, since July 1, 2010 and July 1, 2011, respectively, through the present. As an example, for the Decatur, GA location, CCI produced only two identical PIR disclosures, albeit labeled 2011 and 2012. Despite the fact that this location stopped accepting new students in or about March 2012, enrolled students did not complete their training until December 31, 2012; thus, the disclosures had to be made to those enrolled students. In addition, CCI failed to produce Everest Decatur's required July 1, 2010 disclosure of its 2009 placement rates. CCI must produce any placement rate disclosures provided to enrolled or prospective students since July 1, 2010. To the extent that CCI amended any disclosures, the Department also requires that CCI produce the amended disclosures, as well as the original disclosures, along with a notation that they were amended and the date and reason as to why they were amended.
  - The Department understands that certain of CCI's catalogs contained consumer disclosures concerning placement. CCI has failed to produce any of the catalogs containing such disclosures.
  - Certain placement rates are purportedly calculated on a "Calendar Year" but do not state which calendar year.
  - Certain placement rates are purportedly based on a formula (for example, ACCSC) which calculates the cohort for placement. Please provide a detailed accounting of each student considered as a part of the relevant cohort.
- Action required in response to this letter: Please provide immediately an explanation for the discrepancies noted above, the catalog disclosures referenced above, a detailed accounting of the calendar years, and the cohort of students on which reporting was based.

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- Evidence of placement percentages—January 23 letter, Page 4 Item B:
  - CCI must provide the evidence on which it relied to derive its placement percentages. This includes student placement files. To date, CCI has produced placement files for the 2012-13 award year for the following CCI schools: Santa Ana, Jacksonville, Melbourne, Kendall, Newport News, and Orlando North, whereas the Department required that CCI provide the campus files that include the student placement files for each location. Although CCI produced disclosure information for Brighton and Orange Park, the folders labeled “backup documentation” are empty. Also please note that some files are labeled “2011-12” but appear to be 2012-13 records. By producing files for only these six locations for only one year of the three years required, CCI has produced only incomplete files for less than 6% of its locations.
  - To the extent any accreditor or state calculates a placement cohort based on a student’s start date, CCI also failed to produce information concerning student start dates. As a result, the Department is unable to assess those rates.
  
- Action required in response to this letter: Within 10 days of receipt of this letter, provide a schedule, with exact production dates, for the submission of the placement files for each location and year for which files have been requested. CCI must produce the evidence on which CCI relied to derive the placement percentages for each program at each campus to the Department within a reasonable period of time, as delineated on the submitted schedule, and include a written explanation as to why this information has not yet been provided. In addition, CCI must submit a description of the staffing it is using to comply with these requirements, including the number and titles of staff at each CCI location that are delegated to gathering the information, and the amount of time each staff person is devoting (on a daily basis) to the task at hand. Also, please indicate if any changes are being made to comply with the Department’s requirements in a more-timely manner. Furthermore, to the extent CCI relied on any re-verification telephone efforts, CCI must produce any documentation or data it has of those efforts.
  
- Waivers—January 23 letter, Page 4-5 Item C: The January 23, 2014 letter required production of information for students who have been “waived” from inclusion in the numbers of students available for placement and the reasons for those waivers. The documentation CCI submitted includes health-related reasons for waivers, and the following statements from some of these students: “I do not want to share my private information” or “I wish to keep my personal medical condition private.”
  - Action required in response to this letter: Provide a written explanation and justification as to whether such a statement meets minimum accreditor standards for waiver documentation, plus proof of those standards. If minimum standards have not been met, CCI must produce additional information about the reason for

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these waivers. This information shall be produced within 10 days of receipt of this letter.

- Heald Colleges—January 23 letter, Page 4 Item C: CCI provided one worksheet containing placement information for each year of graduates. However, the worksheet does not provide campus information. Because Heald published PIR consumer disclosures on a campus basis, CCI must provide campus information for each graduate. CCI must reproduce the worksheet and include campus and OPE ID information.
  - Action required in response to this letter: Provide this data within 10 days of receipt of this letter and include a written explanation as to why it was not previously provided, including details specific to each Heald location.
- 2013 Data—January 23 letter, Page 4 Items A, B, and C: As a reminder, CCI must provide 2013 disclosure information when that becomes available.
  - Action required in response to this letter: Provide a date by which CCI will produce this information.
- Missing Placement Worksheets—January 23 Letter, Page 4-5 Item C:
  - CCI still has not produced the placement worksheets for the Decatur, GA location and certain years of data are missing for other schools. Specifically, CCI produced the Ft. Lauderdale, FL campus information for 2010-2011 but not for 2011-2012, yet it closed in March, 2012, and thus the 2011-2012 placement information should be available. The same is true for the Hialeah, FL location (no placement information produced for 2012-13); the Chicago, IL location (no worksheet produced for 2011-12); the Milwaukee, WI location (no worksheet produced for 2012-13); and the Arlington, VA location (no worksheet produced for 2012-13).
  - Many of the consumer disclosures CCI provided to students in 2010, 2011, 2012, and 2013 specify, in footnotes, that timeframes being reported include students who graduated in 2009. For example, the “Consumer Disclosures” CCI produced in the 2011 PIR folder specify timeframes in 2009. CCI failed to produce any data for placements of graduates in 2009 and must do so immediately. If the 2008 cohort is implicated for any such disclosures, please also produce data for those graduates from 2008.
  - Action required in response to this letter: CCI must produce all missing information within 10 days, and provide a written explanation as to why the information was not produced in response to the earlier correspondence.

As stated in the April 22, 2014 letter, if you believe that CCI has produced any of the above-referenced documentation, please direct the Department’s attention to where these materials exist.

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### **Method of Payment: Transfer of CCI Schools to HCM1**

The Department has transferred all CCI schools from Advance Payment to Heightened Cash Monitoring 1 (HCM1), effective immediately. This action is being taken as a result of CCI's failure to submit required documentation in a timely manner, as explained herein.

Under the HCM1 payment method, as stated at 34 C.F.R. § 668.162(e), CCI must first make disbursements to eligible students and parents before it requests or receives funds for the amount of those disbursements from the Department. This "Records First" requirement is fully described in the 2013-2014 Funding Authorization and Disbursement Information eAnnouncement, issued March 15, 2013. The funding request may not exceed the amount of the actual disbursements that were made to the students and parents included in the funding request. Providing the student accounts are credited before the funding requests are initiated, CCI institutions are permitted to draw down funds through the Department's electronic system for grants management and payments, G5, for the amount of disbursements it made to eligible students and parents. Disbursement records must be submitted to the Common Origination and Disbursement (COD) System at least seven days prior to the drawdown of Federal funds.

The Records First requirement also means that institutions on HCM1 that are participating in the Direct Loan (DL) program will have their Current Funding Level (CFL) reduced to the greater of Net Approved and Posted Disbursements (NAPD) or Net Draws (processed payments less all refunds, returns, offsets, and drawdown adjustments). In the event of a return to Advance Payment status, CCI will be expected to continue processing DL awards as Records First until the next DL global funding increase is processed.

Refer to the following eAnnouncement, <http://ifap.ed.gov/eannouncements/attachments/031513AttachImportantReminders1314FundingAuthandDisbursInfo.pdf>, for additional information about the Records First requirement.

### **Reporting Requirement Under HCM1:**

**CCI schools must meet the reporting requirements listed below:**

CCI must provide a disbursement roster containing the following information for each OPE ID # (including any required adjustments due to changes in enrollment status or withdrawals):

- Student Name
- Social Security Number
- Educational Program
- Campus Location
- OPE ID of Location
- Beginning Enrollment Date
- Current Enrollment Status
- Expected Completion Date
- Title IV, HEA Program

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- Amount
- Disbursement Date
- Anticipated Date of G5 Drawdown
- Total Drawdown Amount by Program
- Total Drawdown Amount for Disbursement Roster

The disbursement rosters must be submitted directly to the e-mail address noted below. **CCI must first submit the roster and wait 21 business days from submission of the disbursement roster before drawing down the corresponding funds.** CCI must ensure that Personally Identifiable Information (PII) is protected.

**In addition, CCI is required to provide information, by certified mail, no later than 10 days after receipt of notification of any of the following events:**

- a) Any new adverse action, or letter advising CCI of potential adverse action, or change in status of an existing adverse action, including show cause, probation or similar action, taken against any CCI school by its accrediting agency or any federal oversight agency;
- b) Any new adverse action, or letter advising CCI of potential adverse action, or change in status of an existing adverse action taken against any CCI school by state licensure agencies;
- c) Any student complaints submitted to CCI from the respective accrediting agencies or state licensing agencies and information concerning the institution's resolution of the complaints;
- d) Any violation by CCI of any loan agreement and the discovery of information that suggests CCI is in jeopardy of breaching a debt covenant;
- e) The creation of new teach-out agreements, or changes to any teach-out agreements in place, including those approved by the institutions' accrediting agencies (and including those in place prior to the issuance of this letter);
- f) All other significant financial and other conditions, such as those required to be reported to CCI's shareholders and to the Securities and Exchange Commission;
- g) Any filing of a petition by or against CCI for relief in bankruptcy court.

CCI must also provide the following monthly updates, due on the last day of each month:

- i. Announcements or changes made to student consumer information regarding the institutions' degree and certificate program placement rates as required by 34 C.F.R. § 668.41(d)(5);
- ii. Copies of any and all correspondence between CCI and its accrediting agencies and state licensing agencies;
- iii. For students who graduated during the quarter, a summary of placement statistics of those students (numbers began in cohort; numbers graduated; numbers placed; number of waivers);
- iv. A worksheet consistent with those required in response to the Department's January 23, 2014 letter with placement information, including student contact and employer information (include all the same data as that required previously);

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- v. A copy of each student's placement file (or a file for those who were counted as "waivers");
- vi. A worksheet reflecting all grade and attendance changes made during that quarter, at any CCI location.

**CCI is also required to provide the Department with immediate notice of CCI's intent to close or sell any location. In addition, please provide the Department with a current list of all CCI locations that do not currently have teach-out agreements in place.**

CCI must include, in its submission, a written notice detailing the circumstances surrounding any of the items listed above and, if necessary, measures considered or under consideration to resolve the issue.

Please note that this change in funding method does not preclude the Department from transferring CCI-owned institutions, individually or collectively, to another method of payment or taking adverse actions against the institutions.

The response to this letter and the notifications required under HCM I must be sent to:

Gayle E. Palumbo, Ed.D.  
Compliance Manager  
San Francisco/Seattle School Participation Division  
U.S. Department of Education  
Federal Student Aid  
50 Beale Street, Suite 9800  
San Francisco, CA 94105-1863

E-mail: (b)(6)@ed.gov

Sincerely,

(b)(6)

Robin S. Minor  
Chief Compliance Officer  
Program Compliance

---

**From:** Albert C. Gray <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A1A35D9F738542D48EB5F1DDABE428E0-AGRAY>  
**Sent:** 7/4/2014 8:40:11 AM -0400  
**To:** Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>; Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>; Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>  
**Subject:** Fwd: CCI and Department Reach Agreement  
**Attachments:** PR Op Agreement 7-03-14 FINAL.docx; ATT00001.htm  
 CCI has reached an agreement with the department. Press release is attached.

Happy Fourth of July.

AI

Sent from my iPad

Begin forwarded message:

**From:** "Andrews, John" <(b)(6)@cci.edu>  
**Date:** July 4, 2014 at 2:14:17 AM EDT  
**To:** "Albert C. Gray" <(b)(6)@acics.org>  
**Subject:** CCI and Department Reach Agreement

Hi AI:

I just wanted to let you know that the Department and CCI have reached agreement. The terms are similar to what you and I have previously discussed. I am attaching a copy of the Press Release for your information. As soon as I receive a copy of the actual agreement, I will send it to you. We will file an 8-K on Monday morning. We can chat on Monday. If you have any questions, please call me over the weekend. My home number is 714-596-9203 or on my cell at 714-791-8946.

Have a super holiday weekend. Thanks for your continued support.

John

*John W. Andrews*  
 Vice President, Accreditation and Licensing  
 Corinthian Colleges, Inc.  
 6 Hutton Centre Drive, Suite 400  
 Santa Ana, California 92707  
 Office: (714) 825-7918  
 Cell: (714) 791-8946  
 Fax: (714) 427-5116

"Everything will be alright in the end...so if it is not alright, it is not yet the end."†

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This e-mail and any files transmitted with it contains information from Corinthian Colleges, Inc. that is confidential. Employees are reminded of their obligations regarding confidentiality and trade secrets as stated in the Employee Handbook and CCI policies. If you are not the intended recipient, you must not disseminate, distribute or copy this e-mail. We respectfully demand that you notify the sender immediately by e-mail if you have received this e-mail in error and permanently delete this e-mail from your system. If you are not the intended recipient, you are notified that disclosing, copying, distributing or taking any action in reliance on the contents of this information is strictly prohibited, will cause damage to CCI and may result in legal liability.

**FINAL**

**CONTACTS:** Investors:  
Anna Marie Dunlap  
SVP Investor Relations  
714-424-2678

Media:  
Kent Jenkins Jr.  
VP Public Affairs Communications  
(202) 682-9494

### **Corinthian Colleges, U.S. Department of Education Sign Operating Agreement**

SANTA ANA, Calif., July 3, (GLOBE NEWSWIRE) – Corinthian Colleges, Inc. (Nasdaq: COCO) announced today that it has signed an operating agreement with the U.S. Department of Education that establishes an orderly transition plan for its 107 campuses and online programs, and allows its students to complete their educational programs. ED has also provided for an immediate drawdown of Title IV (student financial aid) funds for currently enrolled students and a mechanism for continued funding while the agreement is in place.

The operating agreement is consistent with the Memorandum of Understanding announced by the Department and Corinthian on June 23, 2014. Under the terms of the agreement, Corinthian will put 85 of its U.S. schools up for sale, and “teach out” (gradually wind down) operations at 12 other schools. Corinthian agreed to work toward signing definitive agreements for campus sales in approximately six months. Separately, the Company will also begin a sales process for its Canadian schools.

ED will also appoint an independent compliance and business Monitor who will serve as the primary liaison between Corinthian and ED. Corinthian has agreed to suspend enrollment of new students until July 8, 2014, when ED and Corinthian plan to have the Monitor in place.

“We are pleased to have reached an agreement with ED that helps protect the interests of our students, employees and other stakeholders,” said Jack Massimino, Corinthian Chairman and Chief Executive Officer. “This agreement allows our students to continue their education and helps minimize the personal and financial issues that affect our 12,000 employees and their families. It also provides a blueprint for allowing most of our campuses to continue serving their students and communities under new ownership.”

Under the terms of the operating agreement:

- The Monitor will have full access to Corinthian’s personnel and financial and operational information, and his or her duties will include monitoring of on-going Title IV disbursements, campus sales and teach-outs, company expenditures, and document production related to ED’s requests for information. ED expects to name the Monitor as soon as possible.
- Corinthian will remain under ED’s Heightened Cash Monitoring 1 (HCM1) oversight, which includes a 21-day hold on federal Title IV financial aid funds. To prevent the disruption of school operations, ED will immediately allow Corinthian to draw funding advances against the 21-day hold, subject to conditions set forth in an amendment to the Memorandum of Understanding originally signed on June 22, 2014. After the Monitor is in place, he or she will review the Company’s on-going Title IV disbursements.
- Corinthian has agreed that it will complete its response to a request by ED for documents related to 175,000 of its graduates by July 15.
- Corinthian will provide written notices to all students regarding its plans for their respective campuses or online programs.

Corinthian expects to provide additional information regarding the operating agreement and the amendment to the Memorandum of Understanding in a Form 8-K filing with the Securities and Exchange Commission on Monday, July 7, 2014.

“I especially want to thank publicly our 12,000 employees who have risen to the occasion during the difficult circumstances of these past few weeks,” Massimino added. “They have worked around the clock to continue serving our students and to help make possible this orderly path forward.”

### **Background**

On June 19, 2014, Corinthian reported that ED had implemented HCM 1 financial oversight and imposed a 21-day delay in Title IV funds disbursement. On June 22, 2014, Corinthian signed a Memorandum of Understanding with the Department, under which the Department would immediately provide Corinthian with the funding required to avert a sudden disruption of school operations.

In return, Corinthian agreed to develop a plan for the orderly transition of its campuses and an operating agreement that would govern its daily operations while the transition is under way. That plan and operating agreement are now complete.

### **About Corinthian**

Corinthian is one of the largest post-secondary education companies in North America. Our mission is to change students' lives. We offer diploma and degree programs that prepare students for careers in demand or for advancement in their chosen fields. Our program areas include health care, business, criminal justice, transportation technology and maintenance, construction trades and information technology. We have 107 Everest, Heald and WyoTech campuses, and also offer degrees online. For more information, go to <http://www.cci.edu>.

### **Safe Harbor**

*Certain statements in this press release may be deemed to be forward-looking statements under the Private Securities Litigation Reform Act of 1995. The company intends that all such statements be subject to the "safe-harbor" provisions of that Act. Such statements include, but are not limited to, those regarding the implementation of the Operating Agreement and transition plan. Many factors may cause Corinthian's actual results to differ materially from those discussed in any such forward-looking statements or elsewhere, including: Corinthian's ability to identify new owners for its campuses and to enter into agreements with any such new owners on terms acceptable to the company, if at all; the potential for further action by ED to limit Corinthian's ability to receive regular disbursements of Title IV to fund its operations; possible inability to obtain needed liquidity through new financings, additional cost reductions, accelerated asset sales or some combination thereof; the company's possible inability to comply with the terms of the Operating Agreement; the company's effectiveness in its regulatory and accreditation compliance efforts; the outcome of ongoing reviews and inquiries by accrediting, state and federal agencies, including the Department of Education, various attorneys general, and the Consumer Financial Protection Bureau (CFPB); the outcome of pending litigation against the company, including the civil complaints filed by the California and Massachusetts Attorneys General; the CFPB's determination regarding enforcement action against Corinthian; increased competition; changes in general macroeconomic and market conditions (including credit and labor market conditions, the unemployment rate, and the rates of change of each such item); the uncertainty of counterparty decisions in the waiver of events of default in the credit agreement and the potential sale of Genesis loans; and the other risks and uncertainties described in the company's filings with the U.S. Securities and Exchange Commission. The historical results achieved by the company are not necessarily indicative of its future prospects. The company undertakes no obligation to publicly update or revise any forward-looking statements, whether as a result of new information, future events or otherwise.*