From:	Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>
Sent:	5/1/2015 9:03:57 AM -0400
To:	Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>; Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>
Subject:	Fwd: Letter to Dr. Albert Gray
Attachments:	image002.png; ATT00001.htm; X150430 Massimino letter to Gray.pdf; ATT00002.htm

Tony's comments...

Sent from my iPhone

Begin forwarded message:

From: Anthony Bieda <ABieda@acics.org>
Date: May 1, 2015 at 9:00:02 AM EDT
To: "Albert C. Gray" <agray@acics.org>
Cc: Ian Harazduk <IHarazduk@acics.org>
Subject: FW: Letter to Dr. Albert Gray

Boo hoo.
Or, CCi could cough up the enrollment records of current students at the four ACICS campuses so that we could begin working with:

1. All other ACCS colleges and schools in CA and NY that may have programs where these students could transfer or complete their studies
2. DEAC, ACCSC, ABHES and COE to inventory their institutions that may be able to accept some of these students
3. BPPE in CA and Dept of Ed in NY to identify records retention and transcripts access protocols
4. USDOE/Title IV to identify bona fide teach-out partners whom would be eligible for T4 reimbursement

Looks like all of the usual suspects followed all of the requisite rules and protocols and produced lousy outcomes for students; question is, do we want to be part of that narrative or a different narrative? Such as below:

FOR IMMEDIATE RELEASE (Option B)

Contact Tony Bieda, 202.336.6781

ACICS reaches out to help Everest/Corinthian's students

May 1, 2015: Washington, D.C. –The accrediting authority for three Everest Colleges in California (Ontario, Santa Ana and San Bernardino) and one in Rochester, New York is reaching out to other accredited institutions, state approval authorities and the U.S. Department of Education to develop satisfactory transfer and teach-out options for students enrolled at closing campuses. The Accrediting Council for Independent Colleges and Schools (ACICS) has provided quality assurance for Everest/Corinthian institutions since 1966.

"The untimely and unfortunate demise of the Everest Colleges primarily creates hardship and stress for students. To the degree we can encourage other institutions and authorities to exhaust all remedies for these students, ACICS will do so," said Albert C. Gray, president and CEO of ACICS.

Gray emphasized that students should expect Corinthian/Everest to follow its published and approved refund policy; provide students access to a grievance process and respond to formal complaints, and that the school's credit transfer policy is applied diligently and faithfully. A complete inventory of student's rights is available at www.acics.org.

Gray advised students of the following additional resources:
http://www.cci.edu/update.php

Student refunds: For students who are unable to complete their education at the Everest campus in which they enrolled because of campus closure, the institution is required to provide a refund for the tuition and fees paid to date. Contact Everest through the information provided above about the application process for refunds and the interval for receiving full payment. In addition, depending on the state, a tuition recovery fund or surety bond may be available to compensate students for the inability to complete their education. The website for Corinthian (above) includes resources for students at the state levels and for the U.S. Department of Education.

Student loans: Students who participate in Federal Student Aid programs (Title IV subsidized education loans) may be eligible to apply for discharge of their debt. The U.S. Department of Education has information about the requirements and process. The fact that the school closed does not automatically relieve a student of his/her obligation to repay federal loans. Students are urged to contact their loan servicer to request loan forgiveness through the U.S. Department of Education. Information on how to request a discharge should have been sent to you by your servicer and is also available at: https://studentaid.ed.gov/repay-loans/forgiveness-cancellation/closed-school.

Student transcripts/financial aid records: The closing campus is required to provide for the safe keeping of all student academic records (transcripts) and student financial aid records, and to convey those in a secure manner to students or the institutions they designate upon request. For more information about how to gain access to transcripts and financial aid records, contact Everest through the information provided above.

-30-

Anthony S. Bieda
Vice President for External Affairs
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002
www.acics.org | 202.336.6781 - p | 202.842.2593 - f
Follow us on Twitter - http://twitter.com/acicsaccredits
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CCi
CORINTHIAN COLLEGES, INC.

6 Hutton Centre Drive Suite 400
Santa Ana, CA 92707
tel (714) 427-3000 fax (714) 427-3010
www.cci.edu

April 30, 2015

SENT VIA EMAIL: agray@acics.org

Albert C. Gray, Ph.D.
Executive Director & CEO
ACICS
750 First Street, NE, Suite 980
Washington, DC 20002-4223

Dear Dr. Gray,

This letter constitutes formal notice that on April 27, 2015, Corinthian Colleges, Inc. (CCi) ceased substantially all operations and discontinued instruction at its remaining 28 ground campuses. Campuses closed include Corinthian's ACICS accredited Everest Institutes located in California and New York. We understand that pursuant to ACICS Criteria 2-2-301, the grant of accreditation for these institutions was revoked effective the date of closing.

Since signing an operating agreement with the U.S. Department of Education in July 2014, CCi has been focused on completing the orderly sale or wind-down of all of its schools. In November 2014, CCi announced that it had entered into an agreement to sell 56 Everest and WyoTech campuses to Zenith Education Group, Inc. As part of that sale, Zenith also agreed to conclude the teach-out process at 12 additional schools that were being closed. That transaction was completed in February of this year for all but three locations, one of which was Everest Institute in Rochester, NY. Zenith recently advised CCi the closing conditions have not been satisfied for Everest Institute Rochester.

CCi had recently been in advanced negotiations with teach-out partners to allow its Everest College and WyoTech students in California to continue their education. Unfortunately, these efforts were unsuccessful largely as a result of federal and state regulators seeking to impose financial penalties and conditions on teach-out partners. The timing of the closure did not allow further preparation of teach out plans for any of our campuses.

CCi 's campuses hosted meetings during this past week for students to obtain an official and unofficial copy of their academic transcripts and to learn about options for continuing their education. These "transfer fairs" were also attended by representatives of the U.S. Department of Education and, in most cases, representatives from state licensing agencies. For more information, see www.cci.edu. We expect to provide a further communication regarding the safeguarding of and access to student records shortly.

CL_Review020117

Overall, our schools did a good job for the students they served. We made every effort to address regulators' concerns in good faith. Neither our Board of Directors, our management, our faculty, nor our students believe these schools deserved to be forced to close.

Sincerely

(b)(6)

Jack D. Massimino
Chairman & CEO

cc: I. Harazduk, iharazduk@acics.org
J. Gurubatham, jgurubatham@acics.org
A. Bieda, abieda@acics.org
S. Greer, sgreer@acics.org

From:	Anthony Bieda <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/3625966AA21B477EA17337561576FD9F-ABIEDA>
Sent:	4/15/2015 2:02:43 PM -0400
To:	Terron King <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/ecc7fd59f77e45b5905f0c554cff080f-tking>
CC:	Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>; Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>
Subject:	Press Release on CCI: U.S. Department of Education Fines Corinthian Colleges $30 million for Misrepresentation

When you and Shaniqua have a minute, could you provide…

Total enrollment reported in 2014 CAR, all programs/all campuses of Everest

Total # of placements reported in 2014 CAR, all programs/all campuses of Everest

Total # of graduates/completers deemed unavailable for placement by Everest

% of 2014 placements classified as "by title" versus "by skills" versus "by benefits"

Have any of the 2014 CAR reports from Everest campuses been subject to review during site visits?

If so, were there any findings regarding verification of placements?

Are there site visits planned to Everest campuses Spring 2015 travel cycle?

Thanks.

Anthony S. Bieda

Vice President for External Affairs

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.6781 - p | 202.842.2593 - f

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From: Joseph Gurubatham
Sent: Tuesday, April 14, 2015 6:15 PM
To: Leadership Group
Cc: AID Management Team
Subject: Fwd: Press Release on CCI: U.S. Department of Education Fines Corinthian Colleges $30 million for Misrepresentation

U.S. Department of Education Fines Corinthian Colleges $30 million for Misrepresentation

Action complements ongoing steps to protect students and consumers against predatory for-profit colleges

April 14, 2015

Contact: (202) 401-1576, press@ed.gov

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The U.S. Department of Education took additional steps today to protect students and taxpayers and crack down on abuses within the for-profit sector by continuing its enforcement actions against Corinthian Colleges Inc. After a comprehensive review, the U.S. Department of Education has confirmed cases of misrepresentation of job placement rates to current and prospective students in Corinthian's Heald College system. The Department found 947 misstated placement rates and informed the company it is being fined about $30 million.

Specifically, the Department has determined that Heald College's inaccurate or incomplete disclosures were misleading to students; that they overstated the employment prospects of graduates of Heald's programs; and that current and prospective students of Heald could have relied upon that information as they were choosing whether to attend the school. Heald College provided the Department and its accreditors this inaccurate information as well.

The Department has also notified Corinthian it intends to deny Corinthian's pending

applications to continue to participate in the Title IV federal student aid programs at its Heald Salinas and Stockton locations. Corinthian has 14 days to respond to the Department's notice, after which the Department will issue its final decision. Moreover, the Department has determined that Heald College is no longer allowed to enroll students and must prepare to help its current students either complete their education or continue it elsewhere.

The Obama Administration has led unprecedented efforts to protect consumers from predatory career colleges. It has established new gainful employment regulations to hold career training programs accountable and ensure that students are not saddled with debt they cannot repay. These regulations ensure that programs improve their outcomes for students – or risk losing access to federal student aid. Last year, the Department announced a new federal interagency task force to help ensure proper oversight of for-profit institutions, which will be led by Under Secretary Ted Mitchell.

"This should be a wake-up call for consumers across the country about the abuses that can exist within the for-profit college sector," U.S. Secretary of Education Arne Duncan said of the Department's enforcement action against Corinthian. "We will continue to hold the career college industry accountable and demand reform for the good of students and taxpayers. And we will need Congress to join us in that effort."

"Instead of providing clear and accurate information to help students choose which college to attend, Corinthian violated students' and taxpayers' trust," said Under Secretary Mitchell. "Their substantial misrepresentations evidence a blatant disregard not just for professional standards, but for students' futures. This is unacceptable, and we are holding them accountable."

As part of these ongoing efforts to ensure that career colleges prepare students for the workforce, institutions are required to provide accurate information about their graduates' job placement success and the types of employment their graduates obtained. The Department expects all institutions to adhere to the highest standard of care and diligence in following the requirements of participating in federal student aid programs to ensure colleges are always doing right by students and taxpayers.

After initial concerns about Corinthian Colleges' job placement rates were raised in January 2014, the Department has taken a series of steps to protect students and hold Corinthian accountable, including increasing the Department's financial oversight of Corinthian and requiring the company to sell or close all of its programs. The Department also mandated the establishment of an independent monitor – under the leadership of former U.S. Attorney Patrick Fitzgerald – to ensure Corinthian met its obligations to the Department, including proper, limited use of federal student aid dollars and providing valid information to students regarding their options during Corinthian's transition. The majority of Corinthian's campuses were sold to the nonprofit Zenith Education Group, which agreed to provide a number of new consumer protections, such as providing refund and withdrawal opportunities to students in poorly-performing programs, and has taken steps to strengthen programs and improve affordability, including by reducing tuition. The sale allowed most students to continue pursuing their career goals without disruption, and the Department and the Consumer Financial Protection Bureau have since worked to provide more than $480 million in loan forgiveness for borrowers who took out Corinthian's high-cost private student loans.

In its investigation of Corinthian Colleges, the Department found numerous causes for concern with practices throughout the Heald College system. Some examples

include:

- **Heald paid temporary agencies to hire its graduates to work at temporary jobs on its own campuses – and counted these graduates as placed.** For example, Heald paid companies to hire graduates for temporary positions as short as two days, asked them to perform tasks like moving computers and organizing cables, and then counted those graduates as "placed in field."
- **Heald College counted placements that were clearly out of the student's field of study as in-field placements.** For example, one campus classified a 2011 graduate of an Accounting program as employed in the field based upon a food service job she started at Taco Bell in June 2006. Another campus counted a 2011 Business Administration graduate as placed in the field based upon a seasonal clerk position she obtained in Macy's Shipping and Receiving Department during November 2010, which the student stated ended prior to her graduation.
- **Heald College failed to disclose that it counted as "placed" those graduates whose employment began prior to graduation, and in some cases even prior to the graduate's attendance at Heald.** The Department's analysis revealed that, according to Corinthian's own data for 2012 graduates, over one-third of the graduates reported to have been "placed in field" started their jobs prior to January 1, 2012, and over one-quarter started their jobs prior to January 1, 2011. And in follow-up interviews with some of those students, they told the Department that their jobs were not related to their field of study, nor had they received promotions or increased responsibilities or otherwise progressed in those jobs because of their Heald education.
- **In some of its disclosures, Heald failed to state that it had excluded students from its placement rate calculations who the college said had deferred employment for one reason or another.** In one case, a criminal justice program claimed a placement rate of 100 percent, but it had classified almost 60 percent of the graduates as unavailable for employment. In another case, a medical assisting program claimed a placement rate of 100 percent based upon 51 graduates having been placed, but it had classified almost 43 percent, or 38 of the 89 total graduates of the program, as unavailable for employment.

Throughout this process, the Department has sought a wind down of Corinthian Colleges that protects students, safeguards the investment taxpayers have made in their success, and creates opportunities for students to finish what they started. In the coming days, the Department will provide more information to Corinthian's students to help answer questions about their federal student aid and their options. The Department is also working on a process to help federal student loan borrowers submit a defense to repayment of their federal student loans.

"We have kept students at the heart of every decision we have made about Corinthian, and we will continue to do so as we move forward," Under Secretary Mitchell said. "When our borrowers bring claims to us that their school committed fraud or other violations of state law against them, we will give them the relief that they are entitled to under federal law and regulations."

REEVALUATION VISIT REPORT

EUPHORIA INSTITUTE OF BEAUTY ARTS & SCIENCES

11041 South Eastern Avenue, Suite 112
Henderson, NV 89052
ACICS ID Code: 00023089

Ms. Lu Suarez, Regional Campus President (lsuarez@euphoriainstitute.com)
acicsgreenvalley@euphoriainstitute.com

MAIN CAMPUS

Lincoln Technical Institute
Edison, NJ
ACICS ID Code: 00010950

June 17-18, 2014

Ms. Rogena Kyles	Chair	Attorney	Alexandria, VA
Ms. Donna Reed	Student-Relations Specialist	School Owner, Retired	Indianapolis, IN
Dr. Jack Phan	Educational Activities and Library Specialist	Western Nebraska Community College	Olathe, KS
Ms. Stephanie Brown	Cosmetology and Aesthetics Specialist	Kingdom Kreations Day Spa and Salon	Memphis, TN
Mr. Maurice Wadlington	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
EUPHORIA INSTITUTE OF BEAUTY ARTS & SCIENCES
HENDERSON, NV

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
					2013		2012	
					Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Aesthetics	900	0/37	88%	**64%**	92.8%	**63.5%**
Diploma	Diploma	Cosmetology	1800	59/18	90%	75%	80.3%	71.4%
		TOTAL ENROLLMENT		114				

CL_Review020125

INTRODUCTION

The Henderson, Nevada campus of Euphoria Institute of Beauty Arts & Sciences is located in a moderately high-traffic shopping center on one of the main highways in Henderson. It is a 16,000 square-foot, one-level facility with ample parking in the front of the building, with reserved handicapped-parking spaces. All areas of the campus comply with applicable provisions of the American with Disabilities Act. In addition to its fully equipped multiple classrooms/labs, the campus houses a full-service salon and spa, staffed by students under instructor supervision and open to the public. The campus is designed and approved to accommodate just over 200 students, although total current enrollment between day and night is 114 students.

The student body consists primarily of females; males represent 3.2 percent of enrollment. Forty-four percent of the students are Caucasian; 22 percent are Hispanic; 9 percent are Black and 5 percent are Asian. The majority of students (52 percent) are between the ages of 18-24; 38 percent fall into the 25-39 percent range and 10 percent are age 40 or over.

Several key administrative positions at the campus are held by regional personnel: campus president, director of administrative services, and director of admissions and career services. Each of these individuals, whose titles include “regional” (eg., regional campus president), divide their time equally between the Henderson (Green Valley) campus and the Las Vegas (Summerlin) campus. Because both campuses are relatively small (114 and 126) and fairly close geographically, this arrangement is manageable for the present.

MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The campus mission statement is located on page 4 of its 2013-2015 official school catalog, volume IX, revised May 2013.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

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

CL_Review020127

(e) Expected outcomes of the plans.
☒ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:
(Section 3-1-111): The CEP does not include the types of data that will be used for assessment of retention and placement.

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 monthly student progress reports, SAP reports, licensure pass rates, student surveys, student evaluations of instructor performance, and analyses of attendance records to determine whether or not student learning outcomes are being achieved.

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 CEP does not identify baseline data for retention or placement, nor does it specify what data will be used in an assessment of these two areas or how the data will be used to improve educational processes.

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.
To improve retention, the campus has created the position of early student engagement coordinator. This coordinator is responsible for tracking new students for the first 24 weeks of their programs to ensure that students receive the academic and student services support they may need to successfully complete their programs. The coordinator also follows up with any student who has had more than one absence to minimize future absences or to try to address risk factors that may result in drops.

Activities planned to improve placement include aggressive "recruitment" efforts to identify potential new employers and to bring potential employers to the campus to meet and interact with students. The range of activities to help students prepare for job-hunting is being expanded and the hours of the career services office have been extended on Mondays through Thursdays to better accommodate the needs of evening students and some Saturday hours have been added.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
The CEP is developed and managed by a team that includes the campus director of education as the lead and the regional campus president, director of admissions and career services, director of financial aid, and director of administrative services.

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)

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. Lu Suarez, the regional campus president, has financial oversight responsibility for the campus. She works with the regional director of administrative services to prepare a campus budget for submission to the regional vice president. After his review and approval, the budget is forwarded to the corporate office for final approval. Ms. Suarez then administers the budget for the campus.

Ms. Suarez has a certificate in cosmetology from Ippolito's Cosmetology School in Illinois and holds current Nevada licenses in cosmetology and cosmetology instruction. She has worked for Lincoln Educational Services, the campus's parent company, since 2004, first as an instructor and later in various management positions. She has been the regional campus president since October 2013.

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?

CL_Review020130

☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
As previously mentioned, Ms. Lu Suarez, the regional campus president, is the on-site administrator. She has a certificate in cosmetology and is currently licensed in Nevada as a cosmetologist and as a cosmetology instructor. She has over 10 years' experience in higher education.

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

3.07 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students?
(a) Validated test scores.
☒ Yes ☐ No
(b) Initial and periodic academic advising.
☒ Yes ☐ No

(c) Initial and periodic career advising.

☒ Yes ☐ No

3.08 Is there evidence of documentation that supports the relationship between test cut-off scores and successful academic or employment outcomes for ability-to-benefit students?
☒ Yes ☐ No

3.09 Does the campus maintain longitudinal data that compares the test cut-off scores utilized for acceptance with the eventual success of ability-to-benefit students?
☒ Yes ☐ No ☐ Not Applicable (campus has not admitted ATB students long enough to have developed such data)

3.10 Describe the data used for ability-to-benefit student determination and how it is analyzed.
The campus requires that an applicant provide proof of completion of the 10th grade of high school and that the applicant be able to achieve a grade level of 11th grade on an approved ability-to-benefit exam.

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

If *No,* insert the section number in parentheses, list student names, and explain:
(Section 3-1-303(e)): The campus transcript does not accurately reflect student accomplishment in all cases. The team found that, in at least two cases, graduates' transcripts showed the "Earned Hours Attended" being less than the 1800 clock hours required by the State of Nevada. An additional statement, "Total Posted Attended Hours," appears with an indication of 1800 clock hours with no explanation as to how the additional hours were derived. As generated, the transcripts appear to arbitrarily raise a student's total hours to 1800 so that the student can graduate. The graduate transcripts containing these inconsistencies were those of Ms. Brittany Pistorio (1,773.15 "Earned Hours Attended" versus 1,800.12 "Total Posted Attended Hours") and Ms. Alexandria Lee (1,693.52 "Earned Hours Attended" versus 1,807.23 "Total Posted Attended Hours.").

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

While the team was on-site, the campus made corrections to two minor inconsistencies between the catalog and the transcript.

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

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3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

RELATIONS WITH STUDENTS FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
The team selected and reviewed 17 student files with an equal representation of active, withdrawn, and graduate students, along with a comprehensive review of unofficial transcripts, ledger cards, and financial aid files.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that:
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

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

Ms. Sonya Petrie, regional director of admissions and career services, is responsible for student recruitment. Ms. Petrie holds a bachelor's degree in English and a master's degree in education from New York State University in Potsdam, New York. She has more than 18 years of combined sales and marketing management experience with The Princeton Review and 1-800-Flowers.com. Ms. Petrie served in the positions of assistant vice president of marketing, executive director of field marketing, executive director of sales and partnerships, regional president of franchise marketing, and director for franchise marketing before beginning her employment with Euphoria Institute of Beauty Arts & Sciences in January 2012.

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

Through its review of 17 student files, interviews with the regional director of admissions and career services and with three current students, the team was able to verify that the campus follows an ethical recruitment process that is compatible with its educational objectives of 1) providing theoretical and practical training by following the State Board of Cosmetology approved curriculum created in accordance with Pivot Point Salon Fundaments for Cosmetology, 2) employing qualified faculty who offer students personalized attention and professional expertise, 3) remaining in the forefront of emerging technology, 4) providing staff and faculty members who uphold the highest standards of service, quality and commitment, and 5) cultivating an environment that celebrates creativity, diversity and improved self-esteem.

The campus is able to accomplish these objectives by confirming that each prospective student is well-informed about the nature of the education provided through an extensive recruitment interview conducted by an admissions representative. The recruitment interview incorporates a questionnaire that assists the campus with identifying the applicant's strengths and weaknesses and his or her educational and career expectations. In addition, the prospective student receives a copy of the college catalog, which contains program and course descriptions for each curriculum. The admissions requirements for each program are developed to ensure that students entering the program are prepared for the demands of the coursework and can benefit from the intense career training that focuses on the knowledge and skills required to succeed in the aesthetics and cosmetology programs offered at the campus.

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

(a) Courses and programs.
☒ Yes ☐ No

(b) Services.
☒ Yes ☐ No

(c) Tuition.
☒ Yes ☐ No

(d) Terms.
☒ Yes ☐ No

(e) Operating policies.
☒ Yes ☐ No

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4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☒ No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The campus publishes its standards of satisfactory academic progress (SAP) policy on pages 23-25 of the 2013-2015, volume IX, official school catalog, revised May 2013.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

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

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☒ Yes ☐ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

A warning status.
☒ Yes ☐ No ☐ Not Applicable (campus does not use)

A probationary period.
☒ Yes ☐ No

An appeal process.
☒ Yes ☐ No

An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

The effect when a student changes programs.
☐ Yes ☐ No ☒ Not Applicable (campus only offers one program of study

The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)

The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 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)

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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. Mark DeCola, the director for education for the campus, is responsible for the administration of satisfactory academic progress. Mr. DeCola holds a diploma in cosmetology from Arlington Academy in Illinois and both a cosmetology license and cosmetology instructor licence from the State of Nevada. Prior to his employement with the campus in 2006, Mr. DeCola was a stylist, cosmetology instructor, and student engagement coordinator.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☐ Grants.
(c)☐ Loans.

(d)☐ The campus does not offer scholarships, grants, and/or loans.

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ 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?

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☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Sharon Walker is responsible for the oversight of financial aid at the campus. Ms. Walker earned a bachelor's degree in business administration from Columbia College in Illinois and both a paralegal certificate and a master's degree in integrated marketing communications from Roosevelt University, also in Illinois. She had more than 10 years of financial aid packaging, compliance and financial aid management experience from her employment with Lincoln Educational Services, Corinthian Colleges, The Cooking and Hospitality Institute of Chicago, and Expertise Cosmetology Institute before accepting her current position at the campus.

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. Walker maintains a membership with the National Association of Student Financial Aid Association (NASFAA) and participates in conferences and 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, 150% direct loan usage, federal updates, types and sources of financial aid, lending discrimination, cohort default rate, calculations and management, over-award and over- payments, and the basics of direct loans.

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

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

Each of the licensed cosmetology instructors, director of education, early student engagement coordinator and the regional campus president, counsel students on their progression through their program. The campus offers an in-depth new student orientation, a resource lab, and seminars that engage students in the proper techniques of conflict resolution, conflict management and/or confrontation. Individual instruction and tutoring are available for any student requiring additional assistance or in need of academic support outside of the classroom. The career services department offers employment services to active students and alumni such as resume writing and cover letter advisement, mock interviews, and job search techniques. It assists with full and part time employment opportunities. The early student engagement coordinator offers seminars on enhancing communication skills, goal setting, and professional development.

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. Sonya Petrie, regional director of admissions and career services is responsible for student recruitment. As mentioned previously, Ms. Petrie holds degrees in English and education and has more than 18 years' sales and marketing management experience.

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 120
The ending enrollment reported on the previous year's CAR is 120
The beginning and ending enrollment data are identical; however, the data provided in the back-up documentation do not support the information in the CAR.

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

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

(Section 3-1-303(a)) The team was unable to verify the retention rates reported by the campus on its 2013 Campus Accountability Report (CAR). The backup documentation for the CAR provided to the team included duplicate entries for the following students and resulted in producing inaccurate retention rates for both of the academic programs:

- diploma in aesthetics program: Devan Franklin, Corelle Jimerson, Oxana Ramsey, and Melina Redona.

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- diploma in cosmetology program: Christina Abbott, Carissa Brackbill, Aishat Collins, Brenda Dunham Ward, Tiffany Jarnagin, Crystal Morgan, Viviana Rodriquez, Heather Rollins, and Amy Schuyler.

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 are required to complete an entrance and exit interview. In addition to students completing the entrance/exit counseling, the financial aid representative counsels students on responsible borrowing and provides students with access to a robust financial literacy portal, including repayment calculators, modules on managing finances, loan repayment, and general financial literacy. Students who have Direct Loans complete their exit loan counseling via the www.studentloans.gov website and may review all student loan history on the National Student Loan Data System (NSLDS).

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus offers a variety of activities, which are sponsored by the early student engagement coordinator and the education and career services departments. These activities are designed to promote community, school pride, and creativity and include fantasy make-up and nail competitions, spirit week, and job fairs. Additionally, students have an opportunity to participate in several cosmetology design teams.

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. Mark DeCola is the director of education and oversees the educational activities of all programs at the campus. Mr. DeCola holds a diploma in cosmetology from Arlington Academy in Illinois and a cosmetology license and a cosmetology instructor license from the State of Nevada. He has served as the director of education since November 2006. Prior to his current position, Mr. DeCola was a stylist, cosmetology instructor, and student engagement coordinator for 17 years.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
The job description for the director of education contains language that is sufficiently broad to give him the authority necessary to carry out his academic oversight and supervisory duties. The position is 100 percent administrative, allowing him time to carry out those responsibilities.

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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

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5.10 Does the campus have any programs with current specialized or programmatic accreditation?
☐ Yes ☒ No (*Skip to question 5.14*)

FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.16 What provisions are made for individual differences among students?
The campus provides individual tutoring for students who need it and extra skills practice time when appropriate. Its transfer of credit policy would allow new students to start their studies with advanced standing. Classroom observations by the team confirmed that instructors' lessons plans target various learning styles. There was effective use of visual aids, overhead projectors, computer presentations, handouts, and charts to fully engage students.

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5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Faculty is encouraged to evaluate, revise, and make changes to the curriculum by participating on the Euphoria Institute curriculum committees. Faculty makes suggestions to the director of education who, in turn, takes the suggestions to the regional campus president. Approved ideas are then forwarded to the corporate level for ultimate approval or disapproval.

5.18 Does the faculty participate in this process?
☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☐ Yes ☐ No ☒ Not Applicable (campus does not award such credit)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☒ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
The campus keeps record of all in-service activities in a binder located in the director of education's office. Agendas and meeting minutes are stored together, along with a signature of all attendees.

There was evidence of assessment procedures taken for the purpose of setting priorities and making decisions to enhance faculty and student effectiveness. There was balanced representation of faculty and administration to discuss responsibilities, regulations, organizational matters, and technical resources. The team found evidence of faculty and administration support and consensus-based decision-making processes.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

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

☒ Yes ☐ No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

GENERAL COMMENTS:
The educational programs and activities of the campus are consistent with the stated mission and adequately achieve and produce measurable results for student success and outcomes. The program curricula have both quantitative and qualitative standards and are designed to assist students in the application of relevant skills in the workplace. The instructional procedures, materials, and technology are appropriate to the curricula objectives and standards of the campus's academic offerings.

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 well-located in a moderately high-traffic shopping center on one of the main highways in Henderson. It occupies 16,000 square feet on one level facility with plenty of parking in the front of the building. There are an adequate number of reserved handicapped-parking spaces, based on the campus's square footage. The building is fully compliant with applicable provisions of the American with Disabilities Act. In addition to its fully equipped multiple classrooms/labs, the campus houses a full- service salon and spa, staffed by students under instructor supervision and open to the public. The campus is designed and approved to accommodate just over 200 students, although total current enrollment between day and night is 114 students.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

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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

PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviewed the Euphoria Institute of Beauty Arts and Sciences 2013-2015 official school catalog, volume IX, revised May 2013.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page
☒ Yes ☐ No
(c) The names and titles of the administrators.
☒ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No
(e) A statement of accreditation

☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.

☒ Yes ☐ No

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

☒ Yes ☐ No

(h) An academic calendar.

☒ Yes ☐ No

(i) A full disclosure of the admission requirements.

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

(m) A definition of the unit of credit.

☐ Yes ☐ No ☒ Not Applicable (The campus does not award credit)

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

☒ Yes ☐ No

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

☒ Yes ☐ No

(p) The transfer of credit policy.

☒ Yes ☐ No

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

☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

☒ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

☒ Yes ☐ No

(t) A statement describing the student services offered.

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

☐ Yes ☒ No

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7.06 Does the campus offer courses and/or programs via distance education?
☐ Yes ☒ No

7.07 Does the catalog contain an addendum/supplement?
☒ Yes ☐ No

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☒ Yes ☐ No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☒ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
☒ Yes ☐ No

7.08 Is the catalog available online?
☒ Yes ☐ No

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☒ Yes ☐ No
If *Yes*, answer the following:
(a) Are all campuses using the same catalog of common ownership?
☒ Yes ☐ No
(b) Are all photographs utilized properly labeled to identify the location depicted?
☒ Yes ☐ No
(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
☒ Yes ☐ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises via television, newspaper ads, brochures, open house flyers, and online.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

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

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☐ Yes ☒ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The institutional performance information that campus routinely provide to the public are the student retention and placement rates and the student gainful employment disclosures.

Where is this information published and how frequently is this information being updated?
The information is published at the campus website and is updated annually.

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
The campus has the appropriate resources to continuously assess the library services and holdings. Mr. Mark DeCola, the director of education, has the responsibility of maintaining the on-site collection, training students and faculty on the collection. Mr. DeCola has completed the appropriate library training and is qualified to assist students with assessing library resources.

Are these methods appropriate?
☒ Yes ☒ No

8.06 Is the library staff adequately trained to support the library?

CL_Review020148

☒ 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

9. PROGRAM EVALUATION

Diploma in Cosmetology

Diploma in Aesthetics

FOR ALL PROGRAMS

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

If *Yes*, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.
The experienced faculty uses modern equipment and professional grade supplies to fully prepare a person for a successful career in the cosmetology and aesthetics industry. The campus has curriculum specific classrooms and practical training areas for cosmetology and aesthetics that were designed to replicate a daily real-world work environment. The programs were designed to develop students' technical skills as well as offer personal professional development. The Euphoria Institute of Beauty Arts & Sciences is an open-to-the public facility where patrons from the community come in for beauty services.

(a) Is there a federal or state licensing agency pass rate established for this program?
☒ Yes ☐ No

If *Yes*, what is the minimum pass rate set by the federal or state licensing requirements?
The state pass rate for cosmetology and aesthetics is 75 percent.

(b) What are this program's pass rates for the past three years?
Year: 2011 Pass Rate: 99.9 cosmetology and 99.9 aesthetics
☐ Not Available
Year: 2012 Pass Rate: 95.24 cosmetology and 95.24 aesthetics
☐ Not Available
Year: 2013 Pass Rate: 96.8 cosmetology and 96.88 aesthetics

☐ Not Available

These rates are for the theory (written) portion of the exam only. The National Interstate Council of Nevada does not provide composite scores for license test-takers. It does, however, provide the results of the practical tests in a separate report. The team was provided with copies of that report which confirmed that the campus's pass rates on the practical exam were 100 percent in 2012 and in 2013.

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?
☒ Yes ☐ No ☐ Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
As the director of education since November 2006, Mr. Mark Decola oversees the educational activities of all programs at the campus. As stated earlier in this report, Mr. Decola has a diploma in cosmetology and both a cosmetology license and cosmetology instructor license from Nevada. For 17 years before assuming his current position, he worked as a stylist, cosmetology instructor, and student engagement coordinator.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

As noted in the team's response to question 4.64, retention rates for these programs could not be verified with the back-up data provided by the campus. The cosmetology program had six duplicate names and the aesthetics program had four duplicates. Nevertheless, with the team's treating those duplicates as drops, the retention rate for each program remained significantly above the ACICS standard of 70 percent. The cosmetology retention rate would decrease from 90 percent to 84.8 percent and, for the aesthetics program, the rate would change from 88 percent to 81 percent.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The use of community resources includes field trips and an advisory board. These resources are used to enrich programs by letting students see in-field applications of knowledge and skills they have learned when they visit local salons, spas, entertainment district salons and spas. Input and recommendations received from the

CL_Review020150

advisory board serve to strengthen the curriculum of both programs and, thereby, to improve the employability of graduates.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.13)*

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No

(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No

(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☐ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
The following number of calls was made to employers or graduates for the following programs:
Diploma in Cosmetology - 8
Diploma in Aesthetics - 9

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Diploma in Cosmetology - 8
Diploma in Aesthetics - 9

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.

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

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

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

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

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

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

☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

9.31 What is the current student/teacher ratio?
The student/teacher ratio is 10:1 in the diploma program in cosmetology and 6:1 in the diploma program in aesthetics.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

CL_Review020154

SUMMARY

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

Number	Section	Summary Statement
1.	**3-1-111**	The Campus Effectiveness Plan (CEP) does not adequately address the baseline data, types of data used for assessment, or how the data will be used to improve the educational processes (page 5).
2.	**3-1-303(a)**	The team was unable to verify the retention rate as reported in the back-up data of the 2013 Campus Accountability Report (CAR) (page18).
3.	**3-1-303(e)**	The campus does not maintain consistent graduate transcripts in regards to clock hours completed (page 9).

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)*:

- Ensure that all instructors have proficient comprehension for the entire scope of cosmetology ranging from the basics to current trends. During the team's interviews, students expressed strong concerns regarding the lead instructor's skill set. They felt that her sole strength is in hair weaving and, because of that limitation, they were not being taught the most current trends, including how to do gel nails.

May 19, 2015

Mr. Jeffrey L. Myhre, CEO
Globe University
8147 Globe Drive
Woodbury, MN 55125

Certified Mail Return Receipt Requested
Domestic Return Receipt
(b)(6)

Re: Announced Program Review
(b)(6)

Dear Mr. Myhre:

This letter confirms that an on-site Program Review has been scheduled to begin on June 22 and last through June 26, 2015 at Globe University (Globe). Clare Barger (lead reviewer) spoke to you on May 18, 2015 to inform you of the impending visit to Globe. The review will be performed by Clare Barger, Derita Hall and Tammi Sawyer.

This review will assess Globe's administration of the Title IV, HEA programs in which it participates. The review initially will cover the 2013-2014 and 2014-2015 award years, but may be expanded if appropriate. The Department of Education (Department) considers the administration of the Title IV, HEA programs to be an institution-wide effort. Consequently, the review will include all offices involved in the financial aid administration:

- Financial Aid office
- Registrar office
- Academic office
- Admissions office
- Fiscal/Business office

At the start of the review, we will conduct an entrance conference with you and your staff, teleconference, to discuss the review process. We will contact you to establish a time for the conference. Please inform the personnel responsible for the above areas, and any others you deem appropriate, so they or their designees can attend the entrance conference and remain available during the review.

In preparation for the review, please provide the following information to me prior to the review and **no later than June 3, 2015**.

- Catalog/brochure of institution
- Copies of academic calendars for both award years

- Policy and procedures concerning:
  - Admissions, institution and academic programs
  - Satisfactory academic progress
  - Attendance
  - Recruiter compensation/incentive programs
  - Withdrawals, official and unofficial
  - Return of Title IV funds
  - Verification
  - Awarding of Title IV, HEA program aid
  - Statements regarding the institution's educational programs, its financial charges, or the employability of its graduation rates
- List of Third Party Servicers involved in marketing, recruitment, admissions and the services they provide (if applicable)

Please use the enclosure, Online Location of Consumer Information / Documents, to record the URL of the items listed above and any documents available only in hardcopy form. Please e-mail the completed form to Clare Barger **within 10 days of receipt of this letter** and mail a copy of any materials available only in hardcopy.

The institution must also provide a photocopy, or electronic copy, of the original complete student file for one student selected for verification and one student who started a term but withdrew during the term on the Recipient Data Spreadsheet (see below).

Please do not send original materials, except for catalogs, brochures, pamphlets, handbooks, etc. The requested documents listed above should be copies.

Please direct this information to:

ATTN: Clare Barger
U.S. Department of Education
500 W. Madison, Room 1576E
Chicago, IL 60661
Clare.barger@ed.gov

In addition, the institution must provide the data elements indicated in the attached Recipient Data Spreadsheet. The institution may choose to complete the provided file, or generate its own electronic file in the same format as the file provided. Return the file to Clare Barger by e-mail at **no later than June 3, 2015**. Please see the enclosure Protection of Personally Identifiable Information (PII) for instructions regarding submission of required data / documents containing PII.

Regulatory authority to examine program and fiscal records and conduct reviews may be found at 34 C.F.R. § 668.24.

If the institution has contracted with one or more third-party servicers, such as consultants and data processors, to perform any functions related to the Title IV, HEA programs, Globe must notify each servicer of the program review so that all of the records are available for examination at the institution no later than the start of the program review. The reviewers may request additional documents and records while on-site as necessary.

Please make arrangements for the review team to have access (view only and print capability) to any computer databases containing information related to Title IV, HEA program eligibility or disbursements (e.g., computerized student account records).

Globe must provide access to its administrative staff and students. We also request that the institution provide a secure working space for the review team to ensure the confidentiality of the institutional records being reviewed. We will also need access to a photocopy machine.

Immediately following the entrance conference, we will identify the specific records, hard copy and electronic, that the institution must provide. Other records may be requested as needed throughout the review. We will provide time frames for the provision of these materials.

At the conclusion of the review, the review team may conduct an exit conference with you and/or your designee(s). The institution will receive an official written report at a later date.

If you have any questions, please call Clare Barger at 312-730-1595. Thank you for your cooperation.

Sincerely,

Douglas A. Parrott
Division Director

cc: Ms. Karen Samstad, Corporate Financial Aid Director
Mr. Seth Tesdall, Director of Operations
Accrediting Council for Independent Colleges and Schools
MN Minnesota Office of Higher Education
Department of Defense
Department of Veterans Affairs
Consumer Financial Protection Bureau

Enclosures:
Online Location of Consumer Information / Documents (sent via email only)
Recipient Data Spreadsheet File (sent via email only)
Protection of Personally Identifiable Information

From: Quentin Dean <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A57FC35FDB2B409982AEED3C044ED95D-QDEAN>
Sent: 6/12/2015 6:16:44 PM -0400
To: Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>
Subject: FW: Department of Education Program Review at Globe University

Sue,

Per our discussion, I would be grateful if you kindly could ask Jessica to provide us with the following information for the Department of Education's upcoming on-site program review of all Globe University/Minnesota School of Business campuses, by C.O.B Wednesday, June 17:

7. Has the school been approved to provide distance learning? If so, what time period does their approval cover?

Thanks,

Quentin

From: Quentin Dean
Sent: Friday, June 12, 2015 5:08 PM
To: Anthony Bieda; Susan Greer; Joseph Gurubatham; Katy Fisher; Terron King; Shameka Erby; Ian Harazduk
Subject: Department of Education Program Review at Globe University

Dear Team:

The Department of Education has scheduled an on-site Program Review for Globe University (Globe) the week of June 22-26, 2015. This review will assess Globe's administration of the Title IV, HEA programs in which it participates. US. DOE requests ACICS's confidentiality concerning this review and cooperation regarding their request for information.

Please let us know by C.O.B. Wednesday, June 17, the status of ALL Globe University/Minnesota School of Business Campuses:

In preparation for this review please provide the following information:

11. Is ACICS currently conducting a review/audit or does it plan to conduct a review/audit in the near future? Sue
2. Has ACICS imposed any monitoring actions (e.g., routine financial reporting, status of improvement plans, staff development plans, etc.). Katy, Terron
3. Does ACICS require the institution to take attendance? Tony/Quentin
4. Does ACICS mandate a minimum number of hours that the student must complete to be eligible to graduate or test for a license? If so, please provide details regarding the minimum requirements. Tony/Quentin
5. Does ACICS mandate a specific refund policy? If so, please describe the policy. Tony/Quentin
6. Has ACICS received student or staff complaints? If so, please provide a copy of the most recent reports. Shameka
7. Has the school been approved to provide distance learning? If so, what time period does their approval cover? Ian?

Please let me know if you need additional information.

Thanks,

Quentin

Quentin Dean

Senior Regulatory Affairs Coordinator

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.6782 - p | 202.842.2593 - f

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Like us on Facebook - http://facebook.com/acicsaccredits

From: Anthony Bieda
Sent: Wednesday, June 10, 2015 10:21 AM
To: Quentin Dean
Subject: FW: Program Review at Globe University
Importance: High

Please prepare a preliminary response, based on our prior responses, and let's review.

Also please enter this request into our log.

Thanks!

Anthony S. Bieda

Vice President for External Affairs

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.6781 - p | 202.842.2593 - f

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From: Susan Greer
Sent: Tuesday, June 09, 2015 8:13 PM
To: Anthony Bieda
Subject: FW: Program Review at Globe University
Importance: High

Tony

Are you still taking the lead on responding to these requests? If so, you may want to remind Niana.

Sue Greer

Vice President – Accreditation Operations

202-336-6789

From: Niana Moore
Sent: Monday, June 08, 2015 10:44 AM
To: Susan Greer
Subject: FW: Program Review at Globe University
Importance: High

See email below

From: Barger, Clare [mailto:Clare.Barger@ed.gov]
Sent: Monday, June 08, 2015 10:40 AM
To: Niana Moore
Cc: info
Subject: Program Review at Globe University
Importance: High

Dear Ms. Moore and the Accrediting Council for Independent Colleges and Schools:

This letter confirms that the U.S. Department of Education has scheduled an on-site Program Review for Globe University (Globe) the week of June 22-26, 2015. This

review will assess Globe's administration of the Title IV, HEA programs in which it participates. We request ACICS's confidentiality concerning this review and cooperation regarding our request for information.

In preparation for this review could you please provide the following information for Globe:

1. Is ACICS currently conducting a review/audit or does it plan to conduct a review/audit in the near future? Sue
2. Has ACICS imposed any monitoring actions (e.g., routine financial reporting, status of improvement plans, staff development plans, etc.). Katy, Terron
3. Does ACICS require the institution to take attendance? Tony/Quentin
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6. Has ACICS received student or staff complaints? If so, please provide a copy of the most recent reports. Shameka
7. Has the school been approved to provide distance learning? If so, what time period does their approval cover? Ian?

Please send your response by June 19, 2015 by e-mail to clare.barger@ed.gov.

Thank you in advance for your prompt attention to this matter. Prior to submitting your response please review the attached document concerning the submission of Personal Identifiable Information (PII).

Clare Barger

Senior Institutional Review Specialist

U.S. Department of Education

500 West Madison Street, Room 1576E

Chicago, IL 60661

P: 312.730.1595

F: 312.730.1520

May 19, 2015

Mr. Jeffrey L. Myhre, CEO
Globe University
8147 Globe Drive
Woodbury, MN 55125

Certified Mail Return Receipt Requested
Domestic Return Receipt
(b)(6)

Re: Announced Program Review
OPE ID Number: (b)(6)

Dear Mr. Myhre:

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  - Satisfactory academic progress
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  - Recruiter compensation/incentive programs
  - Withdrawals, official and unofficial
  - Return of Title IV funds
  - Verification
  - Awarding of Title IV, HEA program aid
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If you have any questions, please call Clare Barger at 312-730-1595. Thank you for your cooperation.

Sincerely,

Douglas A. Parrott
Division Director

cc: Ms. Karen Samstad, Corporate Financial Aid Director
Mr. Seth Tesdall, Director of Operations
Accrediting Council for Independent Colleges and Schools
MN Minnesota Office of Higher Education
Department of Defense
Department of Veterans Affairs
Consumer Financial Protection Bureau

Enclosures:
Online Location of Consumer Information / Documents (sent via email only)
Recipient Data Spreadsheet File (sent via email only)
Protection of Personally Identifiable Information

From: Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>
Sent: 9/9/2015 4:05:24 PM -0400
To: Shaniqua Smith <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/4f8beda22d30425fad6df9a52a21ca82-ssmith>
Subject: FW: Globe University & Minnesota School of Business Campus Accountability Report

Shaniqua

Here is a list of the schools and the years we are seeking CAR data on:

2013 and 2014 CAR rates for placement for campuses:

10898

23928

23885

11103

11152

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Sue Greer

Vice President – Accreditation Operations

202-336-6789

From: Terron King

Sent: Wednesday, September 09, 2015 1:43 PM
To: Susan Greer; Joseph Gurubatham
Subject: RE: Globe University & Minnesota School of Business Campus Accountability Report

She can just copy me on the email that she sends to Tony. She is good with getting the specific information that has been requested in a timely fashion. Thanks so much, Sue!

Terron A. King, M.S. Ed.

Senior Manager, Policy and Institutional Review

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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From: Susan Greer
Sent: Wednesday, September 09, 2015 1:41 PM
To: Terron King; Joseph Gurubatham
Subject: RE: Globe University & Minnesota School of Business Campus Accountability Report

Terron

I'll ask Shaniqua if she can pull these today. If she can, I'll have her send to Quentin and Tony and cc you, unless you want to view the reports first?

Sue Greer

Vice President – Accreditation Operations

202-336-6789

From: Terron King
Sent: Wednesday, September 09, 2015 1:24 PM
To: Joseph Gurubatham; Susan Greer
Subject: RE: Globe University & Minnesota School of Business Campus Accountability Report

Joseph and Susan:

If this is not needed this week, I am happy to provide Tony with what he needs on Monday. I've asked him if there is a due date but have not heard back from him yet. She is requesting the actual reports and not just the rates, so not everyone has access to retrieve the reports for 2014 and 2013. Other than me and maybe Susan, the only person who had access to both reports would be Shaniqua and I don't know if she still has permission to access the reports. I get these types of requests frequently from Tony and/or Quentin so it would be helpful to have someone or multiple people on our team to assist with these requests which are basic administrative tasks. Thanks.

Terron A. King, M.S. Ed.

Senior Manager, Policy and Institutional Review

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From: Joseph Gurubatham
Sent: Wednesday, September 09, 2015 1:17 PM
To: Susan Greer
Cc: Terron King
Subject: FW: Globe University & Minnesota School of Business Campus Accountability Report
Importance: High

Dear Susan:

I wanted you to be aware of this request for CAR information for Globe and Minnesota School of Business. Since Terron is out of town, I am not sure if anybody else can help. Thanks.

Joseph

Joseph E. Gurubatham, Ed.D.

Executive Vice President, Accreditation and Institutional Development

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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From: Anthony Bieda
Sent: Wednesday, September 09, 2015 1:00 PM
To: Terron King
Cc: Joseph Gurubatham
Subject: FW: Globe University & Minnesota School of Business Campus Accountability Report
Importance: High

This response would be for the following campuses:

10898

23928

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2013 and 2014 CAR rates for placement.

Thanks!

Anthony S. Bieda

Vice President for External Affairs

Accrediting Council for Independent Colleges and Schools

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From: Barger, Clare [mailto:Clare.Barger@ed.gov]
Sent: Wednesday, September 09, 2015 12:50 PM
To: Anthony Bieda
Cc: Barger, Clare
Subject: Globe University & Minnesota School of Business Campus Accountability Report
Importance: High

Tony,

Per our conversation a few moments ago, I am sending this email to request copies of Globe and MSB's Campus Accountability Reports that cover the time periods of July 1, 2012 to June 30, 2013 and July 1, 2013 to June 30, 2014. Specifically, I want to see how the placement rates reported to ACICS compared to what they advertise on their website.

Thank you in advance for your assistance and please let me know if you need additional information.

Clare Barger

Senior Institutional Review Specialist

U.S. Department of Education

500 West Madison Street, Room 1576E

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P: 312.730.1595

F: 312.730.1520

December 23, 2015

Ms. Susan Greer
Vice President of Accreditation and Institutional Development
Accrediting Council for Independent Colleges and Schools
750 First Street NE
Suite 980
Washington, D.C. 20002-4223

Re: Request to rescind non-substantive program modifications – Globe University (multiple campuses)

Dear Ms. Greer:

Per our email conversation on November 13, 2015, I am writing to formally request that a number of non-substantive program modifications, submitted in August of 2015, be rescinded. The table below includes the name of each program, minimum and maximum contact hours prior to the applications we are seeking to rescind, and the corresponding application number for each program/campus location. As noted in my prior communication, the applications were submitted with the intent to implement changes to our institution's mathematics and writing curriculum. However, these changes ultimately will not be implemented.

Credential Level	Program	Contact Hours		Credits	Campus	Application #
		Min	Max			
A.A.S.	Accounting	1050	1150	90	Globe University - Appleton (00041665)	65259
					Globe University - Eau Claire (00024029)	65258
					Globe University - La Crosse (00024832)	65261
					Globe University - Madison East (00028404)	65263
					Globe University - Middleton (00024695)	65264
					Globe University - Wausau (00031992)	65257
					Globe University - Woodbury (00010898)	65260
B.S.	Accounting	2070	2280	182	Globe University - Appleton (00041665)	65418
					Globe University - Eau Claire (00024029)	65421
					Globe University - La Crosse (00024832)	65416
					Globe University - Madison East (00028404)	65417
					Globe University - Middleton (00024695)	65419
					Globe University - Wausau (00031992)	65420
					Globe University - Woodbury (00010898)	65415
A.A.S.	Architectural Drafting and Design	1170	1230	90	Globe University - Woodbury (00010898)	65464

GlobeUniversity
& Minnesota School of Business
8089 Globe Drive – 3rd Floor, Woodbury, MN 55125
Phone: 651-332-8000 Toll Free: 866-979-7575 Fax: 651-332-8001
globeuniversity.edu

Credential Level	Program	Contact Hours		Credits	Campus	Application #
		Min	Max			
A.A.S.	Business Administration	990	1075	92	Globe University - Appleton (00041665)	65409
					Globe University - Eau Claire (00024029)	65414
					Globe University - Green Bay (00034396)	65407
					Globe University - La Crosse (00024832)	65412
					Globe University - Madison East (00028404)	65410
					Globe University - Middleton (00024695)	65406
					Globe University - Wausau (00031992)	65411
					Globe University - Woodbury (00010898)	65413
A.A.S.	Criminal Justice	1000	1075	90	Globe University - Eau Claire (00024029)	65388
					Globe University - Green Bay (00034396)	65390
					Globe University - La Crosse (00024832)	65391
					Globe University - Madison East (00028404)	65392
					Globe University - Wausau (00031992)	65389
B.S.	Criminal Justice	1925	2470	180	Globe University - Eau Claire (00024029)	65430
					Globe University - Green Bay (00034396)	65426
					Globe University - La Crosse (00024832)	65427
					Globe University - Madison East (00028404)	65429
					Globe University - Wausau (00031992)	65428
					Globe University - Woodbury (00010898)	65431
A.A.S.	Engineering Drafting and Design	1150	1210	90	Globe University - Woodbury (00010898)	65369
A.A.S.	Exercise Science	1200	1260	92	Globe University - Middleton (00024695)	65366
					Globe University - Woodbury (00010898)	65367
B.S.	Health Care Management	1880	2145	180	Globe University - Eau Claire (00024029)	65482
					Globe University - Madison East (00028404)	65484
					Globe University - Woodbury (00010898)	65483
B.S.	Information Technology	2090	2320	180	Globe University - Eau Claire (00024029)	65422
					Globe University - La Crosse (00024832)	65425
					Globe University - Middleton (00024695)	65423
					Globe University - Woodbury (00010898)	65424
A.A.S.	Internet Marketing	1060	1160	90	Globe University - Woodbury (00010898)	65378
B.S.	Mechanical Engineering Technology	2330	2480	180	Globe University - Woodbury (00010898)	65467
A.A.S.	Mobile Application Development	1110	1200	94	Globe University - Woodbury (00010898)	65361

Credential Level	Program	Contact Hours		Credits	Campus	Application #
		Min	Max			
B.S.	Paralegal	2200	2340	185	Globe University - Woodbury (00010898)	65470
B.S.	Software Application Development	2070	2300	180	Globe University - Woodbury (00010898)	65480

In addition to the program applications noted above, our institution filed non-substantive program modifications for the two programs listed below that included both the mathematics and writing curriculum changes being rescinded, and additional program changes that will be implemented.

The correct contact hours for these programs are included in the table below. If this correction cannot be applied without submitting a revised non-substantive program modification, please confirm that our institution should submit a corrected application.

Credential Level	Program	Contact Hours		Credits	Campus	Application #
		Min	Max			
B.S.	Business Administration	1950	1950	180	Globe University - Appleton (00041665)	65395
					Globe University - Eau Claire (00024029)	65400
					Globe University - Green Bay (00034396)	65394
					Globe University - La Crosse (00024832)	65401
					Globe University - Madison East (00028404)	65398
					Globe University - Middleton (00024695)	65393
					Globe University - Wausau (00031992)	65396
					Globe University - Woodbury (00010898)	65394
B.S.	Exercise Science	2180	2180	180	Globe University - Woodbury (00010898)	65518
					Globe University - Middleton (00024695)	65519

Thank you for the opportunity to rescind the applications noted above. Should you have any questions regarding the content of this letter, please feel free to contact me directly.

Sincerely,

(b)(6)

Mitchell H. Peterson, Ph.D.
Director of Institutional Quality and Effectiveness
Ph: 651-332-8237
Email: mitchellpeterson@globeuniversity.edu

GLOBE EDUCATION NETWORK

Corporate address for correspondence:
8089 Globe Drive-Third Floor
Woodbury, MN 55125
Phone: (651) 332-8000
Fax: (651) 332-8001

September 30, 2014

Albert C. Gray, Ph.D., C/O Ms. Susan Greer
President and Chief Executive Officer
Accrediting Council for Independent Colleges and Schools
750 First Street NE, Suite 980
Washington, DC 20002-4223

Re: Proposed Program Start Date Extension Requests

Dear Dr. Gray:

Broadview University, Globe University, and Minnesota School of Business respectfully request extensions to the proposed program start dates as outlined in the chart below. These programs were initially approved to start throughout the last year or so. Fall is the time of year when our schools have the largest number of students enroll and our thought was that there would be immediate interest in the programs. Unfortunately, marketing for the programs did not begin as quickly after approval as we had hoped, and interest in the programs did not begin to accelerate until the current year. There are now students interested in beginning these programs in our Fall 2014 term and we believe student interest and enrollment in the programs will continue to accelerate. It is for these reasons that we ask for your approval to change the proposed start date for these programs at the campuses identified below to October 6, 2014.

Although this request is being made with a short turnaround time, we are confident that our marketing of these programs is now strong enough to attract a solid population of students and create essential outcomes for students. Our organization is committed to serving our students and employers. We believe these programs will help to promote a healthy climate of postsecondary education in the communities we serve.

Program	**Campus**	**Initial Proposed Start Date**	**Requested Proposed Start Date**
A.A.S. Internet Marketing	Broadview University-Boise ACICS ID: 00042977	July 15, 2013	October 6, 2014
	Broadview University-Layton ACICS ID: 00027418	July 15, 2013	October 6, 2014
	Broadview University-Orem ACICS ID: 00027449	July 15, 2013	October 6, 2014
	Globe University-La Crosse ACICS ID: 00024832	July 15, 2013	October 6, 2014
	Globe University- Middleton ACICS ID: 00024695	July 15, 2013	October 6, 2014
	Globe University-Minneapolis ACICS ID: 00023928	July 15, 2013	October 6, 2014
	Globe University-Wausau ACICS ID: 00031992	July 15, 2013	October 6, 2014
	Minnesota School of Business, Elk River ACICS ID: 00024688	July 15, 2013	October 6, 2014
Certificate in Internet Marketing	Globe University-Minneapolis ACICS ID: 00023928	April 1, 2013	October 6, 2014
	Broadview University-West Jordan	October 8, 2012	October 6, 2014

CL_Review020181

	ACICS ID: 00027446		
A.A.S. Mobile Application Development	Broadview University-Boise ACICS ID: 00042977	July 15, 2013	October 6, 2014
	Broadview University-Orem ACICS ID: 00027449	July 15, 2013	October 6, 2014
	Broadview University-West Jordan ACICS ID: 00027446	July 15, 2013	October 6, 2014
	Globe University-Eau Claire ACICS ID: 00024029	July 15, 2013	October 6, 2014
	Globe University-Green Bay ACICS ID: 00034396	July 15, 2013	October 6, 2014
	Globe University-La Crosse ACICS ID: 00024832	July 15, 2013	October 6, 2014
	Globe University-Minneapolis ACICS ID: 00023928	July 15, 2013	October 6, 2014
	Globe University-Wausau ACICS ID: 00031992	July 15, 2013	October 6, 2014
	Minnesota School of Business, Blaine ACICS ID: 00022976	July 15, 2013	October 6, 2014
	Minnesota School of Business, Elk River ACICS ID: 00024688	July 15, 2013	October 6, 2014
	Minnesota School of Business, Lakeville ACICS ID: 00024845	July 15, 2013	October 6, 2014
	Globe University-Moorhead ACICS ID: 00023885	July 15, 2013	October 6, 2014
	Minnesota School of Business, Plymouth ACICS ID: 00020409	July 15, 2013	October 6, 2014
	Minnesota School of Business, Waite Park ACICS ID: 00021516	July 15, 2013	October 6, 2014
Certificate in Mobile Application Development	Broadview University-Boise ACICS ID: 00042977	July 15, 2013	October 6, 2014
	Globe University-Green Bay ACICS ID: 00034396	July 15, 2013	October 6, 2014
	Globe University-La Crosse ACICS ID: 00024832	July 15, 2013	October 6, 2014
	Globe University-Middleton ACICS ID: 00024695	July 15, 2013	October 6, 2014
	Globe University-Madison East ACICS ID: 00028404	July 15, 2013	October 6, 2014
	Globe University-Minneapolis ACICS ID: 00023928	July 15, 2013	October 6, 2014
	Globe University-Sioux Falls ACICS ID: 00024131	July 15, 2013	October 6, 2014
	Globe University-Wausau ACICS ID: 00031992	July 15, 2013	October 6, 2014
	Minnesota School of Business, Blaine ACICS ID: 00022976	July 15, 2013	October 6, 2014
	Minnesota School of Business, Brooklyn Center ACICS ID: 00011152	July 15, 2013	October 6, 2014
	Minnesota School of Business, Elk River ACICS ID: 00024688	July 15, 2013	October 6, 2014
	Minnesota School of Business, Lakeville	July 15, 2013	October 6, 2014

	ACICS ID: 00024845		
	Globe University-Moorhead ACICS ID: 00023885	July 15, 2013	October 6, 2014
	Minnesota School of Business, Plymouth ACICS ID: 00020409	July 15, 2013	October 6, 2014
	Minnesota School of Business, Richfield ACICS ID: 00011103	July 15, 2013	October 6, 2014
	Minnesota School of Business, Rochester ACICS ID: 00021959	July 15, 2013	October 6, 2014
	Minnesota School of Business, Waite Park ACICS ID: 00021516	July 15, 2013	October 6, 2014
B.S. Software Application Development	Broadview University-Boise ACICS ID: 00042977	July 15, 2013	October 6, 2014
	Globe University-Middleton ACICS ID: 00024695	July 15, 2013	October 6, 2014
	Globe University-Minneapolis ACICS ID: 00023928	July 15, 2013	October 6, 2014
	Globe University-Sioux Falls ACICS ID: 00024131	July 15, 2013	October 6, 2014
	Globe University-Wausau ACICS ID: 00031992	July 15, 2013	October 6, 2014
	Minnesota School of Business, Elk River ACICS ID: 00024688	July 15, 2013	October 6, 2014
	Globe University-Moorhead ACICS ID: 00023885	July 15, 2013	October 6, 2014
	Minnesota School of Business, Plymouth ACICS ID: 00020409	July 15, 2013	October 6, 2014

Please contact me via email: sboyd@globeuniversity.edu or phone: (651) 332-8028 if any additional information would be helpful. Thank you for your time and consideration of this request.

Sincerely,

(b)(6)

Samantha Boyd
Accreditation and Application Manager

From:	Sam Boyd <sboyd@globeuniversity.edu>
Sent:	4/24/2015 11:37:14 AM -0400
To:	Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>
Subject:	Program Surcharge Question Follow-up Questions

Hi Sue,

I just wanted to touch base regarding the two program surcharge fee questions below. Have you had a chance to look at them?

Thanks so much!

Sam

From: Sam Boyd
Sent: Tuesday, April 14, 2015 8:45 AM
To: 'sgreer@acics.org'
Subject: Web Interface and Two Unrelated Questions

Hi Sue,

I received your voicemail this morning and am happy to be involved in testing the new web interface.

I have a couple of totally unrelated questions with regard to the program surcharge fees for our MSB renewal of accreditation visits. I am preparing to get them paid, but wanted to ask these questions first:

I am calculating a $100 difference for the Minnesota School of Business-Elk River (00024688) program surcharge fees (we paid for 22 programs back in October 2014 and I am counting 32 active programs on our approved program list, but we are being charged $1,100). Are you able to take a peek at those fees and let me know if they look correct to you?

If we were to officially surrender any programs at this point (for example: programs for which we have no current student enrollment, although the programs did have enrollment within the last 3 years), would we still be charged program surcharge fees for those programs or could the fees be reduced?

If additional information would be helpful, please let me know. Thank you in advance for your time.

Best,

Sam

Samantha Boyd

Accreditation and Application Manager

Institutional Quality and Effectiveness

8089 Globe Drive, Third Floor

Woodbury, MN 55125

Direct: 651.332.8028

Main: 651.332.8000

Fax: 651.332.8001

http://www.globeuniversity.edu/about-us

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From: Terron King <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/ECC7FD59F77E45B5905F0C554CFF080F-TKING>
Sent: 9/9/2015 1:43:13 PM -0400
To: Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>; Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>
Subject: RE: Globe University & Minnesota School of Business Campus Accountability Report

She can just copy me on the email that she sends to Tony. She is good with getting the specific information that has been requested in a timely fashion. Thanks so much, Sue!

Terron A. King, M.S. Ed.

Senior Manager, Policy and Institutional Review

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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Subject: RE: Globe University & Minnesota School of Business Campus Accountability Report

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Sue Greer

Vice President – Accreditation Operations

202-336-6789

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Joseph and Susan:

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Sent: Wednesday, September 09, 2015 1:17 PM
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Cc: Terron King
Subject: FW: Globe University & Minnesota School of Business Campus Accountability Report
Importance: High

Dear Susan:

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Joseph

Joseph E. Gurubatham, Ed.D.

Executive Vice President, Accreditation and Institutional Development

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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To: Terron King
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This response would be for the following campuses:

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2013 and 2014 CAR rates for placement.

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Anthony S. Bieda

Vice President for External Affairs

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Sent: Wednesday, September 09, 2015 12:50 PM
To: Anthony Bieda
Cc: Barger, Clare
Subject: Globe University & Minnesota School of Business Campus Accountability Report
Importance: High

Tony,

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Thank you in advance for your assistance and please let me know if you need additional information.

Clare Barger

Senior Institutional Review Specialist

U.S. Department of Education

500 West Madison Street, Room 1576E

Chicago, IL 60661

P: 312.730.1595

F: 312.730.1520

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION
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From:	Mitchell Peterson <mitchellpeterson@globeuniversity.edu>
Sent:	11/16/2015 12:42:48 PM -0500
To:	Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>
Subject:	RE: Program Modification Submissions - Request for a Call

Thank you for the detailed explanation, Sue. This is good news from our perspective, and I will have my team work on compiling this information this week. I believe most of the applications have been approved at this point, so we will work to get this to you as soon as possible.

Best,

Mitch

Mitchell H. Peterson, Ph.D.

Director of Institutional Quality & Effectiveness

Corporate Offices - Operations

Phone: 651.332.8000

Direct: 651.332.8237

Mobile: 715.821.1672

Email: mitchellpeterson@globeuniversity.edu

http://www.globeuniversity.edu

GLOBE EDUCATION NETWORK

From: Susan Greer [mailto:sgreer@acics.org]
Sent: Friday, November 13, 2015 5:55 PM
To: Mitchell Peterson <mitchellpeterson@globeuniversity.edu>
Subject: RE: Program Modification Submissions - Request for a Call

Mitch

Thanks for reaching out and providing a clear description of the situation. Fortunately we have encountered this scenario with other institutions and the solution is pretty harmless. We would ask that you provide us with a formal letter requesting a withdrawal of the non-substantive program modifications in process or a request to rescind those that have been approved. List the application IDs and the contact hours/credits/curriculum for each program prior to the modifications.

If the applications are still in-process you can upload the same letter to each application and that will save us resource time for that action. If the application has already been approved, we will archive the communication so anyone questioning why the change that was approved is not evident in the database, we have the back-up. It sounds as if most of yours are still in-process since you haven't submitted state approval.

No fee for this action, but the sooner you can get that information to us, the sooner we can clear those applications from our queue or edit the records to those that have been approved.

Hope this helps. If a call is still needed, I'm available next week. My quiet time is your end-of-the-day hour, since most of the staff have left on this end.

Have a great weekend.

Sue Greer

Vice President – Accreditation Operations

202-336-6789

From: Mitchell Peterson [mailto:mitchellpeterson@globeuniversity.edu]
Sent: Friday, November 13, 2015 10:08 AM
To: Susan Greer
Subject: Program Modification Submissions - Request for a Call

Hello Susan,

I hope this email finds you well. I am writing to seek your input on a situation that impacts a large number of program changes recently submitted by our institutions. I will try to provide a general overview of the scenario, but it may be necessary for us to schedule a phone call to discuss this in more detail.

Earlier this year, our institutions made the decision to transition away from our current model of delivering remedial coursework in mathematics and writing/composition, in an effort to improve student outcomes and reduce student costs related to remedial coursework. In mid-August, a substantial number of non-substantive program modification applications were submitted to ACICS by my office for programs offered by Globe University, Minnesota School of Business, and Broadview University. The changes submitted were small increases to the maximum contact hours (minimum contact hours remained the same) for many programs, in order to accommodate our proposed replacement for remedial coursework.

Given that the changes were non-substantive from the perspective of ACICS and our state regulatory entities, they were submitted concurrently to ACICS and our state regulators. Unfortunately, the Minnesota Office of Higher Education would not approve the mathematics and writing/composition changes we proposed, and we have been working with that office on alternative solutions for the past two months. As of last week, we were able to arrive at a solution with MNOHE. However, this solution will not result in the small maximum contact hour increases that we submitted to ACICS in August.

Would it be possible to schedule a time in the near future to discuss how our institutions should proceed in reversing the program changes that were submitted to ACICS? We are hopeful that there may be a means of reversing the changes we submitted (which were never implemented), without re-submitting another round of non-substantive changes.

I have availability any day next week to discuss. Thanks in advance for your input.

Best,

Mitch

Mitchell H. Peterson, Ph.D.

Director of Institutional Quality & Effectiveness

Corporate Offices - Operations

Phone: 651.332.8000

Direct: 651.332.8237

Mobile: 715.821.1672

Email: mitchellpeterson@globeuniversity.edu

http://www.globeuniversity.edu

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From: Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>
Sent: 11/13/2015 6:53:30 PM -0500
To: 'Mitchell Peterson' <mitchellpeterson@globeuniversity.edu>
Subject: RE: Program Modification Submissions - Request for a Call

Mitch

Thanks for reaching out and providing a clear description of the situation. Fortunately we have encountered this scenario with other institutions and the solution is pretty harmless. We would ask that you provide us with a formal letter requesting a withdrawal of the non-substantive program modifications in process or a request to rescind those that have been approved. List the application IDs and the contact hours/credits/curriculum for each program prior to the modifications.

If the applications are still in-process you can upload the same letter to each application and that will save us resource time for that action. If the application has already been approved, we will archive the communication so anyone questioning why the change that was approved is not evident in the database, we have the back-up. It sounds as if most of yours are still in-process since you haven't submitted state approval.

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Have a great weekend.

Sue Greer

Vice President – Accreditation Operations

202-336-6789

From: Mitchell Peterson [mailto:mitchellpeterson@globeuniversity.edu]
Sent: Friday, November 13, 2015 10:08 AM
To: Susan Greer
Subject: Program Modification Submissions - Request for a Call

Hello Susan,

I hope this email finds you well. I am writing to seek your input on a situation that impacts a large number of program changes recently submitted by our institutions. I will try to provide a general overview of the scenario, but it may be necessary for us to schedule a phone call to discuss this in more detail.

Earlier this year, our institutions made the decision to transition away from our current model of delivering remedial coursework in mathematics and writing/composition, in an effort to improve student outcomes and reduce student costs related to remedial coursework. In mid-August, a substantial number of non-substantive program modification applications were submitted to ACICS by my office for programs offered by Globe University, Minnesota School of Business, and Broadview University. The changes submitted were small increases to the maximum contact hours (minimum contact hours remained the same) for many programs, in order to accommodate our proposed replacement for remedial coursework.

Given that the changes were non-substantive from the perspective of ACICS and our state regulatory entities, they were submitted concurrently to ACICS and our state regulators. Unfortunately, the Minnesota Office of Higher Education would not approve the mathematics and writing/composition changes we proposed, and we have been working with that office on alternative solutions for the past two months. As of last week, we were able to arrive at a solution with MNOHE. However, this solution will not result in the small maximum contact hour increases that we submitted to ACICS in August.

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I have availability any day next week to discuss. Thanks in advance for your input.

Best,

Mitch

Mitchell H. Peterson, Ph.D.

Director of Institutional Quality & Effectiveness

Corporate Offices - Operations

Phone: 651.332.8000

Direct: 651.332.8237

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December 23, 2015

Ms. Susan Greer
Vice President of Accreditation and Institutional Development
Accrediting Council for Independent Colleges and Schools
750 First Street NE
Suite 980
Washington, D.C. 20002-4223

Re: Request to rescind non-substantive program modifications – Globe University (multiple campuses)

Dear Ms. Greer:

Per our email conversation on November 13, 2015, I am writing to formally request that a number of non-substantive program modifications, submitted in August of 2015, be rescinded. The table below includes the name of each program, minimum and maximum contact hours prior to the applications we are seeking to rescind, and the corresponding application number for each program/campus location. As noted in my prior communication, the applications were submitted with the intent to implement changes to our institution's mathematics and writing curriculum. However, these changes ultimately will not be implemented.

Credential Level	Program	Contact Hours		Credits	Campus	Application #
		Min	Max			
A.A.S.	Accounting	1050	1150	90	Globe University - Appleton (00041665)	65259
					Globe University - Eau Claire (00024029)	65258
					Globe University - La Crosse (00024832)	65261
					Globe University - Madison East (00028404)	65263
					Globe University - Middleton (00024695)	65264
					Globe University - Wausau (00031992)	65257
					Globe University - Woodbury (00010898)	65260
B.S.	Accounting	2070	2280	182	Globe University - Appleton (00041665)	65418
					Globe University - Eau Claire (00024029)	65421
					Globe University - La Crosse (00024832)	65416
					Globe University - Madison East (00028404)	65417
					Globe University - Middleton (00024695)	65419
					Globe University - Wausau (00031992)	65420
					Globe University - Woodbury (00010898)	65415
A.A.S.	Architectural Drafting and Design	1170	1230	90	Globe University - Woodbury (00010898)	65464

GlobeUniversity
& Minnesota School of Business
8089 Globe Drive – 3rd Floor, Woodbury, MN 55125
Phone: 651-332-8000 Toll Free: 866-979-7575 Fax: 651-332-8001
globeuniversity.edu

Credential Level	Program	Contact Hours		Credits	Campus	Application #
		Min	Max			
A.A.S.	Business Administration	990	1075	92	Globe University - Appleton (00041665)	65409
					Globe University - Eau Claire (00024029)	65414
					Globe University - Green Bay (00034396)	65407
					Globe University - La Crosse (00024832)	65412
					Globe University - Madison East (00028404)	65410
					Globe University - Middleton (00024695)	65406
					Globe University - Wausau (00031992)	65411
					Globe University - Woodbury (00010898)	65413
A.A.S.	Criminal Justice	1000	1075	90	Globe University - Eau Claire (00024029)	65388
					Globe University - Green Bay (00034396)	65390
					Globe University - La Crosse (00024832)	65391
					Globe University - Madison East (00028404)	65392
					Globe University - Wausau (00031992)	65389
B.S.	Criminal Justice	1925	2470	180	Globe University - Eau Claire (00024029)	65430
					Globe University - Green Bay (00034396)	65426
					Globe University - La Crosse (00024832)	65427
					Globe University - Madison East (00028404)	65429
					Globe University - Wausau (00031992)	65428
					Globe University - Woodbury (00010898)	65431
A.A.S.	Engineering Drafting and Design	1150	1210	90	Globe University - Woodbury (00010898)	65369
A.A.S.	Exercise Science	1200	1260	92	Globe University - Middleton (00024695)	65366
					Globe University - Woodbury (00010898)	65367
B.S.	Health Care Management	1880	2145	180	Globe University - Eau Claire (00024029)	65482
					Globe University - Madison East (00028404)	65484
					Globe University - Woodbury (00010898)	65483
B.S.	Information Technology	2090	2320	180	Globe University - Eau Claire (00024029)	65422
					Globe University - La Crosse (00024832)	65425
					Globe University - Middleton (00024695)	65423
					Globe University - Woodbury (00010898)	65424
A.A.S.	Internet Marketing	1060	1160	90	Globe University - Woodbury (00010898)	65378
B.S.	Mechanical Engineering Technology	2330	2480	180	Globe University - Woodbury (00010898)	65467
A.A.S.	Mobile Application Development	1110	1200	94	Globe University - Woodbury (00010898)	65361

Credential Level	Program	Contact Hours		Credits	Campus	Application #
		Min	Max			
B.S.	Paralegal	2200	2340	185	Globe University - Woodbury (00010898)	65470
B.S.	Software Application Development	2070	2300	180	Globe University - Woodbury (00010898)	65480

In addition to the program applications noted above, our institution filed non-substantive program modifications for the two programs listed below that included both the mathematics and writing curriculum changes being rescinded, and additional program changes that will be implemented.

The correct contact hours for these programs are included in the table below. If this correction cannot be applied without submitting a revised non-substantive program modification, please confirm that our institution should submit a corrected application.

Credential Level	Program	Contact Hours		Credits	Campus	Application #
		Min	Max			
B.S.	Business Administration	1950	1950	180	Globe University - Appleton (00041665)	65395
					Globe University - Eau Claire (00024029)	65400
					Globe University - Green Bay (00034396)	65394
					Globe University - La Crosse (00024832)	65401
					Globe University - Madison East (00028404)	65398
					Globe University - Middleton (00024695)	65393
					Globe University - Wausau (00031992)	65396
					Globe University - Woodbury (00010898)	65394
B.S.	Exercise Science	2180	2180	180	Globe University - Woodbury (00010898)	65518
					Globe University - Middleton (00024695)	65519

Thank you for the opportunity to rescind the applications noted above. Should you have any questions regarding the content of this letter, please feel free to contact me directly.

Sincerely,

(b)(6)

Mitchell H. Peterson, Ph.D.
Director of Institutional Quality and Effectiveness
Ph: 651-332-8237
Email: mitchellpeterson@globeuniversity.edu

From:	Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>
Sent:	2/19/2016 4:13:31 PM -0500
To:	'Sheri Campfield at HQ' <SCampfield@itt-tech.edu>
CC:	Thomas Brouwer at HQ <TBrouwer@itt-tech.edu>; Robin Shapiro at HQ <RShapiro@itt-tech.edu>
Subject:	RE: DOE Database of Accredited Postsecondary Institutions - Corrections/ITT Technical Institutes

Sheri

Just as an FYI, some of the campus presidents to the list attached are reaching out to other staff at ACICS and we may be dispersing duplicate information. It would be best if you allowed the responses to be coordinated through my name. Thanks.

Sue Greer

Vice President – Accreditation Operations

202-336-6789

From: Sheri Campfield at HQ [mailto:SCampfield@itt-tech.edu]
Sent: Thursday, February 18, 2016 11:54 AM
To: Susan Greer
Cc: Thomas Brouwer at HQ; Robin Shapiro at HQ
Subject: FW: DOE Database of Accredited Postsecondary Institutions - Corrections/ITT Technical Institutes

Hi Sue,

Let me know if you need any additional information in regard to this request or if we've been steered in the wrong direction. Thank you.

From: Sheri Campfield at HQ
Sent: Thursday, February 04, 2016 8:05 PM
To: 'Susan Greer'
Cc: Thomas Brouwer at HQ; Robin Shapiro at HQ
Subject: DOE Database of Accredited Postsecondary Institutions - Corrections/ITT Technical Institutes

Hi Sue,

I am submitting this letter and request to you as it relates to the below e-mail concerning corrections that need to be made to the DOE Database of Accredited Postsecondary Institutions. Please let me know if you have any questions or need additional information. Thank you.

Sheri Campfield

Regulatory Affairs Manager

ITT Educational Services, Inc.

719-203-5438

From: Accredited Schools List [mailto:AccreditedSchoolsList@inovas.net]
Sent: Thursday, February 04, 2016 9:50 AM
To: Thomas Brouwer at HQ
Subject: RE: ITT Technical Institute (OPEID #00732928). - Error on Database of Accredited institutions

Dear Mr. Brouwer,

Thank you for your inquiry. In order to ensure that the database is an accurate reflection of accrediting agency records, all updates or requests for changes to information in the Database of Accredited Postsecondary Institutions and Programs (the database) must come directly from the accrediting agencies. We are not able to make changes based on an institution's request.

Please have a representative from the Accrediting Council for Independent Colleges and Schools send us a copy of any final decisions regarding the changes that need to be made in the database. As with all updates, the agency should send this information to both of the following email addresses: aslrecordsmanager@ed.gov and AccreditedSchoolsList@inovas.net. After we receive this information from the agency, we will use it to update the database at our earliest opportunity.

If you have any further questions, please feel free to respond to this email.

Thank you,

Valarie Graury

Research Assistant, Accredited Schools List

accreditedschoolslist@inovas.net

From: Thomas Brouwer at HQ [mailto:TBrouwer@itt-tech.edu]
Sent: Wednesday, February 3, 2016 4:15 PM
To: Accredited Schools List <AccreditedSchoolsList@inovas.net>
Cc: Andrew.Lawrence@ed.gov
Subject: ITT Technical Institute (OPEID #00732928). - Error on Database of Accredited institutions
Importance: High

Hello,

On advice of Mr. Andrew Lawrence (please see below email) I am writing to inform you that ITT Technical Institute, Ft. Lauderdale (OPEID #00732928) is listed on the Database of Accredited Institutions and Programs as "not active and closed on 9/7/2015".

This is incorrect as the institution did not close pursuant to Mr. Lawrence's confirmation in the email shown below.

ITT Technical Institute (OPEID #10732959) which shared the same address but different suite number did close on 9/7/2015, and we believe that both institutions were erroneously listed as closed, instead of just one.

If you have any questions please feel free to contact me directly.

Thomas R. Brouwer

Regulatory Affairs Manager

ITT Educational Services, Inc.

Phone: 317-582-0775

TBrouwer@itt-tech.edu

From: Lawrence, Andrew [mailto:Andrew.Lawrence@ed.gov]
Sent: Tuesday, February 02, 2016 2:47 PM
To: Shawn Crawford at HQ
Subject: RE: DOE Website Error

Shawn:

I can confirm that the former Deerfield Beach location (OPEID #10732959) is "closed" in our system. I can also confirm that the Fort Lauderdale campus (OPEID #00732928) is currently an eligible Title IV location. So, the issue is with the website, which I have no involvement. But there is a phone number and email to report problems with the functioning of the website.

1-855-831-9922

AccreditedSchoolsList@inovas.net

Andrew

September 9, 2015

SENT VIA E-MAIL

Mr. Thomas Brouwer *TBrouwer@itt-tech.edu*
Regulatory Affairs Manager
ITT Educational Services, Inc.
13000 N. Meridian Street
Carmel, IN 46032

Dear Mr. Brouwer:

Subject: Acknowledgement of Campus Closure

ITT TECHNICAL INSTITUTE, FT. LAUDERDALE, FLORIDA ID CODE 00070461(BC)

The Council acknowledges that ITT Technical Institute, 3401 South University Drive, Suite A, Ft. Lauderdale, Florida 33328, ACICS ID 00070461, has closed on September 7, 2015. This campus was approved for a change of location from 700 W. Hillsboro Boulevard, Suite 100, Building 1, Deerfield Beach, Florida 33441 to the address listed above on September 16, 2013. The ITT Technical Institute, Ft. Lauderdale (formerly Deerfield Beach), Florida campus is a branch campus of its main campus located at ITT Technical Institute, 9511 Angola Court, Indianapolis, IN 46268, ACICS ID 00016040.

ACICS, in accordance with Section 2-3-401 of the *Accreditation Criteria*, has withdrawn your campus' grant of accreditation by way of revocation effective September 7, 2015. The Council notes this is a voluntary action on your part and that your institution is not presently under any show-cause or negative action by the Council.

Thank you for keeping the Council informed of your institution's activities.

Sincerely,

(b)(6)

Ian R. Harazduk
Senior Manager, Compliance

c: Ms. Nanell Lough, ITT Technical Institute (Regulatory155@itt-tech.edu)
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education (aslrecordsmanager@ed.gov)

CL_Review020205

Mr. Christopher Miller, U.S. Department of Education School Participation Team, Region IV (christopher.miller@ed.gov)
Mr. Samuel L. Ferguson, Florida Department of Education (Susan.Hood@fldoe.org)
Dr. Albert C. Gray, ACICS President and CEO (agray@acics.org)
Dr. Joseph E. Gurubatham, ACICS Executive Vice President (jgurubatham@acics.org)
Ms. Susan Greer, ACICS Vice President – Operations (sgreer@acics.org)

From: Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>
Sent: 1/22/2016 1:48:12 PM -0500
To: Perliter Walters-Gilliam <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/6f0efc3dd0614f609e6b1f2e85504411-PWGilliam>; Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>; AID Management Team <aidmanagement@acics.org>
Subject: RE: ITT Technical Institutes: Renewal of Accreditation

All,

Just to remind everyone (and a plug for the Policy Meeting e-mail I just sent), we are discussing the "Consistency of Evaluations for Multi-Campus Institutions" at the Policy meeting. Perliter and I will be putting this together, so we will discuss further.

Thanks.

Ian Harazduk

Senior Manager, Policy and Compliance

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.6795 - p | 202.842.2593 - f

From: Perliter Walters-Gilliam
Sent: Friday, January 22, 2016 12:16 PM
To: Susan Greer; Ian Harazduk; AID Management Team
Subject: RE: ITT Technical Institutes: Renewal of Accreditation

Only ITT☺ Brown Mackie mentions "centralized" language when they talk but they do the CEPs at the campus level…well let's say Connie hasn't said anything to me about it although she wanted to discuss "scheduling"….

From: Susan Greer
Sent: Friday, January 22, 2016 12:15 PM
To: Perliter Walters-Gilliam; Ian Harazduk; AID Management Team
Subject: RE: ITT Technical Institutes: Renewal of Accreditation

Perliter

Thanks. I knew you'd be able to answer my questions completely, and you did very well.

I know the previous review of ITT isn't the way we intend to conduct the review in 2017, nor should it as we aren't operating under a CCI structure. Your reference to the other corporates under review in 2017 further supports a need for us to discuss our practices regarding "institutional" vs. campus level. With respect to the CEP, I knew our language states 'every campus' but I wasn't sure if any institution, other than ITT, has asked about or is reporting consolidates rates as they are required to disclosure to meet the Department, Title IV requirements (under one OPEID)?.

Sue Greer

Vice President – Accreditation Operations

202-336-6789

From: Perliter Walters-Gilliam
Sent: Friday, January 22, 2016 11:46 AM
To: Susan Greer; Ian Harazduk; AID Management Team
Subject: RE: ITT Technical Institutes: Renewal of Accreditation

Hi Sue

This isn't a distrust in the decision making of team members – it is a mistrust of ITT's blatant misuse of that decision as well as that of ACICS leadership (let's say in the past) during those discussions. Tom (and whomever else) agreed to certain things with ITT (like that ridiculous notion of a "corporate librarian") that was not communicated and was based on Tom's limited understanding of the onsite visit process. ITT in turn used Tom as a channel and scapegoat to question, overlook, and override the onsite peer review process. I did not care for it then (I intentionally did not do any ITT NGs) and I don't care for it now.

That being said, the identification of a systematic institutional "finding" should be limited and that's why we have generally kept it to the catalog. The COUNCIL applied the Globe and Miller-Motte curricula issues, keeping in mind that Globe had a number of other reviews with no finding (the Council could have said Ian's team was wrong and everyone else was right). A meeting by our team (should maybe even

include AI since this will all go up to him) is warranted in this area since not only ITT will be up in 2017 but a number of "corporately run" institutions (ECA and EDMC). So one evaluator should review the catalog to include SAP, the mission, the curriculum, the CEP…wait isn't that what we tried and didn't work?

Finally, even if the online division is a branch, the CEP criteria clearly indicates that every branch has its own CEP that describes ITS plan for effectiveness. Wherever those students are reported, that's where that planning should be done – they can't have it both ways. You can't distribute the student enrollments across the 140 campuses so that your retention/placement rates will be spread but then don't want to discuss the program(s) retention/placement rates at those campuses. How would that be an adequate and appropriate analysis of the retention/placement data? The analysis should include the effect of the online students (which again, should be included in the plan anyway) and the campus's plan to improve the outcomes in that area…a reference can be made to the online branch's overall improvement processes but not a deference to that plan…

Ms. Perliter Walters-Gilliam

Associate Vice President, Quality Enhancement & Training

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.6769 - p | 202.421.5935 - c

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From: Susan Greer
Sent: Friday, January 22, 2016 11:11 AM
To: Ian Harazduk; Perliter Walters-Gilliam; AID Management Team
Subject: RE: ITT Technical Institutes: Renewal of Accreditation

Team

Thanks for the feedback. It is a bit disappointing that even within AID we have this distrust in other's decisions. However, have we established guidelines as to under what circumstances we would consider a citation systematic if we know it is the same at all campuses? Is this at a program level and catalog only?

I also seek your knowledge on whether or not any other institution (main and branch) consider the institution in their baseline and analysis of their programs vs. campus level? Is ITT the only one? Again, you guys have more experience in this field and I am asking to expand my knowledge of our "acceptance" or "non-acceptance" and to be able to speak to our "standard practice".

The second bullet seemed as if it would benefit the team. If I'm not mistaken, should we find an SAP policy unsatisfactory, we would distribute that to all other teams to record the same finding, would it not be as sound to have someone with SAP knowledge review the SAP policy and send their assessment to all teams in advance? This way, if any team did not have a strong SAP evaluator, we have assurance that the policy received the correct level of scrutiny. I know we are not recognizing Centrally Controlled Institutions formally, but we seem to recognize this structure exists and use it on occasion (Globe University).

I would welcome a discussion amongst AID management to establish the parameters we feel would be appropriate so we can communicate the same to everyone involved – schools, evaluators, etc.

Sue Greer

Vice President – Accreditation Operations

202-336-6789

From: Ian Harazduk
Sent: Friday, January 22, 2016 10:48 AM
To: Perliter Walters-Gilliam; Susan Greer; AID Management Team
Subject: RE: ITT Technical Institutes: Renewal of Accreditation

It's a branch, but has a consortium agreement with the other campuses, I believe, right? So if they include some of the DE activities as part of the plan, I think it should be acceptable as long as they also have activities specific to that campus/program.

Ian Harazduk

Senior Manager, Policy and Compliance

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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From: Perliter Walters-Gilliam
Sent: Friday, January 22, 2016 10:44 AM
To: Ian Harazduk; Susan Greer; AID Management Team
Subject: RE: ITT Technical Institutes: Renewal of Accreditation

Well…is the "online division" a branch? Then they would have a CEP…if the "online division" is a learning site of the main or of every campus, the data should incorporated into that campus's plan (as we would expect for any campus with a learning site). The plan is supposed to incorporate the distance ed plan anyway with analysis of faculty and student satisfaction, etc….

From: Ian Harazduk
Sent: Friday, January 22, 2016 10:41 AM
To: Perliter Walters-Gilliam; Susan Greer; AID Management Team
Subject: RE: ITT Technical Institutes: Renewal of Accreditation

I agree with Perliter.

However, bullet point 3 seems fine to me as long as those students are enrolled in online classes.

Ian Harazduk

Senior Manager, Policy and Compliance

Accrediting Council for Independent Colleges and Schools

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From: Perliter Walters-Gilliam
Sent: Friday, January 22, 2016 10:29 AM
To: Susan Greer; AID Management Team
Subject: RE: ITT Technical Institutes: Renewal of Accreditation

No – do I need to qualify that no?

They are still under the impression that their centralized whatever is acceptable to us for review – and it is not.

A CENTRAL self-study with supplements??? What is THAT? The campus directors better be involved in the process of writing the CAMPUS documents because we will not be entertaining any corporate influences during the review unlike the last time.

From: Susan Greer
Sent: Friday, January 22, 2016 10:05 AM
To: AID Management Team
Subject: FW: ITT Technical Institutes: Renewal of Accreditation

Team

Any thoughts on IT's request below? This is similar to the process we followed last review, with respect to IT policies and I think would fit our current practice of reviewing "corporate developed" catalogs, programs, etc.

Sue Greer

Vice President – Accreditation Operations

202-336-6789

From: Sheri Campfield at HQ [mailto:SCampfield@itt-tech.edu]
Sent: Thursday, January 21, 2016 4:01 PM
To: Susan Greer; Joseph Gurubatham
Subject: ITT Technical Institutes: Renewal of Accreditation

Good afternoon,

I would like to schedule a call with both of you along with Robin and Shawn concerning the below agenda items. Can you let me know a few days/times that you would be available? Thank you.

ITT Technical Institutes: Renewal of Accreditation

Self-study: One centralized, primary self-study document and campus specific supplement or complete self-study for every campus.

Centralized policies and procedures for advance review; e.g., catalog policy on Satisfactory Academic Progress.

CEP – Relative to required improvement plans of a resident campus CEP (based on CAR rates that include a portion of fully online student population), is it acceptable for the resident campus program improvement plan(s) to reference the Online Division CEP for more information concerning improvements specific to the online student population?

Sheri Campfield

Regulatory Affairs Manager

ITT Educational Services, Inc.

719-203-5438

From: Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>
Sent: 9/24/2015 3:37:39 PM -0400
To: Ms. Jeanne Herrmann <jherrmann@globeuniversity.edu>
Subject: RE: Sep 25 2015 Executive Committee Agenda Items for Substantive Change Actions

Jeanne

My thought was that this would fit under benefit. If your employer tells you that you must obtain further skills for professional development (which is, by definition, in your field), skills learned would fit, right??

Sue Greer

Vice President – Accreditation Operations

202-336-6789

From: Jeanne Herrmann [mailto:JHerrmann@globeuniversity.edu]
Sent: Thursday, September 24, 2015 3:31 PM
To: Susan Greer
Subject: RE: Sep 25 2015 Executive Committee Agenda Items for Substantive Change Actions

I think the category 3 now that covers the professional development for those who had the job prior to may not be fully recognized or maybe I'm not seeing the place where it fits.

Jeanne Herrmann

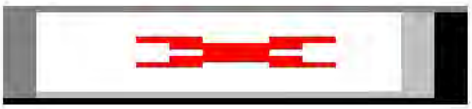
Chief Operating Officer

Corporate Support - Operations

Phone: 651.332.8012

Cell: 612.414.7798

http://www.globeuniversity.edu



From: Susan Greer [mailto:sgreer@acics.org]
Sent: Thursday, September 24, 2015 2:20 PM
To: Jeanne Herrmann <JHerrmann@globeuniversity.edu>
Subject: RE: Sep 25 2015 Executive Committee Agenda Items for Substantive Change Actions

Jeanne

Thanks. We need to do something and rather quickly. The two calls today were attorneys working with members and I don't want ACICS to be in a position of not being able to respond to our own placement requirements.

Sue Greer

Vice President – Accreditation Operations

202-336-6789

From: Jeanne Herrmann [mailto:JHerrmann@globeuniversity.edu]
Sent: Thursday, September 24, 2015 3:10 PM
To: Susan Greer
Subject: RE: Sep 25 2015 Executive Committee Agenda Items for Substantive Change Actions

I think this adds significant clarification as well as simplifies. I ***really*** like it☺

Jeanne Herrmann

Chief Operating Officer

Corporate Support - Operations

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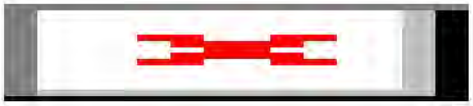

From: Susan Greer [mailto:sgreer@acics.org]
Sent: Thursday, September 24, 2015 2:07 PM
To: Jeanne Herrmann <JHerrmann@globeuniversity.edu>
Subject: RE: Sep 25 2015 Executive Committee Agenda Items for Substantive Change Actions

Jeanne

Ahhhhh – I too questioned "substantial" but thought I had a memory-flash of the discussion over ITT's "predominant", so I let it go.

On another topic. Our favorite – placement. I've had two calls today and several over the past couple of weeks on our definitions. Since our conversation, I had reached out to Seth, but no answer (now I know why). Here is my proposal. This has been presented to Al and Joseph and we will be discussing later this week or next, but your feedback would be valuable:

If we define "placement" as a first step and then add an expectation of supporting documentation to the schools decision of placement maybe we can help clarify without "changing" our current language.

The first step would be to define the "term" "placement" in the glossary. Placement is the act of working in a field of study.

- We would not define that a placement must be specific to a graduate and

therefore could be determined while a student.

- The possible exception to this definition is category 3. We could add: Placement is the act of working in a field of study or acquiring a credential required of an employer.

The second step would be to remove explanatory language in "by skills" and "by benefit" and replace it with supporting documentation requirements.

- We would need to edit all web pages, guidelines, workshop slides/instructional information, etc.
- We would add the following statement whenever/wherever we introduce the categories of placement:

Member institutions are responsible for obtaining sufficient documentation to support all reported placements (see definition in Glossary). To assist in clarifying the type of supporting documentation required, ACICS defined three distinct categories of placement; by title, by skills, or by benefit.

The third step would be to add a single statement of supporting documentation requirements.

1. ~~**Placed based upon** By~~ **job titles**: ~~Any graduate or completer of a program that was placed based upon job titles included in the list of job titles published by the institution for which the program prepares students. These job titles must be those published by the institution on its web site in compliance with USDOE Title IV regulations and must be identified in the Department's CIP-to-SOC Crosswalk (Standard Occupational Classification, U.S. Department of Labor) with the Classification of Instructional Programs (CIP) code of this program.~~
   - **Back up documentation must support the** job title as one published by the institution on its web site in compliance with USDOE Title IV regulations and must be identified in the Department's CIP-to-SOC Crosswalk (Standard Occupational Classification, U.S. Department of Labor) with the Classification of Instructional Programs (CIP) code of this program
2. ~~**Placed based upon the required use of** By~~ **skills**: ~~Any graduate or completer of a program that was placed based upon the required use of skills learned in the student's~~

~~program as a predominant component of the job. These skills must be those listed in the institution's published program description and a majority of these skills must be documented in the employer's job description as required or desired skills, duties or responsibilities.~~

- **Back up documentation must support that** skills learned in the student's program are a predominant component of the job.

3. ~~**Placed based upon the** By~~ **benefit** ~~**of the training to an existing employer**~~: ~~Any graduate or completer of a program that was placed based upon the benefit of the training~~ of the credential received ~~from the program in obtaining a new position or maintaining a current position, or supporting promotion or improving job related skills~~.
   - **Back up documentation must support that the student's employer requires additional or higher credentials to remain employed or be eligible for promotion within the near future.**

Thoughts?

Sue Greer

Vice President – Accreditation Operations

202-336-6789

From: Jeanne Herrmann [mailto:JHerrmann@globeuniversity.edu]
Sent: Thursday, September 24, 2015 1:45 PM
To: Susan Greer
Subject: RE: Sep 25 2015 Executive Committee Agenda Items for Substantive Change Actions

No worries, I do it all the time☺ I'm fine with them combined, I just don't think I've seen it before. And I questioned EDIC because I'm not certain there is "substantial devotion" to career-related education in the objectives…

Jeanne Herrmann

Chief Operating Officer

Corporate Support - Operations

Phone: 651.332.8012

(b)(6)

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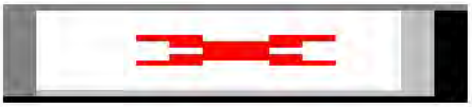

From: Susan Greer [mailto:sgreer@acics.org]
Sent: Thursday, September 24, 2015 11:21 AM
To: Jeanne Herrmann <JHerrmann@globeuniversity.edu>
Subject: RE: Sep 25 2015 Executive Committee Agenda Items for Substantive Change Actions

Jeanne

I was on a webinar and responded to you in a very short, almost rude tone. My apologies.

This school's mission is a statement with objectives within the mission statement. We have other schools that write their missions in this format. If Council would rather each mission have separated objectives, we can look to clarify that requirement for future mission statements.

Sue Greer

Vice President – Accreditation Operations

202-336-6789

From: Jeanne Herrmann [mailto:JHerrmann@globeuniversity.edu]
Sent: Thursday, September 24, 2015 11:26 AM
To: Susan Greer; Mr. John Euliano; Dr. Lawrence Leak; Dr. Edward G. Thomas
Cc: Albert C. Gray
Subject: RE: Sep 25 2015 Executive Committee Agenda Items for Substantive Change Actions

Sue-

I didn't see any objectives tied to the California Miramar mission change request. Did they remain the same as they were? Could you provide a copy that demonstrates the objectives still support the mission? Thank you.

Jeanne Herrmann

Chief Operating Officer

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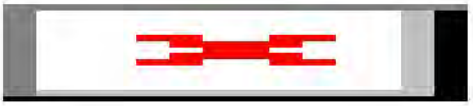

From: Susan Greer [mailto:sgreer@acics.org]
Sent: Wednesday, September 23, 2015 8:00 PM
To: Mr. John Euliano <jeuliano@gkbinvestments.com>; Jeanne Herrmann <JHerrmann@globeuniversity.edu>; Dr. Lawrence Leak <lawrence.leak@gmail.com>; Dr. Edward G. Thomas <e.thomas@csuohio.edu>
Cc: Albert C. Gray <agray@acics.org>
Subject: Sep 25 2015 Executive Committee Agenda Items for Substantive Change Actions

Dear Executive Committee Members

Attached is the EC substantive change agenda items for Friday's meeting. Unfortunately, there is a split for on one change of ownership regarding requesting the new CEO to attend a workshop. Three FRC members voted yes and three voted no. However, one of the three who voted not did email that he wasn't vetted to his vote if the decision was to require the CEO to attend.

Exhibit A, B, C, and D containing supporting documentation and FRC ballots (B and C).

In addition, Hope College of Arts & Sciences responded with clarification on an issue Council requested last EC when they deferred the school's request to go to a higher credential level. It was added to this Friday's agenda at the last minute and their documentation can be found in Exhibit D.

Susan Greer

Vice President - Accreditation Operations

Accreditation and Institutional Development

Accrediting Council for Independent Colleges and Schools

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REEVALUATION

LINCOLN TECHNICAL INSTITUTE
365 Westgate Drive
Brockton, MA 02301
ACICS ID Code: 00012783

Ms. Angela Corby, Executive Director (acorby@lincolntech.edu)
acicsbrockton@lincolntech.edu

MAIN CAMPUS
Lincoln Technical Institute
Edison, New Jersey
ACICS ID Code: 00010950

June 9-10, 2014

Mr. William Winger	Chair	American International College of Arts and Sciences Antigua	Denver, CO
Ms. Jeanine Coursen	Student-Relations Specialist	DuBois Business College (retired)	Ft. Lauderdale, FL
Mr. Scott Burell	Educational Activities, Library and Computer and Network Support Technician	Beckfield College	Florence, KY
Ms. Tanisia Smith	Massage Therapy	Holistic Massage Training Institute	Baltimore, MD
Dr. Claudia Verding	Dental Assisting	Dentist	El Paso, TX
Ms. Amanda Holmes	Pharmacy Technician	Virginia College	Florence, SC
Dr. Ravi Rathnam	Medical Assisting	Stratford College	Glen Allen, VA
Ms. Chinita Obi	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
LINCOLN TECHNICAL INSTITUTE
BROCKTON, MASSACHUSETTS

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Sem. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement 2013 Ret.	2013 Pla.	2012 Ret.	2012 Pla.
Certificate	Certificate	Medical Assistant	900	40.0	72/0	80%	72%	89.71%	80%
Certificate	Certificate	Medical Office Assistant	900	41.0	19/0	94%	76%	88.37%	66.67%
Certificate	Certificate	Pharmacy Technician	720	34.5	16/0	86%	**69%**	87.93%	69.23%
Certificate	Certificate	Massage Therapy	810	42.5	19/0	N/A	N/A	N/A	N/A
Certificate	Certificate	Computer and Network Support Technician	900	37.5	10/0	78%	73%	N/A	N/A
Certificate	Certificate	Dental Assisting	1020	41.5	39/0	86%	71%	91.67%	N/A
Certificate	Certificate	Medical Assistant Blended Delivery	900	40.0	62/0	89%	N/A	N/A	N/A
Certificate	Certificate	Medical Office Assistant Blended Delivery	900	41.0	7/0	100%	N/A	N/A	N/A
		TOTAL ENROLLMENT			244/0				

INTRODUCTION

The Brockton campus of Lincoln Technical Institute dates back to 2001 when Lincoln Tech bought the Computer-Ed Institute and changed it to Lincoln Tech. The campuses at the time were in Brockton, Boston and Somerville, Massachusetts. The company also expanded its campuses to North Providence; Lincoln, Rhode Island; Norcross, Georgia; and Henderson, Nevada. In June 2011 a campus was opened in Lowell, Massachusetts. In 2002, the campus offerings were expanded to include allied health programs. The name was officially changed in 2006. The campus currently offers programs in medical assistant and medical office assistant blended, pharmacy technician, dental assisting, massage therapy and are teaching out computer and support technician.

As stated above, the campus was purchased from Computer-Ed Institute and eventually became Lincoln Technical Institute. The campus is located in a Boston suburban community and is located near an interstate highway adjacent to an older shopping mall. The student body is comprised of 11 percent male and 89 percent female. While the team was on campus the ethnic background of the student body was provided and added to the CEP.

The campus has recently decided to change from clock to credit hour and all programs except dental assisting and massage therapy will now be measured in semester credit hours. The campus has decided not to continue to offer the computer and network support technician program.

CL_Review020224

REPORT QUESTIONS

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement and supporting objectives are found on page three of the Lincoln Technical Institute catalog dated 2014-2016 volume XXIV.

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 surveys, reports and industry certification pass rates as tools to assess learning outcomes. The surveys used are the satisfaction surveys for both graduates and employer satisfaction. Campus wide pass rate data for national and state exams are collected, aggregated and are used to assess the soundness of the educational process at the campus. Attendance is also measured to analyze student satisfaction with higher attendance proving stronger student satisfaction. A 95 percent attendance goal has been set. A GPA analysis is also being tracked to verify student outcomes.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

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

The campus has identified risk factors for students who may potentially be drops by increasing their communication with their faculty and administration to assist the student in their transition to academic life. Other processes to increase retention are: hire an advisor to be a contact person with the student, install a student success class at the beginning of the student's tenure, increase attendance tracking, continue more professional days emphasising the soft skills necessary for their careers and continued monitoring of the student surveys for student concerns. The plan to improve the placement rate is to increase visits to local employers, continue in-class workshops focusing on mock interviews, join more local employment organizations, promote more certifications, and develop relationships with the computer science department to assist in placing the last of those students.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

☒ Yes ☐ No

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

☒ Yes ☐ No

(c) That periodic progress reports have been completed.

☒ Yes ☐ No

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

The campus executive director chairs the CEP committee and is assisted by the senior managers of the campus: the director of admissions, the education director, the financial aid director, the placement director and the externship coordinator. Ms. Angela Corby is the campus executive director. Ms. Corby holds a bachelor's degree in English and art from Assumption College. She has been an executive campus director since October 2010; prior to this experience Ms. Corby was a senior director of admissions for Lincoln Technical Institute. Prior to coming to Lincoln, Ms. Corby worked for another school corporation in admissions and prior to that experience she was a technical recruiter.

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

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

GENERAL COMMENTS:

The CEP has a minimal amount of demographic data on its students and should consider bolstering this part of its CEP.

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?

CL_Review020227

☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
The campus executive director, Ms. Angela Corby, is responsible for the financial oversight of this campus. As stated above, Ms. Corby holds a bachelor's in English and art from Assumption College. She has been an executive campus director since October 2010, prior to this experience Ms. Corby was a senior director of admissions for Lincoln Technical Institute. Prior to coming to Lincoln Ms. Corby worked for another school corporation in admissions, and prior to that experience she was a technical recruiter.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

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

As previously stated, Ms. Angela Corby is the campus executive director. Ms Corby holds a bachelor's degree in English and art from Assumption College. She has been an executive campus director since October 2010; prior to this experience Ms. Corby was a senior director of admissions for Lincoln Technical Institute. Prior to coming to Lincoln, Ms. Corby worked for another school corporation in admissions and prior to that experience she was a technical recruiter.

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

CL_Review020229

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
Twenty-eight student files were reviewed by the team. The files were classified on the 2012-2013 CAR as graduates (10), withdrawals (9) and still enrolled (9). One of the files was a student who received transfer credit from another institution, one of the files was a student who had been on probation due to satisfactory academic process (SAP) issues, one of the files was a student who had been on warning due to SAP issues, two of the files were students who had earned an additional credential, one of the the files was a student who had been dismissed due to SAP issues, and three of the files were students who had changed programs. In addition, the financial ledger cards for all files were reviewed.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

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

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

☒ Yes ☐ No

(b) Outlines all program related tuition and fees?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

At the time of the visit, Ms. Jesuina Henderson, director of admissions, was not in the office due to being on a maternity leave of absence. Ms. Henderson holds a bachelor's degree in business management from Johnson and Wales University in Providence, Rhode Island. She began working for Lincoln Technical Institute as an assistant director of admissions in 2003. Ms. Henderson was promoted to her current position in 2010. Ms. Kerrin Miniutti, director of admissions from the Somerville campus, was in the admissions office to answer questions during the visit. Ms. Miniutti has three years of supervisory and sales experience at Verizon General Business Service Center and 11 years experience in the admissions department at Lincoln Technical Institute, Lowell and Somerville campuses, holding admissions representative and director of admissions positions.

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

The team verified the recruiting process for new students is ethical and compatible with the educational objectives after reviewing files and interviewing Ms. Kerrin Miniutti. Lincoln Technical Institute utilizes various media to recruit students such as online-generated inquiries, television, and direct mail. Direct traffic to the Lincoln Technical Institute website and phone inquiries are monitored by the representatives. The admission representatives attended local high school sponsored college and career fairs. Newly hired admissions representatives receive two weeks of training from the director of admissions on admissions compliance, program content, appointment setting, data recording, and interviewing techniques. Weekly performance reviews were conducted by the director of admissions as she closely monitors the representative's progress. One-on-one meetings occur weekly to evaluate individual representative's development.

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

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4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☒ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress policy (SAP) is found on pages 36-38 in the Lincoln Technical Institute 2014-2016 catalog, volume XXIV, revised and effective June 2014. The revised Lincoln Technical Institute catalog addendum 2014-2016 effective June 9, 2014, was also reviewed.

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

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(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?

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☒ 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. Christine Cusano, regional director of education since 2010, is responsible for the administration of satisfactory academic progress. She holds associate degrees in business administration and medical assisting from Middlesex Community College located in Bedford and Lowell, Massachusetts; a bachelor's degree in management from the University of Phoenix online; and a master's degree in instructional design and technology from Walden University online. Ms. Cusano has earned the following certifications: Certified Medical Assistant (AAMA), Certified Pharmacy Technician, and is a licensed Massachusetts pharmacy technician. She brings to the campus over 20 years' experience combined in medical assisting, medical office management, pharmacy technician, teaching, educational supervision, and curriculum design and management.

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.

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(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

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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. Stephani Green, assistant director of financial aid, is responsible on-site for administering student financial aid. Ms. Green began her career at Lincoln Technical Institute as a financial aid advisor in 2004. She was promoted to her current position in 2010. Ms. Green worked in various financial aid positions for three years prior to her employment at Lincoln. She is a member of the National Association of Student Financial Aid Administrators (NASFAA) and Massachusetts Association Student Financial Aid Administrators (MASFAA). Ms. Sheila Andrews, regional director of financial aid, was on campus during the team's visit.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
The financial aid office stays current with regulation and policy changes in financial aid by holding memberships in NASFAA and MASFAA. Emails are regularly received from NASFAA and MASFAA concerning policy changes that affect student financial aid. Financial aid advisors receive training in governmental regulations, institutional policies, and procedures on a regular basis. Information acquired by the assistant director of financial aid and the regional director of financial aid is disseminated to the financial aid staff via emails, one-on-one interactions, and through corporate webinars.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The student services offered by the campus include: new student orientation which is an opportunity for all new students to become familiar with college personnel and procedures; academic counseling is offered by the

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regional director of education; financial aid information is provided by the student finance office; free tutoring is available to all students with faculty and peer tutors; and employment counseling is provided by career services.

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

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?
At the time of the visit, Ms. Laura Forth, director of career services, was not on campus due to being on a maternity leave of absence. Ms. Forth is responsible for the oversight of counseling students on employment opportunities since 2012. She holds a bachelor's degree in leadership from Northeastern University in Boston, Massachusetts and a master's degree in business administration from American Intercontinental University in Atlanta, Georgia. In addition, she has five years of prior experience as the director of career services for Career Education Corporation and four years experience as the senior career services counselor for Gibbs College. The team interviewed Ms. Jennifer Brown, career services representative on campus. She holds a bachelor's degree in sociology from Northeastern University in Boston, Massachusetts. Ms. Brown began her career at Lincoln Technical Institute as an admissions representative in 2007 and was promoted to her current position in 2011. She has prior work experience as a senior externship coordinator at Bryman Institute for six years and as an assistant manager at Career Pro, Inc. working in sales and staffing. Ms. Joanne White, director of career services from the Lincoln Technical Institute New Britain, Connecticut campus, was also interviewed by the team during the visit.

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 251
The ending enrollment reported on the previous year's CAR is 251

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

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
The students are counseled concerning student loan repayment obligations by the following: discussion of repayment during the initial admission process; entrance counseling is conducted during the first financial aid appointment; exit counseling occurs before graduation; students are instructed on how to access a financial literacy portal including repayment calculators, modules on managing finances, loan repayment and general

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financial literacy. Students are encouraged to contact the campus financial aid office with questions and concerns.

4.67 Describe the extracurricular activities of the campus (if applicable).
Students were encouraged to participate in the following extracurricular campus activities: fund raiser for Smile Train, t-shirts sales to benefit the Boston Marathon victims, various clothing and food drives for the local community, campus student advisory board and United Way community connection with neighborhood homeless families.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Ms. Christine Cusano is the regional director of education. She holds an associate's degrees in business administration and in medical assisting from Middlesex Community College in Bedford, Massachusetts; a bachelor's degree in management from the University of Phoenix online; and a master's of science degree in instructional design and technology from Walden University in Baltimore, Maryland. Ms. Cusano has been working in education administration and curriculum design for fifteen years.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
The role of academic advisor and the supervisor over faculty is carried out by Ms. Christine Cusano, the regional director of education. Lead instructors in the various programs carry out the role of training faculty and work directly with Ms. Cusano in coordinating program development efforts.

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.

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☒ Yes ☐ No

(d) Assessment of student learning outcomes.

☒ Yes ☐ No

(e) Planning for institutional effectiveness.

☒ Yes ☐ No

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

☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

☐ Yes ☒ No (*Skip to question 5.10*)

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

☐ Yes ☒ No (*Skip to question 5.14*)

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

☒ Yes ☐ No

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

☒ Yes ☐ No

5.16 What provisions are made for individual differences among students?

Faculty reported that all faculty members maintain after school office hours to provide additional support for students. There is also a peer tutoring program.

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

The academic governance policy states that "Faculty offer input to program development nationally through participation on national curriculum councils," and "Campus personnel work directly with both the local educational leadership as well as the corporate education team on the review and selection of textbooks, available technology, and related courseware." During an interview, the regional director of education, Ms. Christine Cusano, described this same process, which was also confirmed by multiple instructors during the faculty meeting.

5.18 Does the faculty participate in this process?

☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

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5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☒ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
The team observed certificates in the individual faculty files of instructors that attended the various in-service trainings and the subject matter of the training that was received.

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

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5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The campus is located in a suburb of Boston adjacent to a shopping center in the community of Brockton. There are two buildings, directly across one parking lot, 375 Westgate Dr. and 365 Westgate Dr. The campus has classrooms, labs, library, student lounge and faculty and administrative office space. The campus is more than adequate for the amount of students and is able to support the mission of the institution. There is sufficient parking for staff, students and visitors.

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

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7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The 2014-2016 catalog and addendum were used for the evaluation. The catalog is volume 24 and went into effect in June of 2014. The team also used an updated addendum that went into effect on June 9, 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.

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☒ 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

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:

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(a) Are all campuses using the same catalog of common ownership?
☒ Yes ☐ No
(b) Are all photographs utilized properly labeled to identify the location depicted?
☒ Yes ☐ No
(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
☒ Yes ☐ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises via newspaper and radio ads, print media and through their website.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes ☒ No *(Skip to Question 7.14.)*

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The campus routinely provides completion rates and placement rates to the public at the program level.

Where is this information published and how frequently is this information being updated?
The information is published annually on the student disclosures website.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

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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?
Senior education coordinator Mr. John Cheesman reported that semiannually and during any curriculum updates faculty are asked to propose additional volumes and resrouces for the library. Additionally faculty are always invited to suggest new volumes or information services by notifying the library personnel. An interview with lead instructor Mr. Peter Stagman confirmed his awareness of and participation in this process.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ 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

9. PROGRAM EVALUATION

Certificate in Computer and Network Support Technician

FOR ALL PROGRAMS

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

☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Christine Cusano is the regional director of education. As mentioned before, she holds associate's degrees in business administration and in medical assisting from Middlesex Community College in Bedford, Massachusetts; a bachelor's degree in management from the University of Phoenix online; and a master's of science degree in instructional design and technology from Walden University in Baltimore, Maryland. Ms. Cusano has been working in education administration and curriculum design for fifteen years. She is advised by Mr. Peter Stagman, lead instructor for the certificate in computer and network support technician program. He has the following industry certifications: Computing Technology Industry Association certifications of A+, Network+, Security+, and Project+, as well as Microsoft Certified Systems Engineer, Microsoft Certified Professional, and Microsoft Certified Technology Specialist. These certifications cover the scope of the certificate in computer and network support technician program. He has seventeen years of experience working in the information technology industry with responsibilities at each employer that align with the concepts and skills that constitute this program.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 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).
Annual advisory board meetings have been held to discuss the course and program outcomes. Minutes of these meetings and the recommendations of the board are on file. Reports of field trips to both retail sites and information technology service companies were found in the campus records. Mr. Peter Stagman confirmed the field trips and reported student feedback from the field trips.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.13)*

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> 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

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☒ 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?
Diploma program in Computer and Network Support Technician: 11

How many calls to employers or graduates were successful?
Diploma program in Computer and Network Support Technician: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Of the four successful contacts made, all confirmed the employment of the graduates as reported on the 2013 CAR.

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

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

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

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

If *Yes*, briefly describe the documentation of evaluation viewed on site.
Mr. Peter Stagman provided copies of out-of-class assignments to demonstrate the nature of the activities assigned. Ms. Christine Cusano provided printouts from grade books from previous terms that demonstrated inclusion of these evaluations in course grade calculations in accordance with weights and values shown in the course syllabi.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.

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☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

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

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

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

9.31 What is the current student/teacher ratio?

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There is no current data available because this program is currently being taught out and all technical courses have been completed by all students. The two active students are taking Student Success Stratiges and will be completing their externship soon.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Certificate in Dental Assisting

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Christine Cusano is the regional director of education. She holds associate's degrees in business administration and in medical assisting from Middlesex Community College in Bedford, Massachusetts; a bachelor's degree in management from the University of Phoenix online; and a master's of science degree in instructional design and technology from Walden University in Baltimore, Maryland. Ms. Cusano has been working in education administration and curriculum design for fifteen years. She is advised by the lead instructor for dental assisting, Mrs. Helenmary Pizzi. Mrs. Helenmary Pizzi is currently certified with the Dental Assistant National Boards, Inc. She has 20 years' experince in dentistry, in chair side and front office. She is academicaly and experientially credentialed in the dental 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 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 has utilized community support via field trips to Aspen Dental in Raynham Massachusetts and All Smiles. The program places student into externships in the community and has an active 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 practica, externships, or internships, does the institution have a written and mutually 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

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(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:
The program does assign and grade homework for this program; however, the campus did not submit a Clock to Credit hour conversion application for the certificate in criminal justice program and does not receive credit through Title IV for out of class work.

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?
Diploma program in dental assisting: 17

How many calls to employers or graduates were successful?
Diploma program in dental 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.
There were 6 calls that confirmed the employment of the graduates as reported on the 2013 CAR.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

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

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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 found evidence of graded out of class assignments pending to be returned to the students from the dental assisting lead instructor. The program does assign and grade homework for this program; however, the campus did not submit a Clock to Credit hour conversion application for the certificate in criminal justice program and does not receive credit through Title IV for out of class work.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

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

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

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

9.31 What is the current student/teacher ratio?
The student/ teacher ratio is 15:1 laboratory and lecture for morning classes and the student teacher/ratio is 4:1 in dental radiology class for the evening program.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

GENERAL COMMENTS:

The team found dental asisting students in attendance at externship sites. The team also found from the two dental externship site visits that the students were engaged in the role of chairside assistant.

9. PROGRAM EVALUATION

Certificate in Medical Assistant- Residential and Blended

Certificate in Medical Office Assistant- Residential and Blended

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Christine Cusano is the regional director of education. She holds associate's degrees in business administration and in medical assisting from Middlesex Community College in Bedford, Massachusetts; a bachelor's degree in management from the University of Phoenix online; and a master's of science degree in instructional design and technology from Walden University in Baltimore, Maryland. Ms. Cusano has been

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working in education administration and curriculum design for fifteen years. She is advised by lead instructors Ms. Mary Spear and Ms. Crystal Scipione.

Ms. Mary Spear was appointed lead instructor for the medical assistant program on January 4, 2010. Prior to joining the institution, Ms. Spear worked as a staff charge nurse for five years. Ms Spear holds a diploma in practical nursing from Southeastern Technical Institute in Easton, Massachusetts. Ms. Spear is a registered nurse by the Massachusetts Board of Nursing.

Ms Crystal Scipione was appointed lead instructor for the medical office assistant program on March 27, 2009. Prior to joining the institution, Ms Scipione worked as a billing manager at Perron Family Chiropractic, Inc. for three years. Ms Scipione holds a certificate in health management from Northeastern University in Burlington, Massachusetts. She also holds a certificate in medical assistant from Bryman Institute.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 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).
Review of over 20 affiliation agreements support that the medical assistant and medical office assistant programs have community support. The programs held two advisory board meetings on November 2013 and May 2014. The students had a field trip to the Museum of Science: The Hall of Human Life and Bella Natural Health to understand EMRs and HIPAA regulations.

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

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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)

If *No,* insert the section number in parentheses and explain:
The externship syllabi for the medical assistant and medical office assistant programs did not identify an instructor to guide and direct the learning experience of the students. During the team's visit, the syllabi were amended to reflect the assignment of a qualified instructor for the externships.

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 12 calls made to graduates in the medical assistant- residential and with externship programs.
There were 5 calls made to graduates in the medical office assistant program.

How many calls to employers or graduates were successful?
There were 6 successful calls in the medical assistant programs.
There were 2 successful calls in the medical office assistant program.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were 6 successful calls to medical assistant graduates that confirmed employment as reported on the 2013 CAR.
There were 2 successful calls to medical office assistant graduates that confirmed employment 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)

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If *Yes*, briefly describe the documentation of evaluation viewed on site.
Based on syllabi review and interviews with students and faculty, the team determined that homework is assigned with an appropriate duration. Instructors ensure that out-of-class work is completed by administering assignments and quizzes. The team also revised grades using engrade and gradebooks.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

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

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

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

9.31 What is the current student/teacher ratio?
(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 student/teacher ratio is 18:1 in the medical assistant program and 9:1 in the medical office assistant program.

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

☒ Yes ☐ No

9. PROGRAM EVALUATION

Certificate Program in MassageTherapy

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☒ Yes ☐ No (*Skip to question 9.02)*

If *Yes*, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.
The massage therapy program at Lincoln Technical Institute, Brockton campus utilizes an amalgam of didactic instruction and practical application of manual and assessment-based therapeutic techniques to provide students with the necessary skills to obtain licensure to practice massage therapy in the state of Massachusetts.

(a) Is there a federal or state licensing agency pass rate established for this program?
☐ Yes ☒ No

(b) What are this program's pass rates for the past three years?
Year: Pass Rate:
☒ Not Available
Year: Pass Rate:
☒ Not Available
Year: Pass Rate:
☒ Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?
☐ Yes ☐ No ☒ Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Christine Cusano is the regional director of education. She holds associate's degrees in business administration and in medical assisting from Middlesex Community College in Bedford, Massachusetts; a bachelor's degree in management from the University of Phoenix online; and a master's of science degree in instructional design and technology from Walden University in Baltimore, Maryland. Ms. Cusano has been working in education administration and curriculum design for fifteen years. She is advised by Ms. Beth Ann Ultsch who serves as the lead instructor of the program. Ms. Ultsch holds a certificate from Lincoln Technical Institute, Lincoln, Rhode Island, as well as a certification from the National Certification Board of Therapeutic Massage and Bodywork. She is licensed to provide massage therapy through the Commonwealth of Massachusetts, Division of Professional Licensure, Board of Massage Therapy and through the State of Rhode Island, Department of Health, Office of Health Professionals Regulation.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

The program measured previously, the therapeutic massage technician certificate program, has been replaced by the certificate program in massage therapy. As such, no data are available for the current program.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The community resources include opportunities to provide chair massage to local healthcare providers; field trips to locations such as the renowned anatomically based Body World exhibit; and tours to introduce students to various types of massage equipment. These activities represent a balanced depiction of work environments, while highlighting the value found within networking opportunities and investing in the perpetuity of learning.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

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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?

Nineteen calls were attempted to verify backup documentation for the certificate program in therapeutic massage technician. Note that the graduates had matriculated from previous therapeutic massage technician certificate program.

How many calls to employers or graduates were successful?

Four calls successfully verified backup documentation for the certificate program in therapeutic massage technician.

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 successful calls verified the employment of graduates for the certificate program in therapeutic massage technician as reported on the 2013 CAR.

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

☐ Yes ☐ No ☒ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (*Skip to question 9.24)*

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

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

FOR ALL VISITS

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9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

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

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

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

☒ Yes ☐ No

9.31 What is the current student/teacher ratio?
(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 to teacher ratio is 16:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

GENERAL COMMENTS:
The team thanks Lincoln Technical Institute Brockton campus for a gracious welcome and thoughtful assistance.

9. PROGRAM EVALUATION

Certificate in Pharmacy Technician

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Christine Cusano is the regional director of education but also oversees the pharmacy technician program. Ms. Cusano has a bachelor's degree in management from University of Phoenix and associate's degrees in medical assisting and business administration from Middlesex Community College. Ms. Cusano has over 28 years of experience as a pharmacy technician and has been nationally certified with the Pharmacy Technician Certification Board (PTCB) since 2001. She is assisted by Ms. Michelle Queenan who is the lead instructor for the program that supports Ms. Cusano with administrative duties. Ms. Queenan has an associate's degree in math and science from Cape Cod Community College. Also Ms. Queenan has over eight years of experience as a pharmacy technician and has been nationally certified with PTCB since 1999.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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

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9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

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

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The team has reviewed documentation concerning the following field trips and guest speakers:
A field trip to Specialty Pharmacy - Bravo; guest speakers - Ms. Danielle Mahoney from Balboni Pharmacy, Mr. Andrew Vega from CVS, and Mr. Carlos Gancia from Apothcare. Field trips and guest speakers from the community have been utilized to enrich the program. Students have had opportunities to receive information and gain understanding of retail, institution, and specialty pharmacies.

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

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(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ 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 team attempted six calls to verify placement in the diploma program in pharmacy technician.

How many calls to employers or graduates were successful?
The team made four successful contacts to verify placement in the diploma program in pharmacy technician.

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How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Of the four successful contacts, four confirmed 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.
As in compliance with the syllabi, several graded homework samples showed evidence of adequate out-of-class work. The samples clearly showed evaluation remarks.

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

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(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

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

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

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

9.31 What is the current student/teacher ratio?
The current student to teacher ratio is 6:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

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SUMMARY

There are no areas of non-compliance with the *Accreditation Criteria*.

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

A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?

A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)

A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?

A.04. Did your admissions representative accurately describe student services offered by the institution?

A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?

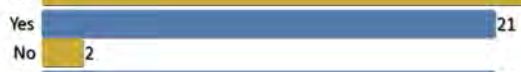
A.06. Did you receive a catalog or were you provided access to one during the enrollment process?

A.07. Did the catalog accurately portray programs, services and policies of the institution?

A.08. Was the information provided during enrollment sufficient for you to make your decision?

A.09. Did you feel unduly pressured during enrollment?

B.01. Do you receive federal financial aid?



B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)

C.01. Are your instructors available to provide additional help, if needed?

C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?

C.03. Were textbooks available when you started classes?

C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)

D.01. Overall, I am satisfied with the quality of education I am receiving.

D.02. I would recommend this institution to others.

REEVALUATION VISIT REPORT

LE CORDON BLEU COLLEGE OF CULINARY ARTS
1315 Mendota Heights Road
Mendota Heights, MN 55120
ACICS ID Code: 00038353

Mr. David Peterson, Interim Campus Director (DPeterson@msp.chefs.edu)
acicsinfo@msp.chefs.edu

MAIN CAMPUS
Le Cordon Bleu College of Culinary Arts
600 SW 10th Avenue, Suite 400
Portland. OR 97205
ACICS ID Code: 00038375

June 2-3, 2014

Dr. Burton S. Kaliski	Chair and Educational Activities Specialist	Southern New Hampshire University retired	Manchester, NH
Dr. Robert Palmatier	Student-Relations and Library Specialist	Warren Allen Educational Services, LLC	Frederiksted, VI
Mr. Chad Hartman	Staff Representative	ACICS	Washington, DC

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PROGRAMS OFFERED BY
LE CORDON BLEU COLLEGE OF CULINARY ARTS
MENDOTA HEIGHTS, MN*

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's of Applied Science	Academic Associate's	Le Cordon Bleu Culinary Arts	107	166	75.00%	70.00%	84.10%	73.47%
Certificate	Certificate	Le Cordon Bleu Culinary Arts	55	108	74.17%	78.00%	73.12%	**62.22%**
Associate's of Applied Science	Academic Associate's	Le Cordon Bleu Patisserie and Baking	111	66	82.66%	**66.00 %**	89.33%	**61.34%**
Certificate	Certificate	Le Cordon Bleu Patisserie and Baking	55	43	80.51%	72.00%	79.00%	**33.33%**
				383				

* None of the four programs were reviewed as all are accredited by The Accrediting Commission of the American Culinary Federation Education Foundation through June 30, 2017.

INTRODUCTION

Le Cordon Bleu College of Culinary Arts, Minneapolis/St. Paul campus (MSP) has been in existence since 1999. It began when Brown College in Mendota Heights began by offering a Le Cordon Bleu Culinary program, the first in North America. It was initially a certificate program and expanded to associate's degree programs in culinary arts in 2002 and patisserie and baking in 2003. Brown College offered these programs through January, 2005 when it transferred the programs to the current campus of Le Cordon Bleu.

The campus in MSP is one of Le Cordon Bleu's 12 campuses in North America and 30 in the world. It serves the Twin Cities area with its metropolitan area population of nearly 4,000,000. The student population on campus is 53 percent female and 47 percent male. Of the student body, 76 percent are listed as Caucasian with an age range of 18 to 60. The majority of students range from 20 to 29 years of age. Among the students, 72 percent are in the culinary arts programs; 28 percent are in the patisserie and baking programs.

The campus has had good retention rates and less than desirable placement rates in 2012 and 2013. It has also experienced a tremendous drop in enrollment over the past two years to about half of what it was in 2012.

An unusual aspect of the visit was viewing an atypical leadership structure which is in place at some Le Cordon Bleu campuses and is planned to be in place system wide. The structure is that of a market president, rather than a campus president. For example, the Northwest area market consisting of the Seattle, Washington and Portland, Oregon locations has a single president housed on the Portland campus, with a director only on the Seattle campus. The plan for the MSP campus is to be part of the Chicago market, with the market president on that Chicago campus and a director only on the MSP campus. The MSP campus had only an interim director at the

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time of the visit, not a campus president. The interim director had been in place for only four weeks at the time of the visit and was also serving in the role of director of admissions. In the judgment of the team, while this dual role is not ideal, it works for the campus in this time of transition, particularly in light of the very effective leadership team that is in place on the campus and the single focus of its programs.

The team experienced a very positive visit in a beautiful facility with excellent food. There are no areas of non-compliance reported by the 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 found 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

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

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(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.
Stated learning outcome used by the campus and reported in the CEP include course final grades and SAP. The baseline for acceptable course final grades is for fewer than 10 percent of final grades to be D or F. The baseline for SAP is for SAP early warning students to be less than 3 percent of the student population.

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.
To meet placement goals, the campus is undertaking several activities. Three key activities are the following: increase instructor involvement in preparing students for the job market in terms of both technical and soft

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skills; increase the role of the advisory board in finding job openings; stress the role of career services in the placement process to students.

To meet retention goals, the campus is undertaking several activities. Three key activities are the following: increase teaching methodology presentations as part of in-service education for the faculty; emphasize the process of keeping all staff members engaged with students; having the admissions counselors follow-up on students from day one.

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 senior leadership team on the campus meets weekly to review the CEP and to monitor its effectiveness. The members of this leadership team are: the director of admissions, the director of education, the business operations manager, the director of career services, the lead instructor, and the facilities and procurement manager. The leader of the team is the campus director, Mr. David Peterson, currently serving in an interim role as campus director. Mr. Peterson's nine-year term at the MSP campus has given him the experiential background for leadership of the CEP group.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

COMMENDATIONS:
The CEP is a well-thought out and well-written document. The CEP committee members should be commended for their efforts.

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?

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☒ 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. David Peterson is responsible for the financial oversight of the campus. He holds the title of interim director, a position that he has held for only four weeks. He has been with Le Cordon Bleu since 2005, working in the admissions area and has been the director of admissions on the MSP campus since 2008. Due to the sudden departure of the campus president, Mr. Peterson was appointed as interim director of the MSP campus. Mr. Peterson earned a bachelor's degree in biology and chemistry from the University of Wisconsin - Superior. His experience working with the MSP campus is the basis for his serving in the interim director role. He is qualified to serve in this role.

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?

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Mr. David Peterson is the on-site administrator. As previously stated, he holds the title of interim director, a position that he has held for only four weeks. He has been with Le Cordon Bleu since 2005, working in the admissions area and has been the director of admissions on the MSP campus since 2008. Due to the sudden departure of the campus president, Mr. Peterson was appointed as interim director while also maintaining the position of director of admissions. This is a temporary situation with documentation reviewed by the team to show that the search is on for a market president who will have responsibility for leadership of the MSP campus. Mr. Peterson earned a bachelor's degree in biology and chemistry from the University of Wisconsin - Superior. His experience working with the MSP campus is the basis for his serving in the interim director role. He is qualified to serve in this role at this transition time.

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

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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?
While on site, the team reviewed 43 academic files for students categorized as active, graduated, and withdrawn. In addition, eight financial aid files were reviewed.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No

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(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. David Peterson, senior director of admisions, is responsible for oversight of student recruitment at the campus. As stated, he holds a bachelor's degree in biology from the University of Wisconsin - Superior. He has been employed in admissions at Le Cordon Bleu since 2005.

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?
By interviewing admission staff members, reviewing material in the catalog, and examining student files, the team found the recruiting process to be ethical and compatible with the educational objectives for the campus.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

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)

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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) are published on pages 77-80 in the current Le Cordon Bleu catalog and in a catalog addendum dated June 3, 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)

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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)

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)

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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. Cindy Kidwell, associate registrar, shares responsibility for administration of SAP with the director of education, Chef Steven Shapley. Ms. Thompson holds a bachelor's degree in business administration from Saint Mary's University in Winona, Minnesota. She began work at Le Cordon Bleu in 2008 after working for five years in enrollment services at a local community college. Chef Steven Shapley, director of education, also is responsible for monitoring SAP and for managing services to assist students experiencing academic difficulty. He holds a bachelor's degree in English from Ottawa University in Ottawa, Kansas, and a master's degree in management from the College of Saint Scholastica in Duluth, Minnesota. Mr. Shapley has worked at Le Cordon Bleu since 2003 and assumed his current position in January 2013, after serving as a chef instructor and lead instructor. Prior to beginning his career in culinary education, he worked 15 years in the culinary industry.

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

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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. Amber Ganyaw, business operations manager, is responsible for managing financial functions including Title IV student aid. While this does include administration of Minnesota State Grants, she does not supervise the typical Title IV financial aid functions. In fact, the administration of financial aid, including the original and renewal application processes, counseling on repayment, and refunds, is managed from the Chicago-based corporate location employing cyber links to computer workstations located in the business office area. Ms. Ganyaw has worked at Le Cordon Bleu for eleven years in positions including tuition planner and student finance representative prior to her present position.

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4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
The financial aid office provides regular training for advisors as they begin employment and continues to provide updates through web-based training hosted by corporate financial aid specialists. Weekly corporate conference calls, email updates, and attendance at conferences further assist the financial aid staff to stay current with regulation and policy changes.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The campus provides tutorial services as part of the learning resources program. Also, the career services office provides assistance with resume and cover letter development as part of their support of the job application process. Faculty members, the director of education, the associate registrar, and members of the administrative team provide academic, personal, and career counseling.

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

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. Kianna Ramos, director of career services , is responsible for the oversight of counseling students on employment opportunities. She holds a bachelor's degree in community health education from the University of Minnesota in Duluth, and a master's degree in education from the University of Minnesota in St. Paul. Before joining Le Cordon Bleu in her current position in 2007, she worked as a public school culinary instructor for three years and in public health education positions for six years.

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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 663.
The ending enrollment reported on the previous year's CAR is 663.

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.
During entrance and exit interviews students are counseled concerning their student loan repayment obligations. Financial aid counselors also provide students with access to a financial aid portal which includes modules on managing finances, loan repayment, and other general financial information.

4.67 Describe the extracurricular activities of the campus (if applicable).
The career services, admissions, and student services offices host extracurricular activities such as pancake feeds, ice cream socials, culinary competitions, and student council led fundraisers. In addition, participation in student clubs and organizations, such as baking and pastry club, veterans' club, and student council, is encouraged.

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?
Chef Steven Shapley is the director of education on the MSP campus of Le Cordon Bleu and is the person who is responsible for overseeing the educational activities of all programs on the campus. He has been with the campus since 2003 and has served in the director of education role since 2007. He also has significant experience in the culinary field. Mr. Shapley earned a bachelor's degree in English from Ottawa University in Ottawa, Kansas and a master's degree in management from the College of St. Scholastica in Duluth, Minnesota. He is also a Certified Culinary Educator and an Approved Certification Evaluator, both certifications received from the American Culinary Federation. He is well qualified for the position of director of education.

5.03 Does this person have appropriate academic or experiential qualifications?

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☒ Yes ☐ No

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

There is only a single program administrator on the MSP campus, Chef Dennis Cowen. Chef Cowen is given authority to carry out his duties by the director of education, duties that range from observing instructors to organizing tutoring for students in need to being sure that the curriculum is current. He is given a reduced load in order to carry out his duties, a load reduction at times to the point of teaching no classes at all during some quarters.

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 numbers of calls were attempted by program:
Academic associate's degree program in culinary arts: 9
Certificate program in culinary arts: 22
Academic associate's degree program in patisserie and baking: 12
Certificate program in patisserie and baking: 13

How many calls to employers or graduates were successful?
The following numbers of calls were successful by program:
Academic associate's degree program in culinary arts: 5
Certificate program in culinary arts: 6
Academic associate's degree program in patisserie and baking: 2
Certificate program in patisserie and baking: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? .
All successful calls confirmed the placement 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

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?
Provisions for individual differences among students fall into two categories. The first is in the area of learning and other disabilities. The campus makes appropriate accommodations to comply with federal regulations in this area. The second is in recognizing differences in learning styles among students. This area is accomplished by direct encouragement of faculty to employ a variety of teaching styles in order to reach students with diverse learning styles.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Curriculum evaluation, revision, and change can come from faculty, academic and other administration, and advisory committee members. Most changes flow to the director of education who forwards items deemed

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necessary to change to the corporate level. If corporate curriculum planners do agree to the changes, they are then implemented at the campus level.

5.18 Does the faculty participate in this process?
☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No ☐ Not Applicable (no student has made such a request)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

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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?
Agendas, sign-in sheets, and materials for in-service sessions were viewed by the team.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☐ Yes ☒ No

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

COMMENDATIONS:
The campus is to be commended for a very strong and versatile program of in-service training. Such training is ongoing, with sessions at the end of each academic cycle during the year.The faculty members, as a whole, are a very highly motivated group who are dedicated to the academic and personal success of their students.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The Le Cordon Bleu College of Cullinary Arts facility occupies 70,000 square feet of space in a stand alone building. The campus is located in an office park in Mendota Heights, Minnessota, a suburb of the Minneapolis/St. Paul metropolitan area near the international airport. The facility has ample lighted parking to accommodate students, faculty and staff. The facility has a learning resource center which has multiple computers for student access to the virtual library collection. In addition there are: seven lecture classrooms, ten kitchen and demo classrooms, a mock restaurant, a food storage and intake facility, and administrative offices. In addition to culinary items, the classrooms are equipped with overhead projection equipment. The campus is clean, pleasant and well equipped to serve the culinary programs.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviwed the Le Cordon Bleu College of Culinary Arts 2014-2015 Catalog and addendum dated June 3, 2014.

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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

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(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

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

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7.08 Is the catalog available online?
☐ Yes ☒ No *(Skip to Question 7.09.)*

7.09 Does the campus utilize a multiple-school catalog?
☒ Yes ☐ No *(Skip to Question 7.10.)*

If *Yes*, answer the following:
(a) Are all campuses using the same catalog of common ownership?
☒ Yes ☐ No
(b) Are all photographs utilized properly labeled to identify the location depicted?
☒ Yes ☐ No
(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
☒ Yes ☐ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises via radio spots, various print publications, social media, and the campus website.

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 data that are published are on time completion rates, graduation rates, median student loan debt, and placement rates.

Where is this information published and how frequently is this information being updated?
This information is published on the institutional website and updated annually.

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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?
A data collection template is utilized monthly to organize data concerning campus utilization of resources, including log in to all digital resources, email and chat utilization, and physical check-out statistics. The data are analyzed by corporate library staff and provided to campus personnel.

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: $ 8,675.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
At the time of the visit $ 7,398, 85 percent of the annual library budget, had been expended for cyber library resources, books, 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

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8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
Faculty members receive training from the regional librarian regarding methods for teaching students to utilize research guides which have been developed for assignments included in course syllabi. In addition, online accessed classroom training is available to introduce students to resources and research methods.

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 resource center offers students access to the following full-text online collections:

1. Academic Search Premier – A database that contains over 50 full-text journals in culinary and hospitality. In addition, this database covers over 4,600 multi-disciplinary and peer-reviewed journals.
2. Culinary Arts Collection – A full-text database of over 250 cooking and nutrition publications, including recipes, restaurant reviews, and current industry and career news.
3. Hospitality & Tourism Complete – A database of more than 828,000 records concerning hospitality and tourism subjects, including articles about industry trends, case studies and culinary recipes from over 490 full-text publications.
4. EbscoHost eBook Collection – A collection of 2,748 full-text electronic books (over 240 of which are culinary) that includes the Project Gutenberg collection of 3,400 public domain books.
5. Credo Reference – An online reference resource, this collection provides access to over 600 full-text encyclopedias, dictionaries and reference books from leading publishers
6. Food Science Source - Full-text coverage of more than 1,400 publications, including journals, monographs, magazines, and trade publications, all pertaining to food industry-related issues. More than 1,000 food industry and market reports are also included.
7. MasterFILE Premier – A scholarly, multi-disciplinary database that includes over 2,000 full-text journals concerning business, health, education, hospitality and culinary arts.
8. Proquest Newsstand – An online gateway to over 850 international, national and regional newspapers, including 575 full-text titles, regarding current news events.
9. Opposing Viewpoints Resource Center – A full-text database featuring pro and con viewpoint articles, magazine articles, academic journals, newspapers, primary source documents, statistics, and multimedia about today's social issues and contemporary challenges.
10. Safari Tech Books – A selection of over 7,000 electronic books about technology, computer programming and business.

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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. Laura A. Rice, regional director of library services, is the librarian. She holds a master's degree in library and information sciences from Dominican University in River Forest, Illinois. Ms. Rice has served in library positions for three years with Career Education Corporation and Le Cordon Bleu. For 26 years prior to that she held positions in human resources, contract sales, design, and technology for businesses and schools. While Ms. Rice does not spend time on-site, she is available for phone calls all business days from 8:00 a.m. until 5:00 p.m. and can be contacted through email. Corporate librarians are available to students through email, messaging, and online chat from 9:00 a.m. until 9:00 p.m. seven days a week. Adobe Breeze is used to provide classroom presentations and training to work-study students who serve as the campus library staff.

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?

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☒ 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

CL_Review020297

SUMMARY

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

There are no areas of non-compliance.

CL_Review020298

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)*:

Mission:

That the campus specify in writing the additional student learning outcomes that are in use. While only two are listed in the CEP, several more are actually used, such as externship evaluation of specific culinary skills.

Relations with Students:

That job descriptions for management of financial aid be revised to reflect .the utilization of the remote system in which students communicate directly with staff in Chicago appears to remove financial aid supervision from the campus responsibility sphere. Since this arrangement seems to serve students well and to meet Title IV regulations, the team advises that this operation be clarified by presentation as a corporate or regional function, similar to management of library services, under the direction of an individual who meets all of the Title IV job qualifications and is responsible for management of all student financial aid functions.

Educational Activities:

That the campus considers offering financial support to faculty for attending and participating in outside professional activities.

That a systematic approach to faculty development plans needs to be developed to ensure that all that faculty do is recorded and documented. Timing of the review of these plans needs to be considered; perhaps a faculty member's plan can be reviewed and a new one designed at the time of his or her annual evaluation.

Educational Facilities:

That students be equipped with the following tools in addition to those already made available in their tool kits: whisk, scissors, rolling pin, and peeler. All are necessary tools of the trade.

CL_Review020299

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

A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?

A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)

A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?

A.04. Did your admissions representative accurately describe student services offered by the institution?

A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?

A.06. Did you receive a catalog or were you provided access to one during the enrollment process?

A.07. Did the catalog accurately portray programs, services and policies of the institution?

A.08. Was the information provided during enrollment sufficient for you to make your decision?

A.09. Did you feel unduly pressured during enrollment?

B.01. Do you receive federal financial aid?

B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)

C.01. Are your instructors available to provide additional help, if needed?

C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?

C.03. Were textbooks available when you started classes?

C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)

D.01. Overall, I am satisfied with the quality of education I am receiving.

D.02. I would recommend this institution to others.

REEVALUATION VISIT REPORT

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)
(Campus E-mail: ACICSinfo@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]

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement (%)			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Associate Of 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	**64.4**
Certificate	Certificate	Le Cordon Bleu Pâtisserie and Baking***	940	55	42	78.5	**60.8**	77.8	**43.1**
Certificate	Certificate	Le Cordon Bleu Culinary Arts***	940	55	12	70.9	75.6	72	**49.1**
		TOTAL ENROLLMENT			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]

CL_Review020302

INTRODUCTION

Le Cordon Bleu College of Culinary Arts (LCB) 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, including16 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 average age of the current population is 30. More that 57 percent of the campus population is between 18 and 39.

Le Cordon Bleu College of Culinary Arts primarily serves the metropolitan areas of the Las Vegas Valley, which includeds the cities of Las Vegas, North Las Vegas, and Henderson. Approximately 10 percent 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 percent 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.

CL_Review020303

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 American Culinary Federation (ACF) team, Baking Club, Wine/Beer Club, Veterans Club, and 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 quaterly 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

CL_Review020306

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 LCB 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 LCB 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

CL_Review020308

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 upbeat 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?

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☒ 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 LCB in Las Vegas. 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 Silver State Helicopters in Las Vegas. She has also been employed by MG Marketing as a customer satisfaction manager, as a high school admissions representative, and associate director of admissions. She has been director of admissions for LCB 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 the application process. A Wonderlic exam is given to highlight any student special needs. A copy of the high school transcript 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 the test 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

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(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 their "first call" and on one interview per quarter.

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No4.19 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

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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)

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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 LCB in Las Vegas. He holds an equivalent of an associate's degree from City and Guilds of 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 the American Culinary Federation (ACF). He is also a fellow of the American Academy of Chefs. He has been employed at Le Cordon Bleu for five months. Previously, he spent six years at the Art Institue of Las Vegas as academic director. He was also 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, and students can also 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

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

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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 LCB in Las Vegas for 10 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 LCB 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 Student 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, and webinars with outside agencies such as USA Funds, the Department of Education, and 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 LCB, Las Vegas include appointments with all inbound students. All students are introduced to all faculty and have the opportunity to meet their career services advisor 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 responsbile for student counseling and employment opportunities. Chef Levasseur holds a bachelor's degree in human ecology with an empasis in marine biology, from the College of the Atlantic in Bar Harbor, Maine. He also holds an associate's degree from Culinary Institite of America in Hyde Park, New York. Chef Levasseru 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

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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 Bleu 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, deferrment 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-competions with ACF

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 at a golden ticket to the World Food Championships in November, and the Las Vegas Cupcake bakeoff. Pro Start is a campus competiton with high school students competing for food championships. On weekends, recruiting is done for the Blue Ribbon Kitchen Classes, which are skills classes . One exciting event was working with Disney's Hundred Foot Journey, where students saw a private screening and then 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 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 promotes 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 (an event promoting awareness of neuro-fibro matosis) 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 . The entire experience at Le Cordon Bleu left the team with the knowledge that the campus leadership is commited 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.

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☒ 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
(b) Student placement rate of 70 percent?
☐ Yes ☒ No
If no, please list programs that fall below the rates:
The programmatically accredited Le Cordon Bleu Pâtisserie and Baking Cerficiate 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 was 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.
All successful contact confirmed employment in the three programs.

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.

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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

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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 protocal. 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 protocals.

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

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(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

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(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.)?

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The campus advertises through printed brochures and television commercials as well as radio ads. They also have a website, Facebook page, Twitter account and You Tube channel that are shared among all campuses of the Le Cordon Bleu College system.

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

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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?
Thus far, all of the money been allocated to the purchase of 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 resourse 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?

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☒ 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 2011. Previously she was employed as a technical specialist by the Pasedena 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 is also serves as director of education. Chef Pinkney's certifications are Certified Executive Chef (CEC), Certifed Culinary Educator (CCE), and American Academy of Chefs (AAC). He holds an equivelant 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?

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☒ 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
This is a new program and was not reported on the 2013 CAR.

(b) Student placement rate of 70 percent?
☐ Yes ☐ No ☒ Not Applicable
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).
The community resources used by the program include field trips, guest speakers, externships, and use of an advisory board. These things help the students gain knowledge of the industry, practice competencies, and gain experience.

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)*

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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?

CL_Review020333

☐ Yes ☐ No ☒ Not Applicable (there have been no 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.
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

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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

CL_Review020335

SUMMARY

Based on the team's review, the campus has no areas of non-compliance.

CL_Review020336

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

A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?

A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)

A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?

A.04. Did your admissions representative accurately describe student services offered by the institution?

A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?

A.06. Did you receive a catalog or were you provided access to one during the enrollment process?

A.07. Did the catalog accurately portray programs, services and policies of the institution?

A.08. Was the information provided during enrollment sufficient for you to make your decision?

A.09. Did you feel unduly pressured during enrollment?

B.01. Do you receive federal financial aid?

B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)

C.01. Are your instructors available to provide additional help, if needed?

C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?

C.03. Were textbooks available when you started classes?

C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)

D.01. Overall, I am satisfied with the quality of education I am receiving.

D.02. I would recommend this institution to others.

NEW GRANT

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

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

February 5-7, 2014

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

CL_Review020339

PROGRAMS OFFERED BY
WESTWOOD COLLEGE
LOS ANGELES, CA

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

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Diploma	Diploma	Medical Assisting*	955	69.5	52/9	90.20%	**50%**	94.70%	N/A
Master of Business Administration	Master's	Business Administration	540	54	34/4	85.50%	**66.70%**	90%	100%
		TOTAL ENROLLMENT			472/178				

* Program reviewed for the first time.

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

INTRODUCTION

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

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

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

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

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement can be found on page 8 of the 2014 academic catalog.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

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CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☐ Yes ☐ No ☒ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒Yes ☐ No
(b) Student placement.
☒Yes ☐ No ☐ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
☒Yes ☐ No ☐ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
☒Yes ☐ No ☐ Not Applicable (new additional location only)
(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The campus uses the following measures of student learning outcomes: review of overall daily attendance as monitored by a key internal report called the Last Date of Attendance (LDA); faculty course evaluations ranking compared company-wide; and grade distributions based on the students' performance in-class and level of achievement on assignments, projects, portfolios, capstone courses and examinations

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

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1.15 Describe the specific activities that the campus will undertake to meet these goals.
The following activities have been implemented to meet the retention goal of 77%: (1) new student orientation program called "Day One Success Class" where students are presented "Six Keys to Success" with periodic follow-up by the "new student advisor;" and (2) interventions for students with attendance problems by the student support representatives and program chairs who make calls to students that focus on problem solving strategies for catching up and returning to classes.

The following activities have been implemented to meet the placement goal of 75%: (1) initiation of a program to contact all pre-graduates and graduates with job leads via bi-weekly job lead packets, community job fairs, and professional job fairs where program specific employers are in attendance; and (2) increasing awareness of career resources by having the career services department conduct a minimum of five class visits per program to inform students of available resources.

1.16 Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Mr. DeWayne Johnson, campus president, is responsible for implementing and monitoring the CEP. Mr. Johnson holds a bachelor's degree in Accounting from the University of San Diego, a master's of Business Administration from Pepperdine University, and is a Certified Public Accountant (CPA) by the California Board of Accountancy. His work experience includes serving as a CPA for Ernst & Young, LLP and Deloitte & Touch, LLP; working on the freezer crew on an offshore commercial factory trawler in the Bering Sea for four years; and working at Westwood College since 2000 in a variety of positions ranging from an adjunct professor to campus president. Mr. Johnson chairs the CEP Steering Committee that includes the campus director of operations, academic dean, director of admissions, and director of student finance.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

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

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

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2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Johnson, campus president, is responsible for the financial oversight of the campus. As previously stated, Mr. Johnson holds a bachelor's degree in Accounting from the University of San Diego, a master's of Business Administration from Pepperdine University, and is a CPA from the California Board of Accountancy. His work experience includes working as a CPA for Ernst & Young, LLP and Deloitte & Touch, LLP; as a crew member for an offshore commercial factory in the Bering Sea; and at Westwood College since 2000 in a range of positions from adjunct professor to campus president.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

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

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No
(d) Accreditation and licensure.
☒ Yes ☐ No

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(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

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

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
A total of 72 student files were reviewed during the visit.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

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

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☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

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

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

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

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4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

FOR MASTER'S DEGREE PROGRAMS ONLY

4.23 Is the maximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for the master's degree?
☒ Yes ☐ No

FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The satisfactory academic progress policy is published on pages 74-78 of the 2014 catalog.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

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(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

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4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Mr. Adrian Scozzari, academic dean, administers satisfactory academic progress. Mr. Scozzari holds a master's degree in Education from the University of Phoenix, and a bachelor's degree in Industrial Design and an associate's degree in Computer Aided Drafting and Design both from ITT Technical Institute. He has been with Westwood College since May 2006, and previous to the academic dean position, he was the assistant academic dean and Graphic Design program chair. His previous postions include corporate trainer for HHB, Inc., and chair of the school of drafting and design and faculty member at ITT.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☒ Grants.
(c)☒ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to Question 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.

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☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

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

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Amy Consolacion, director of student finance, manages the student finance department. Ms. Consolacion holds a bachelor's degree in Banking and Finance from the Baguio Colleges Foundation and an associate's degree in Computer Science from ICT College. Ms. Consolacion has been the director of student finance for the past 15 years.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Ms. Consolacion is an active member of the Financial Aid Professionals and attended its annual conference in December 2013 as well as the Education Assistance Award Program through the California National Guard, a VA training at Palomar College, and a webinar offered through CASFAA of which she is a member. In addition, Ms. Consolacion has monthly conference calls with the Westwood corporate office, which oversees a centralized financial aid process.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

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

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

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

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Mr. Scott Peterson, director of operations, is responsible for the oversight of the career services. Mr. Peterson holds a master's degree in Business Administration from Westwood College and a bachelor's degree in Business Administration from Augustana College. He has been with Westwood College since March 2001 when he began his career as the director of financial affairs.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

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

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 809
The ending enrollment reported on the previous year's CAR is 809

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

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
All students who are slated to graduate are required to attend an exit workshop during the seventh week of the term with the student finance and Career Services department. During this meeting they are counseled on their student loan repayments as well as making plans for career placement. Any student who withdraws from school is contacted via phone or email for their exit counseling and if they are not willing to come into the campus for their exit counseling they are directed to a website which will lead them through a tutorial on student loan repayment obligations.

4.67 Describe the extracurricular activities of the campus (if applicable).
The student services department is very active in supporting student clubs, which hold many fundraising activities including: an annual student carnival held in July on the fifth floor rooftop; basketball and soccer teams and an annual bowling event for students and alumni; and community service events such as the American Lung Association's climb for air challenge. Every February the campus sponsors a "Love" week where every day is dedicated to students "loving" a community activity, such as participating in blood drives, Big Brother/Big Sister activities or feeding the homeless.

FOR MASTER'S DEGREES ONLY

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

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☒ Yes ☐ No

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Mr. Scozzari, academic dean, oversees the educational activities of all programs. As previously stated, Mr. Scozzari holds a master's degree in Education from the University of Phoenix, and a bachelor's degree in Industrial Design and an associate's degree in Computer Aided Drafting and Design both from ITT Technical Institute. He has been with Westwood College since May 2006, and previous to the academic dean position, he was the assistant academic dean and Graphic Design program chair. His previous postions include corporate trainer for HHB, Inc., and chair and faculty member at ITT.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
Program chairs have the authority and responsibility for the development and administration of programs. They work with corporate academic affairs utilizing feedback and input from faculty, program advisory committees, and career services. Program chairs hold monthly faculty meetings which include programmatic topics; minutes from these meetings evidence implementation. The chairs have full responsibility for course scheduling, hiring adjuncts, and their program budgets. Four of the five full-time chairs are not scheduled to teach any classes, allowing them to fully concentrate on program administration.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.10*)

FOR NEW GRANTS ONLY

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

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☐ Yes ☒ No (*Skip to question 5.14*

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

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

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

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

5.18 Does the faculty participate in this process?
☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☐ Yes ☐ No ☒ Not Applicable (no student has made such a request)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.

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☒ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
The campus documents its training sessions, which are held at the end of each term, by retaining sign-in sheets and agendas in a faculty in-service binder, and placing certificates of attendance in each faculty member's file.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?
☒ Yes ☐ No

5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?
☒ Yes ☐ No

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

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.40 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

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

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

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

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

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

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

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☒ Yes ☐ No

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

(a) Equipment
☒ Yes ☐ No

(b) Instructional tools
☒ Yes ☐ No

(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviewed the Westwood College catalog for the academic year 2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.
☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No

(c) The names and titles of the administrators.
☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No

(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.
☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No

(h) An academic calendar.
☒ Yes ☐ No

(i) A full disclosure of the admission requirements.
☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No

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(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?

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☒ Yes ☐ No *(Skip to Question 7.10.)*

If *Yes*, answer the following:
(a) Are all campuses using the same catalog of common ownership?
☒ Yes ☐ No
(b) Are all photographs utilized properly labeled to identify the location depicted?
☒ Yes ☐ No
(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
☒ Yes ☐ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises via television, radio, online, social media, community events and printed material.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No *(Skip to Question 7.14.)*

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The institution publishes information relative to its placement rate, tuition costs, financial aid, percentage of on-time graduates, and median debt.

Where is this information published and how frequently is this information being updated?
The information is published on the Consumer Information page on the institution's website and is updated annually.

If performance information is not being published, insert the section number in parentheses and explain:
The team initially found outdated information on the website. The data was updated while the team was on-site.

FOR MASTER'S AND DOCTORAL DEGREES ONLY

7.18 Does the catalog have a separate section describing the describes the following:
(a) Program requirements
☒ Yes ☐ No
(b) Admission procedures
☒ Yes ☐ No

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(c) Transfer policies
☒ Yes ☐ No
(d) Graduation requirements
☒ Yes ☐ No
(e) Regulations
☒ Yes ☐ No
(f) Course descriptions
☒ Yes ☐ No

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
In addition to the core collection of resources suggested by the institution's corporate librarian, the campus uses the following methods to ensure continous assessment of resources and information services: regular meetings held by the librarian with program chairs; faculty surveys conducted on in-service days to determine improvements to current holdings; evaluations conducted by the librarian and two library assistants in collaboration with general education faculty on the information literacy of new students, and instructional sessions for students and faculty on locating and using appropriate resources.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?
☒ Yes ☐ No

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

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $25,182.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
Of the current year's budget, $20,388 has been spent with $15,282 allocated for online databases, $4,242 for periodicals, and $864 for books.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

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

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
All faculty are encourged to promote the use of the library resources in their courses. Most of the courses require research papers, assignments, and projects that require the use of library resources. The team confirmed usage of the library resources through student interviews and a review of course syllabi.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
The following full-text online collections are available to students: Britannica Online with full-text access to over 75,000 comprehensive articles, pictures, and illustrations contained in Encyclopedia Britannica and Merriam-Webster's Collegiate Dictionary and Thesaurus; eBooks on EBSCOhost with access to over 118,000 non-fiction and fiction books; LexisNexis Academic with full-text access to over 33,500 online sources; ProQuest with access to over 15,659 full-text journals in the fields of art, business, health & medicine, history, literature, science & technology, and social sciences; STAT!Ref with full-text access to over 450 resources; and Westlaw Library and WestlawNext providing access to over 40,000 databases of US and international legal materials.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
The on-site librarian is Ms. Sukena Taibjee. Ms.Taibjee holds a bachelor's degree in Journalism from the University of Oklahoma and a master's degree in Library and Information Science from San Jose State University. She is on-site Mondays and Wednesdays from 7:30 a.m. to 5:15 p.m.; and Tuesdays, Thursdays and Fridays from 7:30 a.m. to 4:00 p.m.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

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8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS ONLY

8.25 Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes ☐ No

8.26 Are the instructional resources organized for easy access, usage, and preservation?
☒ Yes ☐ No

8.27 Is there a current inventory of instructional resources?
☒ Yes ☐ No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?
☒ Yes ☐ No

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?
☒ Yes ☐ No

8.31 Is there a current inventory of instructional resources, including online resources?
☒ Yes ☐ No

8.32 Are the resources organized for easy access and usage?
☒ Yes ☐ No

8.33 Is it evident that faculty encourages the use of the library?
☒ Yes ☐ No

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?
☒ Yes ☐ No

FOR MASTER'S AND DOCTORAL DEGREES ONLY

8.35 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

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

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

8.36 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes ☐ No

8.37 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.38 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?
☒ Yes ☐ No

8.39 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?
☒ Yes ☐ No

8.40 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and to aid in the use of the library technologies and resources?
☒ Yes ☐ No

8.41 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?
☒ Yes ☐ No

8.42 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
☒ Yes ☐ No

8.43 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

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

9. PROGRAM EVALUATION

Bachelor's Degree in Animation

Bachelor's Degree in Game Art

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

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

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

For the bachelor's degree in Animation:
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

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

For the bachelor's degree in Game Art:
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

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

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

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

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No

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

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
The following number of calls, by program, was attempted:
Bachelor's degree in Animation - 2
Bachelor's degree in Game Art - 4

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Bachelor's degree in Animation - 1
Bachelor's degree in Game Art - 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No

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

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

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

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No

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(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

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

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

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

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

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☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

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

9. PROGRAM EVALUATION

Academic Associate's Degree in Business Administration
Bachelor's Degree in Business - Accounting
Bachelor's Degree in Business - Healthcare Administration
Bachelor's Degree in Business - Management
Bachelor's Degree in Business - Marketing Management
Master's Degree in Business Administration

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Thomas Gajewski oversees all of the business programs. Mr. Gajewski holds a bachelor's degree in Mechanical Engineering from the University of Massachusetts and two master's degrees in Dispute Resolution and Business Administration from Pepperdine University. He has been the chair for over 7 years, a professional business manager for over 10 years, and as a mediator for 4 years.

Ms. Janet Baghoomian, lead faculty, serves as the subject matter expert in Healthcare Administration. Ms. Baghoomian holds an associate's degree in Registered Nursing from Glendale Community College; a bachelor's and master's degree in Health Administration and a master's degree in Business Administration from LaVerne University; and a master's degree in Nursing/Education from the University of Phoenix. She has over 30 years' work experience as a nurse/health administrator.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
If *No,* does the campus provide one of the following:

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A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

The retention rate for the bachelor's degree in Healthcare is 56%; this deficiency is addressed in the CEP. The placement in the master's in Business Administration program is 67%; however, the program has less than 10 completers/graduates.

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

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives

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☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
The following number of calls, by program, was attempted:
Academic associate's degree in Business Administration - no graduates reported
Bachelor's degree in Business Administration - Healthcare Administration - no placements reported
Bachelor's degree in Business Administration - Accounting - 3
Bachelor's degree in Business Administration - Management - 6
Bachelor's degree in Business Administration - Marketing Management -5
Master's degree in Business Administration - 6

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Bachelor's degree in Business Administration - Accounting - 2
Bachelor's degree in Business Administration - Management - 2
Bachelor's degree in Business Administration - Marketing Management - 2
Master's degree in Business Administration - 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

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

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

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team was provided with graded student homework from current/last term classes from each program. The homework matched each course syllabus.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

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

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

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

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FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

FOR MASTER'S DEGREES ONLY

9.49 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?
☒ Yes ☐ No

9.50 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?
Mr. Thomas Gajewski oversees the master of Business Administration program. Mr. Gajewski holds a bachelor's degree in Mechanical Engineering from the University of Massachusetts and two master's degrees: Dispute Resolution and Business Administration from Pepperdine University. Mr. Gajewski has been the program chair for over seven years. Mr. Gajewski has been a professional business manager for over 10 years and has worked as a mediator for 4 years.

9.51 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

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9.52 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

9.53 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?
☒ Yes ☐ No

9.54 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula?
☒ Yes ☐ No

9.55 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required.?
☒ Yes ☐ No

9.56 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.57 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No

9.58 Are the course prerequisites appropriate, and are they being followed?
☒ Yes ☐ No

9.59 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?
☒ Yes ☐ No

9.60 Does faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
☒ Yes ☐ No

9.61 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
☒ Yes ☐ No

If *Yes,* please describe how the campus encourages scholarly activity:
The team reviewed documentation of graduate staff members presenting papers at professional meetings with the campus contributing to some expenses as professional development. Memos to staff included notices of "call for papers," professional group publications, and global organization opportunities.

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

9. PROGRAM EVALUATION

Bachelor's Degree in Construction Management

Academic Associate's Degree in Construction Management

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

☐ Yes ☒ No (*Skip to question 9.02)*

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9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Gajewski, program chair, is responsible for administration of the Construction Management programs. He holds a master's of Business Administration, a master's of Dispute Resolution from Pepperdine University, and a bachelor's degree in Mechanical/Manufacturing Engineering from the University of Massachusetts. Mr. Gajewski has been working in educational administration for over 7 years and has worked in management for approximately 10 years.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

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

If *No,* insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
Placement plan standards apply only if completers and graduates total 10 or more. There were five graduates in bachelor's degree in Construction Management and no graduates in the academic associate's degree in Construction Management.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Construction Management programs utilize the following community resources: field trips, guest speakers, and a program advisory council (PAC). Field trips are taken to locations within the community providing workplace experiences; guest speakers from the business community are invited to speak in class on relevant topics. The PAC meets periodically to discuss curriculum, specific issues of concern and give recommendations for improvement of the business programs; its membership includes campus academic leaders, students, and business community professionals.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

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9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
The following number of calls, by program, was attempted:
Bachelor's degree in Construction Management-4
There were no graduates reported for the Associate's degree in Construction Management.

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Bachelor's degree in Construction Management-2

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How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of graduates as reported on the 2013 CAR.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

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

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

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Representative out-class-work samples were provided. The samples reviewed met out-of-class time requirements and were consistent with the assignments listed on the course syllabi.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

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

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

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

CL_Review020376

9. PROGRAM EVALUATION

Academic Associate's degree in Paralegal

Academic Associate's degree in Criminal Justice

Bachelor's degree in Criminal Justice: Major in Administration

Bachelor's degree in Criminal Justice: Major in Corrections

Bachelor's degree in Criminal Justice: Major in Investigations

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Aris Rodriquez is the acting program chair for the school of justice, which includes the academic associate's degrees in Paralegal and in Criminal Justice, the bachelor's degrees in Criminal Justice: Major in Administration, in Criminal Justice: Major in Corrections, and in Criminal Justice: Major in Investigations. Mr. Rodriquez holds a juris doctorate degree in Law from John Marshall Law School and a bachelor's degree in Literature from Saint Mary's University of Minnesota. He has served in various capacities at the campus since 2010.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

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

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Documented community resources include the following: guest speakers, for example Mr. Richard Schmidt – senior deputy, city attorney, Mr. Joe Achalese – Los Angeles Sheriff Department, Mr. Pete Tulagan – Los Angeles Police Department, and the Honorable Thomas Robinson- Superior Court Judge; field trips to Twin Towers Correctional Facility; Los Angeles Museum of the Holocaust; Foltz Criminal Justice Center; Eastlake Juvenile Court; Law Angele; Law Library and Los Angeles City Hall; and regularly held advisory meetings with local professionals.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

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9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually 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 <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

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How many calls to employers or graduates were attempted?
The following number of calls, by program with graduates as reported on the 2013 CAR, was attempted:
Academic associate's degree in Paralegal - 5
Bachelor's degree in Criminal Justice: Major in Administration - 6

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Academic associate's degree in Paralegal - 1
Bachelor's degree in Criminal Justice: Major in Administration - 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

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

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

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was provided documentation of graded homework and verification of weight given to out-of-class assignments.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

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

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

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

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9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Academic Associate's Degree in Graphic Design

Bachelor's Degree in Graphic Design: Major in Visual Communications

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Salazar, program chair, administers the school of design programs. As previously noted, he holds an associate's degree in General Education from East Los Angeles College, a bachelor's degree in Design from the University of California, Los Angeles, and a master's degree in Fine Arts from California State University, Los Angeles. Mr. Salazar has over 25 years of professional experience and 5 years of academic experience in teaching and administration. He remains current in the discipline by attending workshops and meetings such as TeamUP, writing for visual thinkers, and typography for the Web, Create Now-Los Angeles, Adobe Illustrator creative group, AIGA Los Angeles, SIGGRAPH, and the Los Angeles InDesign user group.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

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

If *No,* insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
Placement reporting plans are required only if completers and graduates total 10 or more.

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

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9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

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

For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:

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

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
The first cohort of academic associate's degree in Graphic Design students are anticipated to in May 2014.
Bachelor's degree in Graphic Design: Major in Visual Communication: 1

How many calls to employers or graduates were successful?
Bachelor's degree program in Graphic Design: Major in Visual Communication: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The one successful call confirmed the employment of the graduate as reported on the 2013 CAR.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

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

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

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

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No

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(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

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

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

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

CL_Review020384

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

COMMENDATIONS:
The team takes pleasure in acknowledging the teaching performance of Mr. Michael Laughlin. Student interviews supported and classroom observations demonstrated Mr. Laughlin's enthusiasm, discipline-related knowledge, and excellent teaching skills. He is actively engaged with the students in-class and through extracurricular activies related to student organizations and community outreach.

9. PROGRAM EVALUATION

Occupational Associate's Degree in Information Technology

Academic Associate's Degree in Information and Network Technologies

Bachelor's Degree in Information and Network Technologies: Major in Computer Forensics

Bachelor's Degree in Information and Network Technologies: Major in Network Management

Bachelor's Degree in Software Development: Major in Game Development

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

☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Scozzari, academic dean, oversees all academic programs. As previously noted, he holds associate's and bachelor's degrees in Design from ITT Technical Institute and a master's degree in Education from University of Phoenix. Mr. Scozzari has been with the campus since May, 2006 and has been the dean since January, 2011. He is assisted with the oversight of the Information Technologies programs by Mr. Efazio Argueta, and by Mr. Richard Davidson for the Software Development program.

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

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

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
There is an active program advisory board that meets regularly. The last meeting was held on November 6, 2013; minutes of past advisory board minutes are available. Numerous field trips and guest speakers are incorporated in all of the Information Technology and Software Development programs.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

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

(a) Title and course descriptions
☒ Yes ☐ No

(b) Course numbers
☒ Yes ☐ No

(c) Course prerequisites and/or corequisites
☒ Yes ☐ No

(d) Instructional contact hours/credits
☒ Yes ☐ No

(e) Learning objectives
☒ Yes ☐ No

(f) Instructional materials and references
☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No

(h) Instructional methods
☒ Yes ☐ No

(i) Assessment criteria
☒ Yes ☐ No

(j) Method of evaluating students
☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No

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

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
The following number of calls, by program, was attempted:
Occupational associate's degree in Information Technology - no graduates
Academic associate's degree in Information and Network Technologies - no graduates
Bachelor's degree in Information and Network Technologies: Major in Computer Forensics - 2
Bachelor's degree in Information and Network Technologies: Major in Network Management - 4
Bachelor's degree in Software Development: Major in Game Development - 4

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Bachelor's degree in Information and Network Technologies: Major in Computer Forensics - no successful calls
Bachelor's degree in Software Development: Major in Game Development - no successful calls
Bachelor's degree in Information and Network Technologies: Major in Network Management - 2 calls

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

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

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

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Students and faculty provided copies of recently graded homework assignments, additional samples of formerly graded homework assignments, and syllabi that included homework assignments.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

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

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

CL_Review020388

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

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

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.34 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.35 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.36 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.37 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

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

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

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9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

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

9. PROGRAM EVALUATION

Bachelor's Degree in Interior Design

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Salazar, program chair since 2010, adminsters the school of design programs. As previously noted, he holds an associate's degree in General Education from East Los Angeles College, a bachelor's degree in Design from the University of California, Los Angeles, and a master's degree in Fine Arts from California State University, Los Angeles. Mr. Salazar has over 25 years of professional experience and 5 years of academic experience in teaching and administration. He remains current in the discipline by attending creative workshops and meetings sponsored by local and national organizations. Ms. Mina Arangeh, lead interior design instructor, supports Mr. Salazar. She is a practicing design professional, who has a bachelor's degree and a master's degree in Architecture and Urban Design both from Shahid Beheshti University, Tehran, Iran.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

CL_Review020390

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed-the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

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

If *No,* insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
Placement reporting plans are required only if completers and graduates total 10 or more.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Community resources include a program advisory committee, field trips and guest speakers. Interviews with students and instructors, meeting minutes, and other documentation verify utilization. Guest speakers include professionals from national and local design organizations, who discuss opportunities afforded by networking and national interior design certification. Field trips are taken to the building and zoning departments at the Los Angeles and Van Nuys City Hall to experience the procurement of all phases of design construction documents and to review of International Building Codes (IBC) regulations.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No

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

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

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

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
There were 4 calls made to employers or graduates.

How many calls to employers or graduates were successful?
There were 3 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

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

CL_Review020392

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

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team reviewed documentation of graded homework; weighted grading scales; and student work from the INTD490 Interior Design Portfolio Capstone course.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

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

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

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

CL_Review020393

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

Enrollment has been suspended for the Interior Design program; the remaining five students are on track to graduate in 2014.

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Diploma Program in Medical Assistant

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Josephine Sing, program chair, oversees the Medical Assisting program. Ms. Sing holds a master's degree in Leadership Management and Organizational Development from South University and a bacholer's degree in Occupational Education and Nursing from Wayland Baptist University. She attended a cardiopulmonary resuscitation (CPR) course from American Heart Association on May 9, 2013. She has been employed at Westwood since December 2011. Her previous positions include consultant, managing director and director of education for various institutions since 1994.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

CL_Review020394

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

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

☒ Yes ☐ No

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

Discussions and a review of the documentation confirm the utilization of the following community resources: field trips including visits to the Care Harbor Sports Arena and the Red Cross for blood donations; guest speakers including Ms. Joanna Kim from 24hr Homecare, Mr. Jose Chavez, American Red Cross recruiter, Mr. Dale Howard from HT Esthetics, and other representatives; externships at local hospitals and clinics; and a program advisory committee.

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

☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

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

9.12 Does the program use independent studies?

☐ Yes ☒ No *(Skip to question 9.14)*

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No

(g) Topical outline of the course

☒ Yes ☐ No

(h) Instructional methods

☒ Yes ☐ No

(i) Assessment criteria

☒ Yes ☐ No

CL_Review020395

(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
There were 7 calls made to students and employers.

How many calls to employers or graduates were successful?
There was 1 successful call.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There was 1 successful contact confirmed the employment of the graduate as reported on the 2013 CAR.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

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

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

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team was provided documentation of graded homework as well as verification of student responsibilities for homework, how homework is graded, and related assignments in the program syllabi.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No

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(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

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

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

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

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

9.32 What is the current student/teacher ratio?
The student/teacher ratio is 10:1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

CL_Review020397

SUMMARY

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

CL_Review020398

RECOMMENDATIONS

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

Graphic Design and Visual Arts:

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

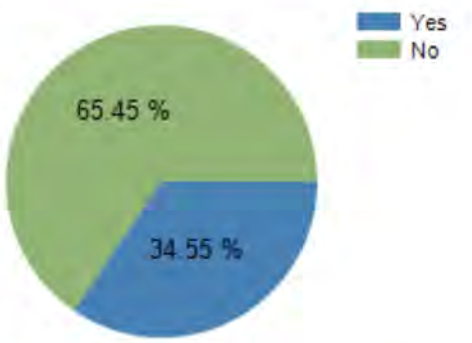
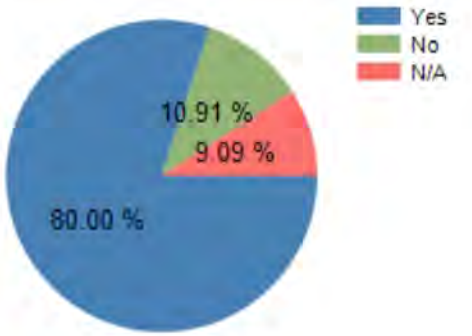
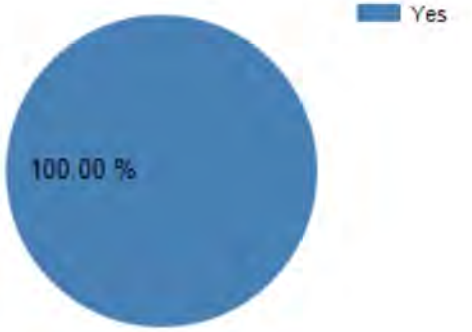
Business:

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

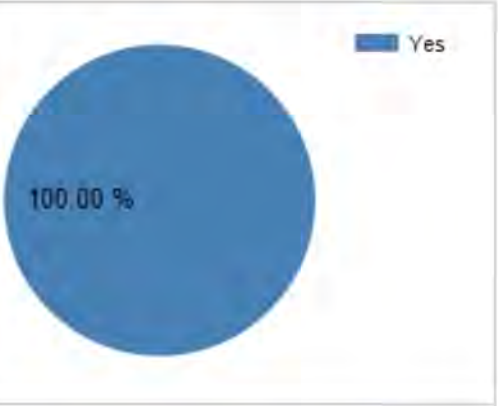
General:

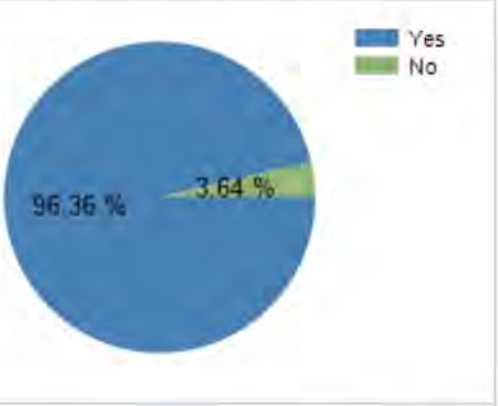
- Examine how to improve communications when changes occur. Examples include implementing paying for parking and charging for supplies in the commons area that had been free when many students first enrolled.
- Since the campus utilizes corporate syllabi with grading emphasis on online-oriented activities;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

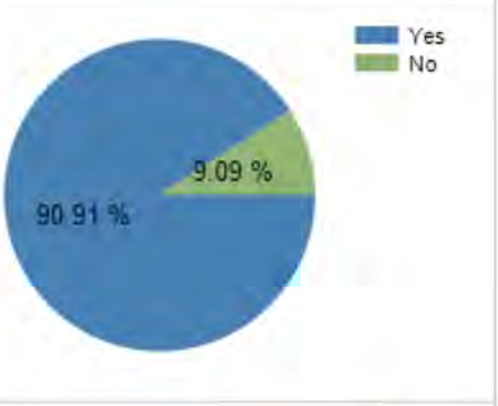
Student Survey Response Summary Graph

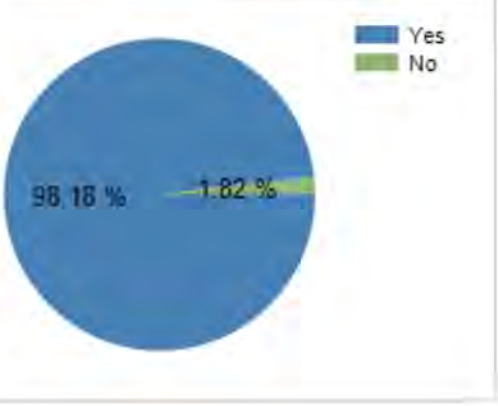
Personify Id	Survey Question	Category	Count	
00011142				
	1.1. Do you have other postsecondary or college education?	Yes	19	
		No	36	
	1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?	Yes	44	
		No	6	
		N/A	5	
	2.1. Did your admissions representative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

	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school	Yes	55
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees	Yes	53
		No	2
	2.2. Did you receive a catalog or provided access to an online catalog?	Yes	50
		No	5
	2.3. Did the catalog accurately portray programs, services and policies of the institution?	Yes	54
		No	1



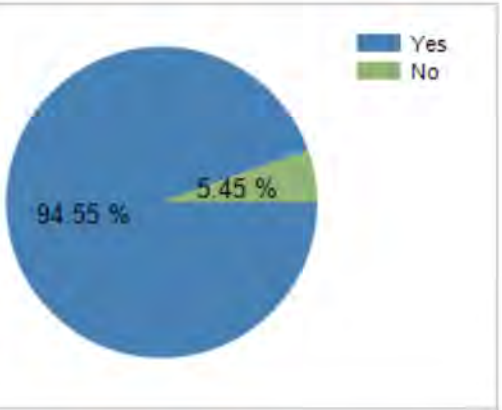






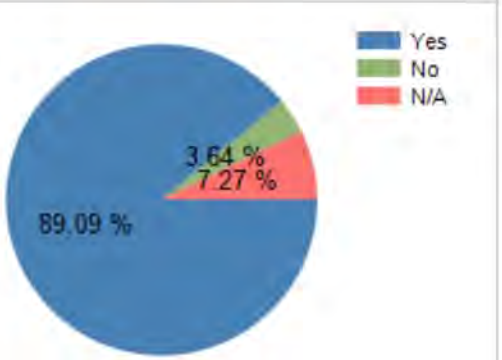
2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?

Yes	52
No	3



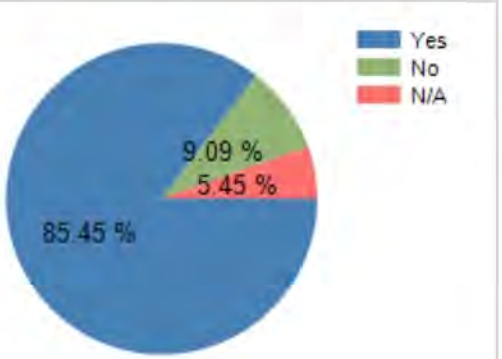
3.1. Do you receive financial aid?

Yes	49
No	2
N/A	4



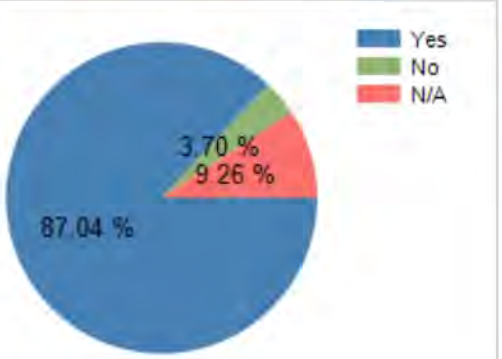
3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?

Yes	47
No	5
N/A	3

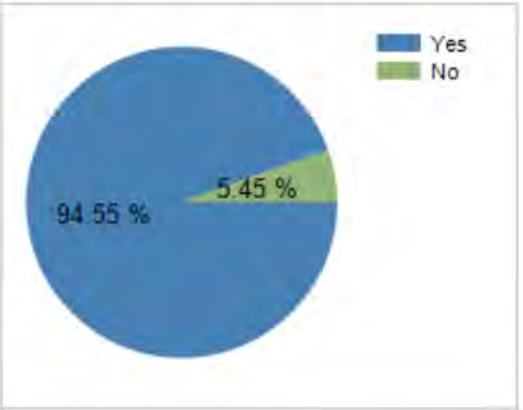


3.3. Are you aware of your loan repayment obligations?

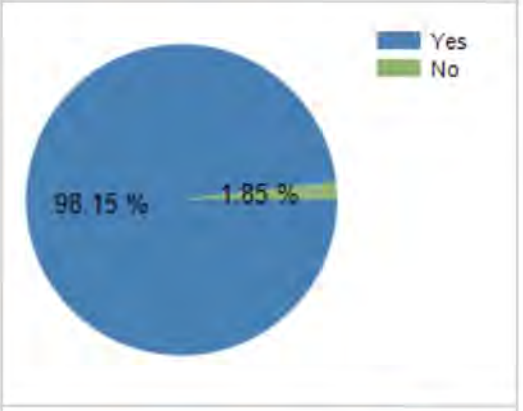
Yes	47
No	2
N/A	5



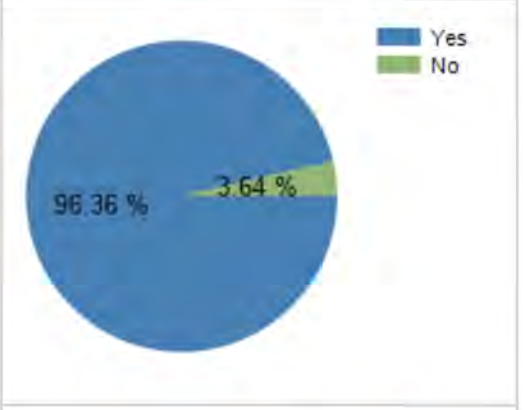
	4.1. Do you know when you will complete your program?	Yes	52
		No	3



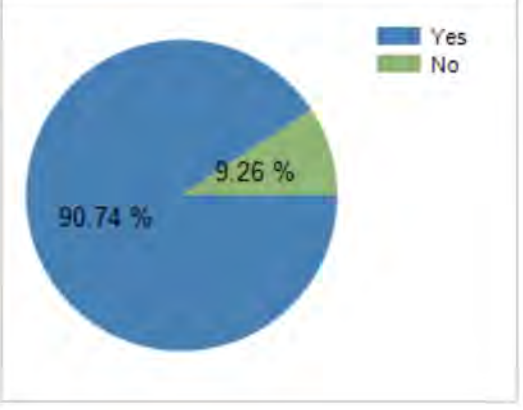
	4.2. Are your instructors available to provide additional help?	Yes	53
		No	1



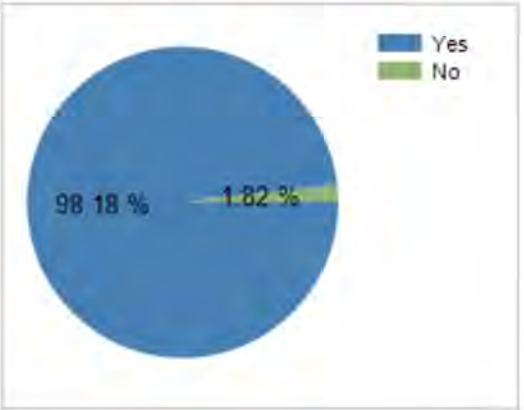
	4.3. Are computers, lab equipment, etc. in good working order?	Yes	53
		No	2
		N/A	0



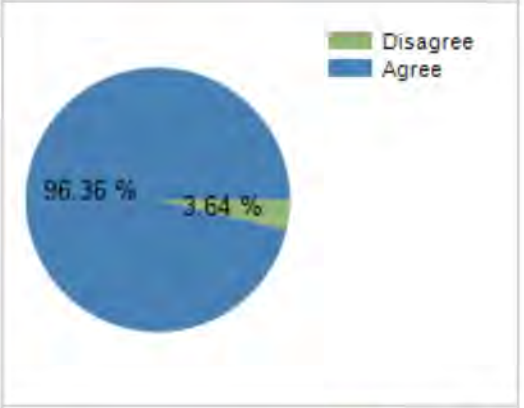
	4.4. Were textbooks available when you started classes?	Yes	49
		No	5



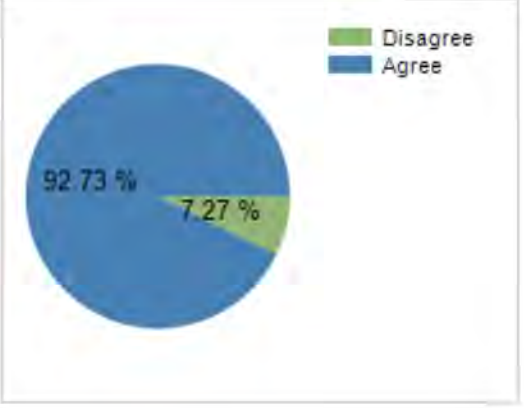
	4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?	Yes	54
		No	1



	5.1. Overall, I am satisfied with the quality of education I am receiving.	Disagree	2
		Agree	53



	5.2. I would recommend this school to others.	Disagree	4
		Agree	51



NEW GRANT REEVALUATION REPORT

ITT TECHNICAL INSTITUTE - DULUTH
10700 Abbotts Bridge Road
Duluth, GA

ACICS ID Code 00020606

Regulatory071@itt-tech.edu

Mr. Nicholas Karimi, Director (NKarimi@itt-tech.edu)

ITT Educational Services, Inc.
13000 North Meridian Street
Carmel, IN

ACICS ID Code 00066531

Main Campus
ITT Technical Institute
9511 Angola Court
Indianapolis, IN 46268

ACICS ID Code: 00016040

January 26-27, 2012

Ms. Rogena Kyles	Chair	Attorney	Alexandria, VA
Ms. Pan Fuchs	Student-Relations Specialist	Corinthian Colleges, Inc.	Los Angeles, CA
Mr. Thomas Mosley	Educational Activities and Library Specialist	AL Department of Education (Retired)	Boaz, Al
Mr. David White	Drafting and Design, and Visual Communications Specialist	Southern Illinois University	Makanda, IL
Dr. Nik Tehrani	Electronics and Electrical Engineering Specialist	Engineering Consultant	Fremont, CA
Dr. Judith Bernstein	Criminal Justice and Paralegal Specialist	Higher Education Management	Denver, CO
Mr. Harold Grimes	Construction Management Specialist	Redstone College	Federal Heights, CO
Mr. Thomas Phillips	Information Technology Specialist	Kaplan University	Tinton Falls, NJ
Ms. Elizabeth Fain	Senior Accreditation Specialist	ACICS	Washington, DC

PROGRAMS OFFERED BY
ITT TECHNICAL INSTITUTE
DULUTH, GEORGIA

CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	CLOCK HRS.	QTR. HRS.	ENROLL: FT (full-time) / PT (part-time)	AIR RETENTION & PLACEMENT			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Associate of Science	Information Technology-Computer Networking Systems	1120	96	175	74.9%	75.6%	78.8%	**64%**
Associate of Science	Computer and Electronics Engineering Technology	1120	96	81	65.6%	73.1%	74.4%	65.22%
Associate of Science	Criminal Justice	1020	96	95	66.5%	**58.8%**	66.1%	100%
Associate of Science	Paralegal Studies	1020	96	15	100%	N/A	0.0%	N/A
Associate of Science	Computer Drafting and Design	1120	96	34	62.6%	**63.6%**	**58.8%**	**45%**
Associate of Science	Visual Communications	1120	96	25	**55.8%**	**50%**	70.0%	N/A
Associate of Science	Software Development Technology	1120	96	0	0.0%	N/A	0.0%	N/A
Bachelor of Science	Criminal Justice	1880	180	48	78.3%	**25%**	81.9%	0%
Bachelor of Science	Project Management	2040/ 1940	180	23	95.0%	N/A	0.0%	N/A
Bachelor of Science	Construction Management	2080	180	12	92.3%	71.4%	87.1%	100%
Bachelor of Science	Information Systems Security	2230	180	61	85.4%	76.9%	72.5%	**50%**
Bachelor of Science	Electronics and Communications Engineering Technology	2100	180	14	80.0%	**60%**	92.3%	83.3%
	TOTAL ENROLLMENT			583				

INTRODUCTION

The ITT-Duluth campus, accessible primarily by car, is located in what appears to be a very nice, relatively upscale community. It occupies 31,500 square feet in a modern, one-story building with ample parking for students, staff, and visitors. The facility was specifically designed to accommodate an educational institution and classrooms and labs are large, bright, and comfortably furnished.

The campus's student population is predominantly male, about 75%, and most students attend classes at night. The average student is in his or her mid-to-late 20's and most students work.

The campus operates orderly and efficiently and staff and students are generally pleased with their circumstances there. The student clubs are noticeably active and students indicated that the extracurricular activities sponsored by the clubs are especially welcome.

REPORT QUESTIONS

1. MISSION

1.01 - reviewed at AAC

1.02 - reviewed at AAC

1.03 - reviewed at AAC

1.04 - reviewed at AAC

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

INSTITUTIONAL EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 Does the campus have its own CEP, separate from the institution's IEP?
☒ Yes ☐ No

1.09 Does the CEP describe the following?
(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 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.
To assess student learning outcomes, the campus utilizes data collected from capstone courses, student engagement (attendance and course completion), student success, and employer surveys.

The campus tracks capstone class grade averages to monitor overall student performance and to develop a data history for future CEPs. For capstone courses in some programs, instructors use collected data to review students/graduates proficiency levels and identify improvement activities that may be needed.
Student attendance is used as a measure of the level of student participation (engagement) in a course or program and as an indicator of the likelihood that the student will complete the course and/or program.
The degree of student success as computed by the campus (the number of students passing a course divided by the total number of students enrolled in it) is monitored for each program to identify any trends that course overhaul or program reevaluation may be needed.
Employer feedback is used to determine the extent to which curriculum content remains current and reflects industry needs.

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 (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.

Attendance is monitored on a daily basis so that any possible impediments to a student's continued studies may be addressed. Faculty notifies the academic dean of any students who may be exhibiting academic difficulties so that appropriate academic advisement and support may be provided. Placement improvement activities include intensified efforts to expand, strengthen, and better relationships with employers and the community, and working more closely with students, helping them with job interviewing techniques and resume preparation.

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 campus steering committee is responsible for implementation and monitoring of the CEP. The committee consists of the campus director, the dean and associate dean, the directors of finance, recruitment, and career services, the registrar, the school chairs, and a faculty member from each school.

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

☒ Yes ☐ No

2. ORGANIZATION

2.01 (a) and (b) - reviewed at AAC

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

209 - reviewed at AAC

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?
Originally hired by ITT in 1996 as an education supervisor, Mr. Nicolas Karimi also held the positions of IT school chair and dean of academic affairs before being promoted to campus director in February 2006. Mr. Karimi has degrees in Electrical Engineering, his bachelor's earned at Cleveland State University and his master's at Youngstown State University, both 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) reviewed at AAC

(b) Admissions.
☒ Yes ☐ No

(c) reviewed at AAC

(d) reviewed at AAC

(e) Guidance.
☒ Yes ☐ No

(f) Instructional resources.
☒ Yes ☐ No

(g) Supplies and equipment.
☒ Yes ☐ No

(h) The school plant.
☒ Yes ☐ No

(i) Faculty and staff.
☒ Yes ☐ No

(j) Student activities.
☒ Yes ☐ No

(k) Student personnel.
☒ Yes ☐ No

3.06 reviewed at AAC

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 51 files.

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

Throughout the admissions and financial aid processes, there are well established checks and balances in place at the campus and corporate levels to review employee interactions with students. Carefully designed training programs are utilized to prepare new hires for their roles and responsibilities at the campus. The corporate office has an internal audit process to independently evaluate campus activities to ensure compliance with the required standards. At the campus level the weekly meeting of the management team provides a forum to review policies and procedures and their effectiveness in maintaining regulatory compliance.

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?

The campus director of recruitment is Mr. Rodney Pina. After retiring from twenty years' service in the Navy, where his duties included training and recruitment activities, he was hired as an admissions representative at this campus in 2009, promoted to manager of recruitment in March 2011 and finally to the director's position in August 2011. Since he is currently completing his bachelor's degree in Information Systems Security at this campus, he has an excellent perspective of the student experience, which he uses in his oversight and training of his staff.

4.10 Describe the process for the recruitment of new students.

The campus utilizes the standard marketing outreach methods of Internet, television, radio, direct mail and referrals to recruit students. Within the last several months the campus has also instituted a high school recruitment program with two inside representatives designated to work specifically with those leads. The admissions representatives call the leads to set appointments to visit the campus. The initial interview is to assess the prospective enrollee's interest in a program of study. Once this is determined, the prospective enrollee meets with a financial aid officer for a general financial aid overview, completes the Wonderlic entrance exam and finally completes an enrollment agreement. The enrollee is given a checklist of items to bring back for the follow up interview with a financial aid officer. Finally, the enrollee attends one or both of the orientations offered prior to the start of classes.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?
☒ Yes ☐ No

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

(a) Courses and programs.
☒ Yes ☐ No

(b) Services.
☒ Yes ☐ No

(c) Tuition.
☒ Yes ☐ No

(d) Terms.
☒ Yes ☐ No

(e) Operating policies.

☒ Yes ☐ No

4.12 Does the institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

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

However, licensure is only required for those circumstances when any of the admissions representatives conduct recruiting activities outside of the school. The campus has acquired these licenses for their representatives to cover such instances.

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 numbers where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress are included on pages 40 - 43 of the 2012 catalog, published on January 18, 2012.

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

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

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

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☒ Yes ☐ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (institution does not offer)

Non-credit or remedial courses.
☐ Yes ☐ No ☒ Not Applicable (institution does not offer)

A probationary period.
☒ Yes ☐ No

An appeal process.
☒ Yes ☐ No

An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (institution does not offer)

The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (institution only offers one program of study

The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (institution only offers one credential)

The implications of transfer credit.
☒ Yes ☐ No

The team noted that the effect of non-punitive grades is not clearly defined directly under the Satisfactory Academic Progress section of the catalog, although the actual grade calculation effects are presented as part of the grading scale included on page 39 of the campus catalog which immediately precedes the satisfactory academic progress policy. Changing the Satisfactory Academic Progress header to include the effects of grades would make this easier for students to comprehend as part of satisfactory academic progress.

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. Mike Pozesny, dean of academic affairs, monitors satisfactory academic progress at the end of each term. He holds three associate's degrees in Liberal Arts, Marketing Mangement and Business Administration from Pasco-Hernando Community College in Florida; a bachelor's degree in Social Psychology from Indiana University; and a master's degree in Criminal Justice from Nova Southeastern University in Florida. He is currently working on his doctoral dissertation in Public Safety from Capella University. He spent over 20 years in security work with 16 of those years in law enforcement training and training for probation officers. He was hired as an adjunct instructor and then associate dean at this campus from 2006 through 2009, formed his own counseling company for several years and then applied for and was accepted to the academic dean's position at this campus in June 2010.

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 AAC

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

☒ Yes ☐ No ☐ Not Applicable (institution offers loans only)

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

☒ Yes ☐ No

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

(a) Charges.

☒ Yes ☐ No

(b) Dates for the posting of tuition.

☒ Yes ☐ No

(c) Fees.

☒ Yes ☐ No

(d) Other charges.

☒ Yes ☐ No

(e) Payments.

☒ Yes ☐ No

(f) Dates of payment.

☒ Yes ☐ No

(g) The balance after each transaction.

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ Not Applicable

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

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

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

☒ Yes ☐ No

4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?
☒ Yes ☐ No

4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
☒ Yes ☐ No

4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Ms. Staines is a member of the Georgia Association of Student Financial Aid Administrators and has attended their annual conferences in 2009 and 2010. She has participated in Veteran's Administration conferences and multiple private lender workshops. The ITT corporate office provides monthly webinars, which she and her financial aid officers complete. She is conscientious about sharing with her staff any financial aid updates received from the corporate support team.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No (Skip to Question 4.54.)

4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The campus has an active tutorial program, both structured and one-on-one. Carpooling assistance is available to those students needing transportation assistance, two orientations are scheduled for new students and community services resource listings are available for students as needed. Additionally, the dean and chairs have an open door policy for student advising.

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

4.56 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
The director of career services is Ms. Tiffany Lambert. She holds a bachelor's degree in Black Studies from Denison University in Ohio and a juris doctorate degree from The Ohio State College of Law. She worked as an executive recruiter for ten years and was hired for her current position in July 2009.

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.

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

Each program has at least one active student club and the Visual Communications students have formed five distinct guilds to focus on specific areas of interest. This has stimulated the formation of multiple guilds in several other programs as well. There is a student government, a newly forming chapter of the Students' Veterans Association and chapters of the National Technical Honor Society and Alpha Beta Kappa. Community services include activities such as the criminal justice students collecting old cell phones that are donated to Verizon who reconfigures them to donate to victims of domestic violence, blood drives quarterly and public safety days.

GENERAL COMMENTS:

Everyone on the management team provides a consistently positive leadership shadow that encompasses the entire staff, faculty and student body, creating a stimulating and supportive learning environment for all students.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

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

☒ Yes ☐ No

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

Mr. Michael Pozesny, dean of academic affairs, oversees the educational activities of all academic programs at the Duluth campus of ITT. Mr Pozesny holds a bachelor of science in general studies from Indiana University, a master's in criminal justice from Nova Southeastern University, and is enrolled in the doctoral program in public safety at Capella University. He has served as dean since December 2010. He has worked at this campus in teaching positions, chair, and associate dean since 2006. Prior to his employment at ITT-Duluth, he worked in a variety of public safety jobs for over 20 years.

5.03 Does this person have appropriate academic or experiential qualifications?

☒ Yes ☐ No

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

The dean of academic affairs, Mr. Michael Pozesny, is assigned full time to the position and as such is primarily responsible for teacher evaluations, professional growth and in-service activities, curriculum implementation, and assistance with employment of academic staff. The associate dean of general studies and program chairs assist him in the development and administration of programs.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 reviewed at AAC

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that carry specialized or programmatic accreditation?
☐ Yes ☒ No (Skip to question 5.10)

5.10 Are the educational programs consistent with the campus mission and the needs of its students?
☒ Yes ☐ No

5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.12 What provisions are made for individual differences among students?

Students may receive extra help by making a request to their instructor and/or the school or program chair. Extra help sessions will be arranged outside the normal classroom instruction hours to assist the student. Academic assistance includes, but is not limited to, tutoring and seminars. Students with disabilities are encouraged to meet with the campus Student Disability Coordinator to learn about accommodation opportunities. The decision to use these services is voluntary and a matter of individual choice.

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

Faculty members have the opportunity to revise and make changes to the curriculum through participating in various ITT committees. Curriculum development and revisions are conducted under the guidance and oversight of National Curriculum Committees (NCC). Faculty directs its feedback to its respective district representative on the NCC. ITT has a policy where a faculty member can add up to 20% additional course content to the already prescribed course syllabus and outcomes.

5.14 Does the faculty participate in this process?
☒ Yes ☐ No

5.15 reviewed at AAC

5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ NA (institution does not award such credit)

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

☒ Yes ☐ No

5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

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

Facilities.

☒ Yes ☐ No

Instructional equipment.

☒ Yes ☐ No

Resources.

☒ Yes ☐ No

Personnel.

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

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

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

☒ Yes ☐ No

If *Yes*, how is this documented?

In-service training is conducted once a quarter. The program chairs and deans seek input from faculty when planning meetings. E-campus training programs are provided by corporate. Attendees sign in on a roster at the in-service they attend. This information is transferred to the faculty members' professional development plans and filed in the teachers' binder.

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

ACADEMIC ASSOCIATES'S AND BACHELOR'S DEGREES ONLY

5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?
☒ Yes ☐ No

ACADEMIC ASSOCIATE'S DEGREES ONLY

5.31 - reviewed at AAC
5.32 - reviewed at AAC
5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

BACHELOR'S DEGREES ONLY

5.34 - reviewed at AAC

5.35 - reviewed at AAC
5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

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

Operations at the ITT Technical Institute Duluth campus are conducted in 31,500 square feet of leased space in a one-storied building located approximately 30 miles north of Atlanta. Sufficient space is available to support the educational and administrative activities of the campus. The facility consists of six laboratory rooms, 14 theory rooms, a student lounge area, a bookstore, and a learning resource center. A work area is provided for faculty, and an employee break room is available for use by all faculty and staff. The rest of the space is used for administrative offices, testing rooms, conference rooms, reception, and other space for campus administrative activities. Ample parking space is available for students, staff, and visitors in a lot surrounding the building.

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize learning sites?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

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

(a) Equipment.

☒ Yes ☐ No

(b) Instructional tools.

☒ Yes ☐ No

(c) Machinery.

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ Not Applicable

GENERAL COMMENTS:

The ITT Duluth facility presents a professional appearance and environment throughout. Classrooms and labs are equipped with standard office furniture and equipment for student use, as well as equipment designed to support projection and presentation of information on large screens or whiteboards. The facility provides an adequate level of instructional and administrative space for the current enrollment of 634 students. Overall, the team found the current physical space provides an environment that supports and is conducive to the learning, teaching, and administrative activities being conducted in the building.

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 ITT Technical Institute – Duluth campus catalog, volume 22, published January 18, 2012.

7.02 Does the self-study accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?
☒ Yes ☐ No

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)

While the catalog contains the information necessary to fully explain the standards of satisfactory academic progress (SAP) policy, some of the required elements are not addressed specifically underneath the SAP policy headings. The SAP policy itself does not define the effect on SAP of non-punitive and non-credit grades. This information however is included in the catalog in the pages immediately preceding the SAP policy (page 39).

7.05 Does the institution offer degree programs?
☒ Yes ☐ No

If Yes, does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

7.06 Does the institution offer courses and/or programs via distance education?
☒ Yes ☐ No *(Skip to Question 7.07.)*

If *Yes,* does the catalog contain the following?
(a) A description of each mode of delivery used for distance education courses.
☒ Yes ☐ No
(b) Any additional or different admissions requirements for students taking distance education courses.
☐ Yes ☐ No☒ Not Applicable (there are no additional or different admissions requirements)
(c) A description of any tests used to determine access to distance education.
☐ Yes ☐ No☒ Not Applicable (no additional tests are given)
(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.
☒ Yes ☐ No
(e) Costs and fees associated specifically with distance education.
☐ Yes ☐ No☒ Not Applicable (there are no additional costs and fees)

7.07 Does the catalog contain an addendum/supplement?
☐ Yes ☒ No (Skip to Question 7.08.)

7.08 Is the catalog available online?
☒ Yes ☐ No (Skip to Question 7.09.)
If Yes, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No (Skip to Question 7.10.)

7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises through its website, promotional materials such as flyers, program brochures, and direct mail. Media broadcasts are also utilized.

Are the advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No (Skip to Question 7.14.)
If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?
☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

7.17 Does the campus routinely provide reliable information to the public on their performance, including student achievement?
☐ Yes ☒ No ☐ Not Applicable (Campus is being reviewed prior to the effective date of October 1, 2011)
If *No,* insert the section number in parentheses and explain:
(Section 3-1-704): The ITT-Duluth campus does not provide reliable information, including student achievement, to the public on its performance.

The main campus, ITT-Indianapolis, publishes student performance and achievement information, which it updates annually. (See website link: www.itt-tech.edu/campus/school.cfm?lloc_num=71.)

Although the ITT-Duluth student handbook contains that performance information as well as the link cited above for that same information located on the "Federal Disclosure" pages of the ITT-Tech website, the information published is not specific to the Duluth campus.

Instead, the information is a compilation of data for the ITT-Indianapolis main campus and nearly its entire system of over 140 locations (except those in Spokane Valley, Seattle, and Everett, Washington) and is reported under the main campus. Providing accurate, campus-specific performance data is fundamental to the credibility and accountability of the accreditation process and to the individual post-secondary institution. More importantly, accurate and verifiable placement outcomes establish a level of transparency that enables prospective students to make informed enrollment decisions.

Each campus is required to report and disclose this information specific to that campus's program offerings and student achievement rates. Obtaining and publishing data from the main campus combined with all additional locations is not an accurate reflection of student achievement at the Duluth campus. Data should be disclosed specific to the Duluth campus as would be reported to ACICS on its CAR as well as required by the Student Right to Know Information Disclosure Act. Any

public representation of campus performance, particularly those related to student achievement outcomes, is to be based on solid, verifiable data that are collected and packaged in a manner that reflects the highest standards of transparency. For a student to make an informed decision, information specific to the Duluth campus, and only the Duluth campus, is a necessary resource. The only reference to the Duluth campus in the website's Federal Disclosure section is found at the end of the document on a complete listing of ITT additional locations. This list provides only the street address for each of those locations.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

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

☒ Yes ☐ No

8.05 - reviewed at AAC
8.06 - reviewed at AAC

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

8.07 - reviewed at AAC
8.08 - reviewed at AAC
8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
The current year's library budget is $2,400.00. ITT corporate budgeted $7809.00 for virtual library services for the Duluth campus. This calendar year no money has yet been spent. The 2011 budget indicated $1,359.00 was spent for books 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

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

8.12 - reviewed at AAC
8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

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

☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 - reviewed at AAC
8.17 - reviewed at AAC
8.18 - reviewed at AAC

ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 - reviewed at AAC
8.21 - reviewed at AAC

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Bachelor of Science in Criminal Justice (Residence and Online)

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

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

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 programs, and what are this person's qualifications?

Mr. Ross S. Bogash is the department chair of Criminal Justice and Paralegal Studies. Mr. Bogash received his bachelor's degree in Criminal Justice from University of Maryland-College Park in 2000. Mr. Bogash is currently pursuing a master's degree from American Public University. Prior to his employment at ITT, he was employed as a training specialist for US Security, as a task force officer for the FBI, and as a police officer for the University of Maryland Police Department.

9.03 Does this individual 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 programs?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement 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 programs.

Guest Speakers: Representatives from the Department of Public Safety and Investigations, the Georgia Bureau of Investigation, area police departments, and various other persons in the field have been invited as guest speakers and have addressed the classes on topics of interest related to course content.

Field Trips: There have been a few field trips to the various jails in the area, to the Georgia Department of Corrections, the Georgia Bar Association, the Georgia Bureau of Investigation's crime lab, Phillips State Prison, and to John's Creek Police CSI Unit.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 - reviewed at AAC

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

☒ Yes ☐ No

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

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

9.12 - reviewed at AAC

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

☐ Yes ☐ No ☒ NA

No students are currently enrolled in any independent studies

9.14 - reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

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

☒ 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 programs 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?

13

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

10

(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.

10

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)

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

The students in the Criminal Justice and Paralegal Studies programs appear to be very pleased with the level of instruction and the sincere attitudes expressed by the instructors toward each of them achieving their goals. It was evident to the team that the instructors are willing "to do what it takes" to assist students in understanding the subject material. Community resources are very important to the programs at this campus, and students are introduced to representatives in the criminal justice field, through guest lecturers and field trips.

Upon graduation from the associate of science Criminal Justice program, many students choose to continue their education in the Criminal Justice bachelor of science program offered by ITT.

9. PROGRAM EVALUATION

Bachelor of Science in Project Management (Residence Program)

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 programs, and what are this person's qualifications?

Mr. Eric Maddox is the program director for the Project Management program. Mr. Maddox has a bachelor's degree in Telecommunications from Devry University in Decatur, Georgia and a master's degree in Business Administration from Keller Graduate School of Management. In addition, he has a Computer Information Systems (CIS) Programming diploma from Dekalb Technical College in Clarkson, Georgia and seven years of professional experience in the IT field.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement 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 Project Management program has only been offered for approximately 5 months.

List the community resources and how they are utilized to enrich the program.

The Program Management program invites management professionals from the outside to meet, as guest speakers, with students. Students are able to discuss with them their future plans and to make their capstone presentations to them.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 - reviewed at AAC

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

☒ Yes ☐ No

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

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

9.12 - reviewed at AAC

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

☐ Yes ☐ No ☒ NA

9.14 - reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program 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

The students in the Criminal Justice and Paralegal Studies programs appear to be very pleased with the level of instruction and the sincere attitudes expressed by the instructors toward each of them achieving their goals. It was evident to the team that the instructors are willing "to do what it takes" to assist students in understanding the subject material. Community resources are very important to the programs at this campus,

and students are introduced to representatives in the criminal justice field, through guest lecturers and field trips.

Upon graduation from the associate of science Criminal Justice program, many students choose to continue their education in the Criminal Justice bachelor of science program offered by ITT.

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)

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

GENERAL COMMENTS:

The faculty members, who were interviewed during the site visit, gave very positive feedback concerning their experience at ITT Technical Institutes. Most of the faculty members expressed satisfaction with the

administrative support provided by the administration, particularly Mr. Eric Maddox, and also with the facilities and other resources available at this campus.

Project Management students interviewed during the site visit indicated that the quality of instruction is good and that the instructors and administrators are accessible and responsive.

9. PROGRAM EVALUATION

Bachelor of Science in Construction Management (residence program)

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, and what are this person's qualifications?

Mr. Keith Prossick is the school chair for the Construction Management program. Mr. Prossick possesses a bachelor's of science in Architecture. He has 17 years of profession-related experience and one year of teaching experience as both a faculty member teaching drafting and as an administrator.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement 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.

Students have gone on a field trip to the American Institute of Building Design. The purpose was to enlighten students concerning products and innovations.

The program also utilizes an Advisory Board, evidenced through advisory committee meetings minutes, for the purpose of PAC development and industry contact.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 - reviewed at AAC

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

☒ Yes ☐ No

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

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

9.12 - reviewed at AAC

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

☒ Yes ☐ No ☐ NA

9.14 - reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program 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? 5

(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, 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)

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 Science in Computer Drafting and Design

ALL PROGRAMS

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

9.02 Who is assigned to administer the academic program, and what are this person's qualifications?
Keith Prossick has been both chair of the School of Drafting and Design and a program instructor at this institution since late 2010. His academic credentials include a bachelor's of art degree in Architecture from Georgia Institute of Technology and his professional field experiences have included such positions as project design manager, program manager, and project designer. Since 1993, Mr. Prossick has also been owner, president, and principle designer for Provincial Designs, a firm specializing in the areas of interior and residential design. He is aptly skilled in industry-specified drafting applications, as well as Adobe CS that includes the primary software applications that support the graphic design and visual communications fields. His attendance at industry related conferences and the exhibition of his artistic paintings are well documented.

9.03 Does this individual 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?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement 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.
The program utilizes the following community resources: (1) local industry-related design and civil engineering firms for field trip sites; (2) affiliations with field related regional and professional organizations; (3) architectural professionals to deliver guest lectures; and, (4) area professionals to serve either as members of a program advisory committee or faculty.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ NA, (these elements are not part of the program *or* no student is far enough along in the program)

9.12 reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA

9.14 - reviewed at AAC

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course?
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program 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?

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, 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. PROGRAM EVALUATION

Associate of Science Degree in Computer Network Systems

Bachelor of Science Degree in Information Systems Security

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 programs, and what are this person's qualifications?

Mr. Eric Maddox is the school chair for the IT programs. Mr. Maddox has a bachelor's degree in telecommunications from Devry University in Decatur, Georgia and a master's degree in Business Administration from Keller Graduate School of Management. In addition he has Computer Information Systems Programming diploma from Dekalb Technical College in Clarkson, Georgia and seven years of professional experience in the IT field.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

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

There is an active advisory board that meets during the year. In addition, field trips and guest speakers are used when appropriate.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 - reviewed at AAC

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

☒ Yes ☐ No

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

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

9.12 - reviewed at AAC

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

☐ Yes ☐ No ☒ NA

9.14 - reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the programs 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?

Computer Network Systems - 10

Information Systems Security - 5

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

Computer Network Systems - 9

Information Systems Security - 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.

Computer Network Systems - 9

Information Systems Security -3

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

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)

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
9.52 - reviewed at AAC
9.53 - reviewed at AAC
9.54 - reviewed at AAC

9.55 Are the course prerequisites being followed?

☒ Yes ☐ No

GENERAL COMMENTS:

The facility was clean, organized and well equipped. The team found the school chair, Mr. Eric Maddox, the IT faculty, and students enthusiastic about the programs. There were no complaints noted in interviews and surveys completed by the students and they were happy with their program and the resources devoted to it.

9. PROGRAM EVALUATION

Associate of Applied Science - Visual Communications

ALL PROGRAMS

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC9.02 Who is assigned to administer the academic program, and what are this person's qualifications?

Keith Prossick has been both chair of the School of Drafting and Design and a program instructor at this institution since late 2010. His academic credentials include a bachelor's of art degree in Architecture from Georgia Institute of Technology and his professional field experiences have included such positions as project design manager, program manager, and project designer. Since 1993, Mr. Prossick has also been owner, president, and principle designer for Provincial Designs, a firm specializing in the areas of interior and residential design. He is skilled in use(s) of Adobe Creative Suite (CS3), which includes the primary software applications that support the graphic design and visual communications fields. His attendance at industry related conferences and exhibition of his artistic paintings are well documented.

It bears noting that Mr. Prossick's primary area of specialization is in the field of architectural rather than graphic design. In efforts to more specifically meet the needs of Visual Communications students and their program, the institution has hired Grant Rhodes (a six-year instructor of visual communications at ITT-Knoxville) in a full-time position to chair the visual communication program. He is scheduled to assume this role in mid-February, 2012.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

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

(a) Student retention rate of 62%
☐ Yes ☒ No ☐ Not applicable *(new branch only)*

(b) Student placement rate of 58%
☐ Yes ☒ No ☐ Not applicable *(new branch only)*

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

9.07 List the community resources and how they are utilized to enrich the program.
The program utilizes: (1) local organizations as clients for which "real-world" assignments can be based; (2) design professionals to perform as guest speakers; and (3) area professionals to serve either as members of a program advisory committee or faculty.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 - reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No ☐ NA, (these elements are not part of the program *or* no student is far enough along in the program)

9.12 reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA

9.14 reviewed at AAC

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course?
☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)

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

2

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

1

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

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 Are the following appropriate to adequately support the 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. PROGRAM EVALUATION

Associate of Applied Science Degree in Computer and Electronics Engineering Technology
Bachelor of Science in Electronics & Communications Engineering Technology

ALL PROGRAMS

9.01 See response from AAC

(e) See response from AAC

(f) See response from AAC

(g) See response from AAC

(h) See response from AAC

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

These academic programs are administered by Mr. Neil Matheson. Mr. Matheson was appointed as the chair of the School of Electronics Technology at the Duluth campus of ITT Technical Institute in June of 2011. Mr. Matheson received his bachelor's of science degree in Electrical Engineering from University of South Florida. Before coming to ITT, he was an instructor for three years at Lanier Technical College - Oakwood and taught for seven years at Florida Technical College – Auburndale. He worked for five years as a master electrician in Winter Haven, Florida.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

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

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

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

(a) Student retention rate:
☒ Yes ☐ No ☐ Not applicable *(new branch only)*

(b) Student placement rate:
☒ Yes ☐ No ☐ Not applicable *(new branch only)*

9.07 List the community resources and how they are utilized to enrich the programs.

- There is a Program Advisory Committee for this program with membership representing professional/business leaders in the community (copies of two meetings' minutes on record).
- The campus invites panels of employers to prepare students for the job market.
- Guest speakers with appropriate qualifications and experience are invited to address students in these programs.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 - reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ NA, (these elements are not part of the program *or* no student is far enough along in the program)

9.12 - reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA

The opportunity of independent study is available if needed. None is offered at this time.

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 programs 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.

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

Although there are enough pieces of functioning equipment for the students currently enrolled, there are some that pieces that are not working properly. Those mal-functioning units should be removed from the lab to ensure that students can use their time efficiently and not waste it starting with equipment that doesn't work well.

(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

However, there are currently two full time instructors teaching six classes each with six preparations.

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)

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

GENERAL COMMENTS:

The facilities available for the academic programs are appropriate and impressive. Faculty members who were interviewed during the site visit gave positive feedback overall. Electronics and electrical engineering students interviewed during the site visit were all happy and satisfied with the campus.

SUMMARY

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

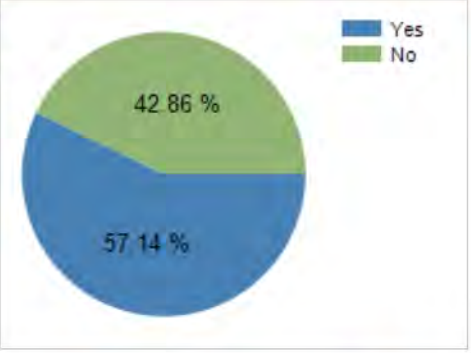
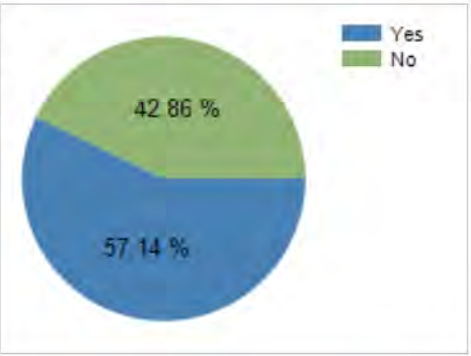
Section 3-1-704 The Duluth campus does not routinely publish reliable information to the public on its performance (page 30).

Student Survey Response Summary

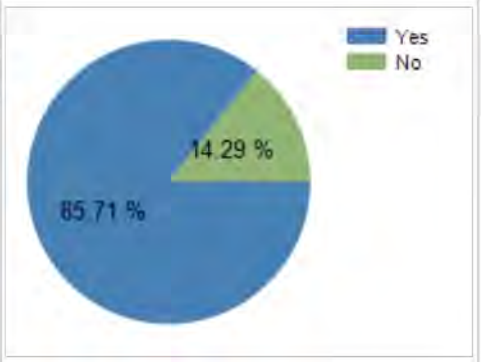
Personify Id	Survey Question	Total Yes	Total No	Total NA
00020606				
	1.1. Do you have other postsecondary or college education?			
		4	3	0
	1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?			
		4	3	0
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs			
		7	0	0
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school			
		6	1	0
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees			
		7	0	0
	2.2. Did you receive a catalog or provided access to an online catalog?			
		7	0	0
	2.3. Did the catalog accurately portray programs, services and policies of the institution?			
		6	1	0
	2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?			
		7	0	0
	3.1. Do you receive financial aid?			
		4	1	2
	3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?			
		5	0	2

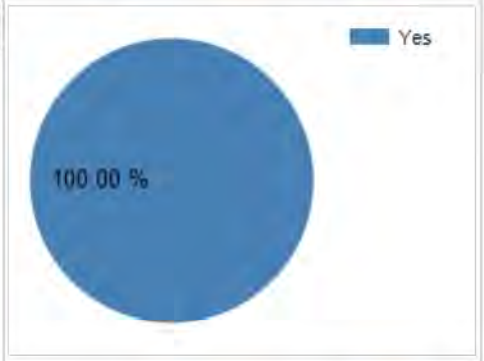
	3.3. Are you aware of your loan repayment obligations?			
		4	1	2
	4.1. Do you know when you will complete your program?			
		6	1	0
	4.2. Are your instructors available to provide additional help?			
		7	0	0
	4.3. Are computers, lab equipment, etc. in good working order?			
		7	0	0
	4.4. Were textbooks available when you started classes?			
		7	0	0
	4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?			
		7	0	0
	5.1. Overall, I am satisfied with the quality of education I am receiving.			
		7	0	0
	5.2. I would recommend this school to others.			
		7	0	0
	5.3. GENERAL COMMENTS:			
	The only a couple of things I have encountered since being enrolled in ITT Technical : there are not enough work study jobs and the program does not follow what is posted up around the college display containers.	0	0	0
	Type the name of the person at your school proctoring this survey:			
		0	0	0

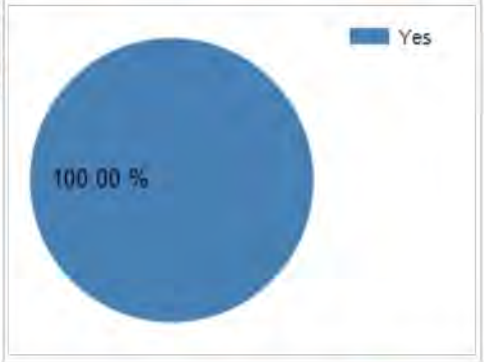
Student Survey Response Summary Graph

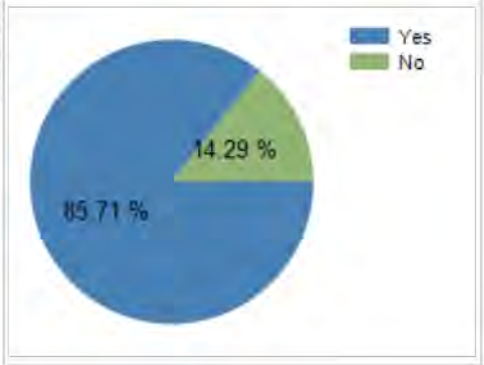
Personify Id	Survey Question	Category	Count	
00020606				
	1.1. Do you have other postsecondary or college education?	Yes	4	
		No	3	
	1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?	Yes	4	
		No	3	
		N/A	0	
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs	Yes	7	

	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school	Yes	6
		No	1
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees	Yes	7
	2.2. Did you receive a catalog or provided access to an online catalog?	Yes	7
		No	0
	2.3. Did the catalog accurately portray programs, services and policies of the institution?	Yes	6
		No	1

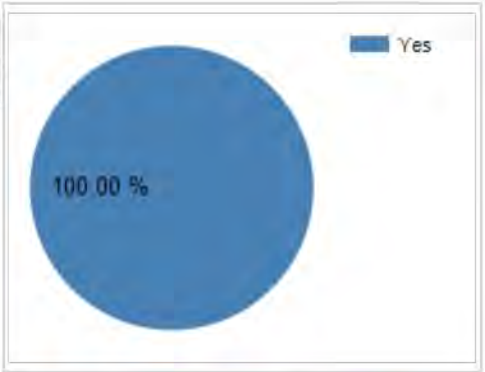




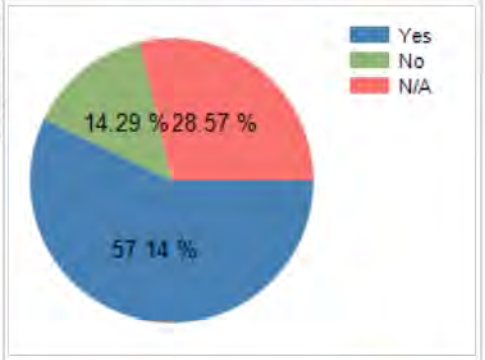




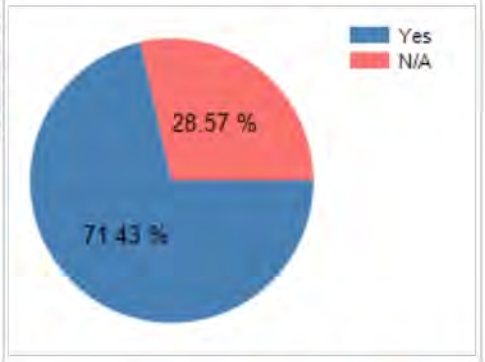
	2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?	Yes	7
		No	0



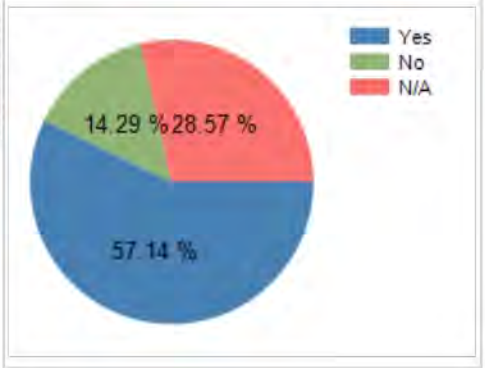
	3.1. Do you receive financial aid?	Yes	4
		No	1
		N/A	2

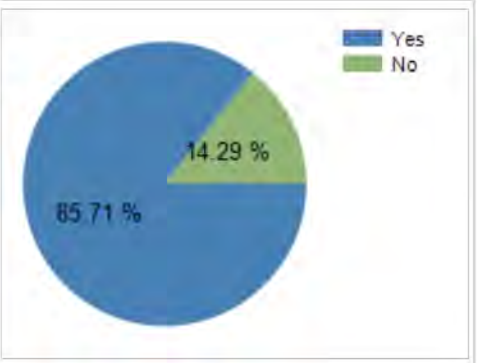
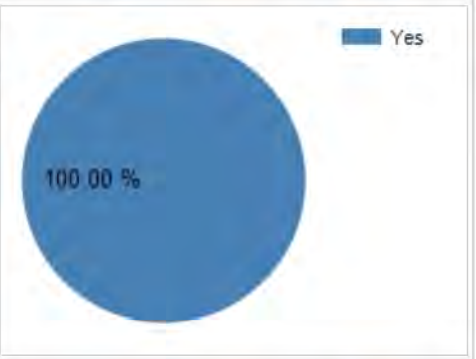
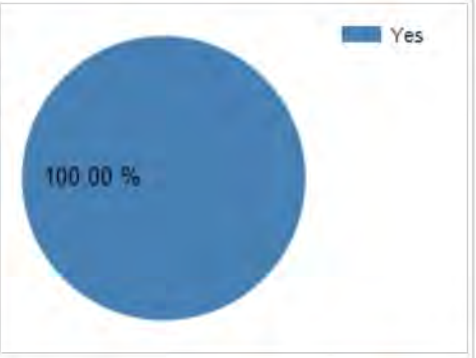
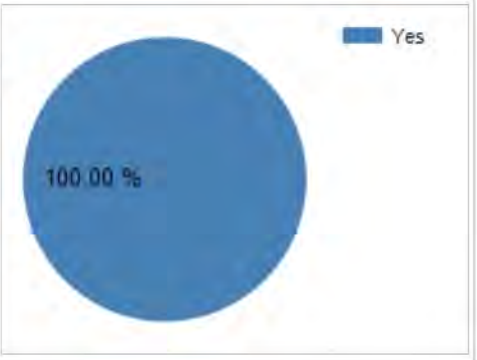


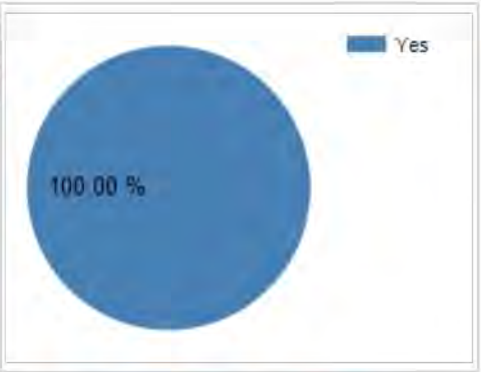
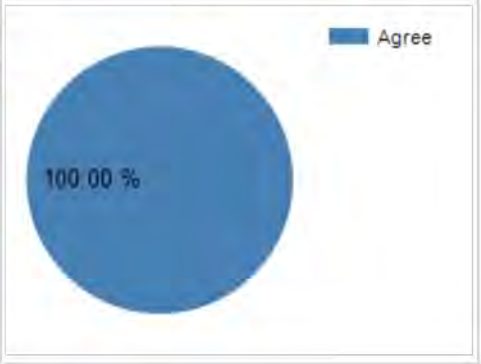
	3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?	Yes	5
		No	0
		N/A	2



	3.3. Are you aware of your loan repayment obligations?	Yes	4
		No	1
		N/A	2



	4.1. Do you know when you will complete your program?	Yes	6	
		No	1	
	4.2. Are your instructors available to provide additional help?	Yes	7	
		No	0	
	4.3. Are computers, lab equipment, etc. in good working order?	Yes	7	
		No	0	
		N/A	0	
	4.4. Were textbooks available when you started classes?	Yes	7	
		No	0	

	4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?	Yes	7	
		No	0	
	5.1. Overall, I am satisfied with the quality of education I am receiving.	Disagree	0	
		Agree	7	
	5.2. I would recommend this school to others.	Disagree	0	
		Agree	7	

REEVALUATION VISIT REPORT

Westwood College - River Oaks
80 River Oaks Center, Suite D-9
Calumet City, IL 60409
ACICS ID Code: 00018945

Main Campus
Westwood College
Los Angeles, CA
ACICS ID Code: 00011142

18945@westwood.edu

Mr. Hamed H. Shibli, Campus Director, (hshibli@westwood.edu)

January 28-29, 2014

William Winger	Chair	American International College of Arts and Sciences Antigua	Denver, CO
Thomas Bryant	Student-Relations Specialist	Medtech	Roswell, GA
James Taylor	Educational Activities and Criminal Justice	Brown Mackie College	Tulsa, OK
Charles Saunders	Animation/Computer Aided Design/Graphic Design and Multimedia/Visual Communications/Construction Management	Virginia College (retired)	Owens Cross Roads, AL
Kevin Brown	Business Administration/Accounting and Financial Management/Marketing Management	Metropolitan State University	Woodbury, MN
Eli Hoehn	Information Technology/Computer Networking/Systems Security and Library	Brown College (former instructor)	St. Peter, MN
Yolanda Staff	Medical Assisting/Healthcare Management	Virginia College	Mobile, AL
Jan Shelton	Staff Representative	ACICS	Washington, DC

CL_Review020456

PROGRAMS OFFERED BY
WESTWOOD COLLEGE - RIVER OAKS
Calumet City, Illinois

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full Time/ Part Time	CAR Retention & Placement 2013 Ret.	2013 Pla.	2012 Ret.	2012 Pla.
Diploma	Diploma	Medical Assisting	955	69.5	92/13	66%	70%	71.13%	72.50%
Associate of Applied Science	Academic Associate's	Information and Network Technologies	1225	90	19/8	**56%**	**67%**	**57.69%**	80%
Associate of Applied Science	Academic Associate's	Computer Aided Design/Architectural Drafting	1205	90	3/0	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Graphic Design	1205	90	20/6	72%	100%	**62.79%**	100%
Associate of Applied Science	Academic Associate's	Construction Management	965	90	12/5	71%	100%	N/A	N/A
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Accounting	1820	180	1/2	79%	100%	**60%**	N/A
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Healthcare Management	1820	180	16/3	67%	78%	**63.93%**	85.71%
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Marketing Management	1820	180	17/1	65%	100%	**55.81%**	100%
Bachelor of Applied Science	Bachelor's	Construction Management	1945	180	4/2	**57%**	100%	**61.90%**	100%
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Animation	2330	180	2/3	86%	100%	**62.96%**	**0%**
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Visual Communications	2305	180	4/2	80%	100%	**58.62%**	100%
Bachelor of Applied Science	Bachelor's	Criminal Justice: Major in Administration	1820	180	40/12	**62%**	94%	**50.53%**	84.38%
Bachelor of Applied Science	Bachelor's	Information and Network Technologies: Major in Network Management	2350	180	5/1	81%	**63%**	**57.89%**	76.92%
Bachelor of Applied Science	Bachelor's	Information and Network Technologies Major in Systems Security	2350	180	3/0	81%	71%	77.27%	100%
		TOTAL ENROLLMENT			**296**				

INTRODUCTION

Westwood College was founded in 1953 as the Radio and Television Repair Institute in Denver, Colorado. In 1958, the institution became the National Electronics Institute. In 1974, it became the Denver Institute of Technology and in 1997, the name was changed to Westwood College of Technology, Inc. When the institution began to expand its locations and program offerings, its name was changed to Westwood College in 2004.

In 2000, the River Oaks campus was the first Westwood College campus established in Illinios. The campus is located on the south side of Chicago between downtown Chicago and the Indiana border. The campus is located in a shopping mall and consists of 42,000 square feet containing 27 classrooms and laboratories, a library, a student lounge, and office space for administration, faculty, and staff to utilize. The facility is bright, well-configured and is adequate to meet the campus' mission.

The River Oaks campus has nearly 300 students enrolled in diploma, academic associate's and bachelor's degree programs. The mix of educational objectives is evenly balanced between the three credential levels. The average age of the students is 31, a majority who are female (61%) and of Black ethnicity (61%).

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1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission and supporting objectives are found on page 8 of the 2014 academic catalog volume 32-No. 1 revised September 2013.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
☒Yes ☐ No
(b) Student placement.
☒Yes ☐ No ☐ Not Applicable (new additional location only)
(c) Level of graduate satisfaction.
☒Yes ☐ No ☐ Not Applicable (new additional location only)
(d) Level of employer satisfaction.
☒Yes ☐ No ☐ Not Applicable (new additional location only)
(e) Student learning outcomes.

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☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.
The campus uses average daily attendance and grade distributions to assess its learning outcomes. Attendance is reviewed daily and over the last year has improved by 2.9%. Grade distributions have been analyzed and grading rubrics have been implemented. These measures give the campus an overview of grading tendencies by its faculty and identify courses that fall outside of the standards that have been established.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus has established a goal of 70% retention for 2014. They plan to achieve this goal by daily monitoring of attendance, absence reports, and implementing student support follow up activities. Specific goals have been set by each discipline to carefully assess its student retention. Intervention programs for students who have high absence rates have been instituted. The campus plans to host more program-specific job fairs with on-site interviews available to students and graduates. The career services staff will visit more classes to inform students of resources available and will offer special program job readiness events. The campus will encourage students to create placement portfolios as well.

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 president, Mr. Hamed Shibli, is responsible for the implementation and monitoring of the CEP. Mr. Shibli has been the campus president since May 2013 but has been with the institution and its parent corporation, Alta Colleges, since 2008. Mr. Shibli has also worked with several other educational institutions since 2003 - mainly in the marketing field. He holds a bachelor's degree in Economics from California State University.

Mr. Shibli is assisted by a committee consisting of the following administrators and faculty: academic dean; directors of admissions; career services; student finance; and student support; and the general education and business, design, health care, and technology program chairs.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
The campus president, Mr. Shibli, is responsible for the financial oversight of the campus. As previously noted, Mr. Shibli has been with the institution and its parent corporation, Alta Colleges, since 2008. Mr. Shibli has worked with several other educational institutions since 2003. He holds a bachelor's degree in Economics from California State University.

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?

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☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
The on-site administrator is the campus president, Mr. Hamed Shibli. As previously stated, Mr. Shibli has been with the institution and its parent corporation, Alta Colleges, since 2008, and has worked with other educational institutions since 2003. He holds a bachelor's degree in Economics from California State University.

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

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

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The team reviewed 37 student files which included student transcripts and student account cards.

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

The enrollment agreement contains verbiage stating students acknowledge receiving a copy of the agreement by signing the document. A total of 37 files were reviewed during the evaluation. Each file contained an enrollment agreement signed by the student, admissions representative, and campus president.

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. James Galas is the campus director of admissions. Prior to this position, he owned and operated a real estate firm and worked in the drafting and design industry. Mr. Galas holds a bachelor's degree in Technical Management from DeVry University and an associate's degree in Design and Drafting Technology from Morrison Institute of Technology. Mr. Galas has participated in admissions related training activities since joining the campus.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The campus has several processes in place to ensure ethical recruitment practices are compatible with its educational objectives. All recruitment materials are reviewed and approved by the corporate office prior to utilization to ensure they contain accurate descriptions of the program offerings and their objectives. All employees responsible for recruitment activities are required to participate in training activities. These activities focus on integrity and the importance of providing accurate and correct program information to students. The director of admissions regularly observes interviews conducted by representatives as a means of ensuring appropriate information is provided to students. The corporate office engages secret shoppers to call and visit the campus as an additional method of ensuring compliance.

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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

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No
If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The updated standards of satisfactory academic progress (SAP) policy is located on page 2 of the catalog addendum, effective January 8, 2014.

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

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(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)

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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. Debbie Plemons is the campus academic dean. She holds a bachelor's degree in Business Administration from DePaul University and a master's degree in Commerce from Keller Graduate School of Management of DeVry University. Ms. Plemons has been employed with the campus since 2007 and has held a variety of positions including campus academic dean, director of education, and director of campus operations. In each of these positions, she was responsible for the administration of SAP and advising students.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☒ Grants.
(c)☒ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans.

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes ☐ No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.

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☒ 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. Deborah McKenzie, director of student finance, is responsible for administering student financial aid. Ms. McKenzie holds a bachelor's degree in Communications from Illinois State University. She is a member of the Illinois Association of Student Financial Aid Administrators (ILASFAA) and regularly participates in their conferences and training activities.

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).
As previously noted, Ms. Deborah McKenzie, director of student finance, is a member of the ILASFAA and regularly participates in their conferences and training activities. Ms. McKenzie completes webinars sponsored by various agencies such as the Department of Education and the National Association of Student Financial Aid Administrators. The institution also regularly provides training activities.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

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

☐ Yes ☒ No *(Skip to question 4.58.)*

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

The campus holds student orientation sessions for each group of in-coming students. The orientation, entitled Day One Success Class, includes the following activities: an introduction to campus life; a review of policies and procedures; presentations from each of the key functional areas; and a general question and answer session. The administration strives to make the orientation process positive and encouraging, while providing vital information new students will need during their programs of study.

The education department monitors student attendance and academic progress on a routine basis. If it is determined that a student is facing challenges in either area, they are required to attend advising sessions. During these sessions, improvement strategies are developed which may include tutoring, assistance with personal matters that are a hinderance to the student, and referrals for assistance from to outside agencies.

The campus does not provide professional counseling. If professional counseling is needed, students are referred to local, external professional service agenices.

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. Alicia Thomas, director of career services, is responsible for advising students on employment opportunities. Ms. Thomas holds a bachelor's degree in Occupational Education/Fashon Merchandising from Chicago State University. Ms. Thomas has completed training workshops and training meetings focused on student placement.

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 421
The ending enrollment reported on the previous year's CAR is 421

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)

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4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
The campus has a student finance department that is responsible for implementing its default prevention plan. All students are required to particiate in an orientation that is designed to provide information about loan repayment obligations. During the initial meeting with the department's staff, students receive entrance counseling on their loan obligations and budgeting information. There is a series of brochures provided to students on the following topics: deferment, forbearance, student loan repayment, and default resolution. Exit loan counceling is also provided for students who: "drop", are terminated, or graduate.

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus provides students with a variety of extracurricular activities designed to promote community involvement, along with social activities, and student recognition. Campus clubs and organizations such as Alpha Beta Kappa Honor Society, Criminal Justice Club, Technology Club, and Gamers Club provide students with opportunities to interact with one another and participate in curriculum specific activities. Student recognition activities such as awards ceremonies, recognize student achievement. Job fairs and speakers from the employment community are sponsored throughout the year as a means of providing students with the opportunity to interact with professionals in the community.

GENERAL COMMENTS:
Interviews were conducted with the following campus administrators: campus president; academic dean; and the directors of admissions; career services; student finance; and student support. Each director provided accurate and consistent information as it relates to the general operation of their departments. The campus president, as well as all of the departmental managers display a knowledge of and respect for regulatory compliance that they continually project to associates in their departments.

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?
The academic dean, Ms. Plemons, is assigned to oversee the educational activities of all campus programs. As previously noted, Ms. Plemons holds a master's in Business Administration from Keller Graduate School of Management of DeVry University and a bachelor's degree in Commerce from DePaul University.

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 academic dean and campus president give the administrators the authority to develop and administer their respective programs. As per the team's interview with the academic dean, program administrators must meet specific academic and professional criteria in order to hold their positions.

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

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(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.10*)

FOR NEW GRANTS ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
☐ Yes ☒ No (*Skip to question 5.14*)

FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.16 What provisions are made for individual differences among students?
The academic dean, faculty, and staff are encouraged to get to know each student on an individual basis. This helps them better understand and accommodate the differences among students. There are various campus organizations and activities that students can participate in to accommodate their differences in learning styles.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The academic dean and the campus administration conduct weekly faculty meetings to discuss the effectiveness of the curriculum. Faculty is encouraged to evaluate, revise, and make changes as long as they are within the standardized scope of the curriculum.

5.18 Does the faculty participate in this process?
☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No ☐ Not Applicable (no student has made such a request)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses?
(a) Facilities.
☒ Yes ☐ No

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(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☒ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
The team reviewed minutes and sign in sheets for the in-service trainings held by the campus.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

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

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

CL_Review020470

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.40 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The campus is located between downtown Chicago and the Indiana border and is closer to the Indiana border. The facility is located in a shopping mall; it encompasses 42,000 square feet of space containing 27 classrooms and laboratories; a library; student lounge with leisure space and activities available to students, including couches and a foosball table; and office space for administration, faculty, and staff. Parking is more than adequate in the shopping mall parking lot. The facility is brightly lit, well-configured, and is adequate to meet the campus mission.

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

CL_Review020471

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviewed the Westwood College 2014 academic catalog, volume 32 - number 1.

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.

CL_Review020472

☒ 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

CL_Review020473

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 a variety of outlets including online, television, radio, flyers and brochures, and on and off campus events. In addition, the campus has a multi-campus publication, available to the general public, entitled the "Westwood 100." This publication highlights the "personal success stories" of 100 of the institution's alumni.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No *(Skip to Question 7.14.)*

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase “for those who qualify” properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The campus provides the following performance information to the public: completion rates; graduation rates; retention rates; and employment disclosures.

Where is this information published and how frequently is this information being updated?
This information is provided on the campus' 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?
During scheduled campus meetings, the librarian makes regular requests of faculty and staff to assess resources and information services needed. Faculty indicate the librarian is very responsive to their needs for resources and information services.

CL_Review020474

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: $7,200 or $600 per month.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
To the date of the visit, $1,800 of the $7,200 yearly library budget has been spent; allocated for physical books 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?
Students receive library training in PDEV111, Success Strategies. This course is typically taken during the student's first term. In addition, faculty assign projects which require use of the library's resources.

Are these methods appropriate?
☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☒ Yes ☐ No ☐ Not Applicable (no interlibrary agreements)

There is an interlibrary agreement with the Consortium of Academic and Research Libraries of Illinois (CARLI), which gives students free borrowing priveleges from the majority of Illinois' academic libraries. The provisions of the agreement are appropriate, and the resources are accessible to students. However, there is no documented evidence of usage since students have not yet done so. According to the campus librarian, Ms. Elizabeth Samaniego, with the available campus library resources and convenient access to the Calumet City Library and Lansing Public Library, both within walking distance of the campus; there is limited demand for these resources.

8.16 Describe any full-text online collections available to students.
Full-text online collections available to students include Britannica Online, eBooks on EBSCOhost, Films on Demand, LexisNexis Academic, lynda.com, Points of View Reference Center, ProQuest, Statistical Ready Reference, and STAT!Ref.

CL_Review020475

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. Elizabeth Samaniego is the on-site librarian. Ms. Samaniego holds a master's in Library and Information Science from Dominican University. Ms. Samaniego is on-site in the library Monday and Wednesday, 7:30 a.m. - 9:00 p.m; Tuesday and Thursday, 8:30 a.m. - 9:00 p.m.; and Friday, 8:30 a.m. - 7:00 p.m. She is also accessible to students and faculty by email and phone.

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

CL_Review020476

9. PROGRAM EVALUATION

Bachelor's Degree in Business Adminstration: Major in Healthcare 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. Sheila Roe-Boston, general education and school of business program chair, is assigned to administer the Business Administration: Major in Healthcare Management program. Ms. Roe-Boston is a member of the Illinois Education Association/National Education Association (IEANEA). She holds a master's degree in Human Resource Management amd master's in Business Mangagement, both from Keller Gradute School of Management of DeVry University, and a bachelor's degree in Communications from Northern Illinois Univeristy. Prior to becoming program chair, Ms. Roe-Boston worked as an instructor in the general education and business 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 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program has strong community support from its Program Advisory Committee (PAC) members as evidenced by the 13 members in attendance at the November 15, 2013 PAC meeting.

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

CL_Review020477

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
There were 7 calls were attempted to employers or graduates.

How many calls to employers or graduates were successful?
There were 3 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

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

CL_Review020478

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

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

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

If *Yes*, briefly describe the documentation of evaluation viewed on site.
Several samples of graded, student homework assignments were provided to the team.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐No
(f) The use of appropriate experiences.
☒ Yes ☐ No

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

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

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

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

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

CL_Review020479

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Bachelor's Degree in Business Administration: Major in Accounting

Bachelor's Degree in Business Administration: Major in Marketing Management

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Roe-Boston is the general education and school of business program chair. As previously noted, she holds a bachelor's in Communications from Northern Illinois University, and a master's of Business Administration and master's of Human Resource Management, both from Keller Graduate School of Management of DeVry University. Ms. Roe-Boston also has more than 15 years of private sector experience as the owner and chief executive officer of Boston Custom Design. She sits on several of the institution's committees, including a committee involving curriculum development.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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?

CL_Review020480

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The campus offers comprehensive community resources for the program students, including the following: a program advisory board, "IT tech squad;" veterans resource fairs; job fairs; financial seminars; employment mock interviews; and field trips. Students also have volunteer opportunities with a variety of organizations, such as JenCare Neighborhood Medical Centers. These resources offer significant opportunities for students to network and gain career-relevant experience.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

911 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No

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

☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course

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☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

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

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

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
The following number of calls to employers or graduates was attempted for the following programs:
Bachelor's degree in Business Administration: Major in Accounting - 5
Bachelor's degree in Business Administration: Major in Marketing Management - 5

How many calls to employers or graduates were successful?
The following number of calls to employers or graduates was successful for the following programs:
Bachelor's degree in Business Administration: Major in Accounting - 0
Bachelor's degree in Business Administration: Major in Marketing Management - 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Two successful contacts confirmed the employment of the Business Administration: Major in Accounting program graduates as reported on the 2013 CAR. No contacts were available to confirm the employment of the Business Administration: Major in Marketing Management program graduates.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No

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

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

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

CL_Review020482

The team reviewed graded homework assignments, quizzes, mid-term and final exams, and demonstrations of in-class participation. Grade points are assigned based upon the quantity and quality of participation in subject-related discussions while in class. These participation points help instructors assess if students are successfully completing their homework assignments.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐No
(f) The use of appropriate experiences.
☒ Yes ☐ No

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

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

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

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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 program chair stated that the Business Administration: Major in Accounting program is in teach-out mode. The three remaining students are scheduled to graduate at the end of the January 2014 term.

Several business program students commented on their desire to have more practical, hands-on experiences in their courses rather than relying so much on textbooks and lectures. First-year students, in particular, said they were satisfied with the campus overall.

9. PROGRAM EVALUATION

Bachelor's Degree in Criminal Justice: Major in Administration

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Stephen Kashirsky, chair, is assigned to administer the program. Mr. Kashirsky holds a master's in Criminal Justice from the University of Detroit, a master's in Physical Education from Indiana University, and a bachelor's in Upper Grade Teaching from Chicago Teacher's College. Mr. Kashirsky started his teaching career at South Suburban College in 2003, and began teaching for Westwood in 2004. In addition, he is a loss prevention agent at Carson Piere Scott, and is a retired special agent from the Federal Bureau of Investigations (FBI).

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

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

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The program chair and faculty have direct relationships with local, state, and federal law enforcement agencies, which enable students to go on field trips and attend seminars to reinforce their classroom learning. In addition, classroom presentations are given each month by career-related professionals who work in the criminal justice field.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No

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

☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

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

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

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

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
There were 5 calls attempted.

How many calls to employers or graduates were successful?
There were 3 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduate as reported on the 2013 CAR

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No

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

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

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team reviewed documentation provided by the campus in a program binder, which verified homework is assigned, graded, and included in the students' course grade.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

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

(a) Systematic planning.
☒ Yes ☐ No

(b) Well-defined instructional objectives.
☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No

(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No

(e) The use of appropriate assessment strategies.
☒ Yes ☐ No

(f) The use of appropriate experiences.
☒ Yes ☐ No

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

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

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

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9. PROGRAM EVALUATION

Associate's Degree in Construction Management

Bachelor's Degree in Construction Management

Associate's Degree in Computer Aided Design/Architectural Drafting

Associate's Degree in Graphic Design

Bachelor's Degree in Graphic Design: Major in Animation

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

Bachelor's Degree in Graphic Design: Major in Visual Communications

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Kevin Connaughton, program chair, is assigned to administer the Computer Aided Design/Archictural Drafting (CAD) and design programs. Mr. Connaughton holds a bachelor's degree in Art from Columbia College-Chicago and a master's degree in Art from St. Xavier University. Mr. Connaughton has been with the campus since October 2006. Prior to joinging the campus, he worked as a teachers aide from 1997-2000 at Columbia College-Chicago; a student teacher at Joliet Central High School from for one year; and as a graphic designer/draftsman for Primera Engineer for four years. Mr. Connaughton continues to teach part-time for the University of Phoenix; he has held this position since 2008.

Mr. Richard T. Dixon, program chair, is assigned to administer the Construction Management programs. Mr. Dixon began working at the campus in October 2002 as an adjuct instructor before becoming a full-time faculty member. He holds the following Cisco certifications: Cisco Certified Network Associate (CCNA)1 Network Basics; CCNA2 Routers/Routing Basics; CCNA-Accessing WAN; and and CompTIA Linux +. Prior to his employment at the campus, Mr. Dixon worked for LTV Steel Corporation as manager of the computer and networking department from 1994-2002. He currently teaches at DeVry University; he has been at DeVry since 2001.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

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

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

CL_Review020488

The programs have numerous local companies represented on the campus' Program Activities Committee (PAC), which meets twice a year. The programs also have career-related field trips and guest speakers.

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 ☐

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

☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

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

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

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

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
The following number of calls was attempted for the following programs:
Academic associate's degree in Construction Management - 1
Bachelor's degree in Construction Management - 5
Academic associate's degree in Graphic Design - 3
Bachelor's degree in Visual Communication - 4
Bachelor's degree in Animation - 3
There were not calls attempted for the CAD program; it was started in the fall of 2013 and has no graduates to date.

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Associate's degree in Construction Management - 1
Bachelor's degree in Construction Management - 3
Associate's degree in Graphic Design - 2
Bachelor's degree in Visual Communication - 3
Bachelor's degree in Animation - 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The following number of successful contacts confirmed employment of the graduates as reported on the 2013CAR:
Academic associate's degree in Construction Management - 1
Bachelor's degree in Construction Management - 1
Academic associate's degree in Graphic Design - 1
Bachelor's degree in Visual Communication - 1
Bachelor's degree in Animation - 1

Five of the 12 successful contacts confirmed the graduates' "in-field" employment as reported on the 2013 CAR. Seven of the 12 successful contacts stated the graduate's position was not "in-field.".

If *No,* explain:
(Section 3-1-303(a)): The team was not able to verify the placement rates as reported on the on the 2013 CAR. Specifically, there are discrepancies between the information reported on the 2013 CAR and the employment verification calls for the following graduates:

- Mr. Patrick Kitchin, bachelor's degree in Construction Management program graduate, is reported as working in- field; however, the team verified he is employed by American House Development as a carpenter.
- Mr. Marcus Salter, bachelor's degree in Construction Management program graduate, is reported as working in-field; however, the team confirmed he is self-employed by Salter's Decorating Services as a painter.
- Mr. Erin Fuchion, academic associate's degree Graphic Design program graduate, is reported as working in-field; however, the team confirmed he is employed by CD One Price Cleaners as a counter/customer service person.
- Ms. Kierra Sims, bachelor's degree Visual Communications program graduate, is reported as working in-field; however, the team confirmed she is employed by Southside Autobath as a car washer and detailer.

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- Ms. Tara Werner, bachelor's degree Visual Communications program graduate, is reported as working in-field; however, the team confirmed she is employed by Pier 1 Imports as a sales associate.
- Mr. Blake Fletcher, bachelor's degree in Animation program graduate is reported as working in-field; however, the team confirmed he employed by Advocate South Suburban Hospital as a food and nutrition services aid.
- Mr. Robert Houston, bachelor's degree Animation program graduate is reported as working in field; howver, the team confirmed he is employed by Apple One-Chicago as a temporary guest relations/hospitality specialist as an area hotel.

Graduates who were contacted stated their employment does not require the utilization of program-related skills that were acquired by obtaining their specific degree.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

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

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

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team reviewed current syllabi and homework submitted for the current term, and provided with graded homework assignments.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐No
(f) The use of appropriate experiences.
☒ Yes ☐ No

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

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

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

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

CL_Review020492

☒ Yes ☐ No

GENERAL COMMENTS:
The students commented on their desire to have more practical, hands-on experiences in their courses; rather than mainly relying on textbooks, term papers, and lectures.

9. PROGRAM EVALUATION

Associate's Degree in Information and Network Technologies

Bachelor's Degree in Information and Network Technologies: Major in Network Management

Bachelor's Degree in Information and Network Technologies: Major inSystems Security

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. Richard Dixon, program chair, is assigned to administer the Information and Network Technologies (IT) programs. Mr. Dixon holds a bachelor's degree in Chemistry from the University of Pittsburgh, a master's degree in Telecommunications Management from Keller Graduate School of Management of DeVry University, and multiple CCNA certifications. His experiential qualifications include: employment at LTV Steel Corporation as a computer network manager, a senior faculty at DeVry University, and teacher and program chair at Westwood College.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

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

If *No,* insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
The 2013 Campus Accountability Report (CAR) shows that each of these programs has less than 10 graduates; therefore, an improvement plan is not required.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
These programs utilize a Program Advisory Committee (PAC) comprised of local industry professionals who provide recommendations and feedback on the needs of local industry. A recent PAC meeting was held on 11/15/2013. In addition, the campus hosts an IT club whose goals are to provide students with access to software and hardware; networking workshops; volunteer opportunities in the local community; and opportunities to participate in IT-relevant field trips; plus, guest speakers.

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

CL_Review020493

☒ 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 <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

CL_Review020494

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the 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 attempted for the following programs:
Academic associate's degree in Information and Network Technologies - 2
Bachelor's degree in Information and Network Technologies: Major in Network Management - 5
Bachelor's degree in Information and Network Technologies: Major in Systems Security - 5

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Associate's degree in Information and Network Technologies - 1
Bachelor's degree in Information and Network Technologies: Major in Network Management - 1
Bachelor's degree in Information and Network Technologies: Major in Systems Security - 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.
The following number of contacts confirmed employment as reported on the CAR:
Associate's degree in Information and Network Technologies - 1
Bachelor's degree in Information and Network Technologies: Major in Network Management - 0
Bachelor's degree in Information and Network Technologies: Major in Systems Security - 0

One of the four successful contacts confirmed the graduate's employment as reported on the 2013 CAR. Three of the contacts verified the graduate's position obtained on graduation were not "in-field."

If *No,* explain:
(Section 3-1-303(a)): The team was not able to verify the placement rates as reported on the on the 2013 CAR. Specifically, there were discrepancies found between the information as reported on the 2013 CAR and the employment verification calls placed for the following graduates

- Mr. Joseph Davis, academic associate's degree in Information and Network Technologies program graduate, is reported as working in-field; however, the team verified he is employed by CTJ Auto Group as an auto group owner.
- Mr. Jerry Crawford, bachelor's degree Network Management program graduate, is reported as working in-field; however, the team verified he is employed by Pearson Education as a temporary student essay scorer.
- Mr. Thomas Cypress, bachelor's degree Systems Security program graduate, is reported as working in-field; however, the team verified he is employed by Horseshoe Casino as a security investigator.

Mr. Cypress stated that although the position dealt with a form of security, it did not utilize or require the computer skills acquired from his program of study. Graduates, Mr. Davis and Mr. Crawford stated their employment does not require the utilization of program-related skills acquired from their programs of study.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No

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

CL_Review020495

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was provided with graded out-of-class work assignments from each program.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐No
(f) The use of appropriate experiences.
☒ Yes ☐ No

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

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

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

CL_Review020496

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

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The students commented on their desire to have more practical, hands-on experiences in their courses rather than relying so much on textbooks, term papers, and lectures.

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?

Ms. Adrienne Reaves is the interim program chair for the Medical Assistant program. She holds a master's degree in Adult Education from National Louis University, and is a registered medical assistant. Prior to joining the campus, she has held positions with Harrison College as medical program coordinator and online instructor.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program has strong community support from its Program Advisory Committee (PAC) members as evidenced by the seven members who attended the November 15, 2013, meeting. There is continued evidence of community resources as provided by field trips to Rush Medical Center and the Gross Anatomy Lab, and recent guest speakers who spoke on the following topics: breast cancer; kidney transplants; immune systems; job readiness; and gastrointestinal diseases. Finally, the 13 current externship site contracts demonstrate strong community support.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No

(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
There were 10 calls attempted to employers or graduates.

How many calls to employers or graduates were successful?
There were 10 successful calls to employers or graduates

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed employment of the graduates as reported on the 2013 CAR.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No

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

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

CL_Review020499

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
Several samples of homework were provided to the team for review.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

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

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

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

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

9.32 What is the current student/teacher ratio?
The current student/teacher ration is 8:1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

COMMENDATIONS:

- The organization and content of the campus' student files provided consistent arrangement; and accuracy of the documents within the files simplified the review process. The team further commends the campus on the variety of student centered extracurricular activities that provide them with opportunities to interact with each other and professionals within their fields.

- The Business program director will oversee a wonderful 11 day international trip, available for all business students in the institution. They will visit London, Paris, Lucerne, and Milan. The trip includes roundtrip airfare, a full-time tour director, land transportation, hotels and accommodations, a light breakfast daily, and 3 to 4 dinners for $3,700 - $4,000 per person. Three days are reserved to participate in "business visits".

- Student Services Representative, Mr. Jamal Yousef's hard work and dedication to the campus, helped provide the team with a pleasant experience during the reevaluation visit. Mr. Yousef took the time to ensure that the team had everything needed and requested.

CL_Review020501

SUMMARY

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

Number	Citation	Summary Statement
1.	Section 3-1-303(a)	The team was unable to verify the 2013 Campus Accountability Report (CAR) since the placement classification from some students was not able to be verified as reported (pp. 36 and 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):

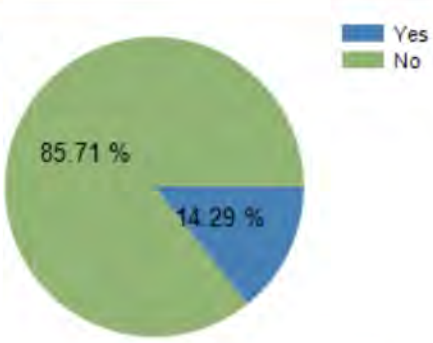
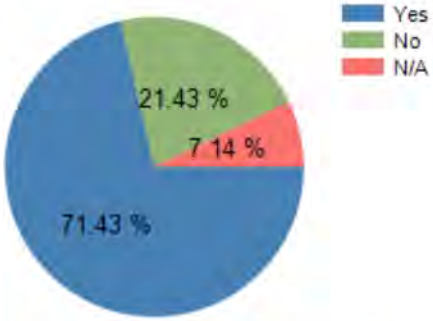
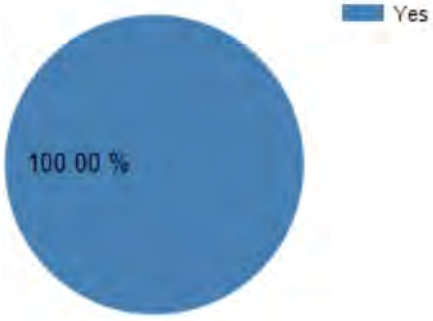
Business Programs:

- Consider including a required externship, service learning activities, or other practical experiences in the curriculum that would reinforce knowledge and skills students have learned in the classroom.
- Community resources should be used to enrich the business programs. Inviting guest speakers, such as local business leaders, to talk with students about how to start a business and other topics would enhance the program.
- The program would also benefit from standardized rubrics for the major assignments in each course that have been developed, vetted, and implemented throughout the program. Rubrics could be provided to students to facilitate their work and alleviate concerns about fairness in grading.
- Incorporate syllabi with more course specific language. The current syllabi appear to be written with broad language that may not always suit the requirements of individual courses.

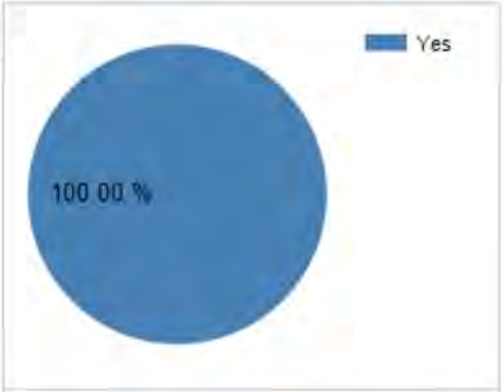
Medical Assisting Program:

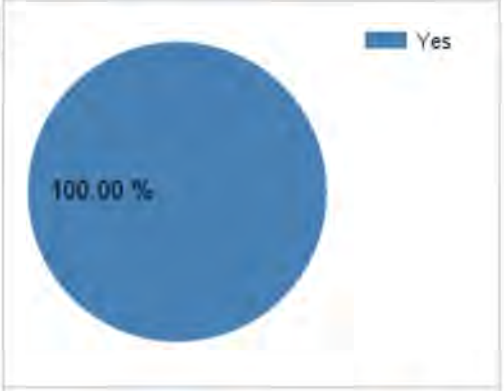
- Guest speakers and field trips should be regularly utilized every term for each core course in the program.

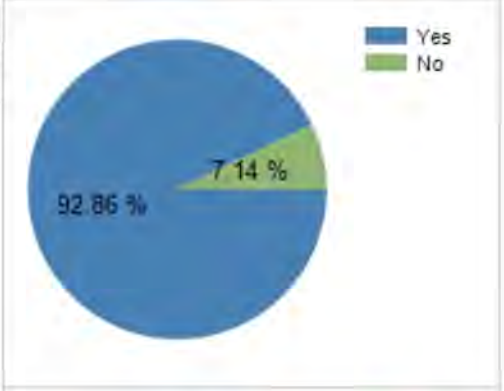
Student Survey Response Summary Graph

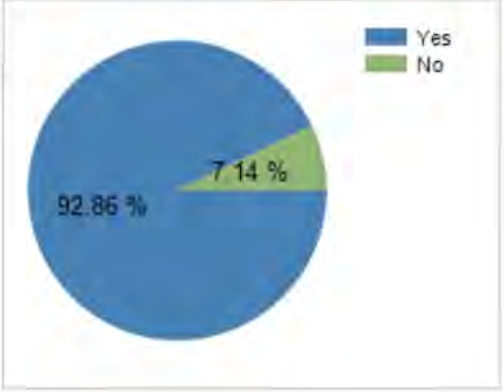
Personify Id	Survey Question	Category	Count	
00018945				
	1.1. Do you have other postsecondary or college education?	Yes	2	
		No	12	
	1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?	Yes	10	
		No	3	
		N/A	1	
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs	Yes	14	

	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school	Yes	14
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees	Yes	14
	2.2. Did you receive a catalog or provided access to an online catalog?	Yes	13
		No	1
	2.3. Did the catalog accurately portray programs, services and policies of the institution?	Yes	13
		No	1

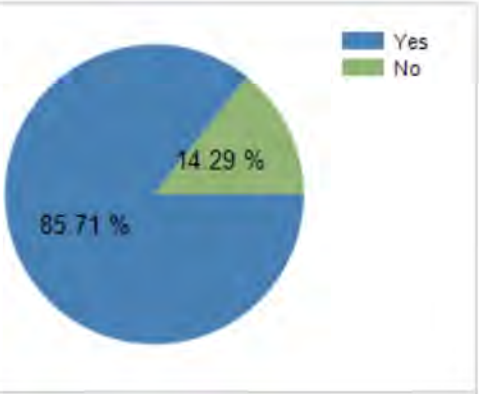




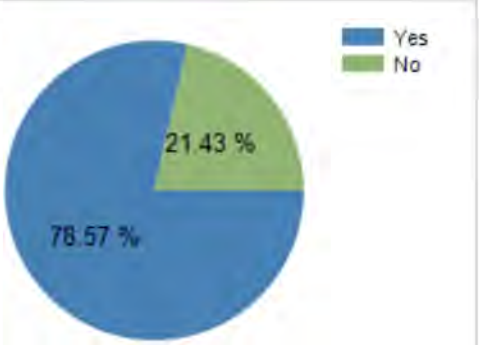




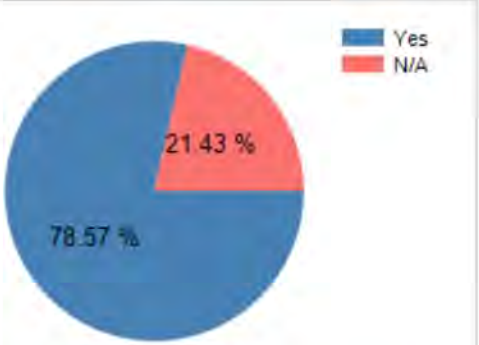
	2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?	Yes	12
		No	2



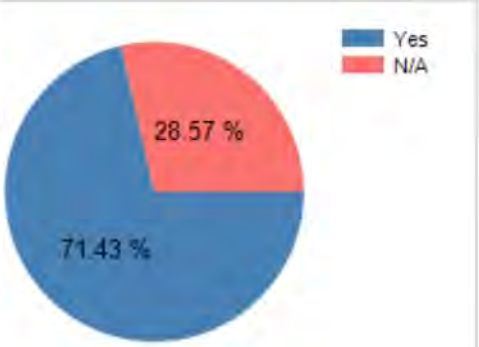
	3.1. Do you receive financial aid?	Yes	11
		No	3
		N/A	0



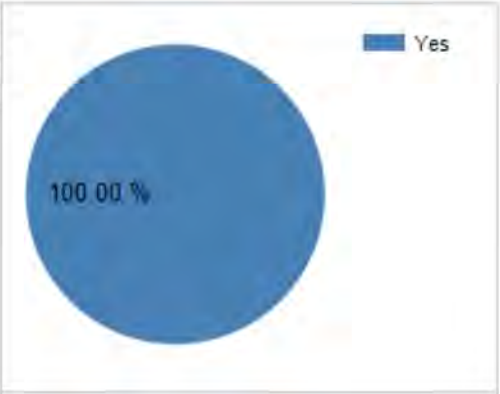
	3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?	Yes	11
		No	0
		N/A	3



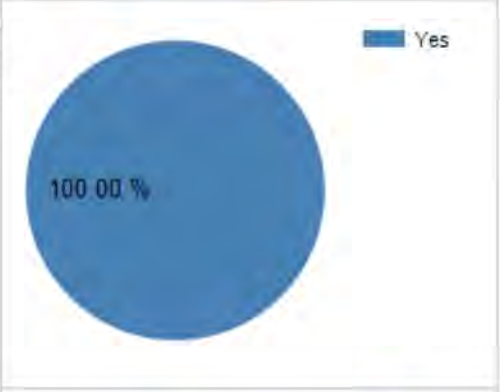
	3.3. Are you aware of your loan repayment obligations?	Yes	10
		No	0
		N/A	4



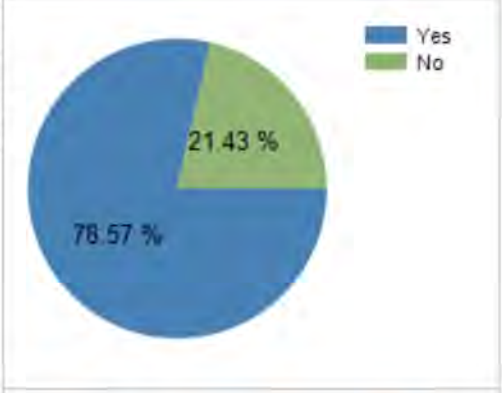
	4.1. Do you know when you will complete your program?	Yes	14
		No	0



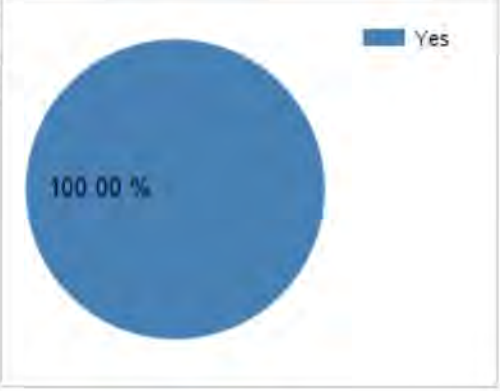
	4.2. Are your instructors available to provide additional help?	Yes	14
		No	0



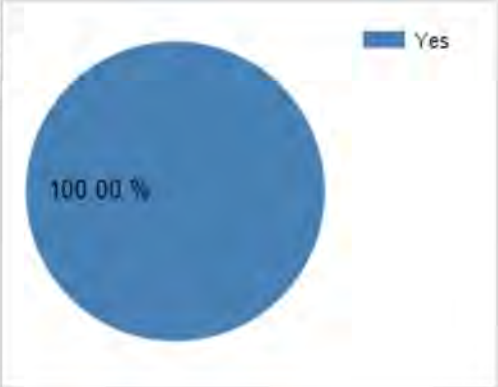
	4.3. Are computers, lab equipment, etc. in good working order?	Yes	11
		No	3
		N/A	0



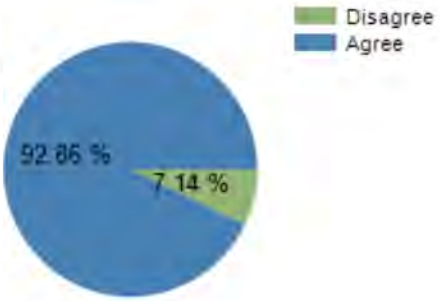
	4.4. Were textbooks available when you started classes?	Yes	14
		No	0



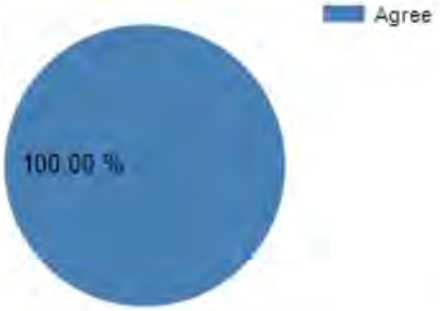
	4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?	Yes	14
		No	0



	5.1. Overall, I am satisfied with the quality of education I am receiving.	Disagree	1
		Agree	13



	5.2. I would recommend this school to others.	Disagree	0
		Agree	14



CL_Review020508

REEVALUATION

ITT Technical Institute
100 Pittsburg Mills Circle, Suite 100
Tarentum, PA 15084
ACICS ID Code: 00012822
Regulatory089@itt-tech.edu

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

Mr. Joshua Joseph, Campus Director (jjoseph2@itt-tech.edu)

November 11-12, 2012

John Smith	Chair	Corinthian Colleges, Inc.	Santa Ana, CA
Kelly Moore	Student-Relations Specialist	Westwood College	Woodbridge, IL
Ronald Mosley	Education Specialist	(Retired) Alabama DOE	Boaz, AL
Alex Yarbrough	Criminal Justice Specialist	Virginia College	Chelsea, AL
Terry Owens	Drafting/Construction Specialist	Southern Illinois University	Carbondale, IL
Owate Chujor	Electrical Engineering Specialist	Minnesota School of Business	Brooklyn Center, MN
Barry Phillips	Visual Communications Specialist	Consultant, NBC, PBS	Burleson, TX
Kathryn Sellers	Staff Representative	ACICS	St. Augustine, FL

CL_Review020509

PROGRAMS OFFERED BY

ITT Technical Institute

Tarentum, PA

CREDENTIAL EARNED	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./Qtr.Hrs.	Enroll: Full-time/Part-time	AIR Retention & Placement			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Academic Associate Degree	Computer Drafting and Design	1524	96	42/7	78.2%	84.2%	76%	65%
Academic Associate Degree*	Visual Communications	1504	96	5/2	N/A	N/A	N/A	N/A
Academic Associate Degree	Criminal Justice	1514	96	22/8	65.1%	83.3%	**58.6%**	**50%**
Academic Associate Degree	Information Technology – Computer Network Systems	1514	96	91/21	87%	82.5%	77%	75.8%
Academic Associate Degree	Computer and Electronics Engineering Technology	1514	96	50/10	72.5%	85.7%	69.9%	91.3%
	TOTAL ENROLLMENT		258					

* Program reviewed for the first time.

INTRODUCTION

The first campus of ITT Technical Institute, Indianapolis, opened in 1956. ITT Corporation acquired the Sams Company and the Indianapolis campus in 1966. The acquired campuses became the three original campuses of ITT Educational Services, Inc. ITT Technical Institute, Tarentum opened in Monroeville, Pennsylvania in September 1996. The campus moved to its current location in Tarentum in 2010. The campus is located inside the Pittsburgh Mills Mall at 100 Pittsburgh Mills Circle. The campus occupies approximately 22,500 square feet of space housing classrooms, offices, a student lounge and a learning resource center.

CL_Review020510

1. MISSION

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

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 Does the campus have its own CEP, separate from the institution's IEP?
☒ Yes ☐ No

1.09 Does the CEP describe the following?
The characteristics of the programs offered.
☒ Yes ☐ No
The characteristics of the student population.
☒ Yes ☐ No
The types of data that will be used for assessment.
☒ Yes ☐ No
Specific goals to improve the educational processes.
☒ Yes ☐ No
Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
Student retention.
☒Yes ☐ No
Student placement.
☒Yes ☐ No ☐ Not Applicable (new branch only)
Level of graduate satisfaction.
☒Yes ☐ No ☐ Not Applicable (new branch only)
Level of employer satisfaction.
☒Yes ☐ No ☐ Not Applicable (new branch only)
Student learning outcomes.
☒ Yes ☐ No

1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.
The campus uses the following methods to assess the ability of students to meet program objectives upon completion of the program:

- Capstone Courses: Many of the campus' programs utilize a capstone course to solidify the student's overall learning processes and to determine the level of the students understanding of the program objectives.
- Capstone Assessment Data: For some programs, specific learning outcomes assessment is carried out through the application of assessment rubrics. As capstone outcomes assessment date become available, faculty reviews proficiency levels achieved by graduates with respect to specific outcomes and takes improvement action as needed.
- Student Engagement: Student engagement is measured by student attendance and the ability to complete program courses.
- Student Success: Student success is measurement of the number of passing students divided by the number of student attempting a course. A student attempt is counted each time a student sits for a particular class.

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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 (previously referred to as AIR) Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No

1.15 Describe the specific activities that the campus will undertake to meet these goals.
To meet specific placement and retention goals, the dean is responsible for meeting with faculty to ensure daily interaction with absent and at-risk learners. The dean will, on a weekly basis;

- maintain contact with at-risk learners, identify weaknesses and implement plans for improvement
- work on a quarterly basis with faculty to introduce active learning techniques,
- eliminate ineffective overuse of media in the classroom
- identify overuse by faculty and implement alternative media choices
- implement student best college practices to 1st quarter students
- collaborate with Strategies faculty to identify key factors of successful college students. Students who receive a grade of D or F will be contacted weekly
- students will be encouraged to meet with their instructors and to seek assistance from tutors if necessary.

1.16 Does the campus have documentation to show the following?
(a) That the IEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
The CEP is developed, reviewed, analyzed, maintained, and monitored by a campus steering committee. The committee consists of the campus director, dean, director of finance, recruitment, career services, registrar, campus chairs from each school of study, and faculty. The functional director's work within their departmental teams to perform the actions included in the CEP. The campus director has the ultimate responsibility to ensure the implementation of the CEP and the campus director is responsible for coordinating, organizing, and preparing the summary report of the CEP.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No

2. ORGANIZATION

2.01 (a) Response submitted by Academic Administrative Center
2.01 (b) Response submitted by Academic Administrative Center

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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

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?
Joshua Joseph is the campus director and has served in this role since January 2010. Prior to becoming the campus director, Mr. Joseph served as the director of career services and the 2nd director of admissions. Mr. Joseph has a bachelor's and a master's degree in Business Administration from the University of Phoenix. Mr. Joseph attended an accreditation workshop in November 2011.

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

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☒ 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

3.07 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students? (The campus does not admit ability-to-benefit students.)

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 30 academic files and seven financial aid files during the evaluation.

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

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The campus begins ensuring high ethical standards with a Code of Business Conduct and Ethics produced by the institution. To support the Code of Business Conduct and Ethics and daily operations, the campus provides training. The departments of career services, financial aid, education, and recruitment provide training to new employees and on-going training to their current employees. Employees participate in ITT - Technical Institute institutionally provided annual training programs. This training is reinforced through written policies and procedures available electronically to all employees. Policies and procedures are buttressed with handbooks specific to each department's area of operation. Checks and balances are also included to review daily operations in each of these departments. Internal and external audits, as applicable, are also conducted on a regular basis to evaluate work product and the corporate office employs a number of controls to stop processes from moving forward until specific documentation and information is provided. Finally, communication avenues exist for employees to bring up issues and concerns. For example, financial aid employees can send questions via e-mail to SFSApproval for insight, guidance and resolution from the corporate office. Additionally, there is a 24 hour Ethics Hotline available for employees to call to report concerns.

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. Troy Otradovec is the director of recruitment and is responsible for the oversight of student recruitment at the campus. He has six years experience in private sector admissions in increasing levels of responsibility. Mr. Otradovec joined the campus two years ago as the director. He has a bachelor's degree in Marketing from the University of Wisconsin - Whitewater.

4.10 Describe the process for the recruitment of new students.
The process of new student recruitment occurs in two phases. Phase one covers the creative marketing and marketing functions, which are handled by the corporate office. The corporate office is responsible for designing the copy and developing the creative material used in their marketing functions, which include TV advertising and internet representation. Marketing materials are used for the purpose of generating interest in the campus.

Phase two of the recruitment process occurs on the campus, which begins with an admissions representative receiving a lead, through a rotation schedule, scheduling an appointment for a tour and conducting an interview with a prospective student. During the appointment, the prospective student will work individually with an admissions representative who will provide general campus and program specific information via a standardized online presentation. A tour of the campus is also given to the prospective student who is introduced to faculty and staff.
The application process to ITT Technical Institute - Tarentum is the same for all prospective students, with the exception of those enrolling in the Criminal Justice and Visual Communications Associate of Specialized Technology programs. Applicants for admission to these associate degree programs shall be admitted on the basis of a high school diploma or GED and successfully passing the Wonderlic test with a score of 13 or higher. Applicants for the Criminal Justice and Visual Communications programs shall be admitted on the basis of a high school diploma or GED and a score of 17 or higher on the Wonderlic test.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?
☒ Yes ☐ No

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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

The state of Pennsylvania requires the licensure of admissions representatives if the highest academic credential offered by the campus is a diploma. Since ITT Technical Institute, Tarentum offers associate degrees, the campus is exempt from this requirement.

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

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

4.21 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No
If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?
The campus publishes its standards of satisfactory academic progress policy (SAP) on pages 24 - 28 of the ITT Technical Institute - Tarentum, PA 2012-2013 academic catalog, Volume 40, published September 25, 2012.

4.22 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No
(c) Procedures for re-establishing satisfactory academic progress.

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☒ 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 does not offer)
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (institution does not offer)
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)

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4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment)

4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Ms. Heather Solomon is the dean of the campus. Prior to joining ITT Technical Institute in 2010, Ms. Solomon worked in and held teaching and training positions in the field of healthcare for 14 years. She holds an associate's degree in Histology Technician from Western School of Health and Business in Pittsburgh, Pennsylvania; a bachelor's degree in Business Management and a master's degree in Curriculum and Instruction of Adult Learners from Point Park University in Pittsburgh, Pennsylvania.

4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.37 reviewed at the institution level

4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?
☒ Yes ☐ No ☐ Not Applicable (institution offers loans only))

4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.40 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c)Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?
☒ Yes ☐ No
If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?
☒ Yes ☐ No ☐ Not Applicable

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

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

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

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☒ Yes ☐ No

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

4.46 Does the campus offer financial aid?
☒ Yes ☐ No

4.47 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Kayla Vicinski, director of financial aid, is responsible for administering student financial aid. She has a master's and bachelor's degree in accounting from Robert Morris University. She started with ITT - Technical Institute as a financial aid coordinator at the Greentree campus seven years ago and has held the director position at this campus since 2008. Prior to joining ITT Technical Institute, Ms. Vicinski held positions at an accounting firm and in management.

4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?
☒ Yes ☐ No

4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
☒ Yes ☐ No

4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
The financial aid office stays current with policy and regulation changes with membership in the Pennsylvania Association of Student Financial Aid Administrators and receives regular e-mail updates. Additionally, the office participates in a variety of professional development activities such as attendance at various state conferences hosted by the state association and conference calls with the corporate office.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No

4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
ITT Technical Institute, Tarentum campus offers a variety of student services. Each student participates in a new student orientation program coordinated by the admissions department prior to the start of a new term. Tutoring is provided free of charge to students in need of additional academic assistance. Full-time and adjunct faculty provide tutoring assistance. Program chairs will assist students in helping them overcome obstacles to stay in school. Career Services offers professional services on a variety of topics such as professional resume creation and job searches.

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

4. 56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

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

CL_Review020519

Mr. Bart Blum is the director of career services. Prior to serving in his current role, he served as a branch manager for a staffing company, as the executive director for a non-profit organization and as an adjunct instructor for ITT - Technical Institute. Mr. Blum has a bachelor's degree in Criminal Justice and a master's degree in Multidisiplinary Studies, both of which were earned at the State University of New York College at Buffalo.

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

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

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

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

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

4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
The process begins when the student enrolls at the campus. The student completes a loan entrance counseling and is given information about their obligations. As the students complete the Master Promissory Note, the financial aid department spends extra time in pointing out crucial information for the students regarding their loan amounts. Students are provided with a student aid handbook published by the U.S. Department of Education. Loan repayment obligations are reinforced each time a student has a conversation with financial aid and reviewed during a student's repackaging process. Individual, in-person exit counseling is completed by the campus when the student graduates. When a student is no longer in attendance and has not met in-person with the financial aid department, exit counseling information is sent to the student by the campus and the institution. Additional resources are made available to the student when the student moves into repayment status.

4.64 Describe the extracurricular activities of the institution (if applicable).
The campus provides a number of extracurricular activities for their student population. On an academic front, the campus offers workshops to prepare students in developing their professional networking skills, budgeting workshops, guest speakers and midterm "Math and Munchies" event. Additionally, there is an active criminal justice club on campus. The campus offers student appreciation week and barbeque events for their students.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Ms. Heather Solomon, dean of academic affairs, oversees the educational activities of all academic programs at the Tarentum campus of ITT Technical Institute. Ms. Solomon holds a bachelor's degree in Business Management from PointPark College and a master's degree in Curriculum and Instruction from PointPark University. She has served as dean since March of 2010. Prior to her current position, she was an instructor and team leader at Sanford Brown Institute for two years, an instructor at Everest Institute for five years, and a program chair at Western School of Health and Business for three years. Ms. Solomon had two years of work experience in histology and other health related experiences prior to entering college administration. She is supported by Ms. Annaliese Piraino, associate dean for general studies, and four program chairs.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

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5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
The dean of academic affairs, Ms. Heather Solomon, is assigned fulltime to the position and is primarily responsible for curriculum issues, professional growth and inservice activities, student relations, teacher evaluation, the learning resource center, and assistance with employment of academic staff. Ms. Solomon reports directly to the campus director and her job description clearly identifies her role and responsibility in regard to academic operations. The associate dean for general studies, Ms. Annaliese Piraino, and program chairs assist her in the administration and implementation of academic programs and are allocated sufficient time and authority to assist with academic issues.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07- **Reviewed at AAC**

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that carry specialized or programmatic accreditation?
☐ Yes ☒ No (Skip to question 5.10)

5.10 Are the educational programs consistent with the campus mission and the needs of its students?
☒ Yes ☐ No

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 academic issues or concerns may request for tutoring by contacting faculty, program chairs or deans. Tutoring is conducted by both faculty and peers. A peer lead program called " Mid Term Math and Munchies" is a week long program that includes topics presented by guest instructors. Students may request tutoring informally or by completing a form located in the Learning Resource Center or in the cybercafé. Students may request previous college credit, credit by demonstrated knowledge, and military credit. In addition, students are offered the opportunity to enroll in online and hybrid classes. Program chairs meet one hour per week with students in hybrid classes to assist in content and operational issues. Specialized workshops are conducted on topics such as study skills, writing styles, and budgeting. Students with disabilities are encouraged to meet with the campus Student Disabilities Coordinator to discuss and/or learn about accommodations. The decision to utilize these services is voluntary and self disclosure with appropriate documentation is required. In the past several accommodations have been made at the campus.

5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Curriculum evaluation, revision, and change involve instructors, administration, graduates, and advisory committees. The process can be informal through program chairs or deans or in a more formal approach utilizing the National Curriculum Committee (NCC). Curriculum development and revision is conducted under the guidance and oversight of the NCC. ITT corporate has a district chair for each program. Each district has one member on the NCC. The district committee holds scheduled conference calls to gain input from individual campuses and instructors. Each faculty member has access to the faculty collaboration portal to communicate with other instructors or corporate staff in the same field. ITT-Tarentum has three instructors that serve on the NCC. Ms. Annaliese Piraino, associate dean of general studies, serves on the General Education/Humanities, Social Sciences, and Composition committee, Mr. Damien Wiles serves on the Criminal Justice committee, and Mr. William Gano serves on the Information Technology committee. In addition, ITT has a policy where an instructor can add up to 20% additional course content to the prescribed course syllabus and outcomes.

5.14 Does the faculty participate in this process?
☒ Yes ☐ No

5.15 - **Reviewed at AAC**

5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ NA (institution does not award such credit)
If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No

5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)
Facilities
☒ Yes ☐ No
Instructional equipment
☒ Yes ☐ No
Resources
☒ Yes ☐ No
Personnel
☒ Yes ☐ No

5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.21 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.23 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☒ Not Applicable (no faculty members hold foreign credentials)

5.24 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No
If Yes, how is this documented?
Faculty sign an attendance sheet and receive an agenda at the inservice in which they participate. This information is transferred to their professional development plan and filed in their personnel folder. If a faculty member misses a meeting they are required to complete an e-campus course on the topic presented.

5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

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5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?
☒ Yes ☐ No

5.31 - **Reviewed at AAC**

5.32 - **Reviewed at AAC**

5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
ITT Technical Institute, Tarentum opened in Monroeville, Pennsylvania in September 1996. The campus moved to its current location in Tarentum in 2010. The campus is located at 100 Pittsburgh Mills Circle and utilizes space within the Pittsburgh Hills Mall. The campus occupies approximately 22,500 square feet of space housing classrooms, offices, a student lounge and a learning resource center. The campus operates on the ground floor of the mall. The campus is spacious and well kept with an entrance from the parking lot area and an entrance into the mall. There is adequate parking for students and staff with easy access including access for disabled students to the main entrance to the campus. The configuration of the assigned space for the campus is sufficient for the current student total enrollment, the administration staff, and the faculty..

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize learning sites?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

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

6.06 Is there evidence on file to show that all institutional facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used during the evaluation is the Tarentum, PA 2012 -2013 Volume 40 catalog, published on September 25, 2012 with an effective date of 9/25/2012 – 9/25/2013.

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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?

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☒ Yes ☐ No
If Yes, does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

7.06 Does the institution offer courses and/or programs via distance education?
☐ Yes ☒ No (Skip to Question 7.07.)
If Yes, does the catalog contain the following?
(a) A description of each mode of delivery used for distance education courses.
☐ Yes ☐ No
(b) Any additional or different admissions requirements for students taking distance education courses.
☐ Yes ☐ No ☐ Not Applicable (there are no additional or different admissions requirements)
(c) A description of any tests used to determine access to distance education.
☐ Yes ☐ No ☐ Not Applicable (no additional tests are given)
(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.
☐ Yes ☐ No
(e) Costs and fees associated specifically with distance education.
☐ Yes ☐ No ☐ Not Applicable (there are no additional costs and fees)

If No for any item, insert the section number in parentheses and explain:
While this campus does not offer courses and/or programs via distance education, the institution does offer online courses through their location in Carmel, Indiana.

7.07 Does the catalog contain an addendum/supplement?
☐ Yes ☒ No (Skip to Question 7.08.)

7.08 Is the catalog available online?
☒ Yes ☐ No (Skip to Question 7.09.)
If Yes, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No (Skip to Question 7.10.)

7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises on the internet, radio, direct mail and television.
Are the advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No (Skip to Question 7.14.)
If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

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☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?
☐ Yes ☒ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 **Reviewed at AAC**
8.06 **Reviewed at AAC**
8.07 **Reviewed at AAC**
8.08 **Reviewed at AAC**

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
The 2012 budget is $4580.00. At the time of the visit, $3580.00 had been spent for the campus portion for the Virtual Library. Periodicals and professional dues have been purchased this year in the amount of $534.11.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 **Reviewed at AAC**

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 **Reviewed at AAC**

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 **Reviewed at AAC**
8.17 **Reviewed at AAC**
8.18 **Reviewed at AAC**
8.19 **Reviewed at AAC**

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8.21 **Reviewed at AAC**

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Academic Associate Degree in Computer Drafting & Design

9.01 **See response from AAC**

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

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Babette Christman is the program chair of Drafting and Design. She holds an associate's degree in Mechanical Drafting and Design from Triangle Tech and a bachelor's degree in Accelerated General Studies from Point Park University. Both institutions are located in Pittsburgh, Pennsylvania. She has three years of profession related work experience and 22 years of teaching experience. Ms. Christman has served as the program chair since June, 2011.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☒ Yes ☐ No ☐ Not applicable (new branch only)
Achievement outcomes for the Computer Drafting & Design program exceeded the standards during the 2011 CAR period.

9.07 List the community resources and how they are utilized to enrich the program(s).
Community resources include a program specific advisory committee, field trips, design service to community clients, and profession related community activities. In addition to serving as program resources for local employment needs, the advisory committee which is scheduled to meet twice per year, participates in follow up surveys conducted by the national director of curriculum development. The data from these surveys are used to identify and justify curriculum revisions and enhancements. Field trips are used to reinforce topics discussed in class and provide the students the opportunity to develop profession related employment contacts. On occasion individuals or community groups may contact the program about generating design ideas prior to hiring professionals. This gives the students the opportunity to apply knowledge and skills to real projects. Students are sometimes organized to provide profession related community service. Supporting documentation and student interviews documented the following recent examples: a field trip that was available to all current CDD students visited Falling Water, which is one of Frank Lloyd Wright's most famous houses; CD 140 Rapid Visualization provided house remodel ideas to home owners after a visit to the site; CD 140 Rapid Visualization students volunteered for Habitat for Humanity service.

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9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 **Reviewed at AAC**

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 **Reviewed at AAC**

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA
No students have been registered for independent study at the campus during 2012.

9.14 **Reviewed at AAC**

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No

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(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)
Note: The 2011 Campus Accountability Report (CAR) identifies 22 graduates from the Computer Drafting and Design program. The report on calls below is for the ten graduates who were reported as being placed directly in the field.
How many calls to employers or graduates were attempted?
There were ten calls made to employers.
How many calls to employers or graduates were successful?
There were six successful calls.
How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were ten calls that confirmed the employment of the graduates as reported on the 2011 CAR.

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

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
If *Yes,* briefly describe the procedures.
In the "Credit Hour" section on page 16 of the campus' 2012-2013 catalog, volume 40, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

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

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The "Course Outline" section of the syllabi includes assignments to be completed by students. The assignments may be started during the lab portion of the classes, but generally require time outside of class as verified by both faculty and students. The assignments are graded and included as a percentage of the final grade, which is identified in the "Course Evaluation and Grading" portion of the syllabi. Samples of assignments were provided for review.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 **- Reviewed at AAC**

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 **Reviewed at AAC**
9.39 **Reviewed at AAC**
9.40 **Reviewed at AAC**

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)
9.42 **Reviewed at AAC**

9. PROGRAM EVALUATION

Academic Associate's degree in Visual Communication

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

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

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Ms. Babette Christman is program chair for the school of Drafting and Design at the ITT Tarentum campus. Ms. Christman has been at the campus for nine years and in the position of program chair for approximately 18 months. She holds an associate's degree in Mechanical Drafting from Triangle Tech University and a bachelor's degree in General Education from Point Park University. Previously, her professional background experience includes a nine year tenure as a faculty member at Pittsburgh Technical Institute as well as various employment as a draftsperson for engineering firms. She has training as well in Photoshop and 3D Studio Max. Ms. Christman oversees one part-time adjunct instructor, Mr. Anthony Careatti, who also serves as the current technical expert. Mr. Careatti holds a bachelor's degree in Media Arts and Animation from the Art Institute of Pittsburgh. Mr. Careatti specializes in teaching in the Visual Communications program in a variety of subjects including Rapid Visualization, Animation, Broadcast Graphics and 3D Modeling. He teaches on average two classes per quarter.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☐ Yes ☒ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☐ Yes ☐ No ☒ Not applicable (new branch only)
If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
☒ Yes ☐ No
If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
There were no graduates in the 2011 CAR.

9.07 List the community resources and how they are utilized to enrich the program(s).
The greater Pittsburgh area lends to the students of the campus a varied potential of job opportunities and professional experience. The campus brings to the campus guest speakers for the program areas of design. The Visual Communications advisory board is includes professionals from the visual arts and design world. Students are offered the opportunity to volunteer with local community non profits. For example, students work with a local blood bank to develop a logo/t-shirt design which gives students the similar real world experience of organizing, developing and producing a design product for a typical client.

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?

CL_Review020531

☐ Yes ☐ No ☒ NA

9.14 **Reviewed at AAC**

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☐ Yes ☐ No ☒ NA, (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on 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)

CL_Review020532

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.
In the "credit hour" section on page 16 of the campus' 2012-2013 catalog, volume 40, the campus policy regarding homework is contained in the "Credit Hour" paragraph.

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

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was presented with examples of homework and the corresponding grades for that particular project. The homework samples viewed by the team included photo image manipulation, compositing, illustration, color experimentation and type composition and design. These samples are further used for the construction of a portfolio.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 - **Reviewed at AAC**

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Reviewed at AAC
9.39 Reviewed at AAC
9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☒ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9. PROGRAM EVALUATION

Academic associate's degree in Criminal Justice

9.01 **See response from AAC**

CL_Review020533

(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. Damian Wiles is the program chair for the School of Criminal Justice. He holds an associate's degree in Business Management from the Community College of Allegheny County and a bachelor's degree in Criminal Justice from Point Park University. Mr. Wiles holds several certifications in the criminal justice field. Mr. Wiles has served in various capacities in the legal community since 1988, including serving as a detective for the City of Pittsburg Police Department for five years. He has worked at this campus since 2007.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
The team found evidence of the following guest speakers: Adult probation officer - Mr. Kenneth Walls, Allegheny County Sherriff - Mr. Jeff Sheldon, Allegheny County officer - Mr. Lee Temple, Allegheny County victim advocate - Ms. Michelle Whiting. The team found evidence of a field trip to Wecht Institute of Forensics. Also, the team found documentation, minutes and signatures for a Program Advisory Committee meeting earlier this year.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 **Reviewed at AAC**

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 **Reviewed at AAC**

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA

9.14 **Reviewed at AAC**

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)
How many calls to employers or graduates were attempted?
There were three calls made to employers.
How many calls to employers or graduates were successful?
There were two successful calls.
How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were two calls to employers that confirmed employment of the graduates as reported on the 2011 CAR.

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

CL_Review020535

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
If *Yes,* briefly describe the procedures.
In the "credit hour" section on page 16 of the campus' 2012-2013 catalog, volume 40, the campus policy regarding homework is contained in the "Credit Hour" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team found evidence that assignments were actually done outside of the classroom, graded and recorded in the gradebook.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 - **Reviewed at AAC**

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 **Reviewed at AAC**
9.39 **Reviewed at AAC**
9.40 **Reviewed at AAC**

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 **Reviewed at AAC**

9. PROGRAM EVALUATION

Academic Associate's Degree in Computer Network Systems

9.01 **See response from AAC**
(a) See response from AAC

CL_Review020536

(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 A. Gano is the chair of the School of Information Technology for the campus. Mr. Gano holds a bachelor 's degree in Management and Computer Systems in Business from Ohio University, Athens, OH and a master of Business Administration from Wheeling Jesuit University, Wheeling, WV. He was originally hired as an instructor on December 2002, and was promoted to the program chair position on June 2010. Before joining the campus, he worked as an instructor and systems analyst at La Roche College, Pittsburgh, Pennsylvania.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☒ Yes ☐ No ☐ Not applicable (new branch only)
If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
☒ Yes ☐ No

9.07 List the community resources and how they are utilized to enrich the program(s).
During the reporting period, the School of Information Technology (IT) invited a guest speaker from AC Miller, Blairsville, Pennsylvania on February 12, 2012. The students went to a field trip at Giant Eagle, Pittsburgh, PA and participated in community volunteering work at Computer Reach. At Computer Reach, IT students assembled, formatted, and installed open source software (Ubuntu) on donated computers. Being a nonprofit organization, Computer Reach donates these computers to developing countries.

9.08 Are these resources sufficient? ☒ Yes ☐ No

9.09 **Reviewed at AAC**

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 **Reviewed at AAC**

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA
If No, insert the section number in parentheses and explain:

CL_Review020537

No students were registered for independent study at the campus during 2012.

9.14 **Reviewed at AAC**

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No
If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)
How many calls to employers or graduates were attempted?
There were 12 calls made to employers.
How many calls to employers or graduates were successful?
There were seven successful calls.
How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were seven calls that confirmed the employment of the employment of the graduates as reported on the 2011 CAR.

CL_Review020538

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

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
If Yes, briefly describe the procedures.
In the "credit hour" section on page 16 of the campus' 2012-2013 catalog, volume 40, the campus policy regarding homework is contained in the "Credit Hour" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)
If No, insert the section number in parentheses and explain:
There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 - **Reviewed at AAC**

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 **Reviewed at AAC**
9.39 **Reviewed at AAC**
9.40 **Reviewed at AAC**

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 **Reviewed at AAC**

CL_Review020539

9. PROGRAM EVALUATION

Academic Associate's Degree in Computer Electronics and Engineering Technology

9.01 **See response from AAC**
(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Stephen J. DiGaudio is the chair of the School of Electronics Technology at ITT Technical Institute, Tarentum, Pennsylvannia. Mr. DiGaudio holds a bachelor 's degree in Electrical Engineering from Manhattan College, New York, NY. He was originally hired as an instructor on November 1999, and was promoted to chair on December 2011. Before joining ITT, he worked as a senior engineer at General Electric, Cincinnati, OH. He is certified in Computer Service Technician from Electronics Technicians Association International.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
The School of Electronics went on a field trip on August 9, 2012 to KDKA Radio (CBS affiliated), Pittsburgh, PA to observe state-of-the-art radio network. On April 23, 2012, the students went to Consolidated Communication, Gibsonia, PA, which enabled students to observe modern digital facilities and interacted with engineers and technicians on electronics related topics. Also, the School of Electronics conducted circuit building and soldering workshops on June 27, 2012 and August 1, 2012 respectively. And finally, on October 20, 2011, electronics students visited Converteam (GE) at Pittsburgh, PA, which allowed students to practically observed solar energy systems and industrial power inverter.

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**

CL_Review020540

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA
No students were registered for independent study at the campus during 2012.

9.14 **Reviewed at AAC**

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No
If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)
How many calls to employers or graduates were attempted?
There were seven calls made to employers.
How many calls to employers or graduates were successful?

CL_Review020541

There were five successful calls.
How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were five calls that confirmed the employment of the graduates as reported on the 2011 CAR.

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

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
If Yes, briefly describe the procedures.
In the "credit hour" section on page 16 of the campus' 2012-2013 catalog, volume 40, the campus policy regarding homework is contained in the "Credit Hour" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)
If No, insert the section number in parentheses and explain:
There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 **Reviewed at AAC**

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 **Reviewed at AAC**
9.39 **Reviewed at AAC**
9.40 **Reviewed at AAC**

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 **Reviewed at AAC**

CL_Review020542

CL_Review020543

SUMMA1Y

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

3-1-513(a) and Glossary	Most course syllabi do not clearly identify assignments as "homework" or "out-of-class" work that supports course learning objectives, do not include a statement describing how much time students are expected to spend on completion of assignments outside of class, and do not identify what percentage of the final course grade will be determined by performance on work completed outside of class time (**pages 21, 24, 27, 30 & 34**).

CL_Review020544

REPORT QUESTIONS

Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
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)	**9. PROGRAM EVALUATION** [Name of Credential] in [Program Title]
ALL PROGRAMS	**ALL PROGRAMS**

3-1-500–EDUCATIONAL ACTIVITIES

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

Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the 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.

CL_Review020545

Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**

3-1-512. PROGRAM PLANNING

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

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

☐ Yes, all campuses ☐ Yes, some campuses
X No

If *Yes*, list the relevant campuses.

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

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

☐ Yes, all campuses ☐ Yes, some campuses
☐ No

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

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

State:
Year:
Pass rate:
Not Available

State:
Year:
Pass rate:
Not Available

State:
Year:
Pass rate:
Not Available

State:
Year:
Pass rate:
Not Available

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

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

☐ Yes ☐ No

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

CL_Review020546

Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
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.	

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

CL_Review020547

Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
9.03 Does this individual possess appropriate academic or experiential qualifications? X Yes ☐ No If No, insert the section number in parentheses and explain:	9.03 Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No If No, insert the section number in parentheses and explain:
9.04 Is there evidence that the program developer has sufficient authority and responsibility for the development and of the educational program(s)? X 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 - reviewed at campus level	9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No If No, insert the section number in parentheses and explain:

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

3-1-512. Program Planning. Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.

(c) Resources of the community shall be utilized to enrich the program.

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas: (a) Student retention rate of 62% at all campuses? ☐ Yes X No (a) Student placement rate of 58% at all campuses?	9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement 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%

CL_Review020548

Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
☐ Yes X No	☐ Yes ☐ No ☐ Not applicable *(new branch only)*
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:	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 X No	☐ Yes ☐ No
If *No* insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:	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?	9.07 List the community resources and how they are utilized to enrich the program(s).
X Yes ☐ No	
If *No* insert section number in parentheses and explain:	
	9.08 Are these resources sufficient?
	☐ Yes ☐ No
	If No, insert the section number in parentheses and explain:

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

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

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

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

Glossary Definitions

Practicum. A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty or staff member, a written agreement shall be developed that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria.

Independent Study. Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student's grasp of the subject matter. Under the supervision of a faculty member, a learning contract shall be developed which outlines specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. Because independent study classes are the exception and not the rule, the number of courses that a student will be allowed to take independently should be limited.

Syllabus. A description of how the course will be taught with a planned arrangement of materials and activities. The minimum requirements for a course syllabus consist of the title and course description, course number, course prerequisites and/or corequisites, instructional contact hours/credits, learning objectives, instructional materials and references, topical outline of the course, instructional methods, assessment criteria, method of evaluating students, and the date the syllabus was last reviewed. A course syllabus should be reviewed to ensure that it reflects the most recent trends, developments, and instructional materials for the specific subject areas. A current syllabus prepared and utilized by instructors in guiding and directing the learning experience of the students is necessary to ensure the quality of instruction.

Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? X 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? X Yes ☐ No If No, insert the section number in parentheses and explain:	9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☐ Yes ☐ No If No, insert the section number in parentheses and explain:
9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? ☐ Yes ☐ No X 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:	9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? ☐ Yes ☐ No ☐ NA, (these elements are not part of the program *or* no student is far enough along in the program) If *No,* insert the section number in parentheses and explain:
9.12 Does the program use independent studies? X Yes ☐ No *(Skip to Question 9.13.)*	9.12 - reviewed at AAC 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards? ☐ Yes ☐ No ☐ NA If *No,* insert the section number in parentheses and explain:
9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? X Yes ☐ No If *No,* insert the section number in parentheses and explain:	9.14 - reviewed at AAC
9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?	9.15 Are course prerequisites being followed? ☐ Yes ☐ No

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Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
X Yes ☐ No	If *No,* insert the section number in parentheses and explain:
If *No,* insert the section number in parentheses and explain:	
9.16 Is an appropriately detailed **master** syllabus on file for each course?	9.16 Is an appropriately detailed syllabus on file for each course?
X Yes ☐ No	☐ Yes ☐ No
If No, insert the section number in parentheses, list the courses, and explain:	If No, insert the section number in parentheses, list the courses, and explain:
9.17 - reviewed at campus level	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 - reviewed at campus level	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 - reviewed at campus level (remotely, prior to visit)	9.19 Was the team able to verify the backup documentation to support the placement rate for the 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:

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Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
9.20 - reviewed at campus level	9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable If *No,* insert "Section 3-1-303(a)" in parentheses and explain:

3-1-530–INSTRUCTION

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

(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;

(b) ensure academic freedom and other conditions favorable for effective classroom instruction;

(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and

(d) comply with applicable copyright laws in the use of instructional materials.

9.21 Are the following appropriate to adequately support the number and nature of the program? (a) Facilities X Yes ☐ No ☐ NA, reviewed at campus (b) Instructional equipment X Yes ☐ No ☐ NA, reviewed at campus (c) Resources X Yes ☐ No (d) Personnel X Yes ☐ No ☐ NA, reviewed at campus If No for any item, insert the section number in parentheses and explain:	9.21 Are the following appropriate to adequately support the number and nature of the program? (a) Facilities ☐ Yes ☐ No (b) Instructional equipment ☐ Yes ☐ No (c) Resources ☐ Yes ☐ No (d) Personnel ☐ Yes ☐ No If No for any item, insert the section number in parentheses and explain:

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

(a) systematic planning;

(b) well-defined instructional objectives;

(c) the selection and use of appropriate learning materials;

(d) appropriate modes of instructional delivery;

(e) the use of appropriate assessment strategies; and

(f) the use of appropriate experiences.

9.22 Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning.	9.22 - reviewed at AAC

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Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
X Yes ☐ No (b) Well-defined instructional objectives. X Yes ☐ No c) The selection and use of appropriate and current learning materials. X Yes ☐ No (d) Appropriate modes of instructional delivery. X Yes ☐ No (e) The use of appropriate assessment strategies. X Yes ☐No (f) The use of appropriate experiences. X Yes ☐ No 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.

(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-4-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty

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Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**

shall be appropriate to the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

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

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.23 Is there a policy to address faculty assignments regarding teaching in no more than three fields of instruction, with no more than five preparations?

☐ Yes ☐ No

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

NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

☐ Yes ☐ No

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

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?

X 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?

X 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

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

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Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
If No, insert the section number in parentheses, list the faculty and course, and explain:	If No, insert the section number in parentheses, list the faculty and course, and explain:
FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY	***FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY***

3-3-304, 3-4-304, 3-5-304, & 3-6-504. Stability. There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? X Yes ☐ No ☐ NA, hiring responsibility is at campus level	9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? ☐ Yes ☐ No ☐ NA, hiring responsibility is at AAC
If No, insert the section number in parentheses and explain:	If No, insert the section number in parentheses and explain:
ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY	***ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY***

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

9.27 - reviewed at campus level	9.27 Are teaching loads reasonable? ☐ Yes ☐ No If No, insert the section number in parentheses, list the faculty and courses, and explain:
for nondegree programs AND occupational ASSOCIATE'S DEGREEs only	***for nondegree programs AND occupational ASSOCIATE'S DEGREEs only***

INTRODUCTION

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

3-2-100–FACULTY

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

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

9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload	9.28 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed

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Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
of one subject allowed with additional compensation)? ☐ Yes ☐ No If No, insert the section number in parentheses, list the instructor and course, and explain:	with additional compensation)? ☐ Yes ☐ No If No, insert the section number in parentheses, list the instructor and course, and explain:

3-2-106 & 3-3-305. Student-Teacher Ratio. The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:

(a) the amount of lecture given by instructors in skills-building and practice classes;

(b) the level of existing skills of the students;

(c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and

(d) the use of technology in providing alternative instruction or evaluation.

9.29 - reviewed at campus level	9.29 What is the current student/teacher ratio? (Calculate the student/teacher ratio by using the following formula: Add the Number of students enrolled in the program-specific courses (courses with program prefix) Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content? ☐ Yes ☐ No If No, insert the section number in parentheses and explain:	9.30 - reviewed at AAC

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

3-3-200–EDUCATIONAL ACTIVITIES

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

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

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

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	9.31 - reviewed at AAC

CL_Review020556

Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
If No, insert the section number in parentheses and explain:	

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

3-3-204. Enrollment. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

9.32	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? ☐ Yes ☐ No If No, insert the section number in parentheses and explain:	9.32 - reviewed at AAC
9.33	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? ☐ Yes ☐ No ☐ NA, (no students in the second year) If No, insert the section number in parentheses and explain:	9.33 - reviewed at AAC
9.34	Are the second-year courses based upon appropriate first-year prerequisites? ☐ Yes ☐ No If No, insert the section number in parentheses and explain:	9.34 - reviewed at AAC

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

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

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

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

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

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

CL_Review020557

Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
X Yes ☐ No If No, insert the section number in parentheses and explain:	
9.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? X Yes ☐ No If No, insert the section number in parentheses and explain:	9.36 - reviewed at AAC

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

3-4-204. Enrollment. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

9.37 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? X Yes ☐ No If No, insert the section number in parentheses and explain:	9.37 - reviewed at AAC
9.38 - reviewed at campus level	9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? ☐ Yes ☐ No ☐ Not Applicable (no students in the second year) If No, insert the section number in parentheses and explain:
9.39 Are the second-year courses based upon appropriate first-year prerequisites? X Yes ☐ No ☐ Not applicable If No, insert the section number in parentheses and explain:	
BACHELOR'S DEGREES ONLY	***BACHELOR'S DEGREES ONLY***

3-5-201. Objectives. The objectives of a bachelor's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a bachelor's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

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

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

CL_Review020558

Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**

institutions may be granted.

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

Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor's degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor's degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor's degree upon graduation.

9.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent? X Yes ☐ No If No, insert the section number in parentheses and explain:	9.40 - reviewed at AAC
9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? X Yes ☐ No If *No*, insert the section number in parentheses and explain:	9.41 - reviewed at AAC
9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission? ☐ Yes ☐ No X NA, (institution offers all four years of the degree) If No, insert the section number in parentheses and explain:	9.42 - reviewed at AAC

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

3-5-204. Enrollment. Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.

9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? X Yes ☐ No If No, insert the section number in parentheses and explain:	9.43 - reviewed at AAC
9.44 - reviewed at campus level	9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly

CL_Review020559

Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
	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 Are the third- and fourth-year courses based upon appropriate prerequisites? X Yes ☐ No If No, insert the section number in parentheses and explain:	9.45 - reviewed at AAC
MASTER'S DEGREES ONLY	***MASTER'S DEGREES ONLY***

3-6-100–NATURE OF GRADUATE EDUCATION

The awarding of a master's degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component designed to teach research skills should be included.

3-6-300–ORGANIZATION AND ADMINISTRATION

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

9.46 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:	9.46 - reviewed at AAC

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

9.47 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?	9.47 - reviewed at AAC
9.48 Does this person have appropriate academic or experiential qualifications? ☐ Yes ☐ No If No, insert the section number in parentheses and explain:	9.48 - reviewed at AAC
9.49 Is the time devoted to the administration of the educational programs sufficient?	9.49 - reviewed at AAC

Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
☐ Yes ☐ No If No, insert the section number in parentheses and explain:	

3-6-4-400—EDUCATIONAL ACTIVITIES

3-6-401. Objectives. The objectives of a master's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a master's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master's degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student's ability to integrate and apply the subject matter.

9.50 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives? ☐ Yes ☐ No If No, insert the section number in parentheses and explain:	9.50 - reviewed at AAC

3-6-402. Program Development. Graduate faculty must be directly involved in the development and modification of master's degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs.

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

3-6-403. Education Requirements. The minimum number of credits required for the master's degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master's degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.

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 If No, insert the section number in parentheses and explain:	9.52 - reviewed at AAC

3-6-404. **Curriculum**. 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.

9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?	9.53 - reviewed at AAC

CL_Review020561

Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:	

3-6-405. Enrollment. 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.

9.54 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work? ☐ Yes ☐ No If No, insert the section number in parentheses and explain:	9.54 - reviewed at AAC
9.55 Are the course prerequisites appropriate? ☐ Yes ☐ No If No, insert the section number in parentheses and explain:	9.55 Are the course prerequisites being followed? ☐ Yes ☐ No If No, insert the section number in parentheses and explain:

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.

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.

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.

9.56 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 If No, insert the section number in parentheses, list the faculty and course, 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 campus level If No, insert the section number in parentheses 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	9.58 Does the institution encourage graduate faculty

CL_Review020562

Criteria is in paragraph preceding questions **ACADEMIC ADMINISTRATIVE CENTER**	Questions to specific standards for AAC and Campus **CAMPUS**
members to engage in scholarly research and to publish in professional journals? ☐ Yes ☐ No ☐ NA, faculty hiring responsibilities are at campus level	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:	If No, insert the section number in parentheses and explain:
GENERAL COMMENTS:	GENERAL COMMENTS:

From: Paul Lacroix <(b)(6)@cox.net>
Sent: 2/3/2012 8:00:52 AM -0500
To: (b)(6)@hotmail.com; (b)(6)@miller-motte.edu; (b)(6)@gmail.com; 'Charles Saunders' <(b)(6)@bellsouth.net>; (b)(6)@globeuniversity.edu; (b)(6)@yahoo.com; 'Tom Evans' <(b)(6)@gmail.com>; (b)(6)@redstone.edu; (b)(6)@vc.edu
CC: Chad Hartman <chartman@ACICS.ORG>; Susan Greer <sgreer@acics.org>
Subject: FW: ITT Tech- Nashville: Schedule as requested
Attachments: 2. ACICS.Classroom Schedule Nashville (Final-Revised) 013112.pdf

Hi Team,

I asked Mr. Pullam to send us the class schedule for clarification. Tthe one which was on the disk indicated Thursday and Friday in one place and Wednesday and Thursday in another. You will find it attached. I asked this specifically for time-management reasons. This should help you organize your class visits.

See you next week.

Paul

-----Original Message-----
From: Mark Pullam at 064 [mailto:MPullam@itt-tech.edu]
Sent: Thursday, February 02, 2012 4:43 PM
To: (b)(6)@cox.net
Cc: Chad Hartman; Jeffrey Biltz at HQ
Subject: ITT Tech- Nashville: Schedule as requested

Mr. Lacroix,

Good afternoon! You requested the classroom schedule to reflect the correct dates for the evaluation. Those changes have been made and I have attached the schedule. Have a good afternoon.

Regards,

Mark

Mark A. Pullam, MBA

Campus Director

ITT Technical Institute

2845 Elm Hill Pike

Nashville, TN 37214-3717

(615) 884-1601

Mpullam@itt-tech.edu

From: Jeffrey Biltz at HQ
Sent: Tuesday, January 31, 2012 2:43 PM
To: Mark Pullam at 064
Cc: Debra Sawyer at 064
Subject: ACICS Visit: CAR and Schedule

Here you go…

Jeff

Jeffrey Biltz

Regulatory Affairs Manager

ITT Educational Services, Inc.

13000 North Meridian Street

Carmel, IN 46032

Telephone: (317) 706-9234

Fax: (317) 706-3040

Email: jbiltz@itt-tech.edu

From: Susan Greer <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/C539AA149AE54C71A8D2BC2D86525DB6-SGREER>
Sent: 10/23/2012 8:10:06 PM -0400
To: Tabitha Harley <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/47fee48662a64df2b6385835f5df74d7-tharley>; Trina Green <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/62ea1b35682547bd805a9375495c8894-tgreen>; Soo Ryun Kim <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/C0b1e76b988f49279142761622360ef4-skim>
Subject: FW: Renewals of Accreditation

Team

Not sure whom is processing these refunds, and I don't know if you need me to submit a check refund form, but this campus mis-understood the "Campus Addition" surcharge and thought it meant an additional location new grant application.

What do you need from me to refund them for the CA fees paid?

Sue

From: Rebecca Piltingsrud [mailto:RPiltingsrud@westwood.edu]
Sent: Monday, October 22, 2012 2:06 PM
To: Soo Ryun Kim; Judy Kotts; Susan Greer
Subject: RE: Renewals of Accreditation

I think I understand now. I need to purchase a "new grant application" for each institution? I.e. a new grant at $2000 for each additional location (branch) as well? Sorry, I thought that is what the "**New Grant Per Campus Addition Surcharge"** was for.

I can do that, but assume then that ACICS will refund the $500 (times 4 institutions) that we already paid?

Sorry for the confusion, I just want to get it right.

Rebecca Piltingsrud
Assistant Director of Regulatory Affairs
Westwood College

(303) 846-1720 phone
rpiltingsrud@westwood.edu

WESTWOOD COLLEGE

westwood.edu

From: Soo Ryun Kim [mailto:skim@acics.org]
Sent: Monday, October 22, 2012 9:18 AM
To: Rebecca Piltingsrud; Judy Kotts; Susan Greer
Subject: RE: Renewals of Accreditation

Hi Rebecca,

It looks like you purchased the wrong application for the Additional Locations. You purchased a New Grant per Campus Addition. The regular New Grant fee must be purchased for the Additional locations.

Soo Ryun Kim

Membership Data Coordinator

Accrediting Council for Independent Colleges and Schools

750 First Street, NE., Suite 980

Washington, DC 20002

202-336-6766

Skim@acics.org

Follow us on Facebook

From: Rebecca Piltingsrud [mailto:RPiltingsrud@westwood.edu]
Sent: Monday, October 22, 2012 11:02 AM
To: Soo Ryun Kim; Judy Kotts; Susan Greer
Subject: RE: Renewals of Accreditation

Hi Soo,

I did purchase the AL renewals – see attached receipts. They just aren't showing up when I log in to the Alta Colleges, Inc. site. They should be listed (as purchased), as follows:

Main: Westwood College – South Bay (27056)

AL: Westwood College – Arlington Ballston (27060)

AL: Westwood College – Annandale (27058)

Main: Redstone College (27075)

Main: Westwood College – O'Hare Airport (11130)

AL: Westwood College – Atlanta Northlake (21503)

Main: Westwood College – DuPage (11325)

AL: Westwood College – Atlanta Midtown (21273)

Let me know if you have any other questions.

Thanks.

Rebecca

Rebecca Piltingsrud
Assistant Director of Regulatory Affairs
Westwood College

(303) 846-1720 phone
rpiltingsrud@westwood.edu

westwood.edu

From: Soo Ryun Kim [mailto:skim@acics.org]
Sent: Thursday, October 18, 2012 10:53 AM
To: Judy Kotts; Susan Greer; Rebecca Piltingsrud
Subject: RE: Renewals of Accreditation

Hi Judy,

From the original email Rebecca sent, the reason why the screen shot does not show the additional locations with their main is because the new grant application was purchased for the main only. She will need to purchase the new grant application for the ALs also for it to show up.

-Soo Ryun Kim

Soo Ryun Kim

Membership Data Coordinator

Accrediting Council for Independent Colleges and Schools

750 First Street, NE., Suite 980

Washington, DC 20002

202-336-6766

Skim@acics.org

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From: Judy Kotts [mailto:JKotts@westwood.edu]
Sent: Thursday, October 18, 2012 11:49 AM
To: Soo Ryun Kim; Susan Greer; Rebecca Piltingsrud
Subject: RE: Renewals of Accreditation
Importance: High

Rebecca is out of the office so I am going to respond for her. Redstone college has only the main campus and one additional location at 7350 N. Broadway, Denver, CO. That additional location has not had a verification visit yet as it just opened in August 2012. The main should have only one additional location on file for it and unless my understanding of the process is confused, that additional location would not have a self study due in October.

Prior to the opening of the additional location in August 2012 the campus had temporary classroom space at a location different than the main and that classroom space was discontinued with the new (branch) additional location. We are not aware that that the classroom space was ever assigned an ID code, it was simply classroom space. We did file approvals for using the temporary classroom space and maybe that is where the confusion came in.

Rebecca will be back in the office Monday, meantime – please let me know what you need from us to clarify these locations.

Judy Anderson-Kotts
Senior Director, Regulatory Affairs
Westwood College

(303) 846-1719 phone

(303) 324 7864 cell
jkotts@westwood.edu

westwood.edu

Join conversations and make connections on

From: Soo Ryun Kim [mailto:skim@acics.org]
Sent: Thursday, October 18, 2012 9:33 AM
To: Susan Greer; Rebecca Piltingsrud
Cc: Judy Kotts
Subject: RE: Renewals of Accreditation

Rebecca,

Was the new grant only purchased for the Mains?

Soo Ryun Kim
Membership Data Coordinator
Accrediting Council for Independent Colleges and Schools
750 First Street, NE., Suite 980
Washington, DC 20002

202-336-6766

Skim@acics.org

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From: Susan Greer
Sent: Wednesday, October 17, 2012 6:35 PM
To: Rebecca Piltingsrud; Soo Ryun Kim
Cc: Judy Kotts
Subject: RE: Renewals of Accreditation

Rebecca

It looks as if we do not have the main campus of Redstone College (00027075) in Broomfield, CO nor the additional location of Redstone College – Denver East (000168008) and the campus addition of Redstone College – CR (00061160) connected to the corporate record for Alta Colleges, Inc., Denver, CO (00018966).

Ms. Soo Ryun will complete this task and once done you should see the Redstone campus when you logon using the corporation credentials. We will notify you when this is complete (it should only take a few minutes but I'm not sure of Soo's schedule tomorrow).

I also noticed that the Redstone College record for the main campus has "Campus President" in the address field. Since this record should reflect the institution's official address, we will remove this reference so the public or anyone searching our directory or reviewing our records does not confuse this address for a personal (individual) record vs. an institution's record.

Thanks for bringing this to our attention.

Sue

From: Susan Greer
Sent: Monday, October 15, 2012 9:56 AM
To: Rebecca Piltingsrud
Cc: Judy Kotts
Subject: RE: Renewals of Accreditation

Rebecca

I will be in the office tomorrow and will look into your inquiry below.

Sue

From: Rebecca Piltingsrud [RPiltingsrud@westwood.edu]
Sent: Friday, October 12, 2012 5:45 PM
To: Rebecca Piltingsrud; Susan Greer
Cc: Judy Kotts
Subject: RE: Renewals of Accreditation

Sue,

Sorry, for the additional email. I made an error in my email from earlier. It should be Westwood College – South Bay (27056) NOT Inland Empire (27071). The order receipts show it correctly.

Rebecca Piltingsrud
Assistant Director of Regulatory Affairs
Westwood College

(303) 846-1720 phone
rpiltingsrud@westwood.edu

WESTWOOD COLLEGE

westwood.edu

From: Rebecca Piltingsrud
Sent: Friday, October 12, 2012 9:27 AM
To: Susan Greer
Cc: Judy Kotts
Subject: Renewals of Accreditation

Sue,

I fear I may have screwed up the purchasing of our new grants of accreditation. I am looking at the central site and our branch campuses are not showing up (see screen shot). Attached are the order summaries for these new grant renewals. Did I miss something? Or do something wrong? Please advise.

Here is what needs to be on there:

Main: Westwood College – ~~Inland Empire (27071)~~ South Bay (27056)

AL: Westwood College – Arlington Ballston (27060)

AL: Westwood College – Annandale (27058)

Main: Redstone College (27075)

Main: Westwood College – O'Hare Airport (11130)

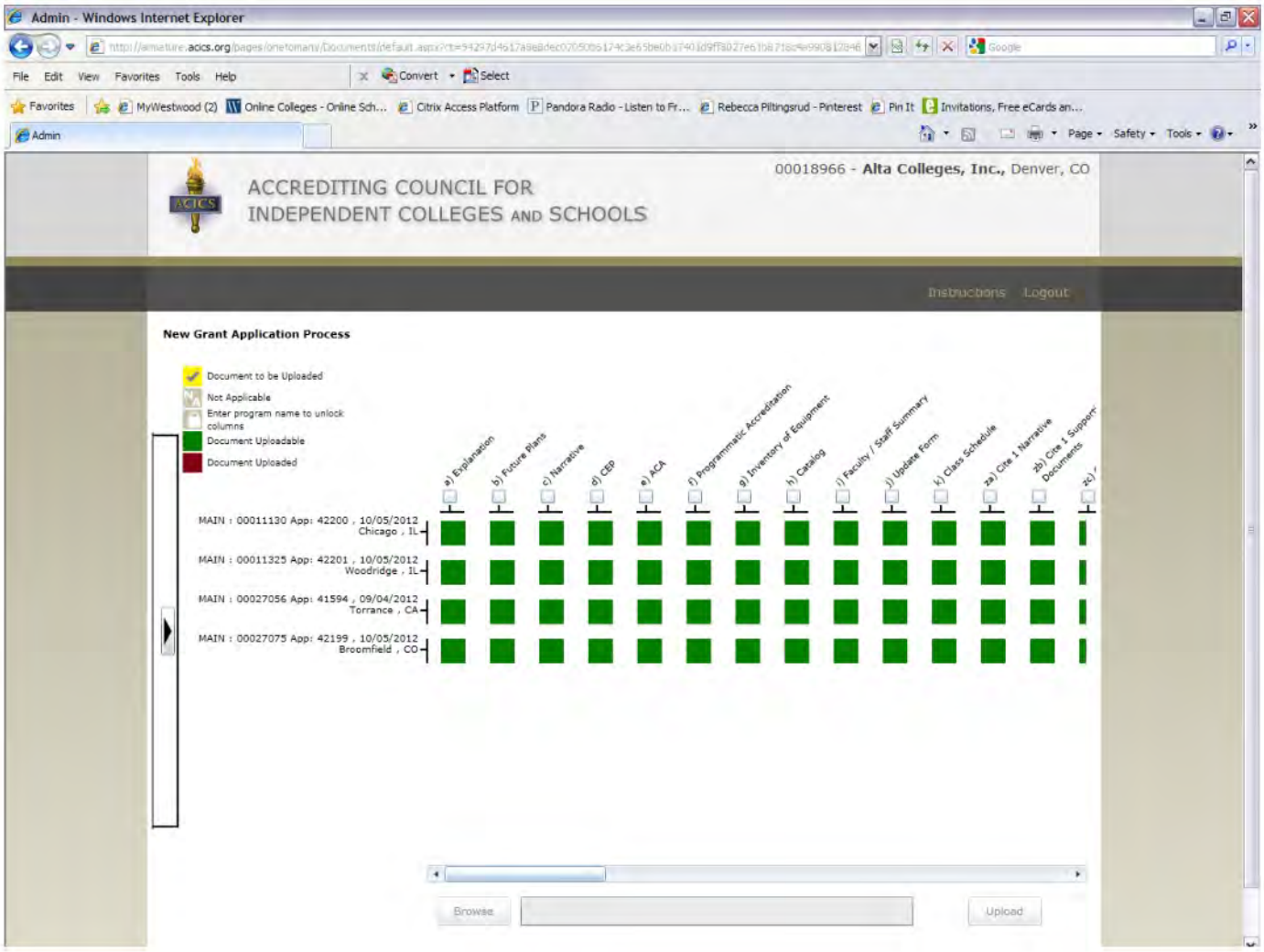
AL: Westwood College – Atlanta Northlake (21503)

Main: Westwood College – DuPage (11325)

AL: Westwood College – Atlanta Midtown (21273)

Thanks!

Rebecca


Admin - Windows Internet Explorer
ACCREDITING COUNCIL FOR
INDEPENDENT COLLEGES AND SCHOOLS
00018966 - Alta Colleges, Inc., Denver, CO
Instructions
Logout
New Grant Application Process
Document to be Uploaded
Not Applicable
Enter program name to unlock columns
Document Uploadable
Document Uploaded
a) Explanation
b) Future Plans
c) Narrative
d) CEP
e) ACA
f) Programmatic Accreditation
g) Inventory of Equipment
h) Catalog
i) Faculty / Staff Summary
j) Update Form
k) Class Schedule
za) Cite 1 Narrative
zb) Cite 1 Supporting Documents
MAIN : 00011130 App: 42200 , 10/05/2012
Chicago , IL
MAIN : 00011325 App: 42201 , 10/05/2012
Woodridge , IL
MAIN : 00027056 App: 41594 , 09/04/2012
Torrance , CA
MAIN : 00027075 App: 42199 , 10/05/2012
Broomfield , CO
Browse
Upload

NEW GRANT

WESTWOOD COLLEGE-RIVER OAKS
80 River Oaks Center, Suite D-9
Calumet City, IL 60409
ACICS ID Code: 00018945

Mr. Hamad H. Shibli, Campus Director,
HShibli@westwood.edu
18945@westwood.edu

MAIN CAMPUS
Westwood College
Los Angeles, California
ACICS ID Code: 00011142

January 28-29, 2014

William Winger	Chair	American International College of Arts and Sciences Antigua	Denver, CO
Thomas Bryant	Student-Relations Specialist	Medtech	Roswell, GA
James Taylor	Educational Activities and Criminal Justice	Brown Mackie College	Tulsa, OK
Charles Saunders	Animation/Computer Aided Design/Graphic Design and Multimedia/Visual Communications/Construction Management	Virginia College (retired)	Owens Cross Roads, AL
Kevin Brown	Business Administration/Accounting and Financial Management/Marketing Management	Metropolitan State University	Woodbury, MN
Eli Hoehn	Information Technology/Computer Networking/Systems Security and Library	Brown College (former instructor)	St. Peter, MN
Yolanda Staff	Medical Assisting/Healthcare Management	Virginia College	Mobile, AL
Jan Shelton	Staff Representative	ACICS	Washington, DC

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PROGRAMS OFFERED BY
Westwood College River Oaks Campus
Calumet City, Illinois

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Assisting	955	69.5	92/13	66.00%	70.00%	71.13%	72.50%
Associate of Applied Science	Academic Associate's	Information and Network Technologies	1225	90.0	19/8	**56.00%**	67.00%	**57.69%**	80.00%
Associate of Applied Science	Academic Associate's	Computer Aided Design/Architectural Drafting	1205	90.0	3/0	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Graphic Design	1205	90.0	20/6	72.00%	100%	62.79%	100%
Associate of Applied Science	Academic Associate's	Construction Management	965	90.0	12/5	71.00%	100%	N/A	N/A
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Accounting	1820	180.0	½	79.00%	100%	**60.00%**	N/A
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Healthcare Management	1820	180.0	16/3	67.00%	78.00%	63.93%	85.71%
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Marketing Management	1820	180.0	17/1	65.00%	100%	**55.81%**	100%
Bachelor of Applied Science	Bachelor's	Construction Management	1945	180.0	4/2	**57.00%**	100%	**61.90%**	100%
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Animation	2330	180.0	2/3	86.00%	100%	62.96%	0.00%
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Visual Communications	2305	180.0	4/2	80.00%	100%	**58.62%**	100%
Bachelor of Applied Science	Bachelor's	Criminal Justice: Major in Administration	1820	180.0	40/12	62.00%	94.00%	**50.53%**	84.38%
Bachelor of Applied Science	Bachelor's	Information and Network Technologies: Major in Network Management	2350	180.0	5/1	81.00%	63.00%	**57.89%**	76.92%
Bachelor of Applied Science	Bachelor's	Information and Network Technologies Major in Systems Security	2350	180.0	3/0	81.00%	71.00%	77.27%	100%

TOTAL ENROLLMENT: 296

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Westwood College began in 1953 in Denver, Colorado as the Radio and Television Repair Institute. In 1958 it became the National Electronics Institute and in 1974 became the Denver Institute of Technology. In 1997 the name was changed to Westwood College and the College expanded its offerings. In 1999 a campus was established in Anaheim, California. In 2000 Westwood established its first campus in Illinois and the River Oaks campus opened in 2000.

The campus is located on the south side of Chicago between downtown Chicago and the Indiana border and is nearer the Indiana border. The campus is located in a shopping mall and has 34,000 square feet of classrooms, labs, library, student lounge and office space for both administration and faculty. The facility is bright, well configured and is adequate to meet the campuses mission.

The River Oaks campus today comprises approximately 300 students in diploma, associate's and bachelor's degree programs. The average age of the students is 31 with 61% female population, 61% black, 11% white with the remaining being of mixed races. The mix of educational objectives is nearly evenly balanced between the three options of diploma, associate's and bachelor's programs.

.

Also include a description and explanation of any extenuating circumstances and/or any distinctive or unusual features of the campus or evaluation visit. **If the campus has campus additions, describe how those locations are used for administrative and instructional purposes.**

Colorado Attorney General.

On March 14, 2012 a Consent Judgment between the Colorado Attorney General and Westwood was filed in Denver County District Court and adopted as an order of that Court (State of Colorado, ex rel. John W. Suthers, Attorney General and Laura E. Udis, Administrator, Uniform Commercial Credit Code v. Alta Colleges, Inc. et al, Case No. 2012CV1600 (2012)). The Consent Judgment required a three year monitoring program. The Consent Judgment became effective on May 14, 2012. The monitoring program is ongoing and reports have been submitted to the Colorado Attorney General per the requirements of the Consent Judgment.

2. Illinois Attorney General.

The Illinois Attorney General filed a lawsuit against Westwood on January 18, 2012 in Cook County, Illinois Chancery Court (People of the State of Illinois v. Alta Colleges, Inc., et al, Case No. 12CH01583). The allegations of the lawsuit center around the Criminal Justice program offered at Westwood's four Chicago area campuses. Specifically, the lawsuit takes issue with Westwood's national accreditation and alleges that because of Westwood's accreditation, Westwood graduates were not able to get jobs with certaithe Radio and Telken law enforcement agencies in Illinois that required degrees from or credits earned at regionally accredited colleges. An amended complaint was filed on September 17, 2012 and Westwood answered that amended complaint by October 15, 2012. A procedural schedule has been established in this case, with fact discovery set to close on October 1, 2013 and a trial date set for September 2014. Westwood and the Attorney General have been engaged in vigorous discovery activities throughout 2013. Westwood provides the Council with regular updates on this litigation.

3. Student Arbitrations

Westwood has pending individual arbitration cases filed by 13 former students and civil litigation filed by 2 former students. Of these cases, 11 were filed by former students at Westwood's Chicago campuses (9 by former O'Hare campus students and 2 by former Loop campus students) in direct response to the Illinois Attorney General litigation. These cases will go to hearing

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between October 2013 and February 2014. At the first hearing, the former student dropped her claim. Of the remaining 4 cases, one was filed by a former student at Denver North, one by a former student at Los Angeles Anaheim and another by a former student at Chicago Loop. These matters are at various stages in the litigation process.

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REPORT QUESTIONS

QUESTIONS

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission and supporting objectives are found in the 2014 academic catalog volume 32-No. 1 revised September 2013 page 8.

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.

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☒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 average daily attendance, and grade distributions to assess the learning outcomes at this campus. Attendance is reviewed daily and over the last year attendance has improved 2.9%. Grade distributions have been analyzed grading rubrics have been implemented to have an overview of grading tendencies by its faculty and to identify courses that fall outside the norms that have been established

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

☒ Yes ☐ No ☐ Not Applicable

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

☒ Yes ☐ No ☐ Not Applicable

(c) How the data was collected.

☒ Yes ☐ No ☐ Not Applicable

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

☒ Yes ☐ No ☐ Not Applicable

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

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

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

☒ Yes ☐ No ☐ Not Applicable (new additional location only)

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

The campus has established a goal of 70% retention for 2014. They plan to achieve this goal by their daily monitoring of attendance, absence reports, and implementing student support follow up activities. Specific goals have been set by discipline to more carefully assess retention. An orientation program called Day ONe Sucdess Class has been instituted. Intervention programs for students who have high absence rates have been instituted. Placement has implemented a program to contact all graduates with program specific job leads on a weekly basis. The campus will have more job fairs. On-site interviews and hiring events specific to the areas of study will be implemented. Career services staff will visit more classes to inform students of resources available. Career services will offer special program job readiness events. The campus will encourage students to create placement portfolios.

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 president Mr. Hamed Shibli is the responsible person on this campus for the implementation and monitoring of the CEP. Mr. Shibli has been the campus president since May 2013, and prior to that position has been with Westwood and its parent corporation Alta Colleges since 2008. Mr. Shibli has been employed with several educational corporations mostly in the marketing area since 2003. Mr. Shibli holds a bachelor's degree in Economics from California State University in San Bernadino, California. He is assisted by a committee consisting of the academic dean, director of admissions, director of career services, director of student finance, director of student support, program chairs of Business, Design, Health Care, Justice and Technology.

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1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
The campus president Mr. Hamed Shibli is the responsible person on this campus for the oversight of the campus' finances . Mr. Shibli has been the campus president since May 2013, and prior to that position has been with Westwood and its parent corporation Alta Colleges since 2008. Mr. Shibli has been employed with several educational corporations mostly in the marketing area since 2003. Mr. Shibli holds a bachelor's degree in Economics from California State University in San Bernadino, Calofornia.

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3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
The campus president Mr. Hamed Shibli is theon-site administrator of this campus. Mr. Shibli has been the campus president since May 2013, and prior to that position has been with Westwood and its parent corporation Alta Colleges since 2008. Mr. Shibli has been employed with several educational corporations mostly in the marketing area since 2003. Mr. Shibli holds a bachelor's degree in Economics from California State University in San Bernadino, Calofornia.

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?

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☒ 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

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4. RELATIONS WITH STUDENTS

FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 37 student files, student transcripts and 37 student account cards.

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

The enrollment agreement contains verbage that states the student acknowledges receiving a copy of the agreement by signing the document. A total of 37 files were reviewed during the evaluation. Each file contained enrollment agreements that were signed by the student, admissions representative, and campus president.

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. James Galas is the campus director of admissions. Prior to coming to Westwood College, he owned and operated a real estate firm and worked in the drafting and design industry. Mr. Galas holds a bachelor's degree in Technical Management from DeVry University in Addison, Illinois and an associate's degree in Design and Drafting Technology from Morrison Institute of Technology in Morrison, Illinois. Mr. Galas has participated in admissions related training activities since joining Westwood College.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The campus has several processes in place to ensure ethical recruiting practices are compatible with its educational objectives. All recruitment materials are reviewed and approved by the corporate office prior to utilization and contain accurate descriptions of the program offerings and their objectives. All associates responsible for recruitment activities are required to participate in training

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activities that focus on integrity and the importance of providing accurate and correct program information to students. The director of admissions observes interviews conducted by representatives on a regular basis as a means of ensuring appropriate information is provided to students. The corporate office engages secret shoppers to call and visit the campus as an additional method of ensuring compliance.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

- **FOR ALL PROGRAMS**

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

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☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The updated standards of satisfactory academic progress policy is located on page 2 of the catalog addendum.. The supplement is dated January 8, 2014.

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

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No

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

Withdrawals.
☒ Yes ☐ No

Incomplete grades.
☒ Yes ☐ No

Repeated courses.
☒ Yes ☐ No

Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)

A warning status.
☒ Yes ☐ No ☐ Not Applicable (campus does not use)

A probationary period.
☒ Yes ☐ No

An appeal process.
☒ Yes ☐ No

An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)

The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study

The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)

The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

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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. Debbie Plemons is the campus academic dean. She holds a bachelor's degree in Business Administration from DePaul University in Chicago, Illinois and a master's degree in Commerce from Keller Graduate School, Chicago, Illinois. She has been employed with the campus since 2007 and has held a variety of positions including director of education and campus operations. In each of these positions, she was responsible for administering satisfactory academic progress and advising students.

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

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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. Deborah McKenzie, director of student finance, is responsible for administering student financial aid. Ms. McKenzie holds a bachelor's degree in Communications from Illinois State University, Normal, Illinois. She is a member of the Illinois Association of Student Financial Aid Administrators and regularly participates in their conferences and training activities.

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).
As previously noted, Ms. Deborah McKenzie, director of student finance, is a member of the Illinois Association of Student Financial Aid Administrators and regularly participates in their conferences and training activities. Ms. McKenzie completes webinars sponsored by various agencies such as Department of Education and the National Association of Student Financial Aid Administrators. The corporate office also provides training activities on a routine basis.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The campus holds student orientation sessions for each group of in-coming students. The orientation, entitled Day One Success Class, includes an introduction to campus life, a review of policies and procedures, presentations from each of the key functional arreas, and a general question and answer session. The administration strives to make the orientation process positive and encouraging while providing vital information students will need during their programs of study.

The education department monitors student attendance and academic progress on a routine basis. If it is determined students are facing challenges in either area, they are required to attend advising sessions. During these sessions improvement strategies are developed which may include tutoring, referrals to outside agencies, or assistance with issues of a more personal nature.

The campus does not provide professional counseling. If professional counseling is needed, students are referred to outside professional service agenices in the area.

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

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. Alicia Thomas, director of career services, is responsible for advising students on employment opportunities. Ms. Thomas holds a bachelor's degree in Occupational Education/Fashon Merchandising from Chicago State University, Chicago, Illinois. Ms. Thomas has completed training workshops and training meetings that focused on student placement.

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 421
The ending enrollment reported on the previous year's CAR is 421

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

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
The campus has an in-house department that is responsible for implementing its default prevention plan. The department requires all students to particiate in an orientation that is designed to provide information on their loan repayment obligations. During the initial financial aid interview students receive entrance counseling on their loan obligations. Budgeting information is also provided to students at this time. There is a series of informational brochures on deferment and forbearance, student loan repayment, and

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resolution of default provided. Students who drop, are terminated, or graduate are provided with exit loan counceling concerning their financial obligations.

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

The campus provides students with a variety of extracurricular activities designed to promote community involvement as well as provide social and student recognition activities. Campus clubs and organizations such as Alpha Beta Kappa Honor Society, Criminal Justice Club, Technology Club, and Gamers Club provide students with opportunities to interact with one another and participate in curriculum specific activities. Student recognition activities such as awards assemblies recognize student achievement. Job fairs and speakers from the employment community are sponsored throughout the year as a means of providing students opportunities to interact with professionals in the community.

GENERAL COMMENTS:

Interviews with the campus president, director of admissions, director of career services, director of student finance, director of student support, and academic dean were conducted during the visit. Each department director provided accurate and consistent information as it related to the general operation of their areas of responsibility. The school's campus president, as well as all of the departmental managers, displayed a knowledge of and respect for regulatory compliance that they continually project to the associates within their departments.

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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?
The academic dean, Debbie Plemons is assigned to oversee the educational activities of all programs at Westwood College's River Oaks Campus. Ms. Plemons holds a master's in Business Administration from Keller Graduate School. Ms. Plemons also holds a bachelor's degree in Commerce from DePaul University.

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 academic dean and the president of the campus give the program administrators the authority to develop and administer their respective programs. In the team's discussion with the academic dean, program administrators must meet specific academic and professional criteria in order to hold their positions.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes ☐ No
(d) Assessment of student learning outcomes.
☒ Yes ☐ No
(e) Planning for institutional effectiveness.
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.10*)

FOR NEW GRANTS ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
☐ Yes ☒ No (*Skip to question 5.14*)

FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.16 What provisions are made for individual differences among students?
The academic dean, faculty and staff are encouraged to get to know each student on a personal basis. The academic dean, faculty and staff will better understand and accommodate the differences among students and make accommodations for those students having difficulty. There are various organizations, and activities that students may get involved with on campus to accommodate for their differences in learning styles.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The academic dean and the campus administration have implemented weekly faculty meetings, in which faculty are involved, to discuss the effectiveness of the curriculum. Faculty are encouraged to evaluate, revise, and make changes to the curriculum as long as the changes are within the scope of the standardized curriculum.

5.18 Does the faculty participate in this process?
☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No ☐ Not Applicable (no student has made such a request)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.22*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

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5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes ☐ No ☒ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
The team reviewed minutes and sign in sheets for the in-service training programs held at the campus.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
☐ Yes ☒ No

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

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☐ Yes ☐ No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.40 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

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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

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6. EDUCATIONAL FACILITIES

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

The campus is located on the south side of Chicago between downtown Chicago and the Indiana border and is nearer the Indiana border. The campus is located in a shopping mall and has 34,000 square feet of classrooms, labs, library, student lounge and office space for both administration and faculty. Parking is more than adequate in the shopping mall parking lot. The facility is brightly lit, well configured and is adequate to meet the campuses mission.

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

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7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviewed the 2014 academic catalog, volume 32, number 1.

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.

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☒ 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

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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 a variety of outlets including online, television, and radio. They also utilize flyers and brochures on and off campus. In addition, the campus has a multi-campus publication available to the general public entitled the "Westwood 100". This publication highlights the "personal success stories" from 100 Westwood College alumni.

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 college provides completion rates, graduation rates, retention rates and employment disclosures to the public.

Where is this information published and how frequently is this information being updated?
This information is provided on the college'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?
The librarian makes regular requests of faculty and staff during scheduled campus meetings to assess resource and information services need. Faculty indicate that the librarian is very responsive to their needs for resources and information services.

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: $7200.00 ($600/month).

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
To date $1800 of the $7200 yearly library budget has been spent. This money has been allocated for physical books 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?
Students receive library training as part of the PDEV111 Success Strategies course, typically taken in the first quarter of school. In addition, faculty use projects based on library resources as a regular feature of program curriculum.

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)

If *No,* insert the section number in parentheses and explain:
Yes, there is an interlibrary agreement in place, however it has yet to be utilized by students at this time. The agreement is in effect with the Consortium of Academic and Research Libraries of Illinois (CARLI), which gives students free borrowing priveleges from the majority of Illinois' academic libraries. The provisions of the agreement are appropriate, and the resources are accessible to students. There is no evidence of student use of these resources documented, however, since students have not yet used them. According to the campus librarian, Ms. Elizabeth Samaniego, because of a strong campus library and convenient access to the resources at the Calumet City Library and the Lansing Public Library, both within walking distance of the campus, there is no demand for these resources.

8.16 Describe any full-text online collections available to students.
Full-text online collections available for students include, Britannica Online, eBooks on EBSCOhost, Films on Demand, LexisNexis Academic, lynda.com, Points of View Reference Center, ProQuest, Statistical Ready Reference, and STAT!Ref.

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. Elizabeth Samaniego is the on-site librarian. Ms. Samaniego holds a master's in Library and Information Science from Dominican University in River Forest, Illinois. Ms. Samaniego is available during regular library hours on Monday and Wednesday (7:30 am to 9:00 pm), Tuesday and Thursday (8:30 am to 9:00 pm), and Friday (8:30 am to 7:00 pm). She is also available for students and faculty by email and phone.

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)

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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

9. PROGRAM EVALUATION

Bachelor's in Business Adminsitration Healthcare Managment

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Sheila Roe-Boston program chair is assigned to administer the Health Care Management program. She is a member of the Illinois Education Assoctiation/National Education Association. She holds a master's degree in Human Resource Management and Business Mangagement from Keller Gradute School of Management at DeVry University. She also holds a bachelor's degree in Communication from Northern Illinois Univeristy. Prior to becoming a program chair she worked as an instructor in the General Education and Business programs. She reports directly to the the academic dean.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program has strong community support from its Program Advisory Committee (PAC) members as evidenced by the 13 members in attendance at the November 15, 2013 PAC meeting.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

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

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

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
For the bachelor's degree program in Business Administration Healthcare Management: seven calls were attempted.

How many calls to employers or graduates were successful?
Three calls were successful.

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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.
Three calls confirmed the employment of the graduates.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

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

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

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Several samples of student homework were provided to the team.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

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

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

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

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9. PROGRAM EVALUATION

Bachelor of Applied Science in Business Administration: Majors in Accounting

Bachelors of Applied Science in Business Administration: Marketing Management

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Sheila Roe-Boston is the program chair for both General Education and the School of Business. She holds a bachelor's in Communications from Northern Illinois University and an master's of Business Administration and master's of Human Resource Management from the Keller Graduate School of Management at DeVry University. Ms. Roe-Boston also has more than 15 years of private sector experience as the owner and C.E.O. of Boston Custom Design. She sits on several system-wide committees, such as curriculum, and enjoys the opportunity to help with program development.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Westwood College offers a comprehensive set of community resources in which business students can participate including a program advisory board, IT tech squad, veterans resource fairs, job fairs, financial seminars, employment mock interviews, a variety of field trips, and volunteer opportunities with a variety of organizations such as JenCare Neighborhood Medical Centers. These resources offer significant opportunities for Westwood College business students to engage with and gain experience in the real world.

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

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

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

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

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

☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?

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There were five calls attempted for the bachelor's degree program in Business Administration and in the bachelor's degree in Accounting five calls were attempted.

How many calls to employers or graduates were successful?
Two calls were completed in the Business Administration and no calls were completed in the bachelor's of Accounting program.

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

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

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

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

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team reviewed assignments that are handed in, the instructors generally use in-class quizzes, mid-term and final exams, and the level and quality of student discussion participation to assess whether students are doing their homework.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

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

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

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:

The team learned from the program chair tha the Accounting program is being taught out. The three remaining students should graduate at the end of the January 2014 term. Students commented on their desire to have more practical, hands-on experiences in their courses rather than relying so much on textbooks and lectures. First year students, in particular, said they were satisfied with the college thus far. Syllabi and professional development plans appear to be composed primarily of boilerplate language that may not always suit the requirements of individual courses and instructors.

Since the business program results in Bachelor's of Applied Science degree, the program would benefit from a required internship or externship and service learning activities or other practical experiences that would reinforce the skills students learned in the courses and provide them with a taste of real world employment. The program would benefit from standardized rubrics for the major assignments (projects) in each

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course that have been developed, vetted, and implemented throughout the program and that could be provided to students to facilitate their work and alleviate concerns about fairness in grading.

9. PROGRAM EVALUATION

Bachelor of Applied Science in Criminal Justice: Major in Administration

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Stephen Kashirsky is to administer the bachelor's of applied science degree in Criminal Justice: major in Administration. Mr. Kashirsky holds a master's in Criminal Justice from the University of Detroit, a master's in Physical Education from Indiana University, and a bachelor's in Upper Grade Teaching from Chicago Teacher's College. Mr. Kashirsky is an instructor for South Suburban College where he gegan teaching in 2003, he has also been a Loss Prevention Agent for Carson Piere Scott, and he is currently still employed with the company. Mr. Kahirsky started as an instructor for Westwood College in 2004. Mr. Kashirsky retired as a Special Agent for the Federal Bureau of Investigations.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The Criminal Justice program at Westwood College's River Oaks campus has direct relationships with local, state, and federal law enforcement agencies. Students go on field trips and attend seminars within the community to reinforce what they learn in the class room. Students have guest speakers every month from career-related professionals who work in the field.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

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

☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
Five calls to employers or graduates were attempted.

How many calls to employers or graduates were successful?

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Three calls to employers or graduates 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.
Three of three successful contacts confirmed the employment of the graduate as reported on the CAR

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

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

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

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was able to review documentation provided by the campus in the program binder that verifies homework is assigned, graded and is part of the student's quarterly grade.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

If

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

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

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Associate's of Applied Science in Construction Management

Bachelor's of Applied Science in Construction Management

Bachelor's of Applied Science in Graphic Design/Animation

Bachelor's of Applied Science in Graphic Design/Game Art

Bachelor's of Applied Science in Graphic Design/Visual Communications

Associate's of Applied Science in Computer Aided Design/Architectural Drafting

Associate's of Applied Science in Graphic Design

Bachelor's of Applied Science in Software Development/Game Software Development

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. Kevin Connaughton is the program chair for the Design department. This department includes an associate's of applied science degree in Grahic Design and Computer Aided Design/Architectural Drafting; a bachelor's of applied science degrees in Animation, Game Art, Visual Communications. Mr. Connaughton holds a bachelor's degree in Art from Columbia College in Chicago, Illinois; a master's degree in Art from St. Xavier University in Chicago, Illinois. Mr. Connaughton worked as a teachers aide from 1997-2000 at Columbia College-Chicago; student teacher at Joliet Central High School from January 2006 to May 2006; as a Graphic Designer/Draftsman for Prierma Engineer from August 2000 to September 2005. He has taught and is still teaching part time at the University of Phoenix from May 2008 to the present; and instructor/program chair at Westwood College.-Chicago, Illinois from October 2006 to the present.

Mr. Richard T. Dixon is the program chair for the School of Technology department. This department includes an associate's of applied science and a bachelor's of applied science in Construction Management. Mr. Dixon hold certificates from Cisco in Certified Network Associate-CCNA1 and, Network Basics, CCNA2 Routers/Routing Basics, CCNA-Accessing WAN, and CompTIA Linux +. Mr. Dixon worked for LTV Steel Corporation as manager of computer and networking department from June 1994 to February 2002. He taught at DeVry/Keller from June, 2001 to the present as an adjunct faculty, fulltime faculty, and program chair at Westwood College from October 2002 to the present.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

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

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The School of Design and School of Technology programs have numerous companies represented in the Westwood College Program Activities Committee (PAC) meeting which meets twice a year and includes companies doing business primarily in and around Chicago, Illinois. Both programs, have field trips and guest speakers to show the students of the various programs what those companies do and therefore what they require of their employees in the respective fields.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.14)*

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

☒ Yes ☐ No

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
The following calls were attempted: associate's of applied science degree in Construction Management:1, bachelor's of applied science in Construction Management:5, associate's of applied science in Graphic Design:3, bachelor's of applied science in Visual Communication:4, and bachelor's of applied science in Animation:3.

How many calls to employers or graduates were successful?
The following calls were successful: associate's of applied science in Construction Management:1, bachelor's of applied science in Construction Management:3, associate's of applied science in Graphic Designt:2, bachelor's of applied science in Visual Communication:3 and bachelor's of applied science in Animation:3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The following were confirmed in each program: associate's of applied science in Construction Management:1, bachelor's of applied science in Construction Management:1, associate's of applied science in Graphic Design:1, bachelor's of applied science in Visual Communication:1 and bachelor's of applied science in Animation:1

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

(Section 3-1-303 (a)): The team was unable to verify the placement on the 2013 CAR:
1. The bachelor's degree program in Construction Management reported Mr. Patrick Kitchin as working in field when he is employed by American House Development as a Carpenter.
2 The bachelor's degree program in Construction Management reported Mr. Marcus Salter as working in field when he is employed by Salter's Decorating Services as a Painter.
3. The associate degree program in Graphic Design reported Mr. erin Fuchion as working in the field when he is employed by CD One Price Cleaners as a Counter/Customer Service person.
4. The bachelor's degree program in Visual Communications reported Ms. Kierra Sims as working in the field when she is employed by Southside Autobath as a Hand Car Washer & Detailer
5. The bachelor's degree program in Visual Communications reported Ms. Tara Werner as working in the field when she is employed by Pier 1 Imports as a Sales Associate
6. The bachelor's degree program in Animation reported Mr. Blake Fletcher as working in the field when he is employed by Advocate South Suburbon Hospital as a Food and Nutrition Services Aid.

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7. The bachelor's degree program in Animation reported Mr. Robert Houston as working in the field when he is employed by Apple One-Chicago as a Specialist-Guest Relations/Hospitality.rate as reported in the 2013 CAR.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

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

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

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team reviewed current syllabi and homework submitted during the current term. The instructors provided the assignments and the team reviewed the homework and grading.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐No
(f) The use of appropriate experiences.
☒ Yes ☐ No

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

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

☒ Yes ☐ No

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

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

☒ Yes ☐ No

GENERAL COMMENTS:

The students commented on their desire to have more practical, hands-on experiences in their courses rather than relying so much on textbooks, term papers, and lectures.

9. PROGRAM EVALUATION

Associate's in Information and Network Technologies

Bachelor's in Network Management

Bachelor's in Systems Security

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. Richard Dixon was assigned to administer these academic programs. Mr. Dixon holds a bachelor's in Chemistry from the University of Pittsburgh, and a master's in Telecommunications Management from Keller Graduate School. Mr. Dixon also holds a Cisco Certified Network Associate (CCNA) professional certification from the Cisco Corporation. His experiential qualifications include employment at LTV Steel Corporation as a computer network manager, a senior faculty at DeVry/Keller Graduate School, and teacher and program chair at Westwood College.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

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

If *No,* insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
The 2013 Campus Accountability Report (CAR) shows that each of these programs has less than 10 graduates, and therefore, do not need to provide an improvement plan in the Campus Effectiveness Plan (CEP).

9.07 List the community resources and describe how they are utilized to enrich the program(s).
These programs utilize a Program Advisory Committee (PAC) composed of local industry professionals that provide recommendations and feedback on the needs of local industry. The team found evidence that a PAC meeting was held on 11/15/2013. In addition, Westwood also hosts a Westwood College IT Club whose goals include providing students with access to software, hardware and networking workshops, volunteering in the local community and participating in field trips relevant to the IT field. Additional documentation shows students have participated in field trips and have had guest speakers.

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 <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
The team made the following calls:
Academic associate's degree program in Information and Network Technologies: 2
Bachelor's degree program in Network Management: 5
Bachelor's degree program in Systems Security: 5

How many calls to employers or graduates were successful?
The team was successful in contacting:
Academic associate's degree program in Information and Network Technologies: 1
Bachelor's degree program in Network Management: 1
Bachelor's degree program in Systems Security: 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.
One of the four contacts confirmed the employment of the graduate as reported on the 2013 Campus Accountability Report (CAR). Three of the contacts indicated that their positions were neither in-field or related-field as reported in the 2013 CAR.

(Section 3-1-303 (a)): The team was unable to verify the placement rate as reported in the 2013 CAR report.

A graduate of the associate's of Information and Network Technologies program, Joseph Davis, was listed in the 2013 Campus Accountability Report (CAR) as being placed in-field or related-field as an "Autogroup Owner" at a company called CTJ Autogroup. The graduate indicated that he owns the company and is self-employed, and that he does not utilize his information technology skills acquired from his education at Westwood College in his employment.

A graduate of the bachelor's in Network Management program, Jerry Crawford, was listed in the 2013 CAR as being placed in-field or related-field as a "student essay scorer" at a company called Pearson. The graduate indicated that the job was a temporary position and that it did not utilize or require skills acquired from his education at Westwood College.

A graduate of the bachelor's in Systems Security program, Thomas Cypress, was listed in the 2013 CAR as being placed in-field or related-field as a "security investigator" at a company called Horseshoe Casino. The graduate indicated that although the position dealt with a form of security, it did not utilize or require the computer systems security skills acquired from his education at Westwood College.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

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

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

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was provided graded out-of-class work assignments from each of these programs.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐No
(f) The use of appropriate experiences.
☒ Yes ☐ No

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

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

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

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

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

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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
The students commented on their desire to have more practical, hands-on experiences in their courses rather than relying so much on textbooks, term papers, and lectures.

9. PROGRAM EVALUATION

Diploma in Medical Assisting

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Adrienne Reaves is the interim program chair for the Medical Assistant program. She currently holds a master's degree in Adult Education from National Louis University. Mrs. Reaves is also a registered medical assistant. She has held positions with Harrison College as medical program coordinator and online instructor.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program has strong community support from its Program Advisory Committee (PAC) members as evidenced by the seven members of the November 15, 2013 PAC meeting. There is continued evidence of community resources as evidenced by the field trips to Rush Medical Center and the Gross Anatomy Lab. There were guest speakers that spoke on breast cancer, kidney transplants, immune systems, job readiness, and gastrointestinal diseases. There is further evidence of strong community support based on the 13 available externship site contracts.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.14)*

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

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

How many calls to employers or graduates were attempted?
There were 12 calls attempted.

How many calls to employers or graduates were successful?
There were 10 successful calls

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were 10 contacts that confirmed employment of the graduates as reported on the CAR.

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

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

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

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

If *Yes*, briefly describe the documentation of evaluation viewed on site.
Several samples of homework were provided to the team.

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

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

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

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

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

9.32 What is the current student/teacher ratio?
(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 ration is 8:1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

CL_Review020632

SUMMARY

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

Number	Citation	Summary Statement
1	**Section 3-1-303(a)**	The team was unable to verify the CAR as some students were not able to be verified as placed in field. Pgs. 44 & 50

CL_Review020633

RECOMMENDATIONS:

1. Guest speakers and field trips should be utilized more frequently for each core course in the Medical Assisting program.

COMMENDATIONS:

The team commends the campus on the organization and content of its student files. The consistent arrangement and accuracy of the documents within the files simplified the review process. The team further commends the campus on the variety of student centered extracurricular activities that provide them with opportunities to interact with each other and professionals within their fields.

The team would like to commend Jamal Yousef, Student Services Representative, for hardwork and dedication to the Westwood campus. He took the time to ensure that the team had everything needed.

The program director has will oversee a wonderful 11-day international trip for all business students in the Westwood College system that will visit London, Paris, Lucerne, and Milan. The trip includes round-trip airfare, a full-time tour director, land transportation, hotels and accommodations, a light breakfast daily and 3-4 local dinners for $3,700-$4,000 per person. Three days are reserved to participate in "business visits". The team suggests that the campus review the business prerequisits to reflect the best sequencining for the students. pre-requisites in the business programs before further changes are made.

CL_Review020635

RECOMMENDATIONS:

1. Guest speakers and field trips should be more regularly utilized quarterly for each core course in the Medical Assisting program.
2. Community resources should be used to enrich the Business programs. Resources such and visits from local business leaders to talk with students about how to get a business started. Local business men should be invited for guest speakers.

CL_Review020636

REEVALUATION

ITT Technical Institute
1400 International Pkwy
Lake Mary, FL 32746
ACICS ID Code: 00016047

Mr. Matt Matisak, Director (mmatisak@itt-tech.edu)
Regulatory023@itt-tech.edu

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

September 24-25, 2012

William Winger	Chair	American International College of Arts and Sciences Antigua	Denver, CO
Sherie Hurd	Student-Relations Specialist	Empire College	Santa Rosa, CA
Duane K. Smith	Educational Activities and Library	Tennessee State University	Nashville, TN
Richard Brubaker	Criminal Justice	Ohio State Board of Career Colleges and Schools	Dayton, OH
Owate A. Chujor	Electronics Engineering Technology and Computer Science	Globe University	Minneapolis, MN
Teresa Johnson	Drafting and Design Technology	Vatterott College	Olivebranch, MI
Gail J. Robin	Health Information Technology	Baker College Center of Graduate Studies	McLean, VA
Michael Bleacher	Project Management	Colorado Christian University/Colorado Community College (online)	Westminster, CO
Betty Herard	Information Technology	Virginia College (former Dean)	New York, NY
Grace Johnson	Nursing	Wilkes Community College (retired)	Huntersville, NC
Jennifer Newham	Accreditation Coordinator	ACICS	Washington, DC

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PROGRAMS OFFERED BY
ITT Technical Institute
LAKE MARY, FL

CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time /Part-time	AIR Retention & Placement 2012 Ret.	2012 Pla.	2011 Ret.	2011 Pla.
Bachelor's	Bachelor's Degree in Project Management and Administration	1940	180	1/3	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Academic Associate's	Associates' Degree in Criminology and Forensic Technology	981	90	7/2	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Bachelor's	Bachelor's Degree in Business Management **	2100	180	0/0	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Academic Associate's	Associate's Degree in Business Management**	1896	90	0/0	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Academic Associate's	Associate's Degree in Nursing	1575	109	104/31	87.3%	**0.0%**	**0.0%**	**0.0%**
Academic Associate's	Associate's Degree in Drafting Design and Technology	970	90	6/6	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Academic Associate's	Associate's Degree in Graphic Communication and Design **	1058	90	0/0	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Academic Associate's	Associate's Degree in Electrical Engineering Technology	1058	90	16/9	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Academic Associate's	Associate's Degree in Mobile Communications Technology**	1058	90	0/0	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Academic Associate's	Associate's Degree in Network Systems Administration	1058	90	61/12	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Academic Associate's	Associate's Degree in Computer Electronics Engineering Technology	1120	96	14/9	69.7%	63.2%	73.1%	84.6%
Academic Associate's	Associate's Degree in Computer Drafting and Design	1140	96	4/3	**59.0%**	**42.1%**	67.0%	**45.4%**
Academic Associate's	Associate's Degree in Construction Management**	2100	180	0/0	100%	0.0%	90.0%	83.3%
Academic Associate's	Associate's Degree in Criminal Justice	1020	96	4/7	**55.9%**	**55.6%**	73.5%	**50.0%**
Bachelor's	Bachelor's in Criminal Justice**	1880	180	0/0	68.4%	40%	100%	**0.0%**
Bachelor's	Bachelor's in Electronics Communications Engineering Technology	2127	180	3/1	83.3%	64.3%	84.8%	83.3%
Academic Associate's	Associate's Degree in Health Information Technology	1160	96	3/2	64.3%	100%	84.2%	100%
Bachelor's	Bachelor's Degree in Information Systems Security**	2164	180	0/0	84.1%	81.3%	91.7%	50.0%
Academic Associate's	Associate's Degree in Information Technology Computer Network Systems	1058	96	21/8	68.1%	68.4%	73.4%	91.3%
Academic Associate's	Associate's Degree in Paralegal Studies**	1030	96	0/0	85.7%	**0.0%**	**57.1%**	**0.0%**
Bachelor's	Bachelor's Degree in Project Management	2040	180	2/1	76.7%	100%	78.4%	**0.0%**
Academic Associate's	Associate's Degree in Software Development Technology	1120	96	6/2	77.8%	**0.0%**	100%	**0.0%**
Academic Associate's	Associate's Degree in Visual Communications**	1120	96	0/0	61.7%	**9.1%**	67.9%	**40.0%**
	TOTAL ENROLLMENT			358				

** The campus informed the team that any programs with no enrollment would be reapplied for if they did not have students in that program in a one year period.

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INTRODUCTION

The ITT Technical Institute, Lake Mary, opened in Maitland, Florida in March 1989 offering an associate's degree in Electronics Engineering Technology. The school moved to its present location in 2003. The campus has now expanded its offerings to include Nursing, Criminal Justice, Information Technology, and Computerized Drafting and continues its offerings in Electronics Engineering Technology. Most programs offer both bachelor's and associate's degrees in these disciplines.

The student population is predominantly a night school population with approximately 90% of the campus enrollment attending evening classes. Over one-half of the student population declined to disclose its ethnicity of the remaining half 20% are Caucasian, approximately 15% Hispanic and 12% African-American. Sixty two percent of the population is male.

The campus facility is comprised of 32,000 square feet which contain theory classrooms, laboratories, administrative offices, a library, student lounge, and bookstore. Ample parking for students, faculty and staff is readily available.

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1. MISSION

1.01 Response submitted by Academic Administrative Center

1.02 Response submitted by Academic Administrative Center

1.03 Response submitted by Academic Administrative Center

1.04 Response submitted by Academic Administrative Center

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

1.09 Does the CEP describe the following?

The characteristics of the programs offered.

☒ Yes ☐ No

The characteristics of the student population.

☒ Yes ☐ No

The types of data that will be used for assessment.

☒ Yes ☐ No

Specific goals to improve the educational processes.

☒ Yes ☐ No

Expected outcomes of the plans.

☒ Yes ☐ No

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

Student retention.

☒Yes ☐ No

Student placement.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Level of graduate satisfaction.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Level of employer satisfaction.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Student learning outcomes.

☒ Yes ☐ No

1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.
The campus has identified outcomes in retention by program by quarter, and has determined that closer monitoring in the Drafting and Design Technology and the Criminal Justice programs are necessary to improve results tied to attrition/retention.

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Student engagement is also measured and the Business Management area was identified as deficient in engagement. The campus has planned to increase engagement of students to decrease attrition. Graduate placement is also analyzed to measure the success in placement of its graduates. The campus has been below ACICS aggregate placement percentages for the years 2010 and 2011 with 2012 to still be determined. Three programs were found to be below acceptable percentages and were placed on heightened monitoring: Computer Drafting and Design, Criminal Justice, and Visual Communications. Student satisfaction is also measured and several areas were determined to be lacking. Changes have been implemented to remedy shortcomings that students have identified. Employer satisfaction surveys have been completed with data collected and analyzed with goals set for future surveys to include increasing the participation of employers in the survey.

1.12 Are the following identified and described in the CEP?

The baseline data for each outcome.

☒ Yes ☐ No ☐ Not Applicable

The data used by the campus to assess each outcome.

☒ Yes ☐ No ☐ Not Applicable

How the data was collected.

☒ Yes ☐ No ☐ Not Applicable

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

☒ Yes ☐ No ☐ Not Applicable

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

There are specific activities detailed of each of the outcomes measured by the campus. Activities encompass more communication with the financial aid office, and reassessing equipment, curriculum, administration and career services. A reassessment of the campus' retention goals to higher levels than previously attained has been undertaken. They will be adding a student "boot camp" for new student computer usage. These are some of the activities the campus will undertake to meet their goals.

1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

☒ Yes ☐ No

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

☒ Yes ☐ No

(c) That periodic progress reports have been completed.

☒ Yes ☐ No

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

Mr. Matt Matisak, campus director, is responsible for implementing and monitoring the CEP. He is assisted by a committee consisting of the management committee, faculty, and department chairs. Mr. Matisak has been the campus director since March 2012. Prior to his current position, he was a faculty member at the University of Phoenix, and the general manager of Convergys Corporation where he managed an educational institution. Mr. Matisak holds a master's degree in Business Administration from the University of Phoenix, a bachelor's degree in Business Administration from the University of Central Florida, and an associate's degree from Valencia Community College.

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

☒ Yes ☐ No

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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

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3. ADMINISTRATION

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Mr. Matt Matisak, campus director, is the on-site administrator. As previously stated, Mr. Matisak has been the campus director since March 2012. Prior to his current position, he was a faculty member at the University of Phoenix, and the general manager of Convergys Corporation where he managed an educational institution. Mr. Matisak holds a master's degree in Business Administration from the University of Phoenix, a bachelor's degree in Business Administration from the University of Central Florida, and an associate's degree from Valencia Community College.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

(a) Response submitted by Academic Administrative Center

(b) Admissions.

☒ Yes ☐ No

(c) Response submitted by Academic Administrative Center

(d) Response submitted by Academic Administrative Center

(e) Guidance.

☒ Yes ☐ No

(f) Instructional resources.

☒ Yes ☐ No

(g) Supplies and equipment.

☒ Yes ☐ No

(h) The school plant.

☒ Yes ☐ No

(i) Faculty and staff.

☒ Yes ☐ No

(j) Student activities.

☒ Yes ☐ No

(k) Student personnel.

☒ Yes ☐ No

3.06 Response submitted by Academic Administrative Center

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

☒ Yes ☐ No

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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

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4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
Fifty student files were reviewed during the evaluation.

4.02 How does the institution ensure that its student relations reflect high ethical standards?
Policies and procedures for each department are established at the central office and implemented at the Lake Mary campus. Training and monitoring occur at both the central office and campus level. Admissions monitoring includes quarterly observations by the director of recruitment as well as "secret shopping."

4.03 Does the campus have appropriate admissions criteria?

☒ Yes ☐ No

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

☐ Yes ☒ No

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

☒ Yes ☐ No

4.06 reviewed at AAC

4.07 Is the admissions policy publicly stated?

☒ Yes ☐ No

4.08 Is the admissions policy administered as written?

☒ Yes ☐ No

4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. Nicholas Estee, director of recruitment, is responsible for the oversight of student recruitment. Mr. Estee holds a bachelor's degree in Business Administration from the University of Central Florida. He has been with ITT Lake Mary since 2008, initially as the manager of recruitment and since December 2009, as director of recruitment. Prior to joining ITT Lake Mary he was in sales and management with Circuit City Stores, Inc.

4.10 Describe the process for the recruitment of new students.
Marketing and advertising for recruitment at the Lake Mary campus are determined and implemented by the central office. At the campus level, a community relations specialist develops relationships with high school educators and makes presentations to high school students.

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

☒ Yes ☐ No

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

(a) Courses and programs.

☒ Yes ☐ No

(b) Services.

☒ Yes ☐ No

(c) Tuition.

☒ Yes ☐ No

(d) Terms.

☒ Yes ☐ No

(e) Operating policies.

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☒ Yes ☐ No

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

☐ Yes ☒ No

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

☐ Yes ☒ No

4.14 Are the titles of recruitment and enrollment personnel appropriate?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

4.17 reviewed at AAC

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

☒ Yes ☐ No ☐ Not Applicable

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Withdrawals.

☒ Yes ☐ No

Incomplete grades.

☒ Yes ☐ No

Repeated courses.

☒ Yes ☐ No

Non-punitive grades.

☒ Yes ☐ No ☐ Not Applicable (institution does not offer)

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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)

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

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

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

☐ Yes ☐ No ☒ Not Applicable (there is no such student)

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

☒ Yes ☐ No

4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Mr. David Brame, dean, is responsible for the administration of satisfactory academic progress. Mr. Brame has been dean of academic affairs at the Lake Mary campus for one year. Prior to coming to ITT he was the dean at American Institute and Keiser Career College. Mr. Brame holds a master's degree in Education from Pennsylvania State University, a bachelor's degree in English from Florida Atlantic University, and a bachelor's degree in Psychology from Florida State University.

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

☒ Yes ☐ No

4.37 reviewed at the institution level

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

☒ Yes ☐ No ☐ Not Applicable (institution offers loans only)

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

☒ Yes ☐ No

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

(a) Charges.

☒ Yes ☐ No

(b) Dates for the posting of tuition.

☒ Yes ☐ No

(c)Fees.

☒ Yes ☐ No

(d) Other charges.

☒ Yes ☐ No

(e) Payments.

☒ Yes ☐ No

(f) Dates of payment.

☒ Yes ☐ No

(g) The balance after each transaction.

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ Not Applicable

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

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

4.45 Is the campus following its stated refund policy?

☒ Yes ☐ No

4.46 Does the campus offer financial aid?

☒ Yes ☐ No (Skip to Question 4.53.)

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

Mr. John Robinson, director of finance, is responsible for administering student financial aid. Mr. Robinson has been the director of finance since 2009. He is currently enrolled in the Visual Communications program at the Lake Mary ITT campus. Mr. Robinson's previous background includes production management and sales.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Mr. James Robinson has attended training conducted by the ITT central office as well as USA Funds workshops in May 2011 and April 2012. He is a member of the Florida Association of Student Financial Aid Administrators and Southern Association of Student Financial Aid Administrators. He has participated in the annual conference of the Florida Association of Postsecondary Schools and Colleges the past two years.

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

☒ Yes ☐ No

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

☐ Yes ☒ No (Skip to Question 4.54.)

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

Students who need academic assistance are provided opportunities for individual and/or group tutoring by faculty members on an appointment basis. Student issues relating to absenteeism and academic progress are addressed by faculty and the school chairs, as well as the dean of academic affairs. The campus does not employ a professional counselor; therefore, students are referred to outside professional services for counseling needs. Student orientation includes a review of campus policies, good study habits, and an introduction to specific program expectations. The dean, school chairs, faculty, financial aid staff, and career services personnel all play a role in new student orientation.

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

☒ Yes ☐ No ☐ Not Applicable

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

Ms. Michele Badie is the career services specialist; she has held this position since April 2011. She has a master's degree in Business Administration from University of Phoenix and a bachelor's degree in Public Administration from the University of Central Florida. Prior to joining ITT Lake Mary, Ms. Badie worked in admissions for Kaplan University and in business development.

4.57 Does the institution offer employment assistance to all students?

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

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ Not Applicable

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

☒ Yes ☐ No

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

A copy of the U.S. Department of Education's publication "Funding Education Beyond High School: The Guide to Federal Student Aid 2011/2012" is made available to students when they enroll. In addition, each borrower is provided with a copy of his/her Cost Summary and Payment Addendum to Enrollment Agreement (CSPA) which outlines the specific financial obligations for the academic year. Each subsequent academic year a new CSPA is created and reviewed with the student. Finally, when they leave the campus an exit interview is conducted to review their loan repayment obligations.

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

Students are encouraged to participate in a variety of student organizations and clubs that represent a majority of the programs offered at the Lake Mary campus. The career services department coordinates networking events for students.

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5. EDUCATIONAL ACTIVITIES

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

☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Mr. David Brame, dean of academics, oversees all of the educational activities on this campus. As previously stated, Mr. Brame has been dean of academic affairs at the Lake Mary campus for one year. Prior to coming to ITT he was the dean at American Institute and Keiser Career College. Mr. Brame holds a master's degree in Education from Pennsylvania State University, a bachelor's degree in English from Florida Atlantic University, and a bachelor's degree in Psychology from Florida State University.

5.03 Does this person have appropriate academic or experiential qualifications?

☒ Yes ☐ No

5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
The job descriptions of program chairs and the academic dean grant a sufficiently broad range of authority to ensure that each is capable of exercising his or her assigned administrative and supervisory duties. Their respective teaching loads, if any, are substantially reduced to provide an ample time to perform administrative duties. In interviews with program administrators, each stated that they have sufficient authority, time, and latitude to carry out their responsibilities.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

5.07- reviewed at AAC

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

☒ Yes ☐ No

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

☐ Yes ☒ No (Skip to question 5.10)

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

☒ Yes ☐ No

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

☒ Yes ☐ No

5.12 What provisions are made for individual differences among students?
The students are connected to a faculty member for tutoring, test-taking skills, and/or special accommodations, which are made as requested for students. The team confirmed this through interviews with faculty, students, and the academic dean. Students enrolling with previous college credit may receive transfer credits as long as they meet the current policy. Other student differences are addressed within the guidelines established by the ITT central office.

5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.
For curriculum evaluation and revision, input is received from faculty, students, graduates, employers of graduates, local advisory committees, national chairs, curriculum committees, and outside consultants hired by the central office. Utilization of these resources is substantially equal across program curricula. An online internet forum is also available where faculty may share their ideas with other faculty within the ITT Technical Institute system.

5.14 Does the faculty participate in this process?

CL_Review020652

☒ Yes ☐ No

5.15 - reviewed at AAC

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

☒ Yes ☐ No ☐ NA (institution does not award such credit)

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Facilities

☒ Yes ☐ No

Instructional equipment

☒ Yes ☐ No

Resources

☒ Yes ☐ No

Personnel

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

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

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

☒ Yes ☐ No

If Yes, how is this documented?

CL_Review020653

In-service meetings are held every two months. Copies of the schedule of in-service training, minutes of training sessions, and signed attendance sheets are maintained to document the activities. Copies of certificates of completion for the in-service sessions attended are placed in each faculty file; interviews with faculty confirmed their participation. In-service topics included policies and procedures, teaching strategies, classroom engagement and raising student standards.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

5.31 - reviewed at AAC

5.32 - reviewed at AAC

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

☒ Yes ☐ No

5.34 - reviewed at AAC

5.35 - reviewed at AAC

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

☒ Yes ☐ No

CL_Review020654

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The campus facility is comprised of 32,000 square feet which contain theory classrooms, laboratories, administrative offices, a library, student lounge, and bookstore. Ample parking for students, faculty and staff is readily available.

6.02 Does the campus utilize any additional space locations?

☐ Yes ☒ No

3.03 Does the campus utilize learning sites?

☐ Yes ☒ No

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

☒ Yes ☐ No

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

(a) Equipment.

☒ Yes ☐ No

(b) Instructional tools.

☒ Yes ☐ No

(c) Machinery.

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ Not Applicable

CL_Review020655

7. Publications

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used during the visit was the 2012-2013 version, volume 60, published on September 12, 2012, with an effective date of September 12, 2012 to September 12, 2013.

7.02 Does the self-study accurately portray the campus?

☒ Yes ☐ No

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

☒ Yes ☐ No

7.04 Does the catalog contain the following items?

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

☒ Yes ☐ No

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

☒ Yes ☐ No

(c) The names and titles of the administrators.

☒ Yes ☐ No

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

☒ Yes ☐ No

(e) A statement of accreditation

☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.

☒ Yes ☐ No

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

☒ Yes ☐ No

(h) An academic calendar.

☒ Yes ☐ No

(i) A full disclosure of the admission requirements.

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

CL_Review020656

(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 bachelorational 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

CL_Review020657

7.08 Is the catalog available online?

☒ Yes ☐ No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?

☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?

☒ Yes ☒ No (Skip to Question 7.10.)

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

☒ Yes ☐ No

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

☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
ITT Technical Institute advertises on television, radio and the internet. They also utilize direct mailers and flyers to send information to prospective students.

Are the advertisements under acceptable headings?

☒ Yes ☐ No

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

☒ Yes ☐ No (Skip to Question 7.14.)

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

☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?

☐ Yes ☒ No (Skip to Question 7.15.)

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

☒ Yes ☐ No

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

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

CL_Review020658

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

8.05 Reviewed at AAC

8.06 Reviewed at AAC

8.07 Reviewed at AAC

8.08 Reviewed at AAC

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
To date, $2179 of the library budget has been spent; allocated as follows: publications $1634, and membership dues and fees $545.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

8.12 Reviewed at AAC

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

☒ Yes ☐ No

8.14 Reviewed at AAC

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

☒ Yes ☐ No ☐ Not Applicable (no interlibrary agreements)

8.16 Reviewed at AAC

8.17 Reviewed at AAC

8.18 Reviewed at AAC

8.19 Reviewed at AAC

8.21 Reviewed at AAC

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

CL_Review020659

9. PROGRAM EVALUATION

Bachelor's Degree in Electronics Communications Engineering Technology (ECET)

Bachelor's Degree in Electrical Engineering and Communications Technology (EECT)

Academic Associate's Degree in Computer and Electronics Engineering Technology (CEET)

Academic Associate's Degree in Electrical Engineering Technology (EET)

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Sohrab Shahidi, program chair of school of electronic technology, oversees the programs. He was initially hired as an instructor in September 2005, and was promoted to chair in September 2012. Mr. Shahidi holds a bachelor's degree in Electrical Engineering from the University of Kansas and a master's degree in Electrical Engineering from the University of Massachusetts. Prior to his employment at ITT, he worked as a senior system engineer with PICOR Corp, Northsmith Field, RI; and Raytheon Co, Tewksbury, MA.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
The school of electronics invites various guest speakers, for example speakers from General Electric, Deland, FL, and Transaction Data Systems, Ocoee, FL have given presentations; and takes students on field trips to electronic-related companies to provide first-hand knowledge of innovations within electronics technology.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

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

☒ Yes ☐ No

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

CL_Review020660

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

9.12 Reviewed at AAC

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

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers and graduates for the following programs:
Bachelor of Science in Electronics Communications Engineering Technology (ECET) – 8
Associate in Applied Science Degree in Computer and Electronics Engineering Technology (CEET) - 11
Associate in Applied Science Degree in Electrical Engineering Technology (EET) - NA (there have been no graduates)
Bachelor of Science in Electrical Engineering and Communications Technology (EECT) - NA (there have been no graduates)

How many calls to employers or graduates were successful?
Bachelor of Science in Electronics Communications Engineering Technology (ECET) – 6
Associate in Applied Science Degree in Computer and Electronics Engineering Technology (CEET) - 5

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

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

☒ Yes ☐ No ☐ Not Applicable

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

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.22 - reviewed at AAC

CL_Review020661

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.27 Are teaching loads reasonable?

☒ Yes ☐ No

9.35 Reviewed at AAC

9.36 Reviewed at AAC

9.37 Reviewed at AAC

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

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

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Reviewed at AAC

9.42 Reviewed at AAC

9.43 Reviewed at AAC

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

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

9.45 Reviewed at AAC

GENERAL COMMENTS:

Based on student interviews and in pursuance of experiential learning objectives, the team recommends more practical or hands-on activities and electronic related field trips.

CL_Review020662

9. PROGRAM EVALUATION

Academic Associate's Degree in Health Information Technology

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

☒ Yes ☐ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Michael Annichiarico, lead instructor, administers the Health Information Technology program. He holds a bachelor's degree in Liberal Arts from Marquette University and a master's of education degree in Health Service Administration from Wagner College. He is a fellow in the American College of Healthcare Administrators, and has 36 years of healthcare experience. Mr. Annichiarico is well-qualified to be the lead instructor.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
The program has had two guest speakers, "Coding and approaches to finding a job in coding," was conducted by Ms. Winnie Palmer, and "How health records are used in the Orange County Jail," was presented by Ms. Markham.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

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

☒ Yes ☐ No

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

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

CL_Review020663

9.12 Reviewed at AAC

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

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

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

☐ Yes ☒ No

If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): The syllabi did not show outside class work assignments and hours required outside class for each hour spent in class and how these hours are demonstrated.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
There were two calls made to employers.

How many calls to employers or graduates were successful?
There were two successful calls.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were two calls that confirmed the employment of the graduates as reported on the 2011 CAR.

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

☐ Yes ☐ No ☒ Not Applicable

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

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.22 - reviewed at AAC

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

☒ Yes ☐ No

CL_Review020664

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.27 Are teaching loads reasonable?

☒ Yes ☐ No

9.31 Reviewed at AAC

9.32 Reviewed at AAC

9.33 Reviewed at AAC

9.34 Reviewed at AAC

9.35 Reviewed at AAC

9.36 Reviewed at AAC

9.37 Reviewed at AAC

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

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

9.39 Reviewed at AAC

GENERAL COMMENTS:

The team interviewed the two Health Information Technology program faculty members and four of the five program students. The interviewees expressed while the program is small, the courses are being offered when needed for the benefit of the students. The team was impressed with the commitment of the adjunct faculty and the students.

CL_Review020665

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminology and Forensic Technology

Academic Associate's Degree in Criminal Justice

Bachelor's Degree in Criminal Justice

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Camiel Long, chair, oversees the Criminal Justice and Criminology, Forensic Technology, and Criminal Justice programs. He holds an associate's degree in General Studies from the University of Central Florida, a bachelor's degree in Criminal Justice from the University of Central Florida, and anticipates completing his master's degree in Criminal Justice from Kaplan University within one year. He has 20 years of experience in law enforcement in the state of Florida, and 5 years in corporate security. He was an adjunct instructor with ITT for four years, and became the chair in June 2012, a full time position.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
The programs invite guest speakers from various law enforcement agencies and security firms. The students take field trips to correctional facilities, explosive disposal sites, and SWAT team agencies, and the students have the opportunity to operate equipment in a controlled environment.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

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

☒ Yes ☐ No

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

CL_Review020666

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

9.12 Reviewed at AAC

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

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
There seven calls made to employers and graduates.

How many calls to employers or graduates were successful?
There were five successful calls.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There were five calls that confirmed the employment of the graduates as reported on the 2011 CAR.

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

☒ Yes ☐ No ☐ Not Applicable

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

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.22 Reviewed at AAC

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

☒ Yes ☐ No

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

CL_Review020667

☒ Yes ☐ No

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

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.27 Are teaching loads reasonable?

☒ Yes ☐ No

9.35 Reviewed at AAC

9.36 Reviewed at AAC

9.37 Reviewed at AAC

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

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

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Reviewed at AAC

9.42 Reviewed at AAC

9.43 Reviewed at AAC

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

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

9.45 Reviewed at AAC

GENERAL COMMENTS:

The faculty is well-qualified to teach the curricula, and sufficient faculty and courses are available enabling the students to pursue their studies within a timely sequence. There are sufficient academically enriching field trips and guest speakers that add "real world" experiences to the programs, and the facilities and equipment are excellent.

CL_Review020668

9. PROGRAM EVALUATION

Academic Associate's Degree in Computer Drafting and Design (teach out)

Academic Associate's Degree in Graphic Communications and Design

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

☒ Yes ☐ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jaymon Dark, lead instructor, is assigned to administer the academic programs for the school of drafting and design. He holds a bachelor's and a master's degree in Architecture from the University of Florida.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

(a) Student retention rate of 62%

☐ Yes ☒ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☐ Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☒ Yes ☐ No

9.07 List the community resources and how they are utilized to enrich the program(s).
The programs use field trips and guest speakers to enrich the curricula, and several instructors who are members of the American Institute of Architects (AIA) host a local chapter.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

CL_Review020669

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ N/A

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course?

☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

(a) How many calls to employers or graduates were attempted?
The following number of calls was made to employers and graduates for the following programs:
Associate's Degree in Graphic Communications and Design - 1
Associate's Degree in Computer Drafting and Design- 1

(b) How many calls to employers or graduates were successful?
All of the calls were successful.

(c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.22 - reviewed at AAC

CL_Review020670

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.25 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.27 Are teaching loads reasonable?

☒ Yes ☐ No

9.35 Reviewed at AAC

9.36 Reviewed at AAC

9.37 Reviewed at AAC

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.39 Reviewed at AAC

CL_Review020671

9. PROGRAM EVALUATION

Bachelor of Science Degree in Project Management
Bachelor of Science Degree in Project Management and Administration, Information Technology Option

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Ora Denton, chair of the school of business and the school of information technology, oversees the programs. She holds a master's degree in Business Administration and a master's degree in Information Technology Management from Webster University, a bachelor's degree in Business Administration with a major in Information Technology Management from Christian Brothers University and an associate's degree in Computer Information Systems from State Technical Institute at Memphis. Ms. Denton reports to the dean of academics.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
The programs invite guest speakers to present on various topics and conduct field trips to local agencies.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

CL_Review020672

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course?

☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
There were two calls made to the employers of the bachelor's degree in Project Management - Administration option graduates.

How many calls to employers or graduates were successful?
There were two calls successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.22 - reviewed at AAC

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.25 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.27 Are teaching loads reasonable?

CL_Review020673

☒ Yes ☐ No

9.40 Reviewed at AAC

9.41 Reviewed at AAC

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.45 Reviewed at AAC

GENERAL COMMENTS:

The team recommends streamlining the process for field trip and guest speaker approval in order to more readily take advantage of community resources. The faculty voiced concern in this area and suggested the administrative process as it currently exists is discouraging.

CL_Review020674

9. PROGRAM EVALUATION

Academic Associate's Degree in Nursing

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes ☐ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Dr. Vivian Claire, chair of the Breckinridge school of nursing, administers the program. She holds an associate's degree in Nursing from Palm Beach State College, Lake Worth, FL; a bachelor's degree in Nursing from Barry University, Miami Shores, FL; a master's degree in Nursing and a doctorate in Nursing Practice from Florida Atlantic University, Boca Raton, FL. She has been the chair of the school of nursing since December 2010; her previous experience includes administration and education for five different healthcare facilities.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☐ Yes ☐ No ☒ Not applicable (new branch only)

No placement rate is available as there were no graduates reported on the 2011 CAR.

9.07 List the community resources and how they are utilized to enrich the program(s).
Presentations by speakers are used to enrich the program, for example Ms. Katie Shaw, a representative from Arden Courts and Visiting Angels presented "Dementia Virtual Tour," for 27 students in NUR240 on March 19, 2012; and a representative from Vitas Hospice presented "Psychosocial needs of the patients and families during the end of life" to 11 students in NUR 240 on September 17, 2012.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

CL_Review020675

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☒ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course?

☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☐ Yes ☐ No ☒ NA, (there have been no graduates)

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.22 reviewed at AAC

9.23 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

☐ Yes ☒ No

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.25 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

CL_Review020676

9.27 Are teaching loads reasonable?

☒ Yes ☐ No

9.35 Reviewed at AAC

9.36 Reviewed at AAC

9.37 Reviewed at AAC

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.39 Reviewed at AAC

CL_Review020677

9. PROGRAM EVALUATION

Bachelor's Degree in Information Systems Security

Academic Associate's Degree inNetwork Systems Administration

Academic Associate's Degree inInformation Technology (Computer Network Systems Option)

Academic Associate's Degree inSoftware Applications Development

Academic Associate's Degree inSoftware Development Technology

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes ☐ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Ora Denton, chair of the school of Information Technology, oversees the programs. As previously stated, she holds a master's degree in Business Administration and a master's degree in Information Technology Management from Webster University, a bachelor's degree in Business Administration with a major in Information Technology Management from Christian Brothers University and an associate's degree in Computer Information Systems from State Technical Institute at Memphis.

Ms. Denton has previous experience as an adjunct instructor at ITT and Webster College, and she has held several industry positions in information technology.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
The program provides an adequate number of community resources as evidenced by the number of industry field trips and guest speakers. The field trips and guest speakers cover various IT topics ranging from introductory concepts to cabling and network, and security standards and protocols. There have been 12 field trips and 4 guest speakers in 2012, including a trip to the Disney Data Center.

9.08 Are these resources sufficient?

CL_Review020678

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course?

☒ Yes ☐ No

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☐ Yes ☒ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic associate's degree in Computer Network Systems – 16
Bachelor's degree in Information Systems Security – 6.

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Academic associate's degree in Computer Network Systems - 7
Bachelor's degree in Information Systems Security - 3

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The following number of calls, by program, confirmed the employment of the graduates as reported on the 2011 CAR.
Academic associate's degree in Computer Network Systems – 6
Bachelor's degree in Information Systems Security – 3

If No, insert "Section 3-1-303(a)" in parentheses and explain:

CL_Review020679

(Section 3-1-303(a)): The team was unable to verify the "In-Field" placement of graduates as reported on the 2011 CAR. A review of Mr. Carlos Delgado's employment record indicates his placement was in "Related Field" as opposed to the "In-Field" category as reported on the 2011 CAR. Mr. Delagado graduated from the Information Technology Computer Network Systems program in June of 2011. He was placed at AT&T as a data consulting & retail sales representative on September 13, 2011. His job function is that of a retail sales person at an AT&T retail store.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.22 - reviewed at AAC

9.23 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

☒ Yes ☐ No

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.25 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.27 Are teaching loads reasonable?

☒ Yes ☐ No

9.35 Reviewed at AAC

9.36 Reviewed at AAC

9.37 Reviewed at AAC

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Reviewed at AAC

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.45 Reviewed at AAC

CL_Review020680

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

	Citation #	Summary Statement
1	**Section 3-1-303(a)**	The on-site evidence did not reflect the placement as reported on the CAR for an IT program (pages 43 and 44).
2	**Section 3-1-513 and Glossary**	All syllabi do not contain all the proper elements, specifically required out-of-class work (page 28).

From: Susan Greer <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/C539AA149AE54C71A8D2BC2D86525DB6-SGREER>
Sent: 12/17/2012 10:56:27 AM -0500
To: Judy Kotts <JKotts@westwood.edu>; Perliter Walters-Gilliam <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/6f0efc3dd0614f609e6b1f2e85504411-PWGilliam>
Subject: RE: Program Application for 00168008

Judy

I will see what we can do this week with this program. We will keep you updated.

Sue

From: Judy Kotts [mailto:JKotts@westwood.edu]
Sent: Friday, December 14, 2012 1:34 PM
To: Susan Greer; Perliter Walters-Gilliam
Subject: Program Application for 00168008
Importance: High

Good Morning and Happy Friday,

I am wondering if I have any "brownie points" that could be used to get a quick program approval.

Here is the situation. The program Wind Energy is currently being offered (and has been for about 2 years) at our Redstone Campus. Redstone College opened an additional location (00168008) in August which is 5 miles (or less) from the main campus building. The intent of the additional location was to move a portion of the programs from the main campus to the additional location. The additional location application was only for a single program (AOS –in Advanced Electronics Technology). It was determined in November that we also needed to move the AOS in Wind Energy program to the additional location in January because the main campus would not be able to accommodate the current population and the students starting January 7th,

At the December meeting, the Division of Private Occupational Schools (DPOS) approved the current version of the program to be moved/offered at the additional location. The complete application was submitted to ACICS (application number 43240) about two weeks ago.

The panic button is now being pushed because we need to move those students when the new term starts on January 7th. Thus, my request to see if I have any brownie points. The application (number **43240**) is complete, and as I previously said, incorporates no changes. (The application number is important since they have a modification application also just submitted.) If this helps any, Chad will also be doing a verification for the additional location on January 4th.

Please let me know if this is something that can be accomplished.

Thank you,

Judy

Judy Anderson-Kotts
Senior Director, Regulatory Affairs
Westwood College

(303) 846-1719 phone

(303)324 7864 cell
jkotts@westwood.edu

westwood.edu

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CL_Review020683

REEVALUATION VISIT

WESTWOOD COLLEGE - INLAND EMPIRE
20 West 7th Street
Upland, CA 91786
ACICS ID Code: 00027071

Ms. Tina Miller, Campus President (tinamiller@westwood.edu)
27071@westwood.edu

CAMPUS ADDITION
2890 Inland Empire Blvd.
Ontario, CA 91674
ACICS ID Code: 00027074

MAIN CAMPUS
Westwood College – Denver North
Denver, CO
ACICS ID Code: 00027062

June 9 – 10, 2014

Mercedes Alafriz	Chair	DOE Solutions	Phoenix, AZ
Kathryn Sellers	Student-Relations Specialist	Everest Online	St. Augustine, FL
Andrea Olson	Educational Activities Specialist	Globe University/ Minnesota School of Business	Aitkin, MN
Adriene Hobody	Business Administration Specialist	Immaculata University	Philadelphia, PA
Charles Saunders	CAD/Construction/Electronics Technology Specialist	Virginia College	Owens Cross Roads, AL
Alex Yarbrough	Criminal Justice/Paralegal Specialist	Virginia College	Chelsea, AL
Gine Thomes-Cotter, Ed. D.	Graphic Design Specialist	Retired	Phoenix, AZ
Kristal Bushong	Health Information Specialist	American National University	Salem, VA

CL_Review020685

Alicia Ryan	Healthcare Office Administration Specialist	Retired Allied Health Chair	Cincinnati, OH
Lisa Bynoe	Medical Specialist	Argosy University	Charlotte, NC
Kimberly Morrison	Interior Design Specialist	Art Institute of York Pennsylvania	York, PA
Eli Hoehn	Information Technology Specialist		Saint Peter, MN
Emily Jacobs	Staff Representative	ACICS	Washington, DC

CL_Review020686

PROGRAMS OFFERED BY WESTWOOD COLLEGE-INLAND EMPIRE UPLAND, CALIFORNIA

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Bachelor of Science	Bachelor's	Business Administration: Major in Accounting	1820	180	5/0	100%	N/A	100%	N/A
Bachelor of Science	Bachelor's	Business Administration: Major in Healthcare Management	1820	180	9/0	84%	40%	63%	100%
Bachelor of Science	Bachelor's	Business Administration: Major in Management	1820	180	29/9	72%	91%	73%	100%
Bachelor of Science	Bachelor's	Business Administration: Major in Marketing Management	1820	180	10/3	81%	86%	71%	75%
Associate of Science	Academic Associates	Business Administration	910	90	67/5	74%	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Construction Management	1945	180	7/6	96%	67%	75%	92%
Associate of Science	Academic Associate's	Construction Management	965	90	18/5	70%	N/A	80%	N/A
Bachelor's of Science	Bachelor's	Graphic Design: Major in Animation	2330	180	5/2	76%	0%	73%	50%
Bachelor of Science	Bachelor's	Graphic Design: Major in Game Art	2325	180	12/4	70%	**27%**	73%	27%
Bachelor of Science	Bachelor's	Graphic Design: Major in Visual Communications	2305	180	10/3	82%	89%	77%	75%
Associate of Science	Academic Associate's	Graphic Design	1205	90	39/5	67%	80%	67%	67%
Bachelor of Science	Bachelor's	Interior Design	2330	180	3/3	76%	**58%**	77%	71%
Associate of	Academic	Computer Aided	1205	90	25/6	85%	N/A	100%	N/A

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Science	Associate's	Design/Architectural Drafting							
Bachelor of Science	Bachelor's	Criminal Justice: Major in Administration	1820	180	103/29	79%	72%	74%	64%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Investigations	1820	180	6	78%	N/A	100%	N/A
Associate of Science	Academic Associate's	Criminal Justice	910	180	132/11	71%	**50%**	95%	N/A
Associate of Science	Academic Associate's	Paralegal	925	90	17/2	85%	70%	74%	62%
Bachelor of Science	Bachelor's	Information and Network Technologies: Major in Network Management	2350	180	39/8	85%	**65%**	78%	82%
Bachelor of Science	Bachelor's	Software Development: Major in Game Software Development	2145	180	0/1	87%	**15%**	90%	55%
Associate of Science	Academic Associate's	Information Technologies	1225	90	4/19	70%	0%	67%	N/A
Associate of Occupational Studies	Occupational Associate's	Information Technology	1415	91.5	51/13	N/A	N/A	N/A	N/A
Associate of Occupational Studies	Occupational Associate's	Electronics Technology	1315	90.5	4/2	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Health Information Technology	1270	103.5	17/1	N/A	N/A	N/A	N/A
Diploma	Diploma	Medical Assisting	955	69.5	74/7	95%	25%	100%	N/A
Associate of Science	Academic Associate's	Medical Assisting	1180	92	8/4	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Medical Insurance Coding and Billing	1080	90	10/3	78%	N/A	N/A	N/A
Associate of Science	Academic Associate's	Healthcare Office Administration	945	90	6/0	82%	N/A	N/A	N/A
		TOTAL ENROLLMENT			**861**	70.8%	65%		

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INTRODUCTION

The history of Westwood College began in 1953 in Denver Colorado. At that time, it was called the Radio and Television Repair Institute. In 1958, the electronics curriculum was expanded to meet the growing demands of the industry and the name of the college was changed to the National Electronics Institute (NEI). In 1974, the Denver Institute of Technology, Inc. (DIT) acquired ownership of the college and began to expand the curriculum to meet the needs of a growing technology society. In November 1997, DIT officially became Westwood College of Technology. In 2004, due to expansion in programs offered, Westwood College of Technology became Westwood College. Westwood College – Denver North opened its third California campus in May 2001. The additional location is in the Inland Empire (LAI) in the city of Upland. More than 50 percent of students enrolled in the college are from minority populations.

The College offers the following programs:

- Diploma in Medical Assisting
- Occupational Associate's in Information Technology and Electronic Technology
- Academic Associate's in Business Administration, Construction Management, Graphic Design, Computer Aided Design/Architectural Drafting, Criminal Justice, Paralegal, Information Technologies, Health Information Technology, Medical Insurance Coding and Billing and Healthcare Office Administration
- Bachelor's in Business Administration with a major in Accounting, Healthcare Management, Management, Marketing Management, Construction Management, Graphic Design- major in Animation, Game Art, and Visual Communications
- Bachelor's in Interior Design
- Bachelor's in Criminal Justice with a major in Administration and Investigations

The Bachelor's degree in Software Development: Major in Game Software Development had one student enrolled in the program. Due to the one enrollment, the program was not reviewed and no report was completed.

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REPORT QUESTIONS

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement can be found on page 8 of the 2014 Westwood College catalog #6636 Volume 5 – No. 1 Revised September 2013.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No
(e) Expected outcomes of the plans.

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☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.
☒ Yes ☐ No

(b) Student placement.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

(c) Level of graduate satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

(d) Level of employer satisfaction.
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

(e) Student learning outcomes.
☒ Yes ☐ No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

The campus defines and assesses student learning outcomes using the following data to demonstrate that student learning has occurred.

- Academic benchmarks for each program to ascertain student comprehension of the theoretical concepts and practical applications.
- Measurement tools such as key graded assignments (kgas), quizzes, tests, midterm exams, and final exams.
- Satisfactory completion and demonstration of practical hands-on labs and projects are used to determine the level of student comprehension.
- Grading is administered to assess the student's educational progress. Grading is based on the student's performance in class and level of achievement on assignments, projects, and examinations.
- Faculty Course Evaluations (FCEs) are administered each term in each class to aid in the evaluation of instructional procedures.
- Regularly scheduled and unannounced classroom visits by the program chairs, dean, and assistant dean, provide information to evaluate and improved processes.

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)

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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.

At the Inland Empire campus, the entire campus owns retention. All faculty and staff are encouraged to contribute positively to the retention and engagement efforts.

The school offers a number of services and benefits to help a student find value in his or her experience at Westwood College and remain in school despite numerous pressures to withdraw. Some of the services and benefits that the College offers are:

- Information on community resources that may help a student with financial, day care, transportation and other problems
- An open door policy to encourage early detection and confrontation with potential losses
- Provides on-campus academic assistance
- Mentors for high risk students
- A proactive system of attendance monitoring and improvement
- Flexible scheduling options to accommodate individual needs
- A variety of social activities to make the school a welcoming place to be

The College also addresses the early intervention for at-risk students (i.e., poor attendance, poor grades, and personal problems). Student Success Meetings (SSM) allows the campus to identify student's attendance issues.

The career services department, shares graduate employment data with the academic affairs department at each 150-day benchmark in support of student learning and assessment. The campus leadership team regularly reviews employment rates, feedback from graduate and employer surveys for each program, to research the causes for varying rates, and to look at potential changes to admissions, curriculum, and support services to student.

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 president, Ms. Tina Miller, is responsible for implementing and monitoring the Campus Effectiveness Plan. Ms. Miller joined Westwood College in July 2004 as the career services director of the Anaheim campus. In August 2007, Ms. Miller relocated to the Inland Empire campus in the role of campus vice president. In June 2009, she became campus president. Ms. Miller holds a master's degree in business administration from the University of Phoenix and a bachelor's degree in liberal studies from

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University of California Riverside and has more than eight-year's experience in the proprietary school industry.

Ms. Miller is assisted in implementing and monitoring the CEP with the a committee comprised of the campus assistant dean, registrar, program chairs, director of admissions, director of finance, director of student support and director of career services. During the year, the plan is reviewed for appropriateness. If required, the management team agrees on revisions or amendments.

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? 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

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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. Tina Miller, the campus president, is responsible for the financial oversight of the campus. As previously noted, Ms. Miller joined Westwood College in July 2004 as the career services director of the Anaheim campus. In August 2007, Ms. Miller relocated to the Inland Empire campus in the role of campus vice president. In June 2009, she became campus president. Ms. Miller holds a master's degree in business administration from the University of Phoenix and a bachelor's degree in liberal studies from University of California Riverside and has more than eight years' experience in the proprietary school industry.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
As previously noted, Ms. Tina Miller is the campus president. Ms. Miller joined Westwood College in July 2004 as the career services director of the Anaheim campus. In August 2007, Ms. Miller relocated to the Inland Empire campus in the role of campus vice president. In June 2009, she became campus president. Ms. Miller holds a master's degree in business administration from the University of Phoenix and a bachelor's degree in liberal studies from University of California Riverside and has more than eight-year's experience in the proprietary school industry.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)
(b) Admissions.
☒ Yes ☐ No
(c) Curriculum.
☒ Yes ☐ No

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(d) Accreditation and licensure.
☒ Yes ☐ No
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Does the campus admit ability-to-benefit students?
☒ Yes ☐ No *(Skip to Question 3.11.)*

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
During the evaluation of Westwood Inland Empire campus, the team reviewed 50 student files classified on the 2012-2013 CAR as either drops, graduates, re-entries, new starts, or continuing enrollment. Of

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these files, five were students who were on academic warning status, including one that had been dismissed. Student account ledger cards were reviewed for each of the 50 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
(d)
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. Alma Salazar, director of admissions, is responsible for the oversight of student recruitment at the campus. Ms. Salazar has a master's degree in business administration from Westwood College Online in Denver, Colorado and a bachelor's degree in organizational management from Biloa University in La Mirada, California. Ms. Salazar has worked in higher education since 1991 serving in many capacities including financial aid, career services and admissions.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

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The team is able to verify that the recruiting process for new students is ethical and compatible with the educational objectives of the campus based upon student file review, staff and student interviews and overall review of materials covered during the enrollment process. Initial applicants are interviewed by an admissions representative and provided information on program offerings through a detailed presentation created by Westwood. During the presentation, which is timed and recorded, admissions advisors review a slide presentation covering relevant aspects of the program to help the student make an informed decision. The director of admissions conducts both phone call and interview session observations. The corporate office contracts with a third party, "Mystery Shopper" to serve as a check on admissions practices at their campuses. This campus has approximately 5-10 visits per year and have always 'passed' the test. As a result of the experience one mystery shopper returned a year later, enrolled and subsequently graduated from a program.

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?

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☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress policy is published on pages 75-80 of the current academic 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.

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☒ 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

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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. Connie Kuang, registrar, is responsible for the administration of satisfactory academic progress. Ms. Kuang holds a master's degree in educational administration leadership from California State University, Los Angeles and a bachelor's degree in economics from University of California, Irvine. She has been affilliated with higher education working as a registrar since 1996.

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. Audri Williams, director of student finance, is responsible for administering student financial aid. Ms. Williams has worked in higher education since 2005 as a student financial aid advisor, assistant director and in her current postion as director since 2013. Ms. Williams has received a proprietary certification from and is an active member of the California Association of Student Financial Aid Administrators (CASFAA).

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

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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. Williams stays current with regulation and policy changes in financial aid by attending workshops and conferences hosted both by professional organizations and the corporate office. She is also a member of the California Association of Student Financial Aid Administrators and the Western Association of Veterans Education Specialists (as noted above).

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No *(Skip to question 4.58.)*

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The student support department provides a variety of services to assist students in addressing problems that may keep them from succeeding. The student support department assists students with transportation by providing information on bus routes and coordinating car pools. For students who have personal problems, the campus refers them to non-profit or low cost agencies in the community for professional help. The campus has a full-time tutoring coordinator who works with all students in need of extra assistance by connecting them with a faculty member.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☒ Yes ☐ No ☐ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Mr. Eric McDanel, director of career services, is responsible for the oversight of counseling students on employment opportunities. Mr. McDanel has a master's degree in higher education from California State University, Fullerton. He has worked in higher education since 2009 as coordinator of student life, career development and in his current position since July 2013.

4.61 Does the campus offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 1040
The ending enrollment reported on the previous year's CAR is 1040

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
The campus ensures students are advised of the their student loan repayment obligations during an entrance counseling session. All students are required to attend this initial meeting and, before graduation, students attend a mandatory graduation workshop where they are again reminded of their obligations.

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus offers many extracurricular activities for students including ice-cream socials and blood drives. Students participate in both basketball and softball community leagues and each program has a club specific group to promote careers.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Dr. Luka Mbewe, academic dean since 2006, oversees all educational activities. He holds a doctoral degree in educational leadership from Argosy University; a master's degree in education from California State University-San Bernardino; and a bachelor's degree in electronic engineering from Northrop University in California. He joined Westwood in 2005 as the assistant dean and has over 24 years of experience in private post-secondary education. Dr. Mbewe is supported in the oversight of academics by an assistant dean and seven program chairs.

5.03 Does this person have appropriate academic or experiential qualifications?

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☒ 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 campus makes provisions for administrators to have sufficient authority and responsibility for program development and management evidenced by the following: signed job descriptions; administrator and faculty meeting minutes; observed interaction among administrators, faculty, and staff; and interviews while on-site. A systematic process is in place for program chairs in collaboration with the dean to oversee faculty recruiting, classroom management, and curricula development and revision.

5.05 Is the time devoted to the administration of the educational programs sufficient?

☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

☒ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

☒ Yes ☐ No

(b) Selection of course materials, instructional equipment and other educational resources.

☒ Yes ☐ No

(c) Systematic evaluation and revision of the curriculum.

☒ Yes ☐ No

(d) Assessment of student learning outcomes.

☒ Yes ☐ No

(e) Planning for institutional effectiveness.

☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

☒ Yes ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

☐ Yes ☒ No (*Skip to question 5.10*)

FOR NEW GRANTS ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

☐ Yes ☒ No (*Skip to question 5.14*)

FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?

☒ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

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☒ Yes ☐ No

5.16 What provisions are made for individual differences among students?

The following provisions are made for individual difference among students: flexible scheduling for day and evening classes; lab-and project-based learning strategies; acknowledgement of the adult and diverse socio-economic population of its learners; and willingness of faculty and administrators to devote time outside of scheduled class hours to individual student concerns and advising. Classroom observations and interviews with students, faculty, and administrators evidence these practices.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.

Faculty have direct access to Westwood corporate personnel who manage curricula for all campuses through MyPATH, an online portal. Faculty stated requests are acknowledged and action is taken based on their recommendations. A campus curriculum committee holds regularly scheduled meetings which are attended by faculty and administrators, and informal discussions are held daily among faculty, chairs, and staff. All formal and informal recommendations provide action items for revision at the campus level if they do not impact the core curricula or are forwarded to the corporate office for consideration and approval if the revisions will impact core curricula and require modifications to the syllabi or programs.

5.18 Does the faculty participate in this process?

☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?

☒ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

☒ Yes ☐ No ☐ Not Applicable (no student has made such a request)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

☒ Yes ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)

(a) Facilities.

☒ Yes ☐ No

(b) Instructional equipment.

☒ Yes ☐ No

(c) Resources.

☒ Yes ☐ No

(d) Personnel.

☒ Yes ☐ No

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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?
A schedule of annual training sessions; materials from previously held sessions; participant lists; and documentation in faculty files evidence a systematic program of in-service training for part- and full-time faculty.

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

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FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?
☒ Yes ☐ No

5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.40 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

COMMENDATIONS:
The "open door" policy practiced by Dr. Mbewe, academic dean, cultivates a welcoming and supportive environment for students, faculty, and administrators evidenced by the dialogue among all campus personnel.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

Westwood College – Inland Empire campus is located at 20 West 7th Avenue in Upland, CA, the main location is made up of 24 classrooms within a total space of 34,142 square feet. Classrooms consist of the following:

- 17 computer labs (IT, CAD, Interior Design, Medical Coding and general computer applications)
- 4 lecture rooms (all programs)
- Interior Design Resource Room
- Two combined rooms for Medical Assisting lab and lecture room

In addition to classroom space there is a large, centrally located student commons area on the second floor and a Learning Commons (library) on the first floor. The student commons area provides ample seating, as well as vending machines, microwaves, and a flat screen television. The Learning Commons has two private study rooms and a dozen computers that have access to electronic library subscriptions. Also included is administrative office space for Admissions, Student Support, Student Finance, Career Services, Education and Executive Administration throughout the campus.

The parking lot on the premises offers a total of 222 parking stalls for staff, faculty and visitors. This number does not include the additional parking stalls that are committed to the neighboring animal clinic, who also shares the land parcel. Private security is contracted to patrol the parking areas during school days from 7:00 AM until closing at 11:00 PM. Two guards are stationed in the evening for better coverage during low visibility.

The campus is within one mile of the Metrolink train station in Upland, and adjacent to several public bus lines that run north and south on main street Euclid. The college is situated right next to the Interstate 10 freeway and Euclid, accessible to commuters.

The additional location for overflow classes is located at 2890 Inland Empire Blvd in Ontario. This campus is approximately 4 miles from the Upland location, also off the Interstate 10 and Archibald. The additional location resides in a complex of industrial office space with 9947 square feet of class and administrative space. The eleven rooms consist of the following:

- Three computer labs (general computer application and criminal justice programs)
- Seven lecture rooms for general education and criminal justice programs

There is also a Criminal Justice lab/mock courtroom which is outfitted with a court bench. This location also offers a small student commons area, Learning Commons with electronic access, and a few administrative offices for visiting faculty and the assigned administrator. There are 85 parking stalls available in front and around the building. Private security is available during school hours when classes

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are scheduled (varies term to term but about 2-3 days a week). Several public bus lines ride down Inland Empire Blvd and the adjacent Archibald Avenue.

6.02 Does the campus utilize any additional space locations?
☒ Yes ☐ No

If *Yes*, list the name and address of each location.
The additional space is approximately four miles from the Upland campus and is located at 2890 Inland Empire Blvd. Ontario, CA.

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
If *No,* insert the section number in parentheses and explain:
(Section 3-1-602): The campus located at 20 West 7th Street in Upland, CA did not have evidence on file to show that they are in current compliance with fire safety regulations. A fire safety inspection was conducted on May 23, 2014. The campus provided a copy of the results of the inspection. A number of deficiencies and the necessary corrective actions were listed in order for the campus to meet fire safety regulations.

The campus was also not able to provide evidence to show that the additional space, located at 2890 Inland Empire Blvd. Ontario, CA is in compliance with fire safety regulations. A copy of an email from the building property manager noted that the fire inspection is scheduled for Friday June 20, 2014.

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog used during the evalatuion was the Westwood College 2014 Academic catalog.

7.02 Does the self-study or additional location application part II accurately portray the campus?

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☒ 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.

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☒ 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.)*

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.)*

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(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.)?
Westwood College, Inland Empire Campus advertises by printed publications, TV and radio advertisement 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?
Westwood College distributes the Student Right-to-Know and Campus Security Report to prospective students, current students and employees upon request. Print copies of all materials are available upon request. The materials are housed at the office of student support, admissions, the executive assistant and the registrars' office. The following information is made available to the students: transfer of credit; student body diversity; Family Education Rights and Privacy Act (FERPA), general institutional information, graduate employment rates/ performance fact sheet, completion/graduation rates, Campus Safety and Security, Drug and Alcohol Abuse Policy and Prevention Plan, Financial Assistance, Student Code of Conduct, Sexual Harassment Policy and Sexual Assault Prevention Plan, Copyright Infringement, Graduate Statistics Disclosure, Employment Positions Available to Graduates, and Salary Disclosure Information.

Where is this information published and how frequently is this information being updated?
The information is published on the Westwood College website at www.westwood.edu/student-services/right-to-know. All information provided is linked through this webpage. Information is routinely updated as the most recent annual rates and data becomes available.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

☒ Yes ☐ No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The campus librarian, Ms. Phoebe Magallanes, utilizes the following activities to develop continuous assessment strategies: collaboration with faculty, chairs, and administrators to review and select program resources, and with the Westwood system administrator to review the campus technology transfer plan and acquisitions; and consultation with professional review sources, association websites, and program advisory committee members to review the currency of 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 fiscal year's library budget, October 1, 2013 through September 30, 2014, is $40,265.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

To the date of the visit, 70 percent of the budget has been spent with expenditures allocated as follows: 50 percent on database subscriptions; 28 percent on print-copy collections; 17 percent on periodicals; and 5 percent on supplies.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

The faculty inspire usage of the resouces by introducing students to evidence-based analysis; motivate students by requiring research assignments and projects; and direct students by having them complete a strategies for success course that includes an orientation to the library resources.

Are these methods appropriate?

☒ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
The following full-text online collections are available to students and faculty through MyPATH, the Westwood campus portal: Britannica Online; EBSCOhost; LexisNexis Academic; Westlaw; STAT!; ProQuest Central; lynda.com; and Films on Demand.

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. Magallanes is the on-site librarian. She holds a master's degree in library and information science from San Jose State University, a bachelor's degree in health science from California State University-Fullerton, and an associate's degree in biological sciences from Citrus College in California. She has been employed full-time since 2011 with 90 percent of her responsibilities allocated to the library and 10 percent to teaching. The library is open Monday through Thursday 7 a.m. to 10 p.m., Friday 7 a.m. to 8 p.m., and Saturday 9 a.m. to 1 p.m. When Ms. Magallanes is not on duty, a student worker, who has been adequately trained, staffs the library.

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?

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☒ 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

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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

COMMENDATIONS:
The campus library provides comprehensive physical and electronic holdings with resources for curriculum ranging from technical to general education to creative disciplines.

9. PROGRAM EVALUATION

Academic Associate's degree in Health Information Technology

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Velda Hunter is the program chair for the health information technology (HIT) program. She holds a bachelor's degree in technical management and an associate's degree in health information technology both from DeVry University, Pomona, California. She is a Registered Health Information Technologist (RHIT) through the American Health Information Management Association (AHIMA), which is current through 2016. Ms. Hunter also comes to the position with several years' experience in the field as a health information management supervisor and analyst.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:

CL_Review020717

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 requirements for retention and placement are not applicable as there are not graduates at this time. The first graduates are expected in May 2015.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The HIT program utilizes several different community resources to enrich their curriculum. Although the program is fairly new, they have already brought in physicians as guest speakers regarding new changes in electronic health records management. There is a programmatic advisory committee (PAC) comprised of local health information management specialists such as HIT directors, office managers, billers and coders, HIT consultants, and previous HIT graduates from other local institutions; allowing for real world application to classroom curriculum.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers

CL_Review020718

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No

(g) Topical outline of the course

☒ Yes ☐ No

(h) Instructional methods

☒ Yes ☐ No

(i) Assessment criteria

☒ Yes ☐ No

(j) Method of evaluating students

☒ Yes ☐ No

(k) Date the syllabus was last reviewed

☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

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)*

CL_Review020719

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.

During the visit, the team evaluated and reviewed assignments. The class is in the second week of the term and; therefore, only week one assignments were available for review. Assignments were documented, labeled, and kept on the institutions' Westwood blackboard system. The students are also able to access the portal for review of assignments and grading scores at any time.

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

CL_Review020720

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

COMMENDATIONS:
The team would like to give special acknowledgement to the HIT instructor, Ms. Tracie Montgomery, for her dedication to her students, institution, and commitment to higher learning. Her thoroughness to instruction, assignments, and passion for the subject material and the students is to be commended. Although the program is new, there has been dedication to bringing the program out of the gate running full speed and stands to the commitment the institution has to the training of their graduates for employment to the field, professionally and academically. The positive feedback from students supported these statements.

9. PROGRAM EVALUATION

Academic Associate's degree in Construction Management
Bachelor's degree in Construction Management
Academic Associate's degree in Computer Aided Design/Architectural Drafting
Occupational Associate's degree in Electronic Technology

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Octavio Echeverria is the program chair for the School of Technology, which includes the occupational associate's degree in electronics technology (AOSET) program. Mr. Echeverria holds a master's degree of information assurance from Norwich University in Northfield, Vermont; a bachelor's degree in business management from the University of Phoenix in Ontario, California; and an academic associate's/certificate in computer technology from Los Angeles Community College in Los Angeles, California.

Mr. Scott Russell is the program chair of the School of Design which includes the academic associate's degree in computer aided design/architectural drafting program. Mr. Russell holds a master's degree in fine arts (film and television) from the Chapman University in Orange, California, and a bachelor's degree in English from the University of California-Berkley, California.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The programs utilize an advisory board made up of representatives of companies doing business in the Inland Empire Area of California, as well as, graduates of Westwood College. The Team was provided minutes/sign-in sheets of numerous guest speakers. Other activities such as a visit construction sites and local companies doing business in the related fields were well documented.

CL_Review020722

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No

(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Occupational Associate's degree in Electronics Engineering: N/A
Academic Associate's degree program in CADD/Architectural Drafting: N/A
Academic Associate's degree program in Construction Management: N/A
Bachelor's Degree program in Construction Management: 2

How many calls to employers or graduates were successful?
Occupational Associate's degree in Electronics Engineering: N/A
Academic Associate's degree program in CADD/Architectural Drafting: N/A
Academic Associate's degree program in Construction Management: N/A
Bachelor's Degree program in Construction Management: 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Occupational Associate's degree in Electronics Engineering: N/A
Academic Associate's degree program in CADD/Architectural Drafting: N/A
Academic Associate's degree program in Construction Management: N/A
Bachelor's Degree program in Construction Management: 2

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

CL_Review020724

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 reviewed existing homework documents confirming the grading as representative of the requirements identified on the syllabi and in the Westwood College catalog.

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

CL_Review020725

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.29 Are teaching loads reasonable?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.31 What is the current student/teacher ratio?
(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 student teacher ratio in the academic associate's construction management program is 1:8.
The student teacher ratio in the bachelor's construction management program is 1:7.
The student teacher ratio in the academic associate's computer aided design program is 1:6.
The student teacher ratio in the occupational associate's degree in electronic technology program is 1:14.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

CL_Review020726

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☒ Not Applicable (no students in the second year)

9.36 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

FOR 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 Team found the programs were well-conceived, directed, and taught.

COMMENDATIONS:
This is a well run campus with competent, caring faculty, administration and staff who are all dedicated to the single goal of student success.

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
Bachelor's degree in Criminal Justice: Major in Investigations

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. Bernard Alex is the program chair for School of Justice. Mr. Alex holds a master's degree in in public administration from California State University, Dominguez Hills, California and a bachelor's degree in sociology from the University of Southern California in Los Angeles, California. He has been in his current position at the campus since 2012. He has been in the field for over 20 years.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

CL_Review020728

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The team found documentation of Program Advisory Committee (PAC) meeting minutes for the School of Justice.

The team found documentation of the following field trips: Museum of Death, Los Angeles County Probation Department and Baldwin Park Police Department.

The team found documentation of the following guest speakers: Mr. Bill Park- Los Angeles Police Department; Ms. Carolina Zavala - Los Angeles Police Department; Mr. William Pattillo – Salinas Valley Detention Center; Ms. Maggie Harris – court-appointed special advocate; and Mr. Julio Perez – Rape Crisis Center.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes ☐ No

CL_Review020729

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)

CL_Review020730

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 Paralegal – 1
Academic Associate's degree in Criminal Justice – 8
Bachelor's degree in Criminal Justice: major in administration - 2

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Academic Associate's degree in Paralegal – 1
Academic Associate's degree in Criminal Justice – 8
Bachelor's degree in Criminal Justice: major in administration - 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the 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 found documentation of graded homework recorded in the grade book and given weight.

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

CL_Review020731

(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

CL_Review020732

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

Bachelor's in degree Business Administration: Major in Healthcare Management

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

CL_Review020733

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Adeyinka Animashun is the program chair for the school of business. This department contains four other business related programs, along with the business administration healthcare management program and construction management. Mr. Animashaun holds two master's degrees: a master's of business administration and master's in organizational leadership from National University in LaJolla, California. Mr. Animashun has holds a bachelor's degree in business administration from Yaba College of Technology in Nigeria with the credit analysis completed and confirmed from the World Education Services International Credential Advantage Package (WES ICAP).

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☐ Yes ☒ No

If *No,* insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
At this time there are nine students currently enrolled in the program, therefore, no improvement plan is required.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The community resources offered to enrich the program included field trips, guest speakers, and program advisory meetings. The community resource activities included field trips that taught students how to deal with stress management in the workplace by visiting the American Career College of Massage Therapy. The students also visited the San Bernardino Department of Public Health and Loma Linda University Medical Center to observe how various health services are performed in the public health department and the health care industry. Guest speaker presentations from Merck Pharmaceuticals, Immuno Diagnostics, and Kaiser Permanente discussed management roles in health care, career management, and creating opportunity. The Program also has an advisory board that included the whole

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business program department. During the meeting, a breakout session was exclusive to the health management segment of the business administration program.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☐ Yes ☒ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No

CL_Review020735

(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?
Bachelor's Degree program in Business Administration Healthcare Management: 1

How many calls to employers or graduates were successful?
Bachelor's Degree program in Business Administration Healthcare Management: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
One call where contact was made confirmed employment of the graduate as reported on the 2013 CAR. The team made verbal contact and confirmation via a telephone call with the graduate at the place of employment.

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?

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☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, 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

CL_Review020737

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 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

Academic Associate's degree in Graphic Design

Bachelor's degree in Graphic Design: Major in Animation

Bachelor's degree in Graphic Design: Major in Game Art

Bachelor's degree in Graphic Design: Major in Visual Communication

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No

CL_Review020738

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Scott Russell is the program chair for the School of Design which includes the graphic design programs. He has held this position since July 2013. Mr. Russell has a master's degree in film and television from Chapman University in Orange, California, and a bachelor's from the University of California-Berkeley. Mr. Russell also holds certificates from the Broadcast Educators' Association (BEA) and the Independent Game Developers' Association (IGDA). Prior to his current position, he was the associate dean/program chair for media arts at Mt. Sierra College, the creative director/senior editor for the Fox Kids Network, the creative director for Peter Green Designs, a producer at Sirena Studios, and the creative director for Caliber Marketing. In his various positions, Mr. Russell has produced award-winning films that have been viewed at film festivals and on national television networks. His latest film, Exquisite Corpse, is currently in distribution through VMI Worldwide.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

The bachelor's program in Graphic Design: Major in Game Art has a placement rate of 27%. The other three programs are in compliance for placement.

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 Graphic Design programs have utilized the following to enrich student involvement: a field trip to the Claremont Graduate University Gallery to view the fine art component of that campus' master of fine arts program which gave the students an opportunity to experience and develop on-location photography skills; membership in Alpha Beta Kappa National Honor Society--where Graphic Design students were among the founding members; participation in college blood drives and World Health Day; participation in YMCA- and Westwood-organized sports teams; sponsorship of children at Christmas through Steven's Hope for Children; attendance at relevant conferences such as SIGGRAPH and the Game Developers' Conference (GDC); and participation at meetings of the program advisory committee to

CL_Review020739

discuss curricula needs and modifications. Program students may also join the International Game Developers' Association (IGDA) through the Orange County chapter and the American Institute of Graphic Arts (AIGA) through a local chapter.

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

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods

CL_Review020740

☒ 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 graduates for the various programs:
Academic Associate's degree program in Graphic Design: 4
Bachelor's degree program in Graphic Design: Major in Animation: No graduates
Bachelor's degree program in Graphic Design: Major in Game Art: 3
Bachelor's degree program in Graphic Design: Major in Visual Communications: 3

How many calls to employers or graduates were successful?
The following number of calls was made to graduates for the various programs:
Academic Associate's degree program in Graphic Design: 4
Bachelor's Degree program in Graphic Design: Major in Animation: No graduates
Bachelor's degree program in Graphic Design: Major in Game Art: 3
Bachelor's degree program in Graphic Design: Major in Visual Communications: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful contacts confirmed employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

CL_Review020741

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
Various digital assignments were reviewed; each assignment had attached notes and/or rubrics that defined the areas of concern and gave the appropriate grades.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

CL_Review020742

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

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

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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

COMMENDATIONS:
The campus has a bright, inviting environment that stimulates student involvement in both their programs and extra-curricular activities. Of particular interest are the many framed and displayed pieces of student work demonstrating the skills taught in the various programs. These displays invite further study by persons attending or passing through the buildings.

9. PROGRAM EVALUATION

Bachelor's degree in Interior Design

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Scott Russell is the program chair for the School of Design which includes the graphic design programs. He has held this position since July 2013. Mr. Russell has a master's degree in film and television from Chapman University in Orange, California, and a bachelor's from the University of California-Berkeley. Mr. Russell also holds certificates from the Broadcast Educators' Association (BEA) and the Independent Game Developers' Association (IGDA). Prior to his current position, he was the associate dean/program chair for media arts at Mt. Sierra College, the creative director/senior editor for the Fox Kids Network, the creative director for Peter Green Designs, a producer at Sirena Studios, and the creative director for Caliber Marketing. In his various positions, Mr. Russell has produced award-winning films that have been viewed at film festivals and on national television networks. His latest film, Exquisite Corpse, is currently in distribution through VMI Worldwide. The interior design major is located within the design department.

CL_Review020744

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☒ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
In 2013, a guest speaker was engaged from California Coalition of Interior Design Certification to discuss the current legislation in place regarding the profession of interior design in the state of California. Students were made aware of the qualification requirements and how their education fits into that role for future certification. Students commented on a recent field trip to a completed green building project - Frontier Project.

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)*

CL_Review020745

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> 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

CL_Review020746

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 seven calls attempted to verify employment in the Bachelor's degree Interior Design program.

How many calls to employers or graduates were successful?
There were seven successful calls to verify employment of graduates in the Bachelor's degree in Interior Design program.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All calls were contact was made confirmed 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.
Review of homework assignments with grades and comments confirmed out-of-class work is recorded appropriately.

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

CL_Review020747

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 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

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9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes ☐ No ☒ Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Diploma in Medical Assisting

Academic Associate's degree in Medical Assisting

Academic Associate's degree in Medical Insurance Coding and Billing

Academic Associate's degree in Healthcare Office Administration

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Christina Guzman is the school of healthcare program chair for the Westwood College Upland, California location and is assigned to administer the academic programs of diploma and associate's in medical assisting, associate's in medical insurance coding and billing and the associates in health office administration at the campus. Ms. Guzman has held this position since June 2012. Academically, Ms. Guzman holds a diploma in medical assisting from Concorde Career College of San Bernardino, California; a bachelor's degree in business administration from Kaplan College (online); and is currently pursuing a bachelor's degree in nursing from Mount Saint Mary's College with an expected date of graduation of December 2014. Experientially, Ms. Guzman is a Registered Medical Assistant (RMA) with American Medical Technologists (AMT) and Certified Clinical Medical Assistant (CCMA) with National Health Career Association (NHCA) and remains a member in good standing with both organizations. Furthermore, Ms. Guzman has over five years of related experience, primarily clinical, working with various local healthcare entities.

To support Ms. Guzman with subject matter and curriculum related expertise of the medical insurance coding and billing and the healthcare office administration programs, the campus has appointed Ms. Jessica Juarez-Gonzalez as lead instructor in March 2013 for the aforementioned programs. Ms. Juarez-Gonzalez earned an associate's degree in healthcare administration from the University of Phoenix

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(Online) and is pursuing a bachelor's degree in healthcare administration with a concentration in health information technology with an expected September 2014 date of completion. Ms. Juarez-Gonzalez is also a Certified Medical Assistant (CMA) and a Certified Postsecondary Instructor with the National Center for Competency Testing (NCCT). Ms. Juarez-Gonzalez's academic background is coupled with over 30 years' experience, including clinical, administrative, billing and coding and managerial experience with various local healthcare entities. Ms. Juarez-Gonzalez has also taught on the post-secondary level for over five years.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 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).
Through interviews with faculty, students and materials available for review the team has been able to confirm the medical insurance coding and billing, the medical assisting and the healthcare office administration programs of the Upland, California campus of Westwood College aptly utilizes community resources to enrich its school of Healthcare programs. The programs hold annual program advisory committee meetings to solicit program related feedback from practicing industry professionals. Additionally, industry professionals and graduates are invited as guest speakers to address the students. Graduate, David Loera returned to speak with current medical assisting students and shared "Tips on Success" in the real world as a medical assistant. Additionally, graduate Ignacio Vielma returned to speak with students of the medical insurance coding and billing and the healthcare office administration programs about working as a medical biller with Quality First Medical Billing.

In August 2013, the students of the school of Healthcare visited a live taping of the hit ABC show The Doctor's where students had the opportunity to learn of current trends in the healthcare field. Embedded in the curriculum of the medical assisting and medical insurance coding and billing programs are externship components consisting of 180 hours. Through these externships students are afforded the opportunity to gain exposure and practical learning opportunities with local healthcare entities.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

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9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

Note:
The Health Office Administration program does not include an externship as part of its curriculum.

9.11 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes ☐ No

Note:
At the time of the team's visit, no students were currently enrolled in independent studies.

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

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(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 team attempted to contact one employer and/or student of the diploma program in Medical Assisting.

How many calls to employers or graduates were successful?
The team was successful in contacting one employer and/or student of the diploma program in Medical Assisting.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The successful contact made to the employer and/or student of the diploma program in Medical Assisting was able to confirm employment as reported on the 2013-2014 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

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?

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☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the documentation of evaluation viewed on site.
The team interviewed students, faculty and reviewed course syllabi to verify out-of-class work by students. Provided by both faculty and students for team review was homework assignments submitted that evidenced graded homework that included finished, graded assignments, grading rubrics for projects and group work assignments.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

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9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.29 Are teaching loads reasonable?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.31 What is the current student/teacher ratio?
(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 student/teacher ratio for the diploma program in Medical Assisting for lecture classes is 15:1
The student/teacher ratio for the diploma program Medical Assisting for lab classes in 12:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

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 an exceptionally well-run school of Healthcare programs. The team of program chair Christina Guzman and lead faculty Jessica Juarez-Gonzalez presented as highly competent, personable and student-focuesed. The administration, faculty and staff were found to be caring, well-qualified and supportive of student needs. Students were excited about their abilty to successfully obtain post graduation employment in their respective fields.

COMMENDATIONS:
The team commends the campus on positive sentiments shared by both externship sites visited. Both externship sites were highly complementary of the skills, preparedness and professionalism of the Westwood students and eager to extend full time employment at the completion of the externship period.

The team would like to commend the school on its proactive initiative to geographically sensitivity train its students. The campus has created a special three part workshop series entitled "Spanish Medical Terminology". This course is reflective of region's high population of Hispanic patients. Teaching the students to communicate with this specific patient population has proven to be beneficial to the practices served and raised the graduates marketability. One office spoken to would like to have its employees trained under this program. This workshop is offered free of charge.

9. PROGRAM EVALUATION

Academic Associate's degree in Information Technologies
Occupational Associate's degree in Information Technology
Bachelor's degree in Information and Network Technologies: Major in Network Management

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Octavio Echeverria is assigned to administer the programs. Mr. Echeverria has served as the program chair of the School of Technology at this campus since 2002. Mr. Echeverria holds an a

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master's in information assurance from Norwich University, Northfield, Vermont; a bachelor's of business management from the University of Phoenix, Ontario, California; and an associate's in computer technology from Los Angeles City College. Mr. Echeverria's experiential qualifications include employment as a program manager with Compaq and a program director with Web Vision.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed-the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The programs utilize a Program Advisory Committee (PAC) composed of local industry professionals that provide recommendations and feedback on the needs of local industry. Documentation shows the most recent PAC meeting was held on November 4, 2013, where attendees reviewed Westwood College's occupational associate program in information technology. The team also found documentation that a guest speaker spoke to classes on February 20, 2014. On this date, Mr. Aniekan Akpaffiong, an account support manager for the Hewlett Packard company, spoke to students on cloud computing. Finally, the school of technology competes in the Western Regional Collegiate Cyber Defense competition, where Westwood students compete against students of other regional colleges including the University of California, Berkeley and California State Polytechnic University, Pomona, among others.

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)

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9.11 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

If *No,* insert the section number in parentheses and explain:
At the time of the visit, two courses used by the School of Technology had inappropriate prerequisites. The course titled ITCS206 Installing and Configuring Windows Server should have had ITCS103 Desktop Operating Systems listed as a prerequisite, but did not. The course titled ITCS222 Linux Systems Administration should have had ITNW115 Network Essentials listed as a prerequisite, but did not. These were appropriately changed during the visit.

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:

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(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?
Bachelor's degree in Information and Network Technologies: 6

How many calls to employers or graduates were successful?
Bachelor's degree in Information and Network Technologies: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
Samples of graded student homework for all active courses were provided to team.

FOR ALL VISITS

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9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.27 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

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9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.29 Are teaching loads reasonable?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.31 What is the current student/teacher ratio?
(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 for the occupational associate's degree in information technology is 6:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.36 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

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?

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☒ 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 were generally pleased with their education at Westwood College. Students were particularly complimentary of the faculty in the school of information technology, indicating they felt they were being well trained for careers in the field of information technology.

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COMMENDATIONS:

The team would like to commend the school of technology for developing the event called "War Games." This event fosters the learning of network security through a student competition. Students work in teams to protect or attack a model network assembled by instructors. Students who participated in the event were complimentary of the event and were looking forward to participating again in the future. Through this event, students from this Westwood campus were able to field a team to compete in the Western Regional Collegiate Cyber Defense Competition where students came in fourth place in a field of 12 schools that include students from the University of California, Berkeley, and California State Polytechnic University, Pomona.

9. PROGRAM EVALUATION

Academic Associate's degree in Business Administration

Bachelor's degree in Business Management in Marketing Management

Bachelor's degree in Business Administration in Management

Bachelor's degree in Business Administration in Accounting

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. Adeyinka Animashaun is the program chair for the School of Business at Westwood College in Upland California, and has been assigned to administer the Business Administration programs at the campus. He has a bachelor's degree in Business Administration from Yaba College of Technology in Nigeria, a master's degree in Business Administration with a concentration in Healthcare Administration and a masters in Organizational Leadership, both from National University in San Diego, California. Additionally, Mr. Animashaun has been a member of the Inland Empire American Marketing Association since 2010.

Mr. Animashaun began his academic career at Westwood College in 2007 as an adjunct instructor in the School of Business, and in 2008 he began as a full-time instructor and that same year he was recognized by the campus as faculty of the year. Prior to joining Westwood College full-time, Mr. Animashaun worked as banker in Nigeria for twelve years and then in he moved to the United States to begin working in operations management with the Quill Corporation in California.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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

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9.06 Does the program meet the needs of its students and the requirements 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 Business Administration and Accounting programs are inclusive of a number of activities that enrich student learning and provide students with opportunities to network with local business leaders and field experts. For example, on January 27, 2014 students enrolled in the Managing Stress and Conflict in the Workplace (MGT200) course attended the Dr. Phil Show at the Paramount Studios to view the taping of a live show and discuss social issues that impact worker productivity. In March 2014, students enrolled in the Introduction to Business (BUSN100) course visited Casa Herrera in Pomona, California to gain insight into the manufacturing industry. The team reviewed sign-in sheets, pictures, release forms, and student reflections to verify these activities.

Additionally, the Business and Accounting program administrators seek curriculum advisement from a seven person advisory board. The team was able to verify the boards' involvement through meeting minutes and faculty interviews. The advisory board meets once or twice per year and includes faculty, administrators, and local business leaders from the Inland Empire area.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes ☐ No

CL_Review020763

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?

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☐ Yes ☐ No ☒ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Associate's degree in Business Administration: N/A
Bachelor's degree in Business Administration in Accounting: N/A
Bachelor's degree in Business Administration in Management: 7
Bachelor's degree in Business Administration in Marketing Management: 12

How many calls to employers or graduates were successful?
Associate's degree in Business Administration: N/A
Bachelor's degree in Business Administration in Accounting: N/A
Bachelor's degree in Business Administration in Management: 3
Bachelor's degree in Business Administration in Marketing Management: 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Associate's degree in Business Administration: N/A
Bachelor's degree in Business Administration in Accounting: N/A
Bachelor's degree in Business Administration in Management: 3
Bachelor's degree in Business Administration in Marketing Management: 2

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.
Examples of student's graded homework were provided by the faculty and program leaders. Faculty and students cited and presented documentation of out-of-class work assignments that include developing business plans, manager interviews, and preparing company financial statements.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No

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(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

CL_Review020766

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

CL_Review020767

SECTION 13 - Campus Addition Report

1. Who has responsibility for the administration of the campus addition? Describe the individual's academic credentials and professional experience. To whom does this individual report?
Ms. Tina L. Miller, campus president, has full responsibility for the administration of the campus addition. Ms. Tina Miller holds a master's degree in business administration from University of Phoenix, Costa Mesa, CA and a bachelor's of arts in liberal studies from University of California, Riverside, CA.

2. What is the distance (i.e. driving or walking distance) between the campus addition and the campus that has administrative oversight of it? Describe the provisions provided by the institution so that students may utilize services provided at the main or branch campus.
The campus addition is approximately a 5-mile drive from Westwood College Inland Empire, which has administrative oversight. The short distance allows students to easily make use of services provided by the additional location. All services are currently provided at the additional location. The campus addition is only in use on Mondays, Tuesdays and Thursday afternoons.

3. Describe how appropriate provisions have been made for supervision and monitoring of the campus addition by the administration of the campus that is administratively responsible for the campus addition.
The campus addition is primarily an overflow space for classes, specifically in general education courses and three criminal justice courses. Bernard Alex, School of Justice program chair, and Ms. Jeannette Flores, general education program chair, provide administrative oversight at the campus addition location on a rotational schedule. In addition to the administrative oversight, a private security guard is employed at the facility during school hours when classes are scheduled (varies term to term, but approximately 2-3 days per week).

4. Describe how students at the campus addition are provided with access to the following student services, identifying if services are provided at the campus addition or the campus that has oversight of the campus addition.
The campus addition is a space currently used as overflow for additional courses. While the additional location located at 20 West 7th Avenue has ample building space to house all courses, the parking lot is shared with the neighboring animal clinical, thus making parking a challenge. The campus addition is therefore a remedy for the parking constraints at the additional location, and houses only a few courses per week. With this being said, the campus addition is operating only in this capacity at present, and all services are provided through the additional location. Specifically: admissions, financial aid, career services and academics are all services provided through the additional location. The campus addition's close proximity to the additional location allows for students to travel between locations easily, and without undue burden. Several public bus lines ride down Inland Empire Blvd and the adjacent Archibald Avenue, which provides students public transportation access to the campus addition location.

5. List all other campus additions operated by the oversight campus. (List ACICS ID Codes and location.)
Westwood College, 2890 Inland Empire Blvd, Ontario, CA 00027074

6. Cite evidence that the campus addition employs appropriately experienced administrative staff members to support the initial class start. (List the number and type of individuals currently employed as well as plans for future positions.)

CL_Review020768

All campus administrative staff members are the same staff members employed by the additional location. Bernard Alex, School of Justice program chair, and Ms. Jeannette Flores, general education program chair, provide administrative oversight at the campus addition location on a rotational schedule.

7. What is the total enrollment figure for the campus addition for the date of the visit? List total enrollment, total day enrollment, full- and part-time day enrollment, total evening enrollment, and full- and part-time evening enrollment.

The total enrollment figure for the campus addition for the date of the visit is 139. There are 112 students taking day courses and 43 students taking evening courses. Often students who are taking morning classes are also scheduled for evening classes at the campus addition to accommodate their schedule and avoid unneeded travel between the campus addition and additional location.

8. Cite evidence that appropriate personnel records, including official transcripts where necessary, are on file for all administrative staff and faculty located at the campus addition.

There is no administrative staff or faculty employed at the campus addition. All faculty and staff who teach or administer at the campus addition are employed by the additional location. The personnel records and official transcripts were reviewed and deemed acceptable through the review of the additional location. In addition to Bernard Alex, School of Justice program chair, and Ms. Jeannette Flores, general education program chair, the following instructors are currently teaching courses at the campus addition: General Education instructors include: Chelsey Tolman, Lina Omran, Zein Alameddine, George Hicks, Joy Harrison, and Hirac Madooglue. Criminal Justice instructors include Ronald Mitchell, George Hicks and Mark Lewis. All referenced faculty are employed at the additional location.

9. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the campus addition location.

The admissions team introduces the overflow campus to prospective students and explains that a number of general education and criminal justice courses meet at this location. The additional location has a policy that new students will take no coursework at the campus addition as a way to make them feel more comfortable and welcome them into the additional location environment.

10. List all courses and/or academic programs offered at the campus addition and the academic credential awarded. Identify any courses or programs which are not offered at the campus that has administrative responsibility for the campus addition.

The following courses are currently offered at the campus addition:

General Education:
PHYS121
PDEV200
HIST420
PDEV200
OSCS299

Criminal Justice:
CRJS430
CRJS490
CRJS211

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11. For all programs offered at the campus addition, list the individual responsible for administrative and academic oversight of each program and describe their qualifications. Describe how oversight of these programs is provided for students at the campus addition.
Mr. Bernard Alex, school of justice program chair, and Ms. Jeannette Flores, general education program chair, provide administrative oversight at the campus addition location on a rotational schedule. Mr. Alex Bernard holds a masters degree in public administration from California State University, Dominguez Hills, Carson, California and a bachelor's in sociology from University of Southern California, Los Angeles, California. Ms. Jeannette Flores holds a doctorate in educational leadership from University of Southern California; a master's of business administration in public administration from Keller Graduate School of Management, Pomona, California; and a bachelor's in behavioral science from University of La Verne, La Verne, California.

12. Cite evidence that the campus addition employs a sufficient number of faculty members for the number of courses offered and the size of the student population. (List the number of faculty currently employed and the number of courses currently offered as well as any plans the institution may have to acquire faculty in the future.)
N/A - There are no faculty members employed at the campus addition.

13. How does the administration of the campus addition ensure that students have access to proper instructional resource materials? (i.e. library materials)
The campus addition has a learning commons area with access to the additional location's library materials through an e-catalog.

14. List the instructional equipment available for faculty and student usage at the campus addition.
The campus has three computer labs (general computer applications and criminal justice programs); seven lecture rooms for general education and criminal justice programs. There is also a Criminal Justice lab/ mock courtroom, which is outfitted with a court bench. In addition, there is a small student commons area, Learning Commons with electronic access and a few administrative offices for visiting faculty and the assigned administrator.

15. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the campus addition?
The campus addition is located in a complex of industrial office space with 9,947 square feet of class and administrative space. The eleven rooms consist of three computer labs (general computer applications and criminal justice programs); seven lecture rooms for general education and criminal justice programs. There is also a Criminal Justice lab/ mock courtroom, which is outfitted with a court bench. In addition, there is a small student commons area, Learning Commons with electronic access and a few administrative offices for visiting faculty and the assigned administrator.

16. Cite evidence that the campus addition is authorized to operate by the state.
The campus addition provided a copy of license to operate within the state of California.

17. Cite evidence that the physical facility is in compliance with local fire, safety, and health codes. (certificate of occupancy, fire inspection, etc.)
The campus addition has provided all required physical facility compliance records, with the exception of the fire inspection certificate. Therefore, the campus addition is currently out of compliance with

CL_Review020770

Section 3-1-602.

(Section 3-1-602): The campus addition located at 2890 Inland Empire Blvd, Ontario, CA did not have evidence on file to show that they are in current compliance with fire safety regulations. An email from the Perera Construction & Design, Inc. Company, who is the building property owner, confirmed that a safety inspection is scheduled for the building on Friday, June 20th.

18. Describe how the campus addition is referenced in all advertising, including the catalog for the main or additional location.
Currently the campus addition is not referenced in the catalog. This is not a campus that a student would attend, but rather a location used for additional space for a number of courses.

19. Describe any additional observations about this campus addition that would be informative.
Westwood College, Inland Empire at one point had over 1300 students enrolled and utilizes the campus addition to house one of the largest programs, the Criminal Justice program. At this point the campus addition did employ it is only faculty, administrative staff and provided some student services on-site. Currently, the campus addition merely serves as overflow space to the additional location, does not have its own employees, and relies on the additional location for all student services. The purpose and use of the campus addition is ever changing based on the overall student enrollment, and the needs and constraints of the additional location.

CL_Review020771

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1.	**Section 3-1-602**	The campus was unable to provide evidence on file of compliance with local and state laws governing the facilities fire safety requirements. (pages 25 and 87).

CL_Review020772

RECOMMENDATIONS:

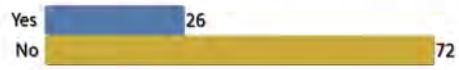
Medical Insurance Coding and Billing:
The team recommends that the campus encourage and promote the importance of obtaining coding certification for those students interested in pursuing medical coding as a career path. Securing certification will serve to bolster student marketability and potentially produce positive benefits for student placement.

Healthcare Office Administration:
The team recommends that the campus consider adding an internship component to the Healthcare Office Administration programs. The students of this program should be exposed to the practical learning opportunities that their counterparts in the Medical Assisting and Medical Insurance and Coding and Billing programs. Additionally, the externship will allow student's exposure to potential employers.

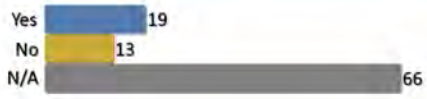
CL_Review020773

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs.

A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?



A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)



A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?

A.04. Did your admissions representative accurately describe student services offered by the institution?

A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?

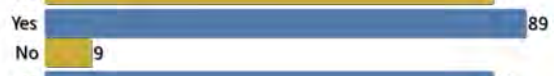
A.06. Did you receive a catalog or were you provided access to one during the enrollment process?

A.07. Did the catalog accurately portray programs, services and policies of the institution?

A.08. Was the information provided during enrollment sufficient for you to make your decision?

A.09. Did you feel unduly pressured during enrollment?

B.01. Do you receive federal financial aid?



B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)

C.01. Are your instructors available to provide additional help, if needed?

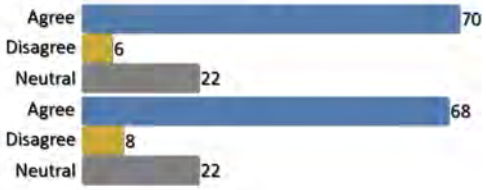
C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?

C.03. Were textbooks available when you started classes?

C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)

D.01. Overall, I am satisfied with the quality of education I am receiving.

D.02. I would recommend this institution to others.



NEW GRANT VISIT REPORT

WESTWOOD COLLEGE - DENVER SOUTH
3150 South Sheridan Boulevard
Denver, CO 80227
ACICS ID Code: 00027065

Mr. Daniel Snyder, Campus President (dsnyder@westwood.edu)

27065@westwood.edu

Main Campus
Westwood College - Denver North
Denver, CO 80221
ACICS ID Code: 00027062

June 4-5, 2014

Lonnie Echternacht	Chair	University of Missouri-Columbia	Columbia, MO
Darlene A. Minore	Student-Relations	Minore Educational Strategies, LLC	Bainbridge Island, WA
Brian Balsavage	Educational Activities and Library	Lincoln Technical Institute (Retired)	Morrisville, PA
John Mago	Business Administration Specialist	Anoka Ramsey Community College	Andover, MN
Douglas Guare	Construction Management/ Computer Aided Design Specialist	TESST College	Stevensville, MD
Lori Claus	Facilities/Interior Design Specialist	EDMC Educ. Mgt. Corp.	Pittsburgh, PA
Rosalind Collazo	Med. Assisting/Med. Office Management Specialist	Chairperson, ASA Institute (Retired)	Glen Burnie, MD
Joseph Aranyosi	Graphic Design/Game Art Specialist	Director Curr. Development, Career Educ. Corporation	Crystal Lake, IL
Jack Phan	Criminal Justice Specialist	Western Nebraska Community College	Olathe, KS
David Teneyuca	Information Tech./Networking Systems Security Specialist	University of Texas at San Antonio	San Antonio, TX
Maurice Wadlington	Staff Representative	ACICS	Washington, DC

CL_Review020775

PROGRAMS OFFERED BY
WESTWOOD COLLEGE - DENVER SOUTH
DENVER, COLORADO

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 Applied Science	Academic Associate's	Business Administration	910	90.0	41	**42%**	N/A	90%	N/A
Associate of Applied Science	Academic Associate's	Computer Aided Design/ Architectural Drafting	1,180	90.0	15	**59%**	71%	68%	**61%**
Associate of Applied Science	Academic Associate's	Construction Management	965	90.0	8	**43%**	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Criminal Justice	905	90.0	30	65%	N/A	89%	N/A
Associate of Applied Science	Academic Associate's	Graphic Design	1,180	90.0	14	**60%**	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Information and Network Technologies*	1,225	90.0	0	**58%**	N/A	100%	N/A
Associate of Applied Science	Academic Associate's	Medical Assisting	1,180	92.0	43	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Medical Office Management	945	90.0	9	**59%**	N/A	N/A	N/A
Associate of Occupational Studies	Occupational Associate's	Information Technology	1,265	91.5	27	N/A	N/A	N/A	N/A
Associate of Occupational Studies	Occupational Associate's	Medical Assisting	1,180	92.0	21	**64%**	78%	76%	**65%**
Bachelor of Science	Bachelor's	Business Administration: Major in Management	1,820	180.0	13	**61%**	100%	**56%**	100%
Bachelor of Science	Bachelor's	Construction Management	1,945	180.0	1	73%	100%	79%	92%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Administration	1,820	180.0	19	68%	**50%**	66%	**64%**

CL_Review020776

Continued from page 2

Bachelor of Science	Bachelor's	Graphic Design: Major in Game Art	2,325	180.0	4	88%	**33%**	94%	**38%**
Bachelor of Science	Bachelor's	Interior Design**	2,330	180.0	1	100%	N/A	73%	**50%**
Bachelor of Science	Bachelor's	Information and Network Technologies: Major in Systems Security	2,350	180.0	14	82%	89%	71%	100%
		TOTAL ENROLLMENT			**260**				

* The program had no enrollment during the team visit; thus, the team did not review the program. The administration stated that the campus is not currently anticipating enrollment in the program.

** The program is not enrolling new students and is being taught out.

INTRODUCTION

Westwood College - Denver South opened in 1997 to provide a convenient location for students who live in the southern part of the front-range/Denver region. Westwood-Denver South is an additional location campus of the Westwood College-Denver North institution. The campus is a wholly-owned entity of Trav Corporation, which is a wholly-owned subsidiary of Westwood College, Inc.

The current student population is comprised of 43 percent males and 57 percent females. The average age of the student body is 32 years old. The student population is diverse, consisting of 53 percent white/non-Hispanic, 28 percent Hispanic, 5 percent two or more races, 4 percent Asian, 2 percent African American, 2 percent native American, and 7 percent other or unknown. Nearly two-thirds of the students (64 percent) attend evening classes and 36 percent attend day classes.

The campus was well-prepared for the ACICS new grant visit and provided the team with a well-organized complete set of materials. The administration responded to the team's requests for additional materials and information and provided clarification and explanations when needed during the visit.

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement appears on page eight of the Westwood College 2014 academic catalog for California/Colorado/Georgia/Virginia campuses, volume 5, number 1, revised September 2013.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction

CL_Review020777

☒ 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.

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Student learning outcomes monitored and analyzed by the campus include the licensure/certification exam pass rates, student grades, average daily attendance, and satisfactory academic progress. In addition, faculty assessments of student learning is an ongoing process involving the review of individual courses and periodic evaluations of entire programs as well as monitoring the evaluation of course projects and in-class assignments, analyzing points assigned for projects, faculty observation ratings, and levels of classroom engagement.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable

(b) The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable

(c) How the data was collected.
☒ Yes ☐ No ☐ Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No ☐ Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The campus has established the following proactive strategies to achieve its student retention goals:

- conduct retention meetings to gain a better understanding why students fail to attend class or are at risk of dropping out of school;
- concentrate on first-term retention activities, specifically the required written career plan project;
- increase participation in activities recognizing student accomplishments;
- expand student ambassadors' one-on-one involvement with beginning students; and
- analyze student feedback surveys for critical information and direction related to improving retention.

To improve placement the following action plans have been established:

- increase the effectiveness of the weekly job lead e-mails containing program specific job leads for graduates and students;
- expand efforts to develop positive relationships with new employers that produce hiring opportunities;
- promote community job fairs and host professional job fairs with program specific employers in attendance;
- improve students' interviewing skills, mock interview strategies, and portfolios prior to graduation as well as job interview follow-up procedures that facilitate hiring; and
- increase direct contact with employers within each program to ensure a steady pipeline of job opportunities.

1.16 Does the campus have documentation to show the following?

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(a) That the CEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The CEP and related data are compiled by the academic dean with the help of various members of the leadership team that make up the CEP steering committee. The CEP steering committee includes, in addition to the academic dean, the campus president, director of career services, director of student support, assistant director of student support, executive assistant, school of business program chair, librarian, and registrar. The campus president is ultimately responsible for the CEP, and the steering committee oversees the implementation and monitoring of the plan. The CEP is systematically reviewed quarterly, is discussed regularly at management meetings, and is revised and updated annually.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

GENERAL COMMENTS:

The campus is committed to an ongoing annual planning and campus effectiveness enhancement process. The CEP is appropriate for the additional location campus.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes ☐ No
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No

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(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
The campus president, Mr. Daniel Snyder, is responsible for the financial oversight of the campus. He holds both a bachelor's degree and a master's degree from the Univesity of Northern Colorado in Greely and has worked in the career college industry for 18 years. He joined Westwood College in February 2008, was promoted to campus president of the Denver South campus in August 2008, and assumed leadership of both Denver South and Denver North campuses in October 2012.

GENERAL COMMENTS:
The departmental organization of the administrative functions with checks and balances promotes a spirit of cooperation and open communication at the campus.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
Mr. Snyder, campus president, is the on-site administrator of the campus. As previously stated, he holds a bachelor's degree in kinesiology fitness and exercise and a master's degree in physical education: kinesology from the University of Northern Colorado. He has been employed in the private career college industry since 1996. He started as a faculty member and has served as program chair, director of campus operations, academic dean, and

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campus president at six different career college campuses. Mr. Snyder attended an Accreditation Workshop in April 2013.

Mr. Snyder currently serves as campus president for the two campuses of Westwood College in Denver. When Mr. Snyder has to be away from the Denver South campus, the academic dean, Dr. Bob Studinger, is designated to serve as the on-site administrator.

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

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3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

GENERAL COMMENTS:
The administrative functions are coordinated to achieve the educational mission.

4. RELATIONS WITH STUDENTS

FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
Thirty-eight files of matriculated, graduated, and withdrawn students were selected and reviewed by the team during the evaluation.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the campus 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. Kathy Rushak, director of admissions, is responsible for the oversight of student recruitment at the campus. She has been with various Westwood College campuses since May 2004 as an assistant director of admissions. In December 2013, she was promoted to director of admissions of Westwood College - Denver South. Ms. Rushak administers and manages the entire department and recruitment training and is active in the advising of students.

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 director of admissions for the campus discussed in detail the recruitment procedures and shared admissions forms, training manuals, and the supervision process for the admissions representatives. Based on this conversation and observations, the team was able to determine that the recruiting process is ethical and compatible with the educational objectives for this campus.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

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4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes ☒ No(*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress policy is published on pages 74-78 in the Westwood College 2014 multi-state academic catalog and pages 7-11 of the catalog addendum dated June 2, 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.

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☒ 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

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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?
Dr. Bob Studinger, academic dean, is responsible for the administration of satisfactory academic progress. He holds a bachelor's degree in music education from Metropolitan State College of Denver, Colorado; a master's degree in humanities from the University of Colorado at Denver; and a doctoral degree in education leadership from Argosy University. Dr. Studinger joined the campus administrative team in 2010. He has prior experience at career colleges as an instructor and administrator.

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?

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☒ Yes ☐ No

4.43 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
☒ Yes ☐ No

4.47 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.48 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.49 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Mr. Armando Guardiola, director of student finance, is responsible for the on-site administering of student financial aid. He holds a bachelor's degree in social science and a master's degree in accounting from Regis University in Denver, Colorado. Mr. Guardiola has worked for Westwood College for eight years. His experience prior to joining the Westwood College team was in the private finance sector.

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4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes ☐ No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Mr. Armando Guardiola, director of student finance, is a member of the Colorado Association of Financial Aid Administrators (CAFAA) and attends their annual meetings. Attendance at the annual Federal Student Aid (FSA) conference is a high priority. Additionally, Mr. Guardiola participates regularly in webinar offerings through USAFunds University. Updates are posted regularly on www.IFAP.gov, which Mr. Guardiola uses often. These professional growth activities ensure that the student finance department stays current with regulations and policy changes in financial aid.

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 by the campus are structured tutoring, peer tutoring, academic counseling, personal counseling on an individual need basis, an extensive student orientation, a professional development course, mock interviews, resume development, and social media guidance for the professional. The campus provides mass transportation passes upon request. There is a food bank and clothing closet on site for students in need.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☒ Yes ☐ No ☐ Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Mr. Bret Walker, career services director, is the person responsible for the oversight of counseling students on employment opportunities. He holds a bachelor's degree in organizational communication from the University of Nebraska in Kearney. Mr. Walker has served as the director of business development since October 2014 for

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Westwood Colleges and joined the campus administrative team in January 2014. He has prior professional experience in student reruitment at a land-grant institution.

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,* 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 313.
The ending enrollment reported on the previous year's CAR is 313.

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.
Newly enrolled students are required to complete the two entrance loan modules at www.studentloans.gov before initial funds can be dispersed. Prior to graduation or 30 days after the last date of attendance, students are scheduled to complete the federal exit loan modules and an information packet with a member of the financial aid department. For students who drop and do not make an on campus appointment, information is mailed to them via registered mail to the last address on record.

4.67 Describe the extracurricular activities of the campus (if applicable).
The campus has many extracurricular activities. Most programs have an interest area club. There is an Academic Leadership Club, a chapter of the National Honor Society, an Alpha Beta Kappa honor society chapter, an active chapter of the American Criminal Justice Society, and an active chapter of the Future Business Leaders of America.

GENERAL COMMENTS:
The team thanks the campus for providing records and all materials requested in a timely manner during the visit.

COMMENDATIONS:
The campus is commended for the organization and leadership of the financial aid and career services departments. All areas in student relations are complimentary of the Westwood mission and the support provided. Department directors are committed to student success.

5. EDUCATIONAL ACTIVITIES

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FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Dr. Robert Studinger, academic dean, is assigned to oversee the educational activities of all programs. Dr. Studinger has a bachelor's degree in music education from Metropolitan State College in Denver; a master's degree in humanities from the University of Colorado; and a doctoral degree in education leadership from Argosy University. Prior to his employment at Westwood, Dr. Studinger was department chair and assistant dean at the Art Institute of Colorado and an adjunct instructor at Red Rock Community College. Dr. Studinger is assisted by program chairs and lead faculty with whom he meets twice a week to discuss student successes and individual programs.

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.
Lead faculty and program chairs are encouraged to join the curriculum committee for direct input into changing or updating textbooks and/or syllabi. They are able to evaluate programs, policies, and general campus business with the support of administration. They have reduced teaching loads in order for them to develop their programs and devote time for faculty and student concerns.

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

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employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to question 5.10*)

FOR NEW GRANTS ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
☐ Yes ☒ No (*Skip to question 5.14*)

FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.16 What provisions are made for individual differences among students?
Instructors are required to take a practical transformation class (PT3). This training primarily encompasses classroom teaching techniques and identification of student learning styles. The use of tutoring labs are encouraged and used. Audio/visual techniques, hands-on labs, and question and answer plus discussion techniques are also employed to address students' individual differences.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The system in place to evaluate, revise, and make changes to the curriculum starts with a recommendation from faculty members through the program chair or through the corporate website via Blackboard. The program chairs and academic dean then attend corporate curriculum committee meetings, which the faculty are also invited to attend. The recommendations are discussed, either approved or denied, and feedback is given to faculty as soon as results are known.

5.18 Does the faculty participate in this process?
☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☐ Yes ☐ No ☒ Not Applicable (campus does not award such credit)

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No ☐ Not Applicable (no student has made such a request)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

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☒ 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?
Documented evidence of a systematic program of in-service training at the campus includes a copy of the agenda, a copy of the program presented, and a sign-in sheet, which are all placed in a binder and maintained in the education conference room. A certificate of attendance is given to each participant upon completion of the in-service and is placed in the individual's faculty file.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually,

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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 DEGREES ONLY

5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?
☒ Yes ☐ No

5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

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5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.40 Do the program's general education courses meet Council standards?
☒ Yes ☐ No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
In 1998, Westwood College opened a campus in southern Denver to provide a convenient location for students who live in the southern part of the front-range region. The campus is located at 3100 Sheridan Blvd. in Denver, Colorado, and is the sole tenant of two adjoining facilities that total 27,500 square feet and serves approximately 260 enrolled students and 56 faculty and staff. The facility includes theory lecture classrooms and laboratories, a learning commons, a student lounge, a testing center, an academic support center, a graphic design room, information technology rooms, a design studio, and administrative offices. Ample parking is available for students, staff, and visitors. Accomodations are available for special needs individuals, these include restrooms that conform to the American Disabilities Act (ADA) and parking spaces that are conveniently located near the entrance to the facilities.

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

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6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

GENERAL COMMENTS:
The campus is planning a relocation in Spring 2015 to a new 38,000 square foot facility that is located off of I-225 and Alameda, a major corridor for the city of Denver. This new location is conveniently located near public transportation, plans for a light rail stop in close proximity are currently underway. Students, faculty, and staff provided positive comments regarding the move and are looking forward to the campus' future relocation.

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviewed the 2014 academic catalog, volume 5, number 1. The catalog serves the campuses located in California, Colorado, Georgia and Virginia and was last revised in September 2013.

7.02 Does the self-study or additional location application part II accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page
☒ Yes ☐ No
(c) The names and titles of the administrators.
☒ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No
(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☒ Yes ☐ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No
(h) An academic calendar.
☒ Yes ☐ No
(i) A full disclosure of the admission requirements.
☒ Yes ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements

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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.)*

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7.07 Does the catalog contain an addendum/supplement?
☒ Yes ☐ No *(Skip to Question 7.08.)*

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☒ Yes ☐ No
(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☒ Yes ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
☒ Yes ☐ No

7.08 Is the catalog available online?
☒ Yes ☐ No *(Skip to Question 7.09.)*

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☒ Yes ☐ No *(Skip to Question 7.10.)*
If *Yes*, answer the following:
(a) Are all campuses using the same catalog of common ownership?
☒ Yes ☐ No
(b) Are all photographs utilized properly labeled to identify the location depicted?
☒ Yes ☐ No
(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
☒ Yes ☐ No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises via direct mail, telemarketing, television commercials, and online.

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?

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☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The institutional performance information that the campus routinely provide to the public are the on-time graduate rates, placement rates, average books and supplies, and median loan debt.

Where is this information published and how frequently is this information being updated?
This information is published on the campus 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?
The campus develops continuous assessment strategies for resources and information services with input from faculty and program chairs. The librarian meets with program chairs once per term and faculty members on a continuous basis. Students can also make suggestions for books, periodicals, or other resources by completing an online request form. Suggestions are also gathered from advisory boards and through monthly conference calls with other Westwood librarians.

Are these methods appropriate?
☒ Yes ☐ No

8.06 Is the library staff adequately trained to support the library?

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☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $35,114.39.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
The current year's library budget that has been spent to the date of the visit is $21,455.83 or 61 percent. Allocated as follows: books - $1,942.84, references - $758.61, periodicals - $2,300.38, and videos/dvds - $204.38.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
The faculty arrange for Ms. Jessica King, librarian, to meet with students during their first class to discuss how the learning commons works and the resources available. During the course of students' education, faculty assigns research papers and/or projects to students so they can understand and use references and develop writing skills. Tutoring is also arranged in the learning commons so students can continue to improve their library and learning skills.

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.

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Full-text online collections available to students include: Proquest, which has over 15,659 full-text journals and 1,400 full-text newspapers from throughout the world; LexisNexis Academic, which has over 35,000 on-line sources including newspapers, industry newsletters, legal publications, business directories, and court proceedings; Point of View Reference Center, which provides full-text access to over 1,300 pro/con essays on controversial topics; and eBooks, which provides access to over 118,000 non-fiction and fiction books that support the career programs currently offered.

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. Jessica King is the on-site librarian. Ms. King has a bachelor's degree in sociology/psychology from Colorado State University-Pueblo and a master's degree in library science from Emporia State University in Emporia, Kansas. Ms. King is a member of the American Library Association and the Colorado Association of Libraries and is vice president of the Colorado Association of Special Libraries. Ms. King's on-site hours are 9:00 a.m. to 5:00 p.m. on Monday and Tuesday, 9:00 a.m. to 6:00 p.m. on Wednesday and Thursday, and 11:00 a.m. to 5:00 p.m. on Friday. Ms. King is supported by two trained work study students who cover the library when she is not available. Faculty are also involved in library usage and are fully trained.

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

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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 OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?
☒ Yes ☐ No

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?
☒ Yes ☐ No

8.31 Is there a current inventory of instructional resources, including online resources?
☒ Yes ☐ No

8.32 Are the resources organized for easy access and usage?
☒ Yes ☐ No

8.33 Is it evident that faculty encourages the use of the library?
☒ Yes ☐ No

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?
☒ Yes ☐ No

9. PROGRAM EVALUATION

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?
Ms. Moema Shortridge was appointed the program chair for the school of design in January 2010, which includes the academic associate's degree in computer aided design/architectural drafting. Ms. Shortridge holds a master's degree in architecture from the University of Colorado, a master's degree in business from Westwood College On Line, and a bachelor's degree in architecture from Universidade Gama Filho. Ms. Shortridge has several years of industry experience in real estate, commercial/residential design, and project management.

Mr. Daniel Rahtz was appointed the lead instructor for both the bachelor's and associate's degrees in construction management in January 2014. He holds a master's degree in geography from the University of Kansas, a bachelor's degree in interdisciplinary studies from the University of Missouri, and an associate's degree in pre-education from the University of Cincinnati. He has received certification from the OSHA Institute of the Rocky Mountain Education Center.

9.03 Does this individual 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)

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)

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

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)

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

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9.07 List the community resources and describe how they are utilized to enrich the program(s).
The construction management programs held a field trip in July 2013 at the Aurora Equipment Rental Company in Denver, Colorado. The computer aided design/architectural drafting program held a field trip in April 2014 at the Wal-Mart Neighborhood Market in Denver, Colorado. The construction management program held a program advisory committee meeting on April 17, 2014. The computer aided design/architectural drafting program had a guest speaker in October 2013.

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 campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☒ Yes ☐ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the campus that meets Council standards
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No

(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers or graduates for the following programs:
Academic Associate's degree in Computer Aided Design/Architectural Drafting - 5
Academic Associate's degree in Construction Management - 0 (no program graduates)
Bachelor's degree in Construction Management - 5

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 - 3
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 of the successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
Out-of-class work is submitted to the instructor and feedback is given verbally and through the online grade book in Blackboard. These practices were confirmed through student and instructor interviews, reviews of homework samples, and examination of the electronic grade book.

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

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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 campus 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 (campus 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 instructional staff of the construction management and the computer aided design/architectural drafting programs are very professional and were very helpful during the visit. The students responded in a positive manner regarding this campus and the faculty, staff, and educational programs.

9. PROGRAM EVALUATION

Bachelor's degree in Graphic Design: Major in Game Art

Academic Associate's degree in Graphic Design

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. John Wilbanks is assigned to administer the graphic design and the graphic design: major in game art programs. He 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 two bachelor's degrees in advertising & graphic design and illustration from the Rocky Mountain College of Art & Design. Prior professional work 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

CL_Review020808

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of 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 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

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

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Community resources used to enrich the programs include: program advisory committee meetings; guest speakers; field trips; participation in professional associations; and attending conferences, competitive events, and other community events. The campus held a program advisory committee meeting on April 17, 2014 during which the programs, facilities, equipment, and software were discussed. Recent guest speakers include Mr. Tatum Perez from the Museum of Outdoor Arts who discussed museum operations, graphic design jobs, and career and networking information. Field trips have included visits to the Denver Art Museum on April 28, 2014 to study principles of perspective and a studio tour of the Denver Bookbinding Company on March 29, 2014 to examine drawing and poster-making techniques. On December 17, 2013, the campus held the Final Exposure Portfolio Event in which industry professionals critiqued and judged student artwork presentations. Students met with the Colorado Game Developers Association following the Game Developers Conference to discuss gaming trends and employment opportunities, and they participated in the 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 campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

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 <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> 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 - 5

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 - 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed 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.

CL_Review020811

Both students and instructors confirmed that out-of-class work is being assigned. Graded student work and course grade calculations were provided as documentation, and electronic grade books were reviewed.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes ☐ No
(b) Well-defined instructional objectives.
☒ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR 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 campus 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 (campus 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

Academic Associate's degree in Business Administration

Bachelor's degree in Business Administration: Major in Management

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Robert Streifer, progam chair, is assigned to administer the business programs. He holds a JD degree from Western State University - College of Law in Fullerton, California; a bachelor's degree in political science from the University of California-Los Angeles; and an associate's degree from Los Angeles Pierce College. Mr. Streifer has held this position since January 2014 and has previous teaching experience.

Mr. Erik Richter, lead faculty for business administration since March 2010, is assigned as the program specialist. Mr. Richter holds an MBA degree from the University of Phoenix as well as a bachelor's degree in business management and an associate's degree both from Purdue North Central in Westville, Indiana.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of 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 Business 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 (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 Business Administration: Major in 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)

CL_Review020814

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 business programs utilize a variety of community resources to enrich the programs such as: a program advisory committee; guest speakers; and field trips. A detailed list of these resources was provided for the team to review. The program advisory committee meets twice per year to review and provide input on curriculum and program relevancy. The field trips and guest speakers are well selected and provide relevancy to material learned in the classroom.

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 campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

☒ Yes ☐ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the campus that meets Council standards

☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers or graduates for the following programs:
Academic Associate's degree in Business Administration - 0 (no program graduates)
Bachelor's degree in Business Administration: Major in Management - 5

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Bachelor's degree in Business Administration: Major in Management - 5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was provided with a binder that contained samples of submitted homework assignments that were graded. During interviews with the program director and lead faculty member, the team reviewed graded assignments and up-to-date grade books for a variety of business courses.

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.

CL_Review020817

☒ 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

CL_Review020818

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 campus 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 (campus 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 Information Technology

Bachelor's Degree in Information and Network Technologies: Major in Systems Security

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 McNeely is the program chair for the school of technology. He has a master's degree in government from the University of Texas in Austin, and a bachelor's degree in education from the University of Texas at El Paso. Mr. McNeely has been the program chair since December 2012. Before coming to Westwood College, he served as the CEO for Lessons Learned in Aurora, Colorado, from 2009-2012. He also worked for NICE Systems in 2008 as a technical trainer. His current duties and responsibilities include recruiting and managing the program faculty and any student issues.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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

CL_Review020819

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:

Occupational Associate's degree in Information Technology

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

☐ Yes ☐ No ☒ Not Applicable (no rate reported on the CAR)

(b) Student placement rate of 70 percent?

☐ Yes ☐ No ☒ Not Applicable (no program graduates)

Bachelor's Degree in Information and Network Technologies: Major in Systems Security

(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).

Community resources are being used effectively and efficiently in the information technology programs. Documentation was provided that verified their use and enrichment of the programs. To illustrate, several field trips and guest speakers have been provided to the students enrolled in the information technology programs. Moreover, a program advisory committee is established and consists of information technology professionals from the community. Their background and experience is well diversified. The committee meets to address the needs of the community, the campus, and the students.

9.08 Is the utilization of community resources sufficient to enrich the program?

☒ Yes ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.10 For programs that include practica, externships, or internships, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

☒ Yes ☐ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the campus that meets Council standards

☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers or graduates for the following programs:
Occupational Associate's degree in Information Technology - 0 (no program graduates)
Bachelor's degree in Information and Network Technologies: Major in Systems Security - 5

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Bachelor's degree in Information and Network Technologies: Major in Systems Security - 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed 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)
Note: On page 66 of the current school catalog the following verbiage can be found: "For the purposes of awarding financial aid, the federal government defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. It is an institutionally established equivalency that reasonably approximates no less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for 10 to 12 weeks or an equivalent amount of work. In addition, it is also institutionally established equivalency that reasonably approximates at least an equivalent amount of work for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit, i.e., two hours of studio, lab or clinical or three hours of internship or practica for 10 to 12 weeks. Note: this definition applies only to associate and bachelor degree programs or diploma programs that articulate to a degree program. For diploma programs that do not articulate to an associate degree, 20 hours of instruction equals one quarter credit hour plus five hours of either instruction, student work, or both for a total of at least 25 hours of work."

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.
During an interview with the program chair, Mr. McNeely, he was able to log on to the school portal and provide grade books of several instructors to confirm student homework is being graded. Mr. McNeely provided samples of various assignments that had been graded and recorded in the grade book in an appropriate and timely manner.

FOR ALL VISITS

CL_Review020822

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 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

FOR BACHELOR'S DEGREES ONLY

CL_Review020823

9.29 Are teaching loads reasonable?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes ☐ No

9.31 What is the current student/teacher ratio?
The student/teacher ratio for the occupational associate's degree program in information technology is 4:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes ☐ No

9.33 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.35 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.36 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.44 If the campus 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 (campus 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 student and faculty interviews provided a positive reflection of the campus and its leadership. They are pleased with the support and performance of the staff and administration. In addition, the organizational climate provides a professional and courteous environment for student success.

COMMENDATIONS:
A sincere commendation is extended for the outstanding documentation and supporting evidence provided by the campus. The material and content was well structured and organized. The attention to detail allowed the ACICS team members to focus on the visit and complete the evalution in an appropriate and timely manner. The campus does an outstanding job of providing the faculty and students with current and up-to-date resources. For example, the hardware, servers, PCs, and software is certainly appropriate and relevant to successful computing and networking programs.

9. PROGRAM EVALUATION

Academic Associate's degree in Criminal Justice

Bachelor's degree in Criminal Justice: Major in Administration

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Leslie Minor, program chair, oversees the criminal justice programs. She holds a master's degree in public administration from the University of Colorado in Denver; an MBA from Westwood College in Denver, and bachelor's degree in psychology from Metropolitan State College in Denver. Ms. Minor has served as the program chair since March 2006. Prior to her present position, Ms. Minor was a police communication supervisor, police administrative analyst, crime analyst, intelligence analyst, director of research and development, director of tactical crime analyst, and an associate faculty member for 43 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:
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 (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

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Community resources used to enrich the criminal justice programs include the following: field trips to the local county jail, courthouse, and various law enforcement agencies; guest speakers who present topics specific to the programs; and a program advisory committee that meets twice a year to review and provide input for the programs. The field trips and guest speakers enhance students' educational experiences by moving beyond the classroom and diversifying the array of observations and learning opportunities relating directly to real life career issues and problems. The program advisory committee offers input on curriculum and industry trends. Documentation reviewed confirms the use of these resources.

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 campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

☒ Yes ☐ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the campus that meets Council standards
☒ Yes ☐ No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers or graduates for the following programs:
Academic Associate's degree in Criminal Justice - 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:
Bachelor's degree in Criminal Justice: Major in Administration - 7

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team reviewed instructor grade books and examined graded homework assignments from several classes in the programs. Student interviews also confirmed the use of out-of-class work and that teachers 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.

CL_Review020828

☒ 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

CL_Review020829

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 campus 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 (campus 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 instructors encourage student participation and utilize various learning assessments to stimulate student interaction. The instructors incorporate critical thinking in class discussions and debates. The instructors' lectures and presentations are relevant to the syllabi materials. The program assessment strategies and content are consistent with the programs' academic rigor. The instructors conduct activities to enhance students' learning, retention, experiences, and outcomes. There are measurable successes that establish connections with students, and instructors work closely with students to develop real meaning from the course and learning activities.

9. PROGRAM EVALUATION

CL_Review020830

Academic Associate's degree in Medical Assisting

Academic Associate's degree in Medical Office Management

Occupational Associate's degree in Medical Assisting

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Deborah Burdge, Certified Clinical Medical Assistant (CCMA), is assigned to administer the medical assisting and medical office management programs. She holds a bachelor's degree in applied management from National University and an associate's degree in medical assisting from Pikes Peak Community College both in Colorado Springs, Colorado. Ms. Burdge began her career with Westwood College in July 2010 as a career services advisor at Westwood College Online. In March 2012, she was designated full-time faculty and program chair of the school of healthcare at the Denver South campus. Her previous experience includes two years as instructor at Pima Medical Institute in Denver, and three years as instructor/program chair assistant at Intellitec Medical Institute in Colorado Springs. She has four years of professional experience at healthcare facilities in New Jersey and Colorado.

9.03 Does this individual 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 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 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)

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?

CL_Review020831

☒ Yes ☐ No

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 (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

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 service activities. Students have hosted the Pink Life Saver mammogram mobile which was open to students, staff, and the public; a medical summer bash that was attended by over 50 people, including staff and students; medical Mondays where breakfasts, dinners, and snacks are provided every Monday of the term; and a scrub grub day at which over eight lbs. of taco meat was eaten by ravenous students and staff. Field trips have been taken to the Exempla Lutheran Medical Center Cadaver Lab, where students viewed and participated in the dissection of an organ; the Suicide Prevention Car Show, an event to raise awareness of and funds to support suicide prevention; and the Clinica Tepeyac, a program that provides basic healthcare to the uninsured. Pictures taken at the events further support the activities. The minutes of program advisory committee meetings and signed externship contractual agreements provide further evidence community resources are utilized to enrich the 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 campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

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?

CL_Review020832

☒ 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:

CL_Review020833

Occupational Associate's degree in Medical Assisting - 11
Academic Associate's degree in Medical Assisting - 0 (no program graduates)
Academic Associate's degree in Medical Office Management - 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: 7

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team interviewed faculty as well as students, and reviewed course syllabi to verify out-of-class work. Faculty provided grade books and samples of graded homework. Program-specific binders in the team room included several samples of homework assignments.

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.

CL_Review020834

☒ 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?

The student/teacher ratio in the occupational associate's degree in medical assisting program is 12:1.

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

9. PROGRAM EVALUATION

Bachelor's degree in Interior Design

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to question 9.02)*

CL_Review020836

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Moema Shortridge, chair since January 2010, oversees the program. Ms. Shortridge holds a master's degree in architecture from the University of Colorado, a master's degree in business from Westwood online, and a bachelor's degree in architecture from the Universidade Gama Filho. Ms. Shortridge has several years of industry experience in real estate, project management, and commercial/residential design. She is a licensed real estate broker and serves as the design principal in her own firm that specializes in residential planning and construction.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes ☐ No ☒ Not Applicable (no program graduates)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The interior design program utilizes field trips, guest speakers, and a program advisory committee to enrich the program. Guest speakers include local professionals from the design industry. The campus has an active student organization, D2 Design Group, which offers students the opportunity to participate in design competitions, activities, volunteer opportunities, and fundraising events. Minutes from the program advisory committee meetings were reviewed.

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 campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

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 <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> 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

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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 were no graduates reported on the CAR)

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

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 was provided with samples of graded homework, and syllabi provide documentation of how out-of-class assignments are 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

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(e) The use of appropriate assessment strategies.
☒ Yes ☐ No
(f) The use of appropriate experiences.
☒ Yes ☐ No

FOR 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

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 campus 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 (campus 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

CL_Review020840

SUMMARY

The campus has no areas of non-compliance.

CL_Review020841

RECOMMENDATIONS

The evaluation team offers the following recommendations for the campus' consideration *(These recommendations are not included in the report seen by the Council)*:

Relations with Students:

- Encourage Ms. Kathy Rushak, director of admissions, to adopt professional development goals that include the pursuit of a degree and membership in the National Association for College Admissions Counseling as well as attending their annual meeting. (Ms. Rushak's ACICS data sheet and her personnel file indicated she has no educational experience post high school and does not participate in professional organizations for admission directors. However, the team recognizes her tenure with Westwood extends more than a decade and she has been the recipient of many company awards for her job performance.)

Graphic Design and Graphic Design: Major in Game Art Programs:

- Analyze the need for both black and white and color printers, high resolution projectors and/or high-definition display monitors, and computers with faster processors for the graphic programs (the instructional equipment currently in use in the graphic programs is satisfactory, but some students and instructors expressed the need for additional equipment).

- Provide greater opportunities for students to register for both the core and campus choice courses within the graphic programs and advise students of potential scheduling issues for programs with low enrollment numbers prior to enrolling them. (Both transcript reviews and student feedback confirmed that some students in the graphic programs had been enrolled for several terms in which they were not registered for any design courses.)

Business Administration and Business Administration: Major in Management Programs:

- Ensure that classroom observations of faculty are only conducted by a direct supervisor, such as the department chair or academic dean. (Currently, peers may be used to review other faculty members which may result in a conflict of interest since they have direct input to the faculty review process. Peer reviews may be used in a mentoring capacity for professional development training purposes, but the performance process should be conducted by a direct supervisor only.)

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 some differences between the medical externship syllabus and current procedures).

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs:

A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?

A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)

A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?

A.04. Did your admissions representative accurately describe student services offered by the institution?

A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?

A.06. Did you receive a catalog or were you provided access to one during the enrollment process?

A.07. Did the catalog accurately portray programs, services and policies of the institution?

A.08. Was the information provided during enrollment sufficient for you to make your decision?

A.09. Did you feel unduly pressured during enrollment?

B.01. Do you receive federal financial aid?

B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)

C.01. Are your instructors available to provide additional help, if needed?

C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?

C.03. Were textbooks available when you started classes?

C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)

D.01. Overall, I am satisfied with the quality of education I am receiving.

D.02. I would recommend this institution to others.

REEVALUATION

ITT TECHNICAL INSTITUTE
10208 Technology Drive
Knoxville, TN 37932
ACICS ID Code: 00016042

Mr. Bradley Parish, Director
bparish@itt-tech.edu

MAIN
ITT Technical Institute
Indianapolis, IN
ACICS ID Code: 00016040

Dates of Visit: September 26-27, 2012

Richard Lynch	Chair	University of Georgia	Athens, GA
Diana Igo	Student-Relations Specialist	Minnesota School of Business- Blaine	Maple Grove, MN
Thomas Mosely	Education Activities	Alabama Department of Education (retired)	Boaz, AL
Alex Yarbrough	Criminal Justice Programs	Virginia College	Birmingham, AL
Randy Roof	Drafting and Design Programs	Education Consulting	Hendersonville, TN
Owate Akeh Chujor	Electronics Technology Programs	Minnesota School of Business	Brooklyn Center, MN
Mark Baldwin	Drafting and Design Programs	Devry University	Golden, CO
Carlton Lawrence	Information Technology Programs	New York Life	Denver, CO
DeWayne Johnson	Information Technology Programs	Westwood College	Los Angeles, CA
Mary Fleck	Business and Project Management Programs	Ignite	Haslet, TX
Kathryn Sellers	Staff Representative	ACICS	St. Augustine, FL

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PROGRAMS OFFERED BY
ITT TECHNICAL INSTITUTE
KNOXVILLE, TN

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2011		2010	
						Ret.	Pla.	Ret.	Pla.
Bachelor of Applied Science Degree	Bachelor's Degree	Information Systems and Cybersecurity *	2164	180	19 FT / 1 PT	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Information Systems Security	2080	180	7 FT	82.4%	100%	100%	75%
Bachelor of Applied Science Degree	Bachelor's Degree	Data Communication Systems Technology	2100	180	1 PT	77.4%	66.7%	85.45%	**57.14%**
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management	2040	180	1 FT	76.3%	100%	100%	0%
Associate of Applied Science Degree	Academic Associate's Degree	Network Systems Administration *	1058	90	50 FT / 22 PT	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Information Technology – Computer Network Systems	1090	96	33 FT / 16 PT	79.7%	67.4%	76.25%	80%
Associate of Applied Science Degree	Academic Associate's Degree	Software Development Technology	1120	96	2 FT / 1 PT	76.6%	0%	91.3%	0%
Bachelor of Applied Science Degree	Bachelor's Degree	Electrical Engineering and Communications Technology **	2127	180	0	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Electronics and Communications Engineering Technology	2110	180	5 FT	95%	85.7%	89.47%	100%
Associate of Applied Science Degree	Academic Associate's Degree	Electrical Engineering Technology *	1058	90	40 FT / 18 PT	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Computer and Electronics Engineering Technology	1120	96	14 FT / 3 PT	66.9%	84%	63.49%	87.5%
Bachelor of Applied Science Degree	Bachelor's Degree	Digital Entertainment and Game Design	2100	180	3 PT	87.8%	66.7%	86.44%	**18.18%**
Associate of Applied Science Degree	Academic Associate's Degree	Drafting and Design Technology *	1058	90	14 FT / 13 PT	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Graphic Communications and Design *	1058	90	14 FT / 8 PT	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Computer Drafting and Design	1140	96	11 FT / 5 PT	68.7%	59.4%	73.73%	70.37%
Associate of Applied Science Degree	Academic Associate's Degree	Visual Communications	1110	96	21 FT / 4 PT	72.1%	**37.5%**	68.4%	**57.14%**
Bachelor of Applied Science Degree	Bachelor's Degree	Business Management **	1896	180	0	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management and Administration – Project Management and Administration Option *	1940	180	31 FT / 4 PT	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management and Administration – Construction Option	2039	180	0	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management and Administration – Information Technology Option	2050	180	0	N/A	N/A	N/A	N/A

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Associate of Applied Science Degree	Academic Associate's Degree	Business Management *	970	90	8 FT / 6 PT	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Criminal Justice	1880	180	17 FT / 5 PT	86.1%	61.9%	76.92%	61.54%
Associate of Applied Science Degree	Academic Associate's Degree	Criminology and Forensic Technology *	981	90	63 FT / 10 PT	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Criminal Justice	1020	96	41 FT / 15 PT	69.2%	64.5%	66.99%	80%
Associate of Applied Science Degree	Academic Associate's Degree	Paralegal **	981	90	0	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Paralegal Studies	1030	96	1 FT / 2 PT	**41.9%**	0%	84.62%	0%
		TOTAL ENROLLMENT			529				

Notes: Type in bold any retention rate below 62.0% and any placement rate below 58.0%. Delete either Sem. or Qtr. in the column 3 heading. Add or delete rows as needed.

* **Program reviewed for the first time. Most programs being reviewed for the first time are essentially revised programs for ITT campuses; that is, programs that are being changed from 4.0 credit hours awarded for most courses to 4.5 credit hours for most courses and from 96 quarter total credits hours to 90 quarter credit hours required in academic associate degree programs. The academic associate's degree program in Business Management is being offered for the first time this term, but is not replacing a similar program previously offered at this campus.**

** **The following are plans for programs with no current enrollment, all start dates are based on student demand and perceived employer need: (a) bachelor's degree in Electrical Engineering and Communications Technology, expected start in June 2013, (b) bachelor's degree in Project Management and Administration (Construction option), anticipated start in September of 2013; (c) bachelor's degree in Project Management and Administration (Information Technology option), anticipated start in 2014; and (d) academic associate's degree in Paralegal, anticipated start in 2014.**

*** For any program (s) not reviewed because of specialized accreditation, please indicate which program(s), the specialized agency, and the grant expiration date (s). **N/A**

INTRODUCTION

ITT-Knoxville is one of many campuses (~140 in 35 states) owned and operated by ITT/ESI (ITT Educational Services, Inc.). The school opened in March, 1988 and moved into its current location in 2004. It is anticipated that the campus facility will be relocated in December of 2012.

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All campuses (i.e., additional locations) owned and operated by ITT/ESI have the same management structure. A director acts as a general manager at the specific location and oversees academic affairs, career services, finance, recruitment, and the registrar at that campus. The campus director reports to a district manager, who in turns reports to the senior vice president for operations at the central administration office in Indianapolis, IN.

At this campus, the various programs are administered into five schools: Information Technology, Electronics, Drafting and Design, Criminal Justice, and Business. Each school is headed by a school director. Some programs within the various schools are also headed by a lead instructor. The programs identified in the table above are currently being offered or, as noted, will soon be offered. In addition, the campus anticipates offering a program in Nursing, has employed a program chair to launch the program, and will begin the promotion and recruitment process as soon as various approvals have been received.

ITT Tech has developed new 4.5 credit hour courses, leading to 90 quarter credit hour academic associate degree programs. This campus is teaching out the current 4.0 credit hour per course/96 quarter total credit hour programs and replacing them with the 4.5 credit hour per course, 90 total quarter credit hour programs. The "new" programs now consist of 20 courses instead of 24, or 90 hours instead of 96. In the December quarter of 2011, the Knoxville campus added the identified new 4.5 credit/90 hour programs. Those students who were enrolled in a 96-credit hour program remained in that existing program with new students enrolling in the new 90-credit hour program. The new programs will allow students to complete an academic associate degree program in 6 2/3 quarters instead of eight.

The majority of the students (87%) at the Knoxville location attend evening classes. They tend to be full-time and male; less than 30% of the students are female. Twenty-seven percent of the students identified themselves as Caucasian; however, the majority of students (~65%) do not disclose their racial identification.

The campus is authorized by the Tennessee Higher Education Commission to operate as a postsecondary institution through June 30, 2013. The campus is also approved by the State of Tennessee for vocational rehabilitation and for training of veterans by the Tennessee Higher Education Commission, Veterans' Education Division.

MISSION

1.01 Response submitted by Academic Administrative Center

1.02 Response submitted by Academic Administrative Center

1.03 Response submitted by Academic Administrative Center

1.04 Response submitted by Academic Administrative Center

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?

☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?

☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?

☒ Yes ☐ No

1.08 Does the campus have its own CEP, separate from the institution's IEP?

☒ Yes ☐ No

1.09 Does the CEP describe the following?

The characteristics of the programs offered.

☒ Yes ☐ No

The characteristics of the student population.

☒ Yes ☐ No

The types of data that will be used for assessment.

☒ Yes ☐ No

Specific goals to improve the educational processes.

☒ Yes ☐ No

Expected outcomes of the plans.

☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?

Student retention.

☒Yes ☐ No

Student placement.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Level of graduate satisfaction.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Level of employer satisfaction.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Student learning outcomes.

☒ Yes ☐ No

1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.

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ITT/ESI uses a centralized curriculum development model, meaning that all course syllabi, course outlines, objectives, and examinations are standardized to ensure that the desired program and course outcomes are demonstrated by the student. All courses include at least one midterm and a final exam that are to be given to all students. It is company policy, however, that individual faculty members can select learning activities at the unit level to maximize use of students' learning styles and academic abilities. Within that framework, the following are the student learning outcomes for the various programs at this campus.

School of Business

According to information in the campus catalog and Self Study, the student learning outcomes identified with programs currently administered in the School of Business are as follows:

- Bachelor's degree in Project Management and Administration – Helps students understand the project planning process, including the project life cycle, requirements and scope of quality assurance plans, techniques and tools used in project management for planning, scheduling, and creating strategies to identify risks and quantify their impact. The program offers graduates an opportunity to develop knowledge and skills to help them pursue careers in a variety of entry-level project management and administration positions.

- Bachelor's degree in Project Management and Administration (Information Technology option) – Helps students understand how to apply principles of information technology, computer systems management, and business operations to the planning, management, and evaluation of information technology in organizations.

- Bachelor's degree in Project Management and Administration (Construction option) - Knowledge and skills needed to lead the management of variety of projects in the construction industry. Students learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring, and controlling a project through an integrated process to meet identified requirements through project completion on time and on budget. The program is also designed to foster critical thinking, analysis, and communication skills.

- Bachelor's degree in Business Management – Exposes students to fundamental knowledge and skills utilized in entry-level business positions. Students study a variety of concepts in marketing, sales, accounting, communications, finance, and management as well as teamwork, technology, and problem solving. Upper-division courses expose students to advanced management, quantitative analysis, business forecasting, leadership, and business policy.

- Academic associate's degree in Business Management - Exposes students to fundamental knowledge and skills utilized in entry-level business positions. Students study a variety of concepts in marketing, sales, accounting, communications, finance, and management as well as teamwork, technology, and problem solving.

In discussions with faculty and students and a review of course materials, the team concluded that assessment takes place through course projects, modeling, portfolios, a capstone course, and written and computer-generated examinations.

School of Criminal Justice

According to descriptive information in the campus catalog, the student learning outcomes identified with programs currently administered in School of Criminal Justice are as follows:

- Bachelor's degree in Criminal Justice - Teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence, and criminology. Areas of study include law enforcement, the courts, and corrections. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. In the bachelor's degree, upper-level courses enhance the study of the criminal justice system and expand into areas such as criminalistics, victimology, and forensics investigations.

- Academic associate's degree in Criminal Justice - Teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence, and criminology. Areas of study include law enforcement, the courts, corrections, criminal investigations, security, policing, and interpersonal skills. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment.

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- Academic associate's degree in Criminology and Forensics Technology - Student outcomes include the skills needed in the field of criminology and forensics. Areas of study include the criminal justice system, criminal law, law enforcement, forensics, investigations, report writing, communications, problem solving and computer coursework.

- Academic associate's degree programs in Paralegal and Paralegal Studies - Expose students to fundamental skills utilized in entry-level paralegal and legal assistant positions. The programs introduce the fundamentals of ethics, legal research and writing, law office technology, and specific areas of the law such as criminal law, family law, wills, trusts, and estates and litigation among others. Students are exposed to teamwork concepts technology and multiple approaches to problem solving.

In discussions with faculty and students and a review of course materials, the team concluded that assessment takes place through course projects and final examinations. Course projects include research from legal data bases, field trips to local legal offices, and student individual visitations to firms utilizing paralegal employees.

School of Drafting and Design

According to descriptive information in the campus catalog, the various programs in the School of Drafting and Design have the following as student learning outcomes:

- Bachelor's degree in Digital Entertainment and Game Design – Prepare students for a variety of entry-level positions involving technology associated with designing and developing digital games and multimedia applications. Program provides a foundation in digital game design through the study of subjects such as gaming technology, game design process, animation, level design, and general education subjects. Job functions that are taught include working as part of team to help design, develop, test, and produce video games or create animations and 3D scenes for use in video games.
- Academic associate's degree in Computer Drafting and Design – Prepare students for career opportunities in entry-level positions in many diverse areas of technical drafting and design; produce drawings in traditional design and drafting fields; and use appropriate computer-aided drafting with conventional methods of graphic communication to solve drafting and basic design-related problems.
- Academic associate's degree in Drafting and Design Technology – Exposure to a variety of fundamental skills utilized in entry-level Computer-Aided Drafting (CAD) and design positions as well as CAD technologies and conventional drafting methods to produce various designs, working drawings, charts, forms, and records.
- Academic associate's degree in Graphic Communications and Design – Exposure to fundamental skills utilized in entry-level graphic design, visual communications, and related positions; explore communicating ideas and concepts through print and interactive multimedia communication; generate technologically appropriate, functional, and aesthetically pleasing solutions for graphic communications and design projects.
- Academic associate's degree in Visual Communications – Perform tasks associated with designing and creating interactive multimedia communications and print communications, graphic design, multimedia applications, and other related technical subjects

Learning outcomes utilized by the School of Drafting and Design Technology are measured in a variety of ways throughout the programs offered. In lecture/theory courses, quizzes and examinations are primarily used. The lab courses emphasize proving the theories and determining laws through demonstrations and skill measurement on a wide array of equipment. The school utilizes capstone projects for final evaluation of students before graduation.

School of Electronics Technology

According to descriptive information in the campus catalog and the self-study, the programs in the School of Electronics Technology have the following as student learning outcomes:

- Bachelor's degree in Electrical Engineering and Communications Technology – Foundation to prepare for a variety of entry-level positions in fields involving electronics engineering technology, including communication systems. Program offers skills and knowledge in electronic circuitry and communications engineering technology through the study of subjects such as circuit analysis, circuit design, data and network communications, digital communications in the presence of noise, calculus, and additional general education coursework.

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- Bachelor's degree in Electronics and Communications Engineering Technology - Foundation to prepare for a variety of entry-level positions in fields involving electronics engineering technology, including communication systems. Program offers skills and knowledge in electronic circuitry and communications engineering technology through the study of subjects such as circuit analysis, circuit design, data and network communications, digital communications in the presence of noise, calculus, and additional general education coursework.

- Associate's degree in Electrical Engineering Technology – Exposure to a variety of fundamental skills utilized in entry level electrical and electronics technician positions. Subjects provide knowledge and skills for entry-level electrical and electronics engineering technology positions, such as electronic technician, service technician, telecommunications technician, and engineering technicians.

- Associate's degree in Computer and Electronics Engineering Technology – Foundation to prepare for careers in a variety of entry-level positions in electronics and computer technology, such as aviation, communications, computers, consumer products, defense, and research and development; acquaint students with certain circuits, systems and specialized techniques used in electronics and computer technology.

  Learning outcomes utilized by the School of Electronics Technology are measured in a variety of ways throughout all programs offered. In lecture/theory courses, quizzes and examinations are primarily used. The lab courses emphasize proving the theories and determining laws through demonstrations and skill measurement on a wide array of equipment.

School of Information Technology

According to descriptive information in the campus catalog, the five programs currently offered in the School of Information Technology have the following as student learning outcomes:

- Bachelors' degree in Data Communication Systems Technology – Knowledge and skills required to design, deploy, and manage data communications systems and infrastructures. The technical content focuses on theories and applications of various popular data communication technologies and platforms. The curriculum builds upon topics of networking and internetworking standards and protocols, routing, switching, capacity planning, traffic engineering, Web technologies, network service integration, and various configurations that enable desired functions in given systems.
- Bachelor's degree in Information Systems and Cybersecurity – Preparation to cover a range of activities spanning analysis to design and implementation of security systems to security monitoring and countermeasures and ongoing administration. Students study the essentials of information security and the security aspects of common information technology platforms and are exposed to techniques used to deploy and manage security systems and configure solutions.

- Bachelor' degree in Information Systems Security - Preparation to cover a range of activities spanning analysis to design and implementation of security systems to security monitoring and countermeasures and ongoing administration. Students study the essentials of information security and the security aspects of common information technology platforms and are exposed to techniques used to deploy and manage security systems and configure solutions.

- Bachelor's degree in Project Management - knowledge and skills required to serve and lead project teams in a variety of settings. The program offers students the opportunity to learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring, and controlling a project through integrated processes to meet the identified requirements on time and on budget. The program explores various areas of the Project Management Body of Knowledge (PMBOK). The program is also designed to foster critical thinking, analysis, and communication skills.

- Associate's degree in Network Systems Administration – Acquire fundamental skills utilized in entry-level computer network systems administration positions, including various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems, and segments of network systems.

- Associate's degree in Information Technology (Computer Network Systems Option) – Perform tasks associated with installing, upgrading, and maintaining computer network systems in typical LAN/WAN environments; includes computer programming, survey of operating systems, network design and implementation, and network systems management.

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- Associate's degree in Software Development Technology – Knowledge and skills to pursue positions involving computer software development. Areas of study include logical and algorithmic analysis and design, object-oriented programming and relational databases programming languages, and development tools. Web scripting and programing, Web services and applications, software development lifecycles, and business and ethical impacts on software development practices are taught and assessed.

  Assessment in these programs primarily takes place in laboratories identified with each program through demonstrations on the appropriate equipment and completion of computer-based projects, problems, and simulations of common workplace computer and IT tasks, as well as written and computer-generated examinations.

1.12 Are the following identified and described in the CEP?

The baseline data for each outcome.

☒ Yes ☐ No ☐ Not Applicable

The data used by the campus to assess each outcome.

☒ Yes ☐ No ☐ Not Applicable

How the data was collected.

☒ Yes ☐ No ☐ Not Applicable

An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability (previously referred to as AIR) Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

☒ Yes ☐ No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

☒ Yes ☐ No

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The campus is committed to monitoring daily attendance, advising students who are absent or at risk for not attending regularly, and monitoring instructor and chair contact with absent students to improve completion. Faculty are monitored very closely on metrics of attendance, retention, and success. Instructors who are not meeting the metrics are redirected, coached, mentored, or reassigned. As for placement, a new director of career services has been employed to enhance the placement role and relationships with the business community. The director will conduct "reputation building events" with the community, increase the number of employer contacts to develop stronger relationships, and create opportunities for employers to visit the campus. Career services staff also plan to conduct and digitally capture mock interviews with students and local employers for training purposes and provide resume, portfolio, and salary negotiation workshops for graduates and pre-graduates.

1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

☒ Yes ☐ No

(b) That specific activities listed in the plan have been completed.

☒ Yes ☐ No

(c) That periodic progress reports have been completed.

☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The CEP team consists of the following:

- campus director;

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- dean;
- associate dean;
- director of finance;
- director of recruitment;
- director of career services;
- registrar;
- school chairs; and
- faculty representatives from each school of study at the campus.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

☒ Yes ☐ No

GENERAL COMMENTS:

At the beginning of the visit, the team was concerned that the campus had insufficient data and information on two elements of its CEP: graduate satisfaction and employer satisfaction. Further, there was insufficient analysis of the data that were provided and how these limited data were being used to improve educational processes. The team was informed that the surveys of graduates and their employers were conducted by ITT Headquarters (HQ) one year after completion of the students' programs and agreed that the returns were minimal. For example, in reviewing data from graduates from 2010 to 2012, the team found inadequate information on the numbers of surveys mailed, numbers returned, and what it is the data meant to continuous improvement objectives. There were 137 graduate exit interviews, with 7 returns (~5%). The team also noted that the August 2012 CEP update indicated that there has been "inaccurate student contact information" and "weak long-term relationships with graduates…." The team was able to determine that 565 surveys had been mailed to employers during the time frame, with 42 returned (~7%). On the final day of the visit, the team was presented with copies of e-mails and a PowerPoint presentation (dated August 2012) that included descriptive information on the campus' plan to survey employers and graduates and to more closely align the survey process with ACICS requirements. Career development staff were instructed to contact all graduates and employers and stress that a survey was forthcoming and how important it is to complete the surveys and to "use those surveys to help us continue to make improvements." The campus director and a relatively new career services director have established additional strategies and activities to engage more robustly with program area advisory committees, graduates, and the employment community and document relevant feedback.

ORGANIZATION

2.01 (a) Response submitted by Academic Administrative Center

2.01 (b) Response submitted by Academic Administrative Center

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(c) Names of the administrators.

☒ Yes ☐ No

2.02 Does the campus:

(a) Adequately train its employees?

☒ Yes ☐ No

(b) Provide them with constant and proper supervision?

☒ Yes ☐ No

(c) Evaluate their work?

☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?

☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

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(a) Clearly understand their duties and responsibilities?

☒ Yes ☐ No

(b) Know the person to whom they report?

☒ Yes ☐ No

(c) Understand the standards by which the success of their work is measured?

☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Response submitted by Academic Administrative Center

ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?

☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?

Mr. Bradley Parish has been campus director since August of 2011. Mr. Parish has an associate's degree from Roane State Community College; a bachelor's degree in Organizational Management from Tusculum College; and additional course work from Pellissippi State Community College, the University of Tennessee Knoxville, and Western Governor's University. Mr. Parish has nearly 20 years' experience in various management and leadership positions with government, private industry, and higher education agencies. Just before his employment as campus director, Mr. Parish was vice president of Concord Professional Services, Inc., a firm specializing in training, project management, solar technology, and health information management.

3.04 Does the campus list degrees of staff members in the catalog?

☒ Yes ☐ No

If Yes, is appropriate evidence of the degrees on file?

☒ Yes ☐ No

If the degrees are not on file, insert the section number in parentheses, list staff member names, degrees, and awarding institution, and explain:

NOTE: The campus lists the degrees of some staff members, but not all.

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Response submitted by Academic Administrative Center

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(b) Admissions.
☒ Yes ☐ No
(c) Response submitted by Academic Administrative Center
(d) Response submitted by Academic Administrative Center
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Response submitted by Academic Administrative Center

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

GENERAL COMMENTS:

The team greatly appreciates the cooperation and conviviality of all staff, faculty, and students at this campus.

RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 54 files during the campus evaluation.

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4.02 How does the institution ensure that its student relations reflect high ethical standards?

The campus ensures that its student relations reflect high ethical standards through disclosure of campus policies and procedures to prospective students during the enrollment process. Students are required to sign a document, acknowledging receipt of policies and procedures. The team verified the information is stored in student files. Further, the campus provides an extensive new student orientation program, providing information on campus policies, expectations, good study habits, and an overview of the grievance policy.

4.03 Does the campus have appropriate admissions criteria?

☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

☒ Yes ☐ No

4.06 Reviewed at AAC

4.07 Is the admissions policy publicly stated?

☒ Yes ☐ No

4.08 Is the admissions policy administered as written?

☒ Yes ☐ No

4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

Ms. Deanna Slusher is responsible for the oversight of student recruitment at the campus. Ms. Slusher holds a bachelor's degree in Technical Project Management from ITT Technical Institute in Knoxville, Tennessee. Ms. Slusher has over 2 years experience as a manager trainee, manager of recruitment, and director of recruitment with ITT Technical Institute.

4.10 Describe the process for the recruitment of new students.

The campus markets to prospective students through the internet, television, radio advertising, and direct mail. Admissions representatives generate personally-developed leads and referrals. The admissions representative schedules an appointment with the potential student to meet at the campus. Once the student reaches the campus, the admissions representative presents an interactive PowerPoint presentation, outlining program/course offerings, services provided by the campus, program expectations, tuition costs, and terms of enrollment. Immediately following the presentation, the prospective student is given a tour of the campus and an introductory meeting with the financial aid department. During the enrollment process, a student is required to sign an enrollment agreement and disclosure forms, outlining campus policy and procedures. Following enrollment, the student is scheduled for a more extensive appointment with a representative from the financial aid office.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?

☒ Yes ☐ No

4.11 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

☒ Yes ☐ No

(b) Services.

☒ Yes ☐ No

(c) Tuition.

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☒ Yes ☐ No

(d) Terms.

☒ Yes ☐ No

(e) Operating policies.

☒ Yes ☐ No

4.12 Does the institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

☐ Yes ☒ No

4.13 Does the state in which the campus operates require representatives to be licensed or registered?

☐ Yes ☒ No

4.14 Are the titles of recruitment and enrollment personnel appropriate?

☒ Yes ☐ No

4.15 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

☒ Yes ☐ No

4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

☒ Yes ☐ No

4.17 Reviewed at AAC

4.18 Is there evidence that the campus properly awards transfer of credit?

☒ Yes ☐ No ☐ Not Applicable

4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?

☒ Yes ☐ No

4.21 Is the standards of satisfactory academic progress policy published in the catalog?

☒ Yes ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress policy is stated in the ITT Technical Institute - Knoxville, TN catalog, (2012-2013, Volume 56) on pp. 73-76.

4.22 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.

☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

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☒ 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

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4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No
☒ Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)

4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment)

4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Mr. Jon Berger, dean, is responsible for the administration of satisfactory academic progress. Mr. Berger holds an associate's degree from Spokane Falls Community College in Spokane, Washington; a bachelor's degree in Business Management from the University of Florida in Gainesville; and a master's degree in Education from Fayetteville State University in Fayetteville, North Carolina. Mr. Berger has over 14 years of experience in education administration at various colleges and universities, including ITT Technical Institute. Mr. Berger has been in this position since September 2011.

4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.37 Reviewed at the institution level

4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?
☒ Yes ☐ No ☐ Not Applicable (institution offers loans only)

4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.40 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No

(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c) Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.

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☒ Yes ☐ No

(f) Dates of payment.

☒ Yes ☐ No

(g) The balance after each transaction.

☒ Yes ☐ No

4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?

☒ Yes ☐ No

If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?

☒ Yes ☐ No ☐ Not Applicable

4.42 Is the effective date listed on announcements of changes in tuition and fees?

☒ Yes ☐ No ☐ Not Applicable (institution has not changed tuition or fees)

4.43 Is the institution's refund policy published in the campus catalog?

☒ Yes ☐ No

4.44 Is the refund policy fair, equitable, and applicable to all students?

☒ Yes ☐ No

4.45 Is the campus following its stated refund policy?

☒ Yes ☐ No

4.46 Does the campus offer financial aid?

☒ Yes ☐ No (Skip to Question 4.53.)

4.47 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Kellie Armstrong is responsible on-site for administering student financial aid. Ms. Armstrong holds a Legal Secretarial diploma from ITT Technical Institute in Knoxville, Tennessee. Ms. Armstrong has over 24 years of experience as the director of finance at ITT Technical Institute.

4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?

☒ Yes ☐ No

4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?

☒ Yes ☐ No

4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

☒ Yes ☐ No

4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

The financial aid office stays current with regulation and policy changes in financial aid through webinars and telephone conferences with ITT Technical College corporate headquarters and through list serves sent directly from the Tennessee Association of Student Financial Aid Administrators (TASFAA), Southeastern Association of Student Financial Aid Administrators (SASFAA), and the Association of Veteran's Education Certifying Officials (AVECO). Ms. Armstrong holds weekly meetings with financial aid administrators and is an active member of TASFAA, SASFAA and AVECO.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

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☒ Yes ☐ No

4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?

☐ Yes ☒ No (Skip to Question 4.54.)

4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The campus provides a variety of student services on campus, including the following:

- job and career fairs;
- referrals to outside services/agencies (i.e. transportation/day care);
- student clubs (i.e. Electronics club);
- a structured tutoring program; and
- an extensive new student orientation program.

4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

☒ Yes ☐ No ☐ Not Applicable

4. 56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

☒ Yes ☐ No

4.57 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Mr. Kevin Cole is responsible for the oversight of counseling students on employment opportunities. Mr. Cole has a bachelor's degree in Human Ecology from the University of Tennessee in Knoxville. Mr. Cole has over 2 years of experience in employment/career services. He began employment at ITT - Knoxville in May 2012.

4.58 Does the institution offer employment assistance to all students?

☒ Yes ☐ No ☐ Not Applicable (institution enrolls only international students on a student visa)

4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?

☐ Yes ☒ No

4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?

☒ Yes ☐ No

4.61 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

☒ Yes ☐ No ☐ Not Applicable

4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?

☒ Yes ☐ No

4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The financial aid department provides entrance counseling to students upon enrollment, guiding them through the direct loan website. During the second week of the quarter, a financial aid administrator attends the strategies classes to present the direct loan video. When a student drops or graduates from school, an exit interview is conducted, walking the student through the National Student Loan Database System (NSLDS), covering the responsibilities to student loans, and reviewing balances due for loans, loan grace periods, and different payment options.

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4.64 Describe the extracurricular activities of the institution (if applicable).

The campus has several extracurricular activities available to students, such as the following:

- weekly student appreciation events;
- student clubs and organizations;
- guest speakers;
- reentry reception event; and
- open houses.

GENERAL COMMENTS:

The team would like to recognize and acknowledge the professionalism of the staff members at the ITT Technical Institute, Knoxville, Tennessee. In addition, the team noted that the student files were immaculate.

EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Mr. Jon Berger, dean of academic affairs, oversees the educational activities of all academic programs at the Knoxville campus of ITT Technical Institute. Mr. Berger holds a bachelor's degree in Business Management from Fayetteville State University and a master's degree in Education from the University of Florida. He has served as dean since September of 2011. Prior to his current position, he was the accreditation liaison and assessment coordinator and faculty member for the College of Micronesia for four years. He was dean at Keiser University for two years and dean of ITT-Orlando for 1 1/2 years. Mr. Berger has served as a faculty member, chair, and associate dean at several ITT schools. He is supported by Ms. Jessica Cox, associate dean for general studies, and the program chairs of the five schools at this campus.

5.03 Does this person have appropriate academic or experiential qualifications?

☒ Yes ☐ No

5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The dean of academic affairs, Mr. Jon Berger, is assigned full time to the position and as such is primarily responsible for the following functions:

- curriculum implementation;
- professional growth and in-service activities;
- teacher evaluations;
- student relations; and
- assistance with employment of academic staff.

The associate dean for general studies, Ms. Jessica Cox, and program chairs assist him in the development and administration of the academic programs. The associate dean and chairs have reduced class loads to provide the time required for administrative duties.

5.05 Is the time devoted to the administration of the educational programs sufficient?

☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

☒ Yes ☐ No

5.07 Reviewed at AAC

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

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☒ Yes ☐ No

5.09 Does the campus have any programs that carry specialized or programmatic accreditation?

☐ Yes ☒ No (Skip to question 5.10)

5.10 Are the educational programs consistent with the campus mission and the needs of its students?

☒ Yes ☐ No

5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

☒ Yes ☐ No

5.12 What provisions are made for individual differences among students?

The campus has a structured tutoring program available for students. Tutoring is provided by both peers and faculty. Students with academic issues or concerns may request assistance for tutoring by contacting their instructor, chair, associate dean, or dean. Tutoring is free and provided at convenient times for the student. Students are afforded the opportunity to take online and hybrid courses for general education classes. An open lab is provided once a week, staffed by faculty, to assist in both content and computer operation issues. The campus has a student organization, the Student Ambassadors, who assist with tutoring, advising, and mentoring. Students may request credit for previous college work and demonstrated knowledge and competency. Students with disabilities are encouraged to meet with the campus student disabilities coordinator to discuss and/or learn more about accommodations. The decision to use these services is a matter of individual choice. The facility is ADA compliant and several accommodations have been made in the past.

5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.

Curriculum evaluation, revision, and change are conducted under the guidance and oversight of the National Curriculum Committee (NCC). ITT corporate has a district chair for each program area. Each district has one member on the NCC. Ms. Jessica Cox, associate dean for general studies, currently serves on the NCC committee for humanities/composition. The district committee conducts scheduled conference calls to individual campuses and teachers to gain input. Faculty can make suggestions to their chair, associate dean, or dean. Each faculty member has access to a faculty collaboration portal to communicate with other teachers, chairs, and corporate staff regarding issues and questions pertaining to specific curriculum matters. ITT also has a policy where faculty members can add up to 20% additional content to their courses.

5.14 Does the faculty participate in this process?

☒ Yes ☐ No

5.15 Reviewed at AAC

5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

☒ Yes ☐ No ☐ NA (institution does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

☒ Yes ☐ No

5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

☒ Yes ☐ No

5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19):

Facilities

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☒ Yes ☐ No

Instructional equipment

☒ Yes ☐ No

Resources

☒ Yes ☐ No

Personnel

☒ Yes ☐ No

5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

☒ Yes ☐ No

5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

☒ Yes ☐ No

5.21 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

☒ Yes ☐ No

5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

☒ Yes ☐ No

If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

In the initial review of faculty credentials identified in the catalog, the team was unable to locate an official transcript from Virginia Polytechnic Institute and State University (VT) in the faculty file for Mr. Thomas Oakes. The file did include an official transcript from the University of Tennessee Knoxville documenting an earned master's degree which, in effect, qualified Mr. Oakes to teach the courses he is currently assigned at the ITT, Knoxville campus. While on site, the team received a catalog addendum dated September 27, 2012 deleted the credentials Mr. Oakes had earned at VT.

5.23 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

☐ Yes ☐ No ☒ Not Applicable (no faculty members hold foreign credentials)

5.24 Is there documented evidence of a systematic program of in-service training at the campus?

☒ Yes ☐ No

If Yes, how is this documented?

Faculty sign an attendance sheet and receive an agenda at the in-service in which they participate. This information is transferred to their professional development plan and filed in their personnel folder. Faculty members not in attendance at a faculty meeting are required to complete an e-campus course on the topic presented or an area of need.

5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

☒ Yes ☐ No

5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

☒ Yes ☐ No

5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

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☒ Yes ☐ No

5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?

☒ Yes ☐ No

5.31 Reviewed at AAC

5.32 Reviewed at AAC

5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☒ Yes ☐ No

5.34 Reviewed at AAC

5.35 Reviewed at AAC

5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☒ Yes ☐ No

EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located near I-40 in West Knoxville Tennessee. The facility occupies approximately 30,000 square feet of space containing classrooms, labs, a student lounge, library, and administrative offices. The building is well maintained, clean, and arranged in a manner conducive to student learning. The outside area is well lighted and conveniently located in front of the building. The facility is in compliance with ADA regulations. The campus is scheduled to move to a new facilty in December of 2012. The site is two miles from the current facility. The move will allow for future expansion of programs, better infrastructure for new and emerging technologies, and the ability for students to access public transportation.

6.02 Does the campus utilize any additional space locations?

☒ Yes ☐ No

If Yes, list the name and address of each location.

The campus has approximately 8000 square feet of space located at 10215 Technology Drive, which is adjacent to the campus. The space is not being utilized at this time, and there are no future plans for the use of this additional space. The lease for the space will expire in December of 2012.

6.03 Does the campus utilize learning sites?

☐ Yes ☒ No

CL_Review020865

6.04 Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?

☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?

(a) Equipment.

☒ Yes ☐ No

(b) Instructional tools.

☒ Yes ☐ No

(c) Machinery.

☒ Yes ☐ No

6.06 Is there evidence on file to show that all institutional facilities are in compliance with fire, safety, and sanitation regulations?

☒ Yes ☐ No ☐ Not Applicable

PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The catalog used during the evaluation is the Knoxville, TN 2012 -2013 Volume 56 catalog, published on September 17, 2012 with an effective date of 9/17/2012 – 9/17/2013.

7.02 Does the self-study accurately portray the campus?

☒ Yes ☐ No

CL_Review020866

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)

CL_Review020867

(s) The refund policy.
☒ Yes ☐ No

(t) A statement describing the student services offered.
☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the institution offer degree programs?
☒ Yes ☐ No

If Yes, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

7.06 Does the institution offer courses and/or programs via distance education?
☐ Yes ☒ No (Skip to Question 7.07.)

While this campus does not offer courses and/or programs via distance education, the institution does offer online courses through their location in Carmel, Indiana.

7.07 Does the catalog contain an addendum/supplement?
☒ Yes ☐ No (Skip to Question 7.08.)

If Yes, is it appropriate?
☒ Yes ☐ No

7.08 Is the catalog available online?
☒ Yes ☐ No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No (Skip to Question 7.10.)

7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

CL_Review020868

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises via the following mediums:

- the internet;
- radio;
- direct mail; and
- television.

Are the advertisements under acceptable headings?

☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

☒ Yes ☐ No (Skip to Question 7.14.)

If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?

☐ Yes ☒ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?

☐ Yes ☒ No

7.16 Is the phrase “for those who qualify” properly referenced in all advertising that mentions financial aid?

☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?

☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

☒ Yes ☐ No

8.05 Reviewed at AAC

8.06 Reviewed at AAC

8.07 Reviewed at AAC

8.08 Reviewed at AAC

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
The 2012 budget is $1200.00. As of the time of the visit, $1949.90 had been spent on periodicals.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

☒ Yes ☐ No

CL_Review020869

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Reviewed at AAC

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Reviewed at AAC

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Reviewed at AAC

8.17 Reviewed at AAC

8.18 Reviewed at AAC

8.19 Reviewed at AAC

8.21 Reviewed at AAC

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

PROGRAM EVALUATION

Academic associate's degree in Business Management

Bachelor's degree in Project Management and Administration

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Richard Stinson is the chair for both schools of Business and Information Technology at the Knoxville, Tennessee campus of ITT. Mr. Stinson holds an associate's degree from the University of South Carolina in Lancaster, South Carolina; a bachelor's degree in Information Management and Systems from the University of South Carolina in Lancaster, South Carolina; and a master's degree in Business Administration from the University of Phoenix. Mr. Stinson was hired by ITT on September 1, 2009. He was promoted to the chair of the School of Business on June 18, 2012.

CL_Review020870

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☐ Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☐ Yes ☒ No

While there was no action plan in the CEP, the Project Management and Administration bachelor's degree only had 6 students in the program and 4 graduates. Two of the graduates were placed and 2 were not working. The academic associate's degree in Business Management was just offered for the first time starting September 24, 2012, and thus there is no retention or placement data at this time.

9.07 List the community resources and how they are utilized to enrich the program(s).

In the Project Management and Administration bachelor's degree, speakers from industry that hold the prestigious project management professional (PMP) designation have been routinely used as guest speakers. In addition, students have attended the monthly meetings of the local professional association, the East Tennessee Chapter of the Project Management Institute, to learn about the profession and to make career contacts. Mr. Stinson noted that the school does have a business entrepreneur's club, with the campus director serving as sponsor. Mr. Stinson, who recently relocated to the Knoxville area, will be seeking business contacts to further support and enrich the business programs.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No

☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m)A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following program:

Academic associate's degree in Business Administration – 0 (not applicable; no graduates)
Bachelors' degree in Project Management and Administration - 2

CL_Review020872

How many calls to employers or graduates were successful?

Two of the calls made to employers were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Both of the calls confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 56, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 Reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

CL_Review020873

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

GENERAL COMMENTS:

An observation of instructor Pamela Buskey teaching PM3110 (Introduction to Project Management) class was conducted. The room was prepared in advance and materials in packets and put at student tables prior to their arrival. The instructor demonstrated excellent instructional and classroom management techniques. Students were prepared for class and actively engaged in the facilitated session.

PROGRAM EVALUATION

Bachelor's degree in Criminal Justice

Academic associate's degree in Criminal Justice

Academic associate's degree in Criminology and Forensics Technology

Academic associate's degree in Paralegal Studies

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Elizabeth Sterbens is the chair for the School of Criminal Justice. Ms. Sterbens holds an associate's degree in Criminal Justice from Edison State College, a bachelor's degree in Management from Hodges University, and a master's degree in Criminal Justice from Nova Southeastern University. The team found evidence that Ms. Sterbens has worked in various capacities in education and criminal justices fields since 1998. She has worked at this campus since 2010.

9.03 Does this individual possess appropriate academic or experiential qualifications?

CL_Review020874

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☐ Yes ☒ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☒ Yes ☐ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

The academic associate's degree in Paralegal Studies has a retention rate of 41.9%. There are three students remaining in this teach-out program.

9.07 List the community resources and how they are utilized to enrich the program(s).

The team found documentation of the following field trips for the Criminal Justice programs:

- Blount County Criminal Investigation office;
- a mock crime scene;
- Knox County Sherriff's office;
- Knox County Courthouse;
- Knox County Juvenile Court; and
- the Tennessee Department of Homeland Security.

The team found documentation of the following guest speakers for the Criminal Justice programs: Mr. Rick Lambert of the Special Agent in Charge (SAC) of the Federal Bureau of Investigation (FBI) and Ms. Jennifer Belcher of the Tennessee Department of Children's Services.

The team found documentation of the following field trips for the Paralegal Studies program: the University of Tennessee Law Library, United States District Court, and the Smokey Mountain Paralegal Association in Johnson City, Tennessee. The team found documentation of the following guest speakers for the Paralegal Studies program: Ms. Cathy Hulsey of the Smokey Mountain Paralegal Association and Ms. Jo Anne Learly of the Smokey Mountain Paralegal Association.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements,

and evaluation criteria?

☒ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If No, insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls were made to employers for the following programs :
Bachelor's degree in Criminal Justice - 8
Associate's degree in Criminal Justice – 9
Associate's degree in Criminology and Forensics Technology had no graduates.
Associate's degree in Paralegal Studies had no graduates.

How many calls to employers or graduates were successful?
The following number of calls, by program, were successful:
Bachelor's degree in Criminal Justice - 4
Associate's degree in Criminal Justice – 5
Associate's degree in Criminology and Forensics Technology had no graduates.
Associate's degree in Paralegal Studies had no graduates.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.
In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 56, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

CL_Review020877

☒ Yes ☐ No

9.25 Reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

PROGRAM EVALUATION

Academic associate's degree in Drafting and Design Technology
Academic associate's degree in Drafting and Design
Academic associate's degree in Graphic Communication and Design
Academic associate's degree in Visual Communications
Bachelor's degree in Digital Entertainment and Game Design

9.01 See response from AAC
(a) See response from AAC

CL_Review020878

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes ☐ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Seth Schweitzer is the chair of the School of Drafting and Design. Mr. Schweitzer has been employee as the chair since February of 2009. Mr. Schweitzer holds a bachelor's degree in Architecture and a master's degree in Business Administration, both from The University of Tennessee in Knoxville. Mr. Schweitzer is a state of Tennessee licensed professional architect. Mr. Seth Schweitzer is well qualified to chair the School of Drafting and Design.

Mr. Joshua Ferguson is the lead instructor for Digital Entertainment and Game Design (DEGD), Visual Communications (VC), and Graphic Communications Design (GCD). He has been employed at ITT-Knoxville since September of 2006 and was named lead instructor in September, 2012. Mr. Ferguson has a bachelor's degree in Engineering Technology and a master's degree in Technology from East Tennessee State University in Johnson City. In addition, Mr. Ferguson has held positions in web design with the HGTV of the Home and Garden Network and the Tennessee Environmental Council. Mr. Ferguson is also a principal in a game development company that has had two commercial video games published.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☐ Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☒ Yes ☐ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

Only one of five programs in this school, Visual Communications (VC), did not meet the student placement rate. The school provided sufficient evidence of a placement improvement plan in the CEP.

9.07 List the community resources and how they are utilized to enrich the program(s).

The school utilizes community support with program advisory meetings held on a biannual base. The last Program Advisory Committee (PAC) was conducted on 2 April 2012, with eight members in attendance. The next PAC is scheduled for 12 October 2012. Additionally, guest speakers and field trips are utilized for four of the five programs, VC, GCD, DDT, and CDD. Two examples include involvement with Denark Construction Co., 13 September 2012, guest speaker, Jeremy Dololey and Type Designer, Insign Design 30 July 2012 for a field trip. The program has three adjunct instructors that work fulltime in the career field, providing valuable real life input to the program content.

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9.08 Are these resources sufficient?

☐ Yes ☒ No

If No, insert the section number in parentheses and explain:

(Section 3-1-512(c): There is insufficient use of community resources in the DEGD program. For this program, the campus documented no use of community resources during the past year. The School of Drafting and Design does utilize a PAC, but there was no indication that any member(s) of the PAC is employed in the digital entertainment or game fields, nor were there any minutes referencing the DEGD program. No evidence of speakers from the industry, or industry field trips, or any direct involvement with the gaming or digital entertainment industry being provided to students within the last 12 month period was provided. The campus did provide to the team a short statement to engage events in the upcoming year.

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No

☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No

(g) Topical outline of the course

☒ Yes ☐ No

(h) Instructional methods

☒ Yes ☐ No

(i) Assessment criteria

☒ Yes ☐ No

(j) Method of evaluating students

☒ Yes ☐ No

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(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

If No, insert the section number in parentheses and explain:
The team found that one class, DT1320 (Building Information Modeling), had not received a course syllabus at the time of the visit, which was less than one week into the term. The campus did provide students with a course syllabus while the team was on site.

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls were made to employers for the following program:
Academic associate's degree in Drafting and Design Technology - 7
Academic associate's degree in Drafting and Design - no graduates
Academic associate's degree in Graphic Communication and Design - no graduates
Academic associate's degree in Visual Communications - 7
Bachelor's degree in Digital Entertainment and Game Design - 6

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Academic associate's degree in Drafting and Design Technology - 7
Academic associate's degree in Drafting and Design - no graduates
Academic associate's degree in Graphic Communication and Design - no graduates
Academic associate's degree in Visual Communications - 7
Bachelor's degree in Digital Entertainment and Game Design - 6

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

CL_Review020881

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 56, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 Reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

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9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

PROGRAM EVALUATION

Bachelor 's degree in Electronics and Communications Engineering Technology (ECET)

Academic Associate's degree in Computer and Electronics Engineering Technology (CEET)

Academic Associate's degree in Electrical Engineering Technology (EET)

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Liston Matthews is the chair of the School of Electronics Technology at this campus. He was originally hired as an instructor in September, 1998, and was promoted to chair in November, 2011. Mr. Matthews holds a bachelor's degree in Agriculture from the University of Wyoming, Laramie, and a master's degree in Educational Administration and Supervision from Lincoln Memorial University, Harrogate, TN. He has electronics engineering training from the U.S. Army and the University of Tennessee, Knoxville. Mr. Matthews is a certified electronics technician provided by the International Society of Certified Electronics Technicians.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The School of Electronics Technology invited a guest speaker from Oak Ridge Associated Universities, TN and went to a field trip to

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Knox County, TN to provide students with personal knowledge of innovations in electronics technology.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

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If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers and graduates for the programs:
Bachelor degree in Electronics Communications Engineering Technology – 5
Academic Associate's degree in Computer and Electronics Engineering Technology - 9
Academic Associate's degree in Electrical Engineering Technology - NA (there have been no graduates)

How many calls to employers or graduates were successful?

Bachelor's degree Electronics Communications Engineering Technology – 2
Academic associate's degree in Computer and Electronics Engineering Technology (CEET) - 5

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All employers and graduates that were contacted confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.
In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 56, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

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9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 Reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

CL_Review020886

PROGRAM EVALUATION

Academic associate's degree in Computer Network Systems
Academic associate's degree in Network Systems Administration
Academic associate's degree in Software Development Technology
Bachelor's degree in Data Communication Systems Technology
Bachelor's degree in Information Systems and Cybersecurity
Bachelor's degree in Information Systems Security
Bachelor's degree in Project Management

9.01 See response from AAC

(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Richard Stinson is the chair for the School of Information Technology at the Knoxville, Tennessee campus of ITT. Mr. Stinson holds an associate's degree from the University of South Carolina in Lancaster, South Carolina; a bachelor's degree in Information Management and Systems from the University of South Carolina in Lancaster, South Carolina; and a master's degree in Business Administration from the University of Phoenix. Mr. Stinson was hired September 1, 2009. Mr. Stinson was promoted to chair for the School of Information Technology on June, 18, 2012.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The School of Technology requires a minimum of either one guest speaker or field trip per course per quarter. In the Project Management degree, speakers from industry who hold the prestigious Project Management Professional designation have been routinely used as guest speakers. In addition, students have attended the monthly meetings of the local professional association and the East Tennessee Chapter of the Project Management Institute to learn about the profession and to make career contacts.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

CL_Review020888

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls were made to employers for the following programs:
Academic associate's degree in Computer Network Systems - 6
Bachelor's degree in Data Communication Systems Technology - 9
Bachelor's degree in Project Management - 5
The other programs in this report did not have any graduates on the 2011 CAR

How many calls to employers or graduates were successful?

The following number of calls, by program, were successful:
Academic associate's degree in Computer Network Systems - 5
Bachelor's degree in Data Communication Systems Technology - 2
Bachelor's degree in Project Management - 3

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.
In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 56, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

CL_Review020889

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 Reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

GENERAL COMMENTS:

The students in the School of Electronics Technology were very engaged and commented positively on their academic experience and their future job prospects as a result of the courses they had completed.

CL_Review020890

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Citation # (in **bold**)	Summary Statement (followed by report page number)
1. Section 3-1-513(a) and Glossary	Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses (pp. 29, 30, 33, 34, 38, 39, 42, 43, 46 and 47).
2. Section 3-1-512(c)	There is insufficient use of community resources in the Digital Entertainment and Game Design program (p. 37).

CL_Review020891

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration *(These recommendations are not included in the report seen by the Council)*:

A *system* for collecting and documenting data and information for elements of the CEP at the **campus** level is warranted, especially from graduates and employers, and then an annual analysis of the data collected and its meaning for program improvement.

Collect additional data on characteristics of the student population that might help to inform the instructional programs or, if already known or collected, integrate it into campus effectiveness planning. Such data might include prior education (e.g., high school graduation, post-secondary experience, GED, etc.), work experience, socio-economics status, family obligations, etc.

The team noted that several programs lacked significant contact with the "real-world" of practice and recommends more robust involvement with the business and industry community through use of increased community-based resources. This recommendation also came from students in some programs who requested more real-world experiences and contact with professionals.

The team also recommends that various programs' capstone projects be an actual work- or community-based project conducted by a student or teams of students to provide for a more rigorous measure of outcomes in the real-world of practice rather than a simulated project.

October 22, 2012

Evaluation Team Report – New Grant Evaluation Report
Main Campus ID: 00066531
ID for Campus Visited: 00022051
Staff Contact: Ian Harazduk – Phone: (202) 336-6795
Application ID: 14778
VISIT RESPONSE DUE DATE: November 1, 2012

Ms. Karen Selby
Director
ITT Technical Institute
4500 South 129th East Avenue
Suite 152
Tulsa, OK 74146
Institutional Email Address: Regulatory069@itt-tech.edu

Dear Ms. Selby:

A copy of the report prepared by the Council's evaluation team that recently visited your institution is attached. The council invites you to respond to this report before it takes formal action on your institution's application for accreditation. This response must be submitted via your online application. The Council offers the institution ten days to formally respond to the report; therefore, your response should be uploaded by the date indicated above.

Visit Response

Your response should pertain to the entire report. The enclosed document, "Preparing the Institutional Response" provides suggestions for developing your response. Please include information on any significant changes that have taken place at the institution since the site visit.

We look forward to receiving your response to this report. You will be notified in writing of the Council's decision following its next meeting.

Web-Based Submission of Institutional Response

Effective September, 2011, ACICS has implemented a Web-based submission process for all school visit responses. The campus response to areas of non-compliance (citation, or "cite") must be uploaded under the application ID number associated with the visit. Each area of non-compliance must include a narrative and supporting documentation (if applicable). If supporting documentation covers more than one area of non-compliance, the campus is required to duplicate the documentation and upload it to each area of non-compliance. Submission of a current catalog need only be uploaded once and only if referenced in the response. If you have any questions, please send your inquiry to Ian Harazduk at iharazduk@acics.org.

CL_Review020893

Process:

Once the campus logs on to the ACICS membership Web site, go to the In Process Applications link, select the application name and ID. The tasks created for school responses to a visit will be displayed. Select a *Response* task and upload the corresponding document(s).

IMPORTANT: Document Labels

Each response document **must** include the task in the file name.

Example: the file name for a document submitted to satisfy Response: **Cite 1 Narrative** task could be ***Cite 1 Narrative [document name]***.

Single submissions that consist of multiple documents must be combined into one document before uploading. This procedure is consistent with the method used to submit multiple syllabi and faculty and administrative staff summary sheets.

Response Tasks

Below is the format for *Response* tasks. Each visit type will have a standard amount of visit *Response* tasks. Upload your responses in sequential order, beginning with "Response: Cite 1…" and ignore tasks that exceed your visit response requirement.

Response: Current Catalog
Response: Cite 1 Narrative
Response: Cite 1 Supporting Document(s)
Response: Cite 2 Narrative
Response: Cite 2 Supporting Document(s)
Response: Cite 3 Narrative
Response: Cite 3 Supporting Document(s)
Response: Cite 4 Narrative
Response: Cite 4 Supporting Document(s)

Sincerely

Earline Simons-Bullock

Campus Services/Executive Assistant
Campus Development Department

Enclosures

CL_Review020894

REEVALUATION

ITT TECHNICAL INSTITUTE
4500 South 129th East Avenue, Suite 152
Tulsa, OK 74146
ACICS ID Code: 00022051

Ms. Karen Selby, Director (kselby@itt-tech.edu)

MAIN CAMPUS
(ITT TECHNICAL INSTITUTE)
ITT EDUCATIONAL SERVICES, INC
1300 N. MERIDAN STREET
CARMEL, IN.
ACICS ID CODE 00066531

October 1-2, 2012

Mr. Glen E. Miller	Chair	Southwestern College, retired	Cincinnati, Ohio 45244
Ms. Edna Murugan	Student-Relations Specialist	American Institute-College of Health Professions	Davenport, FL 33897
Mr. Keith Reed	Educational Activities/Project Management	Lincoln College of Technology	Cincinati, OH 45039
Mr. Reid W. Chave	Criminal Justice Specialist	Park University	Mount Pleasant, SC 29464
Dr. David Pak	Network/ IT Systems Specialist	Ivy Christian College	Ashburn, VA 20147
Dr. Norbert J. Thomes	Visual Communications/Software Design Specialist	Winona State University	Clear Lake, IA 50428
Eva Skuka	Nursing Specialist	Allied Health	New York, NY 10001
Mr Timothy Peterson	Electronics Specialist	Brown College, retired	Minneapolis, MN 555407
Ms. Lisa Bynoe	ACICS Contractor	ACICS	Washington, D.C.

CL_Review020895

PROGRAMS OFFERED BY

ITT Technical Institute
Tulsa, OK

CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr.Hrs.	Enroll: Full-time/Part-time	AIR Retention & Placement			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Academic Associate's	Electrical Engineering Technology	1058	90	41/19	69.12%	73.68%	75.0%	**57.14%**
Academic Associate's	Criminology and Forensic Technology	981	90	39/8	63.04%	**57.14%**	62.99%	**33.33**
Academic Associate's	Network Systems Administration	1058	90	55/13	65.49%	87.1%	75.25%	81.48%
Academic Associate's	Drafting and Design Technology	1058	90	43/19	69.43%	**57.14%**	72.46%	**45.45%**
Academic Associate's	Paralegal	981	90	10/5	**53.85%**	NA	85.71%	NA
Academic Associate's	Graphic Communications and Design	1058	90	5/4	73.68%	**54.55%**	73.68%	**37.5%**
Academic Associate's	Mobile Communications Technology	1058	90	12/9	96.77%	NA	NA	NA
Academic Associate's	Software Development Technology	1058	90	8/4	66.67%	NA	72.41%	NA
Academic Associate's	Nursing, OK Bd Nursing -2015	1575	109	119/52	86.81%	NA	86.67%	NA
Bachelor's	Project Management and Administration: Information Technology Option; Project Management and Administration Option.	1940	180	16/7	81.82%	71.43%	85.71%	NA
Bachelor's	Electrical Engineering and Communications Technology	2127	180	19/3	76.19%	NA	100%	NA
Bachelor's	Criminal Justice	1880	180	27/5	97.1%	66.67%	92.31%	**28.57%**
Bachelor's	Information Systems and Cybersecurity	2164	180	13/5	79.49%	80.0%	80.0%	85.71%
	TOTAL ENROLLMENT			**560**				

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Notes: Type in bold any retention rate below 60.0% and any placement rate below 65.0%. Delete either *Sem.* or *Qtr.* in the column 3 heading. Add or delete rows as needed.

* Program reviewed for the first time.

** For any program with no enrollment, either identify below the expected date of enrollment or explain the institution's plans regarding the program. Do not evaluate programs with no enrollment.

*** For any program (s) not reviewed because of specialized accreditation, please indicate which program(s), the specialized agency, and the grant expiration date (s).

Please use this page to give an overall narrative of the institution and to explain any extenuating circumstances.

INTRODUCTION

ITT Technical Institute, Tulsa, is a modern institution with 24,703 square feet. The ITT Tulsa campus includes ten theory rooms, three computer labs, two electronics labs, one nursing classroom, one science lab, and one invasive lab. The area is well maintained and centrally located between north and south Tulsa.

The institution offers a variety of technical programs designed to train students for available jobs in a contemporary market. The staff and faculty are well trained and the administration is committed to operating a class institution.

The largest program is Nursing, a day-time only program, with a predominately female enrollment. The other programs are night only, and the enrollment is predominately male. Staff, faculty, and students were very positive about the institution. The administration was positive, very aware of campus needs, and committed to offering quality training.

CL_Review020897

1. MISSION

1.01 Response submitted by Academic Administrative Center (AAC)

1.02 Response submitted by Academic Administrative Center

1.03 Response submitted by Academic Administrative Center

1.04 Response submitted by Academic Administrative Center

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

INSTITUTIONAL EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 Does the campus have its own CEP, separate from the institution's IEP?
☒ Yes ☐ No

1.09 Does the CEP describe the following?
The characteristics of the programs offered.
☒ Yes ☐ No
The characteristics of the student population.
☒ Yes ☐ No
The types of data that will be used for assessment.
☒ Yes ☐ No
Specific goals to improve the educational processes.
☒ Yes ☐ No
Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
Student retention.
☒Yes ☐ No
Student placement.
☒Yes ☐ No ☐ Not Applicable (new branch only)
Level of graduate satisfaction.
☒Yes ☐ No ☐ Not Applicable (new branch only)
Level of employer satisfaction.
☒Yes ☐ No ☐ Not Applicable (new branch only)
Student learning outcomes.
☒ Yes ☐ No

1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.
Goals and initiatives related to student learning outcomes include:

- Improve student success results by a minimum 2%
- Core instructors will be tasked with increasing the relevance of their material through increased application of knowledge (increasing the use of community resources through field trips and guest speakers).
- School chairs conduct one-on-one follow-up advising with quarter one and high-risk students.

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To improve student success, the school will need to keep students engaged and focused on their goals, graduation and a new career. The best way to accomplish this is by getting guest speakers to speak about their industry and jobs in their field of study. What this does is energize the students and motivate them. Field trips are another means of motivating and energizing the students, for field trips allow a student to see what he or she will be doing. Lastly, to improve student success, the school will create school spirit and a sense of belonging. For this reason, clubs are important. Students who make friends in class and feel a sense of belonging tend to have better attendance, higher engagement, and better grades.

For students who are struggling, the school will identify them, create a plan for them, and monitor their progress. The retention committee will spend time speaking about at-risk students and how they can help them.

1.12 Are the following identified and described in the CEP?

The baseline data for each outcome.

☒ Yes ☐ No ☐ Not Applicable

The data used by the campus to assess each outcome.

☒ Yes ☐ No ☐ Not Applicable

How the data was collected.

☒ Yes ☐ No ☐ Not Applicable

An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability (previously referred to as AIR) Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

☒ Yes ☐ No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

☒ Yes ☐ No

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The campus encourages student activities to help develop individual initiative, group leadership, and cooperation. Examples of student activities include:

- field trips;
- guest speakers;
- program specific professional chapters such as the following:
  - National Technical Honor Society (NTHS)
  - Visual Communications Club for the School of Drafting and Design
  - Lambda Alpha Epsilon/ American Criminal Justice Association for the School of Criminal Justice
  - International System Automation for the School of Electronics
  - Student Nursing Association

The campus' career services department is focused on the successful employment of graduates in their field of study. Using available resources at its disposal, the career services department works with graduates and employers to maximize placements in applicable fields of study. Career Services maintain records on the following activities to ensure students are prepared and successful in placement:

CL_Review020899

Career services records
- **Student employment documents:**
  - o Acknowledgement for employment assistance
  - o Student employment assistance waiver (if applicable)
- **Graduate employment documents:**
  - o Acknowledgement for employment assistance
  - o Graduate employment assistance waiver (if applicable)
  - o Resume
  - o Simulated mock interview evaluation sheet
  - o Release form – educational and employment
  - o Graduate employment information (GEI) document
  - o Graduate exit surveys
  - o Employer survey re: graduate

1.16 Does the campus have documentation to show the following?
(a) That the IEP has been implemented.
☒ Yes ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes ☐ No
(c) That periodic progress reports have been completed.
☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
The CEP is developed, reviewed, analyzed, maintained, and monitored by a campus steering team.

The CEP Team consists of:
- Director, Ms Karen Selby
- Dean, Dr Jerri Schoats-Stoutermire
- Director of Finance, Mr Brian Zinn
- Director of Recruitment, Mr Wynter Hill
- Director of Career Services, Mr Ric Favors
- Registrar, Ms Jennifer Chrest

The functional directors' work within their departmental teams to perform the actions included in the CEP. The campus Director has the ultimate responsibility to ensure the implementation of the CEP and the director has been selected to assume the responsibility of coordinating, organizing, and preparing the summary report of the plan.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No

2. ORGANIZATION

2.01 (a) Response submitted by Academic Administrative Center

2.01 (b) Response submitted by Academic Administrative Center

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?

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☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Response submitted by Academic Administrative Center

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
The campus director, Karen Selby, is the on-site administrator for the ITT Technical Institute, Tulsa, Oklahoma campus. Ms. Selby joined ITT Technical Institute on July 27, 2005, and assumed responsibility for opening the school on that date. Ms. Selby brings 31 years of corporate leadership, human resource and financial management, business and marketing, operations and compliance leadership in both publicly and privately held corporations in the educational sector. She is a graduate of Southwest Oklahoma University and has a master of the Art of Teaching from Oklahoma City University. She has directed schools and colleges in Santa Barbara, California; Portland, Oregon; and Cincinnati, Ohio. In addition, she began her career as a high school teacher with Putnam City Schools in Oklahoma City, Oklahoma, transitioning to an instructor and later a department head for Oklahoma State University, Oklahoma City campus, before moving to Santa Barbara.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If Yes, is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

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(a) Response submitted by Academic Administrative Center
(b) Admissions.
☒ Yes ☐ No
(c) Response submitted by Academic Administrative Center
(d) Response submitted by Academic Administrative Center
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Response submitted by Academic Administrative Center

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.15 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS

ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 50 student files.

4.02 How does the institution ensure that its student relations reflect high ethical standards?
The campus has strict policies and procedures that help to guide its daily operations to include its student relations. The staff and faculty follow these policies and procedures carefully to ensure that its student relations reflect high ethical standards. These are clear and consistent with the mission and purposes, and available to all students and prospective students electronically and through other appropriate publications.

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

CL_Review020902

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Reviewed at AAC

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Ms. Wynter Hill is responsible for the oversight of student recruitment at the campus. She holds a bachelor's degree in Political Science from the University of Tulsa, OK. Ms. Hill worked as an admissions representative with the institution and excelled in her field which resulted in her being promoted to the director of recruitment position. Prior to her employment with ITT, she worked as director of admissions for two years at Casablancas. There is evidence in her file that she attended several trainings to help prepare her for her current position.

4.10 Describe the process for the recruitment of new students.
The institution's process for the recruitment of new students is initiated when the student visits the campus and the admissions representative follows the standardized, scripted presentation to inform the prospect of all necessary information including but not limited to the school's history, accrediting body and transferability of credit policy. It also covers the tuition amount as well as basic information about the federal aid programs that students may apply for during the financial aid process. The representative will help the student match their interests with the available degree programs offered. The prospective student has a tour of the school.

The prospective student is sent home with program specific information and guided through how to access the catalog, student handbook and other important information through the institution's webpage. If the student selects to move forward in the process, they will apply through the student success system or "S3". "S3" is a web-based tracking system which ensures all admissions criterion are satisfied prior to moving forward including the minimum age and required high school or general education diploma.

After applying for the selected program and term, the prospective student will then take the admissions exam. Upon passing the entrance exam, the student will meet with a Financial Aid administrator to discuss the financial aid process, review the documents that will be needed to complete this process and schedule a time for the prospective student to return.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?
☒ Yes ☐ No

4.11 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

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4.12 Does the institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.13 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.14 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.15 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No

4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.17 Reviewed at AAC

4.18 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?

☒ Yes ☐ No

FOR ALL PROGRAMS

4.21 Is the standards of Satisfactory Academic Progress (SAP) policy published in the catalog?
☒ Yes ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?
The institution's standard of satisfactory academic progress policy is published in its 2012-2013 catalog volume 20 on page 74.

4.22 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No
(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No
(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals.
☒ Yes ☐ No
Incomplete grades.
☒ Yes ☐ No
Repeated courses.
☒ Yes ☐ No
Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (institution does not offer)
Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (institution does not offer)
A probationary period.
☒ Yes ☐ No
An appeal process.

CL_Review020904

☒ Yes ☐ No
An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (institution does not offer)
The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (institution only offers one program of study
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (institution only offers one credential)
The implications of transfer credit.
☒ Yes ☐ No

4.23 Does the campus apply its SAP standards consistently to all students?
☒ Yes ☐ No

4.24 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.25 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.26 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

4.27 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.29 Are students allowed to remain on financial aid during the probationary period?
☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

If Yes, is the student informed of this policy?
☒ Yes ☐ No

4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?
☒ Yes ☐ No

4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment)

4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment)

4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

CL_Review020905

Dr. Jerri Schoats-Stoutermere is the dean of education for ITT, Tulsa location. Dr. Schoats-Stoutermere holds a bachelor's degree in Business Administration from the University of Central Oklahoma; a master's degree in Education from Langston University; and a doctorate in Education from Oklahoma State University. In addition, the team has found numerous courses that Dr. Schoats-Stoutermere has taken in order to enhance her management and teaching skills.

4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.37 Reviewed at the institutional level

4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?
☒ Yes ☐ No ☐ Not Applicable (institution offers loans only)

4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.40 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c)Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?
☒ Yes ☐ No

If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?
☒ Yes ☐ No ☐ Not Applicable

4.42 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (institution has not changed tuition or fees)

4.43 Is the institution's refund policy published in the campus catalog?
☒ Yes ☐ No

4.44 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.45 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.46 Does the campus offer financial aid?
☒ Yes ☐ No (Skip to Question 4.53.)

4.47 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

CL_Review020906

Mr. Brian Zinn is responsible for the administration of student financial aid at the campus. He holds a bachelor's of science degree in Project Management from ITT Technical Institute in Indianapolis, IN. Mr. Zinn worked in the financial aid department with the institution since 2009. There is evidence in his file that he attended several trainings to help prepare him for his current position.

4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?
☒ Yes ☐ No

4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
☒ Yes ☐ No

4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Mr. Brian Zinn, who is the director of finance, is a current member of the Oklahoma Association of Student Financial Aid Administrators (OASFAA). Representatives of the institution's corporate office attend meetings, trainings and seminars on regulations and policy changes in financial aid and pass the information on to the campus director of finance. In addition to this information, Mr. Zinn attended in-house financial aid trainings as evidenced in his employee file.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No (Skip to Question 4.54.)

4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The institution has a strong student services support system which is managed by the department managers, program chairs, learning resource center director, registrar and other key personnel. The campus dean and program chairs arrange and supervise the structured tutoring, and academic or personal counseling. The campus director is responsible for the student orientation and the registrar helps students with their class schedules. The learning resource center director assists students with library related or personal research needs.

4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☒ Yes ☐ No ☐ Not Applicable

4. 56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes ☐ No

4.57 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Mr. Ricci Favors is responsible for the oversight of counseling students on employment opportunities. He worked as an admissions representative with the institution from October of 2011 to September of 2012 and recently in his current position. Prior to his employment with ITT, he worked as a staff recruiter for 7 years with his previous employment. There is evidence in his file that he attended several trainings to help prepare him for his current position.

Mr. David Lawrence works with Mr. Favors as his assistant. Mr. Lawrence holds a bachelor's degree in English from Texas A& M University. He held his position in career services at the institution from 2009 to present. Prior to working for ITT, he worked as a recruiter and job placement personnel for 5 years. There is evidence in his file that he attended several trainings to help prepare him for his current position.

4.58 Does the institution offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (institution enrolls only international students on a student visa)

CL_Review020907

4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?
☒ Yes ☐ No

4.61 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No

4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
When a student enrolls into a program at the institution, he or she meets with Mr. Brian Zinn, the director of finance. Mr. Zinn explains the various types of loans and grants available to students and discusses the details of loan repayment. He then provides each student with a copy of the student Entrance Counseling Guide which further explains the student loan repayment obligations.

4.64 Describe the extracurricular activities of the institution (if applicable).
The institution ensures that students are involved in extracurricular activities and offers several opportunities for doing so. These include but are not limited to membership in the National Technical Honors Society; clubs that are program specific; and seasonal activities such as food, toy and coat drives. Students are also encouraged to get involved in community blood drives. The nursing students are encouraged to be part of the Student Nursing Association.

GENERAL COMMENTS:
While reviewing the student relations activities, the team found that several important documents were missing from the students' files. Upon further review, the team was able to verify that these documents were stored in their campus management system, IRIS. The team would like to recommend that these documents be printed and placed in the students' files for easier review. Examples of some of these documents include credit transfers, refund summary, SAP warning letters and dismissal letters.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Dr. Jerri Schoats-Stoutermere is the dean of education for ITT, Tulsa location. Dr. Schoats-Stoutermere holds a bachelor's degree in Business Administration from the University of Central Oklahoma; a master's degree in Education from Langston University; and a doctorate in Education from Oklahoma State University. In addition, the team has found numerous courses that Dr. Schoats-Stoutermere has taken in order to enhance her management and teaching skills.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

CL_Review020908

The team has found provisions for program administrators and educational chairs to have sufficient authority and responsibility for the development and administration of the programs. While the ITT system has handbooks, programs, and protocols for making changes in corporate syllabi and administrative procedures, each campus is allowed the academic freedom to evaluate the needs of their own students and facility. The Tulsa campus of ITT has faculty on the corporate curriculum committee and which allows for integral enhancements. An informal network is also in place where faculty, both full-time and part-time can visit with their program chair and advise for enhancements and improvements.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Reviewed at AAC

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that carry specialized or programmatic accreditation?
☒ Yes ☐ No (Skip to question 5.10)

If Yes, does the campus:
Obtain such accreditation in a timely manner for programs in which it is required by the state in order for students to attain entry-level employment?
☒ Yes ☐ No ☐ Not Applicable (there is no such requirement by the state)

Notify students as to:
Which programs hold specialized or programmatic accreditation?
☒ Yes ☐ No
Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?
☒ Yes ☐ No
Any other requirements that are generally required for employment?
☐ Yes ☒ No

5.10 Are the educational programs consistent with the campus mission and the needs of its students?
☒ Yes ☐ No

5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.12 What provisions are made for individual differences among students?
The team has found the school does make provisions for individual differences between students. The dean personally reviews SAP for each student and helps to build a plan for improved performance. There are a number of academic clubs and programs on campus to allow many of the disciplines on campus to grow in their own professionalism.

5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The team has found ITT, Tulsa, to have a system in place to make changes to the curriculum. The faculty representative on the committee will put in writing the prospective changes and submit to the department chair, who will review, sign-off, and send to the campus director for approval and submission to the appropriate home office committee.

5.14 Does the faculty participate in this process?
☒ Yes ☐ No

5.15 Reviewed at AAC

CL_Review020909

5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ NA (institution does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No

5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)
Facilities
☒ Yes ☐ No
Instructional equipment
☒ Yes ☐ No
Resources
☒ Yes ☐ No
Personnel
☒ Yes ☐ No

5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.21 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.23 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.24 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If Yes, how is this documented?
The team has found evidence of in-service training programs through sign-in sheets for each meeting. In addition, during the faculty meeting, the faculty expressed knowledge of these events.

5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATES'S, AND BACHELOR'S DEGREES ONLY

5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?
☒ Yes ☐ No

ACADEMIC ASSOCIATE'S DEGREES ONLY

5.31 Reviewed at AAC

5.32 Reviewed at AAC

5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

BACHELOR'S DEGREES ONLY

5.34 Reviewed at AAC

5.35 Reviewed at AAC

5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

With 24,703 square feet, the ITT Tulsa campus includes the following spaces:
ten theory rooms;
three computer labs;
two electronics labs;
one nursing classroom;
one science lab; and
one invasive lab.

The area is well maintained and centrally located between north and south Tulsa. There is ample parking; however the campus is located in a hidden area and not easily assessable or viewable from the main road leading to the campus.

CL_Review020911

6.02 Does the campus utilize any additional space locations?
☐ Yes ☒ No

6.03 Does the campus utilize campus additions?
☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes ☐ No
(b) Instructional tools
☒ Yes ☐ No
(c) Machinery
☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes ☐ No ☐ Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviewed the ITT Tulsa, OK 2012-2013 catalog, Volume 20.

7.02 Does the self-study accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No
(c) The names and titles of the administrators.
☒ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No
(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☒ Yes ☐ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No
(h) An academic calendar. ☒ Yes ☐ No
(i) A full disclosure of the admission requirements.
☒ Yes ☐ No

CL_Review020912

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☐ Yes ☒ No
(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No
(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The institution does not award credit)
(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No
(p) The transfer of credit policy.
☒ Yes ☐ No
(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No
(r) A complete and accurate listing of all scholarships offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships offered)
(s) The refund policy.
☒ Yes ☐ No

(t) A statement describing the student services offered.
☒ Yes ☐ No
(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

If No for any item, insert the section number in parentheses and explain:
(Section 3-1-701 Appendix C): The campus' catalog does not accurately detail all the prerequisites students must take to satisfy their course requirements. The language is ambiguous and has great potential to cause confusion to students. There are several courses in the Software Development Technology program that do not fully reflect prerequisites in the catalog. These courses list old versions of prerequisites and do not include the courses that are part of the Software Development Technology program. For example, CS111 Client-Side Web Scripting, lists "CS100 Introduction to Programming or equivalent" as one of the prerequisites, but the students do not take CS100. They take IT104 Introduction to Computer Programming. The prerequisites should be updated to specify "CS100, IT104, or equivalent" to clarify the prerequisites for the students. The following courses in the catalog require this change, with the prerequisites to add in braces: CS111 [IT104], CS120 [IT104], CS140 [IT104], CS210 [IT104], CS220 [IT203], CS240 [IT218], CS250 [IT203, IT218], and CS290 [CS210].

7.05 Does the institution offer degree programs?
☒ Yes ☐ No

If Yes, does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

7.06 Does the institution offer courses and/or programs via distance education?

CL_Review020913

☐ Yes ☒ No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?
☐ Yes ☒ No (Skip to Question 7.08.)

7.08 Is the catalog available online?
☒ Yes ☐ No (Skip to Question 7.09.)
If Yes, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No (Skip to Question 7.10.)

7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus uses several modes of advertisment including the following:

- newspaper publications;
- television;
- Yellow Pages;
- high school recruitment; and
- online mediums.

Are the advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No (Skip to Question 7.14.)

If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?
☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

CL_Review020914

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Reviewed at AAC

8.06 Reviewed at AAC

OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Reviewed at AAC

8.08 Reviewed at AAC

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
The team has found that ITT charges each school a flat amount of $7,648 per year for the virtual library. In addition to the virtual library, the school has spent $1,352 for additional books and periodicals. The total amount has been spent on the Nursing program.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.12 Reviewed at AAC

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Reviewed at AAC

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☒ Yes ☐ No ☐ Not Applicable (no interlibrary agreements)

8.16 Reviewed at AAC

8.17 Reviewed at AAC

8.18 Reviewed at AAC

ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 Reviewed at AAC

8.21 Reviewed at AAC

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

If No, insert the section number in parentheses and explain:
This information should have been reviewed at AAC.

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

CL_Review020915

☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Associate of Science in Nursing

ALL PROGRAMS

9.01 See response from AAC
(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Elizabeth Loerke is the chair of the Nursing program. Ms. Loerke joined the campus as a faculty member in January of 2011, and was assigned to administer the program in October of the same year. Ms. Loerke holds a bachelor of science degree in Nursing from the University of Tulsa and a master of science degree in Nurse Education from University of Oklahoma Health Sciences Center. Ms. Loerke holds an active license as a Registered Nurse (RN) from the Oklahoma Board of Nursing. Ms. Loerke is an active member of the Sigma Theta Tau International Honor Society of Nursing, based in Indianapolis. Ms. Loerke has over 15 years of field experience working as a registered nurse.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☐ Yes ☐ No ☒ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
The program has had many guest speakers, field trips to healthcare facilities, and a program advisory board, which meets twice a year.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No
☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses.
Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

(Section 3-1-513, 3-1-513(a) and Glossary): There is not a description in the syllabus of the minimum amount of time a student is expected to spend on completion of the work assignment.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

CL_Review020917

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☐ Yes ☐ No ☒ NA, (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the procedures.
In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Course syllabi do not indicate the out-of-class work is included as a component of final course grade and that is evaluated.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 Reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

CL_Review020918

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

GENERAL COMMENTS

The Oklahoma Board of Nursing has set a required pass rate for first-time takers of the NCLEX-RN (National Council Licensure Examination-Registered Nurse) to fall not more than ten (10) percentage points below the national average and at least ten candidates should take the examination (based on a calendar year). The national average pass rates as reported by the National Council of State Boards of Nursing (NCSBN) are as follows:
-For the 2011 calendar year 84.50% for 4 quarters
-For 2012 calendar year 91.10% for 2 quarters (January-June).
According to Oklahoma Board of Nursing, the pass rate standard is based on data gathered for a full calendar year. The Nursing program at the campus has not yet had a full year of data on the NCLEX exam pass rates, for the team to be able to determine whether they meet the pass rates. The campus graduated the first Nursing class on December of 2011, and has collected only two quarters of data for the 2012 calendar year.

9. PROGRAM EVALUATION

Academic Associate of Science in Mobile Communications Technology
Academic Associate of Science in Software Development Technology

ALL PROGRAMS

9.01 See response from AAC
(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
James Tiffee is the chair of the School of Information Technology at ITT Tech in Tulsa, Oklahoma. Mr. Tiffee holds a bachelor's of science degree in Industrial - Electronics Technology from Northeastern State University. He possesses extensive experience in consulting and computer programming outside of academia.

Mr. Jerel Byrd serves as the subject matter expert for Software Development Technology and Mobile Communications Technology. Mr Byrd holds an associate of applied science degree in Electronics Technology from Tulsa Community College and a bachelor of science and master's degree in Information Technology from the University of Phoenix.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☐ Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
☒ Yes ☐ No

9.07 List the community resources and how they are utilized to enrich the program(s).
Mobile Communications Technology students took field trips to St. Francis Hospital to observe networking and server operations and to Tulsa Connect for networking demonstrations.

There was no evidence of field trips for the Software Development Technology students.

There was no evidence of guest speakers in either program.

There was evidence of PAC meetings for the program. A PAC meeting was held in May, 2012 for the Information Technology department, not specifically for these two programs.

9.08 Are these resources sufficient?
☐ Yes ☒ No

If No, insert the section number in parentheses and explain:
(Section 3-1-512(c)): While the students in the Mobile Communications Technology were exposed to community resources in the form of field trips, the students in Software Development Technology were not. This is not sufficient to give the students in Software Development Technology exposure to the community and the workplace.

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☐ Yes ☒ No

If No, insert the section number in parentheses and explain:
(Section 3-1-513 (a) and Glossary): There are several courses in the Software Development Technology program that do not fully reflect prerequisites in the catalog. These courses list old versions of prerequisites and do not include the courses that are part of the current version of the Software Development Technology program. For example, CS111 Client-Side Web Scripting lists "CS100 Introduction to Programming or equivalent" as one of the prerequisites, but the students do not take CS100. They take IT104 Introduction to Computer Programming. The prerequisites should be updated to specify "CS100, IT104, or equivalent" to clarify the prerequisites for the students. The following courses in the catalog require this change, with the prerequisites to add in braces: CS111 [IT104], CS120 [IT104], CS140 [IT104], CS210 [IT104], CS220 [IT203], CS240 [IT218], CS250 [IT203, IT218], and CS290 [CS210]. Similar prerequisite issues exist in the syllabi for this set of courses.

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☐ Yes ☒ No

If No, insert the section number in parentheses and explain:
(Section 3-1-513 (b)): Review of student records found evidence of prerequisites not being met before enrollment in courses.

Joshua Proper (#09803480) Enrolled in CS210 before completing CS111, a prerequisite for CS210.

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513 and Glossary): The syllabi and catalog do not detail an adequate description of the amount of time a student is expected to spend on completion of work assignments.

(Section 3-1-513 (a) and Glossary): The syllabi do not contain language the addresses out-of work assignments that support the learning objectives for the course

Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

CL_Review020921

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls were made to employers for the following programs:
Associate of applied science degree in Software Development Technology - 1
Associate in applied science degree in Mobile Communications Technology - 0

How many calls to employers or graduates were successful?
The following number of calls, by program, were successful:
Associate of applied science degree in Software Development Technology - 1
Associate in applied science degree in Mobile Communications Technology - 0

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of the graduates as reported on the CAR. No calls were made to verify employment of Mobile Communications Technology as no graduates were listed for the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the procedures.
In the "credit hour" section on page 64 of the campus 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 2-2-503, 3-1-513(a), and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade. There is no evidence that out-of-class work or the equivalent is being evaluated in all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No

CL_Review020922

(d) Personnel
☒ Yes ☐ No

9.25 Reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.33 Reviewed at AAC

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.48 Reviewed at AAC

GENERAL COMMENTS:

Update the course listings for Software Development Technology on the ITT Tech web site. The web site lists CS100, CS130, CS200, and CS201 as requirements of the program while the catalog lists IT104, IT203, IT218, and IT219.
Interviews with students revealed the following issues:
- Students reported that during the transition to new software applications, books were often weeks late in the term.
- Hard drives required for software configuration training came as late as 10 weeks into the term.
- Faster computers in the labs are needed to create the virtual machines required that are required in class.
- Students do not like Saturday classes and prefer meeting only during the week. Many cited weekends as the only time they have with family.

9. PROGRAM EVALUATION

Associate Science in Information Technology.

CL_Review020923

Bachelor of Science in Information Security.
Bachelor of Science in Project Management.

ALL PROGRAMS

9.01 See response from AAC
(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
James Tiffee has been assigned as the program chair of Information Technology, Information Security and Project Management. He has a bachelor's degree from Northeastern State University and is a Microsoft Certificate of Technology specialist. He is a technology professional with over 10 years of experience in the information technology industry as an owner of Tiffee Products. He has substantial knowledge of standard and enterprise Microsoft windows server: efficiently utilizes a personal computer and related software including Microsoft office, course management system software, and internet proficiencies.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
Through interviews with faculty members, and administrative staff, it was revealed to the team that community resources used were used to enrich the Information Technology, Information Security and Project Management programs and included guest speakers, field trips to appropriate industrial/commercial sites, and advisory board members from the community. Furthermore, the student council provides extracurricular activities on campus. The team reviewed documentation of minutes for the last student field trips, both of which took place in 2011 and 2012.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No
☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513 (a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses.
(Section 3-1-513 and Glossary): There is no description in the syllabus of the minimum amount of time a student is expected to spend on completion of the work assignments for several courses.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

CL_Review020925

The following number of calls was made to employers for the following programs:
Associate's degree in information technology - 4
Bachelor's degree in information security - 5
Bachelor's degree in project management - 3

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Associate 's degree in information technology - 3
Bachelor 's degree in information security- 1
Bachelor's degree in project management - 1

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the procedures.
The campus uses the federal conversion formulas to convert clock hours to credit hours. The team was provided documentation to verify this information. In the "credit hour" section page 64 of the campus' 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 2-2-503) There is no evidence that out of class work or the equivalency is being evaluated in all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 Reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

CL_Review020926

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.33 Reviewed at AAC

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

BACHELOR'S DEGREES ONLY

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

9. PROGRAM EVALUATION

Associate of Science in Visual Communications
Associate of Science in Graphic Communication and Design

ALL PROGRAMS

9.01 See response from AAC
(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

CL_Review020927

Mr.Troy Bettridge is the chair of the School of Drafting and Design at ITT Tech in Tulsa, Oklahoma. Mr. Bettridge studied architecture at Boise State, a program heavy in art and design classes. He completed his bachelor's degree in Architecture at the University of Nevada - Las Vegas. He followed this with a master's degree in Urban Design from Oklahoma University.

Mr. James Candy serves as the subject matter expert. Mr. Candy holds an associate's degree in Visual Communications from ITT Technical Institute and bachelor's and master's degrees in Composition from the University of Tulsa.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☐ Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
☒ Yes ☐ No

9.07 List the community resources and how they are utilized to enrich the program(s).
Students in Visual Communications and Graphic Communication and Design went on several field trips including visits to Cyntergy AEC, (a web design firm), Resource One (a print shop), and Fab Lab (a 3D printer).

Students in these programs were also offered membership in the Visual Communication Club. This organization is very active and holds events that include designing the campus newsletter and holding logo design contests.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

CL_Review020928

9.15 Are course prerequisites being followed?
☐ Yes ☒ No

If No, insert the section number in parentheses and explain:
(Section 3-1-513 (b)): Review of student records found evidence of prerequisites not being met before enrollment in courses.
James O'Hara (#07622484) enrolled in VC250 before completing 76 credit hours and while enrolled in VC230, a prerequisite for VC250.
Sarah McDonald (#10492363) enrolled in VC210 before taking CD140, a prerequisite for VC210.

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513 and Glossary): The syllabi and catalog do not detail an adequate description of the amount of time a student is expected to spend on completion of work assignments.

(Section 3-1-513 (a) and Glossary): The syllabi do not contain language that addresses out-of-class work assignments that support the learning objectives for the course

Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

CL_Review020929

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls were made to employers for the following programs:
Associate's of science degree in Visual Communications - 4
Associate's of science degree in Graphic Communications and Design - 0

How many calls to employers or graduates were successful?
The following number of calls, by program, were successful:
Associate's of science degree in Visual Communications - 3
Associate's of science degree in Graphic Communications and Design - 0

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of the graduates as reported on the CAR. No calls were made to verify employment of Graphic Communications Design as there were no graduates at the time of the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.
In the "credit hour" section on page 64 of the campus 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 2-2-503 and Section: 3-1-513 (a) and glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade. There is no evidence that out-of-class work or the equivalent is being evaluated in all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 Reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

CL_Review020930

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9. PROGRAM EVALUATION

Associate's of Science in Electrical Engineering Technology
Associate's of Science in Computer and Electronics Technology
Bachelor's of Science in Electrical Engineering and Communications Technology
Bachelor 's of Science in Electronics and Communications Engineering Technology

ALL PROGRAMS

9.01 See response from AAC
(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Hamid Nazari-Robati is the chair assigned to administer the academic program for Electronics Technology for both the associate's and the bachelor's degree programs. He possesses a bachelor of science degree in Technical Education from Oklahoma State University and an associate of science degree in Electronics from Southern Technical College. Mr. Nazari- Robati does have the qualifications to administer the academic program for Electronics Technology.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

CL_Review020931

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
There were two listed field trips taken by a class in Electronics, however, on one of the trips there were no participants listed, and there was no description of the activity and how it benefited those students that did participate. The team was also given information during the visit regarding a group of high school students that were given a demonstration in the Electronics department; however the team did not see this as use of community resources. There was also inadequate participation at the Program Advisory Committee (PAC) held in May of 2012. There was one person that attended from outside the campus, and the team could not vet the qualifications of this person with the information given.

9.08 Are these resources sufficient?
☐ Yes ☒ No

If No, insert the section number in parentheses and explain:
(Section 3-1-512(c)) Community resources are not adequately utilized for the Electronics department. Documentation provided to the team did not provide sufficient evidence that the program was utilizing community resources. **See response to 9.07*

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No

CL_Review020932

(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives the learning objectives for most courses.
(Section 3-1-513 and Glossary): There is not a description in the syllabus of the minimum amount of time a student is expected to spend on completion of the work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
There were seven calls made to employers of graduates of the associate's degree in Electrical Engineering Technology.

How many calls to employers or graduates were successful?
There were five successful calls to employers of graduates of the associate's degree in Electrical Engineering Technology. The other above listed programs did not have graduates at the time of the 2011 CAR.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Four of the calls made confirmed the employment of graduates. The discrepancy between confirmations and successful contacts was a denial from human resources to confirm employment without written consent.

The following programs did not have graduates' at the time of the 2011 CAR: associate of science in Computer and Electronics Technology; bachelor of science in Electrical Engineering and Communications Technology; and bachelor of science in Electronics and Communications Engineering Technology.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

CL_Review020933

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 Reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

CL_Review020934

BACHELOR'S DEGREES ONLY

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

9. PROGRAM EVALUATION

Bachelor's of Science Degree in Criminal Justice
Associate's of Science Degree in Criminal Justice
Associate's of Science Degree in Criminology and Forensic Technology

ALL PROGRAMS

9.01 See response from AAC
(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Leo R. Willey began employment as an adjunct faculty member at the Tulsa campus of ITT Technical Institute in September of 2007. Shortly thereafter in December 2007, he was promoted to the full-time position as chair of the school of Criminal Justice.

Mr. Willey earned both associate's and bachelor's degrees in Criminal Justice from Witchita State University, Witchita, KS, and he holds a master's degree in Business Administration from Oklahoma Wesleyan University, Bartlesville, OK. He also has prior teaching experience as an adjunct faculty member at Oklahoma Wesleyan University.

Mr. Willey has an extensive background in the field of law enforcement. From 1969 to 1974, he was a police officer in Kansas City, KS, as well as a police officer in Witchita, KS, from 1974 to 1994. During the period 1993 to 1994, he was appointed as the U. S. Marshall for the District of Kansas. He was certified as a peace officer by the State of Kansas.

From 1994 until 2000, he served as chief of police at the Okmulgee Police Department, Okmulgee, OK, and later as police chief from 2000 to 2007 at Bartlesville Police Department, Bartlesville, OK.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

CL_Review020935

(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☐ Yes ☒ No ☐ Not applicable (new branch only)

The associate's degree in Criminal Justice had a placement of 57.1% and did not meet Council standards. However, there was a suitable plan in the CEP to address corrective action.

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
☒ Yes ☐ No

The team verified that the student retention rates reported in the 2011 Campus Accountability Report (CAR) for both the associate's and bachelor's degree programs in Criminal Justice met Council standards. The placement rate for the bachelor's degree program also met Council standards. Inasmuch as the new associate's degree program in Criminology and Forensic Technology did not start until March 19, 2012, placement and retention data will be reported in the next CAR.

9.07 List the community resources and how they are utilized to enrich the program(s).
The team reviewed documentation on file and verified through instructor and student interviews that community resources are being utilized to support and enrich the Criminal Justice degree programs. The institution's Program Advisory Committee (PAC) convened on May 18, 2012, as a resource for Mr. Willey, program chair. Recent field trips for Criminal Justice students include visits to the Tulsa Digital Forensic Center on August 27, 2012, and the Tulsa County Sheriff's Department on August 29, 2012.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No

CL_Review020936

(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No

If *No,* insert the section number in parentheses, list the courses, and explain:
(Section: 3-1-513 (a) and glossary): Course syllabi do not inlcude, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate homework or outside assignments were required, and homework assignments were not included as any percentage of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Associate's degree in Criminal Justice – 6
Bachelor's degree in Criminal Justice – 4
There have been no graduates from the associate's degree in Criminology and Forensic Technology.

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Associate's degree in Criminal Justice – 4
Bachelor's degree in Criminal Justice – 3

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All the calls where contact was made confirmed the employment of graduates as reported in the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

CL_Review020937

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the procedures.
The definition and application of the U. S. Department of Education's credit hour requirements are explained on page 64, volume 20, of the institution's 2012 - 2013 catalog.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all Criminal Justice degree programs.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 Reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

CL_Review020938

The team determined that the associate's degree program in Criminal Justice is in a teach-out status since September 2011. Enrollments are being accepted for the new associate's degree in Criminology and Forensic Technology.

9.42 Reviewed at AAC

BACHELOR'S DEGREES ONLY

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

The team learned that the bachelor's degree program in Criminal Justice has been in teach-out status since September 2011. Prospective students for the Criminal Justice program are now being enrolled to the associate's degree in Criminology and Forensic Technology.

9.48 Reviewed at AAC

GENERAL COMMENTS:

While there was evidence on file recording 2012 field trips and a Program Advisory Committee meeting for the Criminal Justice degree programs; the team found there was no such documentation regarding guest speakers.

The team observed that Mr. Leo R. Willey, chair, school of Criminal Justice, is academically and experientially well qualified for the position he holds, and that he is attentive and knowledgeable in the administration of his programs.

9. PROGRAM EVALUATION

Academic Associate's in Paralegal Studies

Academic Associate's in Paralegal

ALL PROGRAMS

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes ☐ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Leo R. Willey began employment as an adjunct faculty member at the Tulsa campus of ITT Technical Institute in September 2007. Shortly thereafter in December 2007, he was promoted to the full-time position as chair, school of criminal justice.

CL_Review020939

Mr. Willey earned associate's and bachelor's degrees in Criminal Justice, respectively, from Witchita State University, Witchita, KS. He holds a master's degree in Business Administration from Oklahoma Wesleyan University, Bartlesville, OK. He also has prior teaching experience as an adjunct faculty member at Oklahoma Wesleyan University.

Mr. Willey has an extensive background in the field of law enforcement. From 1969 to 1974, he was a police officer in Kansas City, KS, as well as a police officer in Witchita, KS, from 1974 to 1994. During the period 1993 to 1994, he was appointed as the U. S. Marshall for the District of Kansas. He was certified as a peace officer by the State of Kansas.

From 1994 until 2000, he served as chief of police at the Okmulgee Police Department, Okmulgee, OK, and later as police chief from 2000 to 2007 at Bartlesville Police Department, Bartlesville, OK.

To provide Mr. Wiley with paralegal subject matter support Mr. Noel Jackson Thorp has been appointed as lead instructor. Mr. Thorp holds a bachelor's in political science from the University of the Ozarks and a Juris Doctorate from the University of Arkansas. In addition to his academic qualifications, Mr. Thorp has over 13 years work experience in the legal profession and he is currently an attorney with the U.S. Court of Appeal's office in Oklahoma.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☐ Yes ☒ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☒ Yes ☐ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

Although the associate's of science in Paralegal Studies reported a 53.85% retention rate in the 2011 CEP, the current CEP includes data, analysis and activities for the Paralegal program to meet or exceed the standard of 62%.

9.07 List the community resources and how they are utilized to enrich the program(s).

The paralegal program utilizes various community resources to enrich the educational experience for the students. For example, on October 15, 2012, the campus invited the chief criminal prosecutor from the District Attorney's office to guest speak to the paralegal students. In addition, on October 22, 2012, the paralegal students attended a field trip to the Tulsa County court house, in which they were able to observe a civil trial.

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

CL_Review020940

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513 (a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required nor the number of hours needed to complete each assignment.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

CL_Review020941

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The team made two calls to employers.

How many calls to employers or graduates were successful?

The team was successful in completing two phone calls to employers.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The team was able to confirm the employment of two graduates.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

As taken form the catalog page 58

CREDIT HOUR

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

Residence Courses: In all courses, other than those taken through directed independent study, a quarter credit hour represents: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b} at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship or practicum or clinical component. A clock hour is 50 minutes.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The campus provided a binder that compiled various out of class assignments completed by students. These assignments contained numeric scores indicating that they had been evaluated by the faculty. For example, a student's term paper for a constitutional law course was on file in a binder labeled sample homework, and it was evaluated by faculty.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

CL_Review020942

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

GENERAL COMMENTS:

The team would like to commend the school of criminal justice for their exceptional use of community resources to enhance the paralegal students educational experience. While on campus the team was made aware that the associate's in Paralegal Studies is currently in teach out.

9. PROGRAM EVALUATION

Academic Associate's in Drafting and Design Technology

ALL PROGRAMS

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

CL_Review020943

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes ☐ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Troy Bettridge is the school chair of the Drafting and Design at ITT Tulsa campus. He holds a bachelor's of science in Architectural Design from University of Nevada Las Vegas and a bachelor's and master's of Architecture from the University of Oklahoma. He has more than 10 years professional experience in Project Management and Architecture.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☐ Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☒ Yes ☐ No

9.07 List the community resources and how they are utilized to enrich the program(s).

The found evidence that the ITT Tulsa campus Drafting and Design program effectively uses community resources to enrich the program. Students attended a field trip to a Fabrication Lab, the learning outcomes included rapid prototyping, 3d printing and laser cutting. The students also made a field trip to the Philbrook Museum of Art the learning outcomes included practice of perspective sketching techniques through real world examples.

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)

CL_Review020944

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

CL_Review020945

There were four attempted calls made to employers and graduates to verify the placement data on the 2011 CAR.

How many calls to employers or graduates were successful?

There were four successful contacts made to employers and graduates to verify the placement data on the 2011 CAR.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the employers contacted were able to verify the placement of graduates as indicated on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.
In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 2-2-503): There is not sufficient evidence that out-of-class work or the equivalency is being evaluated in all Drafting and Design courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

CL_Review020946

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

GENERAL COMMENTS:

The team found a well-run Drafting and Design program. Students interviewed were happy with the campus and their overall learning environment. Students were confident the education received is preparing them to be competitive in the market place.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1.	**Section 2-2-503**	There is no evidence that out of class work or the equivalency is being evaluated in all courses (pages 27, 32, 36, 40, 44, 48, 55).
2.	**Section 3-1-512(c)**	There are insufficient community resources to support two programs (pages 30, 42).
3.	**Section 3-1-513, 3-1-513(a) and Glossary)**	The syllabi does not contain language specific to out-of-work assignments that support the learning objectives for several courses (pages 26, 30-32, 35, 39, 40, 43, 48, 50, 54).
4.	**Section 3-1-513 (b)**	Pre-requisites for students in the Visual Communications program were not being followed (pages 30, 39).
5.	**Section 3-1-701 Appendix C**	The campus' catalog does not accurately detail all the pre requisites students must take to satisfy their course requirements (page 21).

CL_Review020947

ADDITIONAL LOCATION VERIFICATION VISIT REPORT

Accrediting Council for
Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4241
TEL: (202) 336-6780
FAX: (202) 842-2593
www.acics.org

ITT Technical Institute- Douglasville
Name of Additional Location

5905 Stewart Parkway
Street Address

Douglasville, GA 31035
City, State, Zip

(678) 715-2100
Telephone Number

00107729
ACICS ID Code

ITT Technical Institute
Name of Main Campus

9511 Angola Court
Street Address

Indianapolis, IN 46268
City, State, Zip

(317) 875-8640
Telephone Number

00016040
ACICS ID Code

Melonie Vanderpool-Wyatt
Name of ACICS Staff Representative

October 11, 2012
Date of Visit

PROGRAMS OFFERED BY
ITT Technical Institute
Douglasville, Georgia

CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Enrollment: Full-time/ Part-time	Enrollment: Day/Evening
Academic Associate's	Network Systems Administration	27/2	14/15
Academic Associate's	Electrical Engineering Technology	14/2	0/16
Academic Associate's	Drafting and Design Technology	10/0	0/10
Academic Associate's	Criminology and Forensic Technology	9/2	0/11
Academic Associate's	Business Management	0	0

TOTAL ENROLLMENT _66___

* For any program with no enrollment, identify below the expected date of enrollment.

- Associates in Business Mangement – Projected start date is December 2012.

- Who is the on-site chief administrative officer of the additional location? List the individual's academic credentials and describe his/her professional experience.

  The on-site administrator is for the ITT Douglasville Campus is Mr. Thomas Pitts. Mr. Pitts became the director of this campus at its inception in March 2012. Prior to becoming the campus director at ITT Douglasville, Mr. Pitts was the district director of operations and the regional director of career services and admissions for ATI Enterprises for three years, director of strategic sales development at US Security Associates, Inc. for seven years, director of recruitment at two different campuses for ITT Educational Services for 3 years. Mr. Pitts is also a pastor. He holds a bachelor's degree in Business Administration from Memphis State University and a master's degree in Divinity from Mercer University.

1. Describe how appropriate provisions have been made for supervision and monitoring of the additional location by the administration of the oversight campus.

   The oversight campus provides the Douglasville location with a number of resources to aid in their campus start-up. The district manager visits the campus every 3 weeks as well as holds quarterly meetings. The campus is provided with a checklist of things that need to be completed by specific times (ie. First week, 30 days, 60 days, 6 months, etc). They also have quarterly compliance reports. In addition the campus director attend a conference call every Tuesday with the regional director and any needed specialists to go over weekly progress and specific campus needs. The director of finance attended week long training. Staff and faculty can access e-campus trainings. There is also a shared drive that can be accessed to retrieve needed forms, tips, guidelines and much more. After speaking with the director she informed me that he feels like he is having any and all of her questions answered and is receiving all the assistance she needs in getting the campus on its feet. He can also call other local ITT campus' and they will come over and help.

2. Are there any campus additions (or extension sites) associated with this additional location?

   No _X__
   Yes___

   If *yes*, please list locations: _____

3. Cite evidence that the additional location is authorized to operate by the state. The campus provided the following documents:

   - Certificate of Authorization (certificate number 968) from the Nonpublic Postsecondary Education Commission to offer instruction. Valid April 18,

2012 through March 13, 2013.
- Certificate of Occupancy from the State of Georgia Office of Georgia Safety Fire Commissioner issued on March 7, 2012.

4. Cite evidence that the additional location employs appropriately experienced administrative staff members to support the initial class start. (List the number and type of individuals currently employed as well as plans for future positions.)

The campus currently has 29 employees listed as follows:

Name (Last, First, Middle)	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held
Pitts, Thomas *	M.Div. - Mercer University, Atlanta, GA - Divinity; BA - University of Memphis, Memphis, TN - Business Administration	Campus Director
Hugley, Cody	BA - American InterContinental University, Atlanta, GA - Business/Human Resources	Director of Finance
Patterson, Justin	BS - North Georgia College & State University, Dahlonega, GA - Education	Registrar
Smith, Robert	Diploma - Cerritos H.S., Cerritos, CA - General	Director of Recruitment
Williams, Eric	BS - Florida A&M University, Tallahassee, FL, Data Processing Technology	Director of Career Services
Daniel, Kelly	AA - ITT Technical Institute, Kennesaw, GA - CNS	System Support Technician
Harrison, Nancy	Diploma - Ellington H.S., Ellington, CT - General	Administrative Assistant
Knapp, Hanna	Diploma - Alexander H.S., Douglasville, GA - General	Receptionist
Walton, Melanie	BA - University of West Georgia, Carrollton, GA - Finance	Financial Aid Coordinator
Lindsey, Robert	MS - Bradley University, Peoria, IL - Civil Engineering / Construction; BS - Bradley University, Peoria, IL - Civil Engineering	Dean
Stanovak, David	MLIS - University of Wisconsin, Milwaukee, WI - Library Information Science; BA - Cleveland State University, Cleveland, OH - Theater	Librarian
Ammazi, McDonald *	PhD - Capella University, Minneapolis, MN - Human Services; MA/MS - Central Michigan University, Lansing, MI - Healthcare Administration; BA - DeVry University, Decatur, GA - Computer Science; BA - Kennesaw University, Marietta, GA - Management	Substitute Adjunct in General Studies and Network Systems Administration

Bonsu, Kwadwo	MS - Clark Atlanta University, Atlanta, GA - CIS; BS - DeVry University, Decatur, GA - EET	Strategies For The Technical Professional, Computer Structure and Logic, Introduction to Networking
Chu, James *	MS - University of South Florida, Tampa, FL - Electrical Engineering; BS - University of South Florida, Tampa, FL - Engineering-General	DC-AC Electronics
Frederick, Jason *	MA - Georgia State University, Atlanta, GA - Mathematics Education; BS - Morehouse College, Atlanta, GA - Computer Science	Problem Solving Theory
Randolph, Raymond	MS - Central Michigan University, Mt. Pleasant, MI - Information Resource Management; BS - DeVry University, Decatur, GA - Computer Information Systems	Computer Structure and Logic, Client Server Networking
Reeves, Olufemi	BA - The Art Institute of Atlanta, Dunwoody, GA - Graphic Design	Substitute Adjunct in Drafting and Design Technology
Tchouaffe', Michel	M.Arch. - Georgia Institute of Technology, Atlanta, GA - Architecture; Architecte DPLG - Ecole d' Architecture Paris, Tolbiac, France - Architecture	Introduction to Drafting and Design Technology
Thielemier, Carrie	MS - Arkansas State University, Jonesboro, AR - Math; BA - Black River Technical College, Pocahontas, AR ;AA - Black River Technical College, Pocahontas, AR - General Education	Strategies For The Technical Professional, Problem Solving Theory, College Mathematics
West, Ryan	MA(TS) - Columbia Theological Seminary, Decatur, GA - Ethics; BA - University of Texas at Arlington, Arlington, TX - Criminal Justice	Introduction to Criminal Justice
Bostic, Y. Theresa	BS - Brenau University, Atlanta, GA - Business Administration; AS - Atlanta Metropolitan College, Atlanta, GA - Business Administration	Representative
Clark, Tammy	BS - Devry Institute of Technology, Atlanta, GA - Computer Information Systems	Representative
Fulcher, David	MA/MS - University of Windsor Windsor, Windsor, ON - Graduate Business MBA with Honors/Graduate Business	Representative
Gray, Matthew	AA - University of Phoenix, Phoenix, AZ - Business Administration	Representative
Holloway, Artemas *	MBA - University of Maryland University College, Adelphi, MD - Business Administration; BS - Auburn University, Auburn, AL - Transportation	Representative

Keyes, Percy	BA/BS - University of So. Mississippi, Hattiesburg, MS, Business Administration; MBA - University of Phoenix, Phoenix Online, AZ - Business Administration	Representative
Mashburn, Melissa	BA - Kennesaw State University, Kennesaw, GA - Finance	Representative
Morrison, Kiera	BA - Morgan State University, Baltimore, MD - Marketing	Representative
Wood, Victoria	Diploma - Columbia Commercial College, Columbia, SC - Fashion Merchandising	Representative

5. What is the total enrollment figure for the additional location at the time of the visit? List total enrollment, total day enrollment, full- and part-time day enrollment, total evening enrollment, and full- and part-time evening enrollment.

   The ITT Douglasville campus currently enrolls 66 students, 60 full-time and 6 part-time. There are 14 day students (all full time) and 52 evening students (46 full time and 6 part time).

6. Cite evidence that appropriate personnel records, including official transcripts (where necessary) are on file for all administrative staff and faculty.

   After reviewing all files all required documents and transcripts are on file as necessary.

7. Cite evidence that appropriate (including a combination of in-service and professional growth activities) faculty development plans are on file for all faculty.

   After reviewing all faculty files there is evidence of development plans and supporting documents as required.

8. Describe the advertising and recruitment practices used to attract students to the additional location.

   The ITT Douglasville campus utilizes TV commercials, direct mails, brochures, pamphlets and their website as part of their advertising.

9. Describe the admissions process used at the additional location.

   If a student is interested in attending ITT Douglasville Campus they must first come in and meet with an admissions representative. During their initial meet they discuss their goals. A media presentation is given and the prospective student is given a tour. If the student is then interested in applying to the school they fill out an application. The student then takes the Wonderlic exam

and meets with a financial aid coordinator. Prior to their first day of class they will attend a new student orientation.

10. Cite evidence that the additional location employs a sufficient number of faculty members for the number of courses offered and the size of the student population. (List the number of faculty currently employed and the number of courses currently offered as well as any plans the additional location may have to acquire faculty in the future.)

The campus currently employees 7 adjunct faculty, 3 substitute adjunct faculty and the dean. There are currently 12 courses being offered. Classes are held on Monday, Tuesday and Thursday.

11. Describe the instructional resources (i.e. library materials) available to students and faculty at the additional location.
There are adequate books, magazines and learning resources available in the Learning resource center. Students and faculty also have access to the virtual library.

12. Is the instructional equipment available for faculty and student usage at the additional location sufficient to support the initial class start?

Yes. The campus has adequate space, equipment and resources. The computer labs, and electronics labs appear to be fully stocked and have ample space for student work. The campus is also in preparation of completing the build out of the criminal justice lab which is expected to be completed by the end of the year. The campus also has a number of empty classrooms that will be able to accommodate future increases in population.

13. Describe the physical facility. (Include plans for future expansion if applicable.) Does the facility appear to be adequate and appropriate to support the educational programs offered and the current student enrollment at the additional location?

The ITT Douglasville campus is located inside a shopping complex. The building occupies 18,966 square feet. The campus consists of an administrative suite which houses admissions, financial aid, registrar and the campus director. There is also an academic suite where the dean and all faculty are located. There are 3 labs, 6 conference rooms, 9 theory rooms, a bookstore, learning resource center, career services suite, student internet café, and faculty lounge. There lavatories are handicap accessible and there is ample parking for staff, students and visitors.

14. Cite evidence that shows that the physical facility is in compliance with local fire, safety, and health codes. (certificate of occupancy, fire inspection, etc.)

The campus has a valid certificate of occupancy. See complete listing in

question 3.

15. Describe the catalog which is used at the additional location and how it reflects the operations and services of the additional location.

The ITT Douglasville campus utilizes the Douglasville, GA 2012-2013 catalog Volume 4 published September 21, 2012 and effective until September 21, 2013 unless revised. The catalog contains all of the required elements. There is a catalog addendum to address current faculty members.

SUMMARY

There are no areas of non-compliance.

CL_Review020956

NEW GRANT VISIT

ITT Technical Institute

2810 Dupont Commerce Court

Ft. Wayne, IN 46826

ACICS ID Code: 00016076

Main Campus

ITT Technical Institute

Indianapolis, IN

ACICS ID Code: 00016040

Regulatory014@itt-tech.edu

Mr. Alois Johnson, Campus Director (AJohnson@itt-tech.edu)

October 4-5, 2012

Mr. Billy Ferrell	Chair	Remington College	Dallas, TX
Dr. Darlene Minore	Student-Relations Specialist	Minore Educational Strategies	Bainbridge Island, WA
Mr. Tim Peterson	Educational Activities	Brooklyn Center Campus	Minneapolis, MN
Mr. David Hoehn	Information Technology Specialist	IT Security Specialist	Saint Peter, MN
Dr. Debra Rocha	Criminal Justice Specialist	Brandman University	Irvine, CA
Mr. Owate Akeh Chujor	Electronics Specialist	Minnesota School of Business	Brooklyn Center, IL
Mr. Terry Owens	Computer Drafting Specialist	Design Specialist	Carbondale, IL
Mr. Charles Saunders	Digital Entertainment Specialist	Design Specialist	Owens Cross Roads, AL
Mr. Michael Bleacher	Construction Specialist	Westwood College	Westminster, CO
Dr. Richard Lynch	Business Specialist	University of Georgia	Athens, GA
Ms. Marie Berry	Nursing Specialist	Education Affiliates	Pensacola, FL
Mr. Chad Hartman	Accreditation Coordinator	ACICS	Washington, DC

CL_Review020957

PROGRAMS OFFERED BY

ITT TECHNICAL INSTITUTE

FT. WAYNE, INDIANA

CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr.Hrs.	Enroll: Full-time/Part-time	CAR Retention & Placement			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Bachelor's	Business Administration**	1860	180	0/0	100%	100%	81.0%	75.0%
Bachelor's	Business Management	1896	180	0/0	NA	NA	NA	NA
Bachelor's	Construction Management*	2090	180	1/1	81.3%	100%	94.1%	100%
Bachelor's	Criminal Justice*	1880	180	6/1	83.3%	**33.3%**	84.0%	**20.0%**
Bachelor's	Digital Entertainment & Game Design*	2100	180	15/4	82.2%	**16.7%**	87.9%	**20.0%**
Bachelor's	Electrical Engineering & Communications Technology	2116	180	8/1	NA	NA	NA	NA
Bachelor's	Electronics Communications & Engineering Technology*	2110	180	1/0	80.%	100%	89.0%	100%
Bachelor's	Industrial Automation Engineering Technology*	2100	180	8/2	76.9%	80.0%	79.2%	85.7%
Bachelor's	Information Systems & Cybersecurity	2164	180	4/1	NA	NA	NA	NA
Bachelor's	Information Systems Security*	2090	180	2/2	80.6%	100%	97.7%	87.5%
Bachelor's	Project Management**	2040	180	0/0	100%	100%	70.0%	NA
Bachelor's	Project Management and Administration – Construction Option	2039	180	3/1	NA	NA	NA	NA
Bachelor's	Project Management and Administration – Information Technology Option**	2050	180	0/0	NA	NA	NA	NA
Bachelor's	Project Management and Administration – Project Management and Administration Option	1940	180	12/0	NA	NA	NA	NA
Bachelor's	Software Applications Development**	2090	180	0/0	100%	NA	NA	NA

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Associate's***	Business Management	970	90	7/6	NA	NA	NA	NA
Associate's***	Computer & Electronics Engineering Technology*	1130	96	7/9	65.7%	89.5%	62.7%	87.0%
Associate's***	Computer Drafting & Design*	1140	96	7/6	67.6%	75.0%	63.8%	**47.1%**
Associate's***	Criminal Justice*	1020	90	11/4	**57.7%**	**56.3%**	63.8%	**25.0%**
Associate's***	Criminology and Forensic Technology**	981	90	0/0	NA	NA	NA	NA
Associate's***	Drafting & Design Technology	1058	90	14/13	NA	NA	NA	NA
Associate's***	Electrical Engineering Technology	1058	90	25/8	NA	NA	NA	NA
Associate's***	Graphic Communications & Design**	1058	90	0/0	NA	NA	NA	NA
Associate's***	Information Technology - Computer Network Systems*	1120	96	6/5	68.7%	63.0%	73.9%	89.5%
Associate's***	Information Technology: Software Applications and Programming**	1120	96	0/0	100%	100%	93.8%	80.0%
Associate's***	Mobile Communications Technology**	1047	90	0/0	NA	NA	NA	NA
Associate's***	Network Systems Administration	1058	90	34/21	NA	NA	NA	NA
Associate's***	Nursing	1589	105.5	7/9	NA	NA	NA	NA
Associate's***	Nursing*	1575	109	60/34	80.4%	70.4%	NA	NA
Associate's***	Paralegal	1071	90	12/2	NA	NA	NA	NA
Associate's***	Paralegal Studies**	1030	96	0/0	**37.5%**	NA	65.4%	NA
Associate's***	Software Development Technology*	1120	96	0/1	**50.0%**	NA	60.0%	NA
Associate's***	Visual Communications*	1120	96	9/5	66.4%	**29.4%**	66.2%	**25.0%**
	TOTAL ENROLLMENT		**395**					

Notes: Type in bold any retention rate below 62.0% and any placement rate below 58.0%.

* According to the campus administration, program is currently in teach-out mode.

** According to the campus administration, program has been taught out and is no longer enrolling new students. Program was not evaluated for this report.

*** All associate's degrees are associate of applied science (academic) degrees.

CL_Review020959

INTRODUCTION

The ITT Technical Institute located in Ft. Wayne, Indiana was established in 1967 under the name of Sams Technical Institute. In September 1970, the name of the school was officially changed to ITT Technical Institute and moved to its current location in May of 2005. Presently, it is an additional location of the ITT Technical Institute located in Indianapolis, Indiana. The campus offers various associate's and bachelor's degree programs in the general fields of Information Technology, Electronics Technology, Drafting and Design, Business, Nursing & Health Sciences, and Criminal Justice. At the time of the visit, there were 395 students enrolled at the campus with the majority being full-time evening students. According to the Campus Effectiveness Plan dated October 2012, 57% of the students are male. Further demographic breakdown reveals that 9% of the students are African-American, 85% are Caucasian, 4% are Hispanic, and the remaining 2% are labeled as Asian, American Indian or Undisclosed.

According to the 2012-2013 catalog, the college's mission is "to offer quality undergraduate and continuing education locally, nationally, and worldwide to students of diverse backgrounds, interests and abilities. The institution offers educational programs that integrate life-long learning with knowledge and skills to help students pursue their personal interests and objectives; develop intellectual, analytical and critical thinking abilities; and provide service to their communities." The school's programs emphasize hands-on training, are relevant to local employers' needs, and focus on areas that offer strong long-term employment opportunities.

The campus is located in a modern one-story building and occupies approximately 100 percent of the building. The facility has approximately 33,000 square feet of instructional and administrative space. Classrooms are clean and comfortable, and environmentally safe for students and faculty. All classrooms are equipped with permanent audio-visual equipment for lectures and presentations. There are student and faculty break areas and comfortable, well-equipped offices and cubicles for admissions, career services, and financial aid employees. There are three computer laboratories equipped with Internet-accessible computers for student and faculty utilization. The facilities are aesthetically pleasing and help contribute to a quality environment for teaching and learning.

Current campus director, Mr. Alois Johnson, has been with the college for the past 18 years. Mr. Johnson began his tenure with career education at ITT Technical Institute and has never worked anywhere else. Before being promoted to campus director in 2004, he was both a financial aid officer and the director of financial aid.

CL_Review020960

REPORT QUESTIONS

1. MISSION

1.01 Response submitted by Academic Administrative Center

1.02 Response submitted by Academic Administrative Center

1.03 Response submitted by Academic Administrative Center

1.04 Response submitted by Academic Administrative Center

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?

☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?

☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?

☒ Yes ☐ No

1.08 Does the campus have its own CEP, separate from the institution's IEP?

☒ Yes ☐ No

1.09 Does the CEP describe the following?

The characteristics of the programs offered.

☒ Yes ☐ No

The characteristics of the student population.

☒ Yes ☐ No

The types of data that will be used for assessment.

☒ Yes ☐ No

Specific goals to improve the educational processes.

☒ Yes ☐ No

Expected outcomes of the plans.

☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?

Student retention.

☒Yes ☐ No

Student placement.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Level of graduate satisfaction.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Level of employer satisfaction.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Student learning outcomes.

CL_Review020961

☒ Yes ☐ No

1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.

The CEP review process for student learning outcomes includes:

- capstone courses to determine the level of the students' understanding of their respective program's objectives;
- a comparison of capstone assessment data to review proficiency levels achieved by campus graduates;
- student engagement, measured by student attendance and the ability to successfully complete program courses;
- the utilization of a student success formula, which divides the number of passing students by the number of student attempts; and
- input from surveys, instructional supervision, and student evaluations.

The CEP is designed to systematically assess and continuously improve the educational programs and services provided to students and address the campus' ability to meet its career education objectives.

1.12 Are the following identified and described in the CEP?

The baseline data for each outcome.

☒ Yes ☐ No ☐ Not Applicable

The data used by the campus to assess each outcome.

☒ Yes ☐ No ☐ Not Applicable

How the data was collected.

☒ Yes ☐ No ☐ Not Applicable

An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability (previously referred to as AIR) Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

☒ Yes ☐ No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

☒ Yes ☐ No

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The campus' annual retention rate is reported as 67.7%, according to the 2011 Campus Accountability Report. According to the current CEP (labeled October 2012), the annual retention goal for the Ft. Wayne campus is 72%. The campus has identified factors affecting retention and has initiated a plan to enhance retention by implementing an attendance improvement plan; monitoring instructor performance using a Weekly Engagement Rate report; increasing student activities and student clubs; and providing student recognition as a reward for students displaying excellence in academics and attendance.

The campus' annual placement rate is reported as 68.9% for 2011, with a goal of 75% for 2012. Steps have been taken to identify factors affecting the placement rate and to improve future placement rates by providing additional training for departmental staff in the career services' department; assisting students in networking by attending local career fairs and community meetings; implementing training to improve students' core and soft skills; developing and implementing a campus-wide Career Services Effectiveness plan; and developing closer relationships with the business community and major corporations in the greater Ft. Wayne area who could offer job opportunities for graduates. As part of the overall CEP, there is a specific improvement plan outlined for three programs with a programmatic placement rate below 58% for the 2011 reporting period. These programs are the bachelor's degree program in Criminal Justice, the bachelor's degree program in Digital Entertainment and Game Design, and the associate's degree program in Visual Communications. The plans specifically focus on both historical data relating to possible causes of the low programmatic placement percentages, as well as goals and initiatives to improve the placement rates for each of the three programs in the coming year.

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According to the 2011 CAR, the retention rate for the associate's degree program in Paralegal Studies is 37.5% and the retention rate for the associate's degree program in Software Development Technology is 50%. Although these rates fall below the ACICS retention benchmark of 62%, there are currently no students in the Paralegal Studies program and only one active student in the Software Development Technology program. Since there are fewer than ten students in each of these programs, ACICS standards do not require the campus to develop and implement a programmatic improvement plan. However, the 2011 CAR retention rate for the associate's degree program in Criminal Justice is 57.7% and the placement rate for the same program is listed as 56.3%; both rates falling below the respective benchmarks of 62% for retention and 58% for placement. The campus reported that there are 15 students currently enrolled in the program. The team found no evidence for an improvement plan for the associate's degree program in Criminal Justice for their retention or placement percentages (See Criminal Justice Specialist's report).

1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

☒ Yes ☐ No

(b) That specific activities listed in the plan have been completed.

☒ Yes ☐ No

(c) That periodic progress reports have been completed.

☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The CEP falls under the authority of the campus director, Mr. Alois Johnson. Mr. Johnson leads the CEP committee, which is comprised of the director, dean, associate dean of general studies, director of finance, director of recruitment, director of career services, registrar, school chairs, student representatives from each academic program and faculty representatives. The CEP committee meets regularly to address specific campus effectiveness goals and their implementation. The team verified meeting minutes of the CEP committee that indicated a campus environment dedicated to planning, assessing, and improving the overall campus effectiveness for the ultimate benefit of the Ft. Wayne campus student body.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

☒ Yes ☐ No

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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

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3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?

☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?

As previously stated, Mr. Alois Johnson serves as campus director. He has a bachelor's degree in Financial Planning and Consulting from Purdue University and a master's degree in Education from Indiana University. Mr. Johnson has been with ITT Technical Institute for 21 years in total, with the last 18 years at the Ft. Wayne campus. He began his tenure at the Ft. Wayne campus as a financial aid officer, was promoted to director of financial aid in 1996, and moved to his current position as campus director in June 2004.

3.04 Does the campus list degrees of staff members in the catalog?

☒ Yes ☐ No

If Yes, is appropriate evidence of the degrees on file?

☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Response submitted by Academic Administrative Center

(b) Admissions.

☒ Yes ☐ No

(c) Response submitted by Academic Administrative Center

(d) Response submitted by Academic Administrative Center

(e) Guidance.

☒ Yes ☐ No

(f) Instructional resources.

☒ Yes ☐ No

(g) Supplies and equipment.

☒ Yes ☐ No

(h) The school plant.

☒ Yes ☐ No

(i) Faculty and staff.

☒ Yes ☐ No

(j) Student activities.

☒ Yes ☐ No

(k) Student personnel.

☒ Yes ☐ No

3.06 Response submitted by Academic Administrative Center

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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

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4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed forty files of matriculated, graduated and withdrawn students while on site.

4.02 How does the institution ensure that its student relations reflect high ethical standards?

The ITT Technical Institute campus in Ft. Wayne hires the most qualified candidates for the departments that comprise student relations. It is important to the campus director that his management team is compliance-driven and willing to participate in training programs. The director feels this philosophy ensures high ethical standards for student relations on his campus.

4.03 Does the campus have appropriate admissions criteria?

☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

☒ Yes ☐ No

4.06 reviewed at AAC

4.07 Is the admissions policy publicly stated?

☒ Yes ☐ No

4.08 Is the admissions policy administered as written?

☒ Yes ☐ No

4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

Ms. Jennifer Garver is the director of recruitment for the campus. She joined the management team in March of 2012. Ms. Garver has spent most of her professional career in healthcare operations and recruitment. She holds professional certificates as a certified practice manager and a compliance consultant. Ms. Garver earned an associate's degree in Computer Science from Sheiddegger Technical College in Buckinghamshire, England.

4.10 Describe the process for the recruitment of new students.

The central administration markets to prospective students through a number of methods, including Internet, television/radio advertising, direct mail, representative-generated personally developed leads, and referrals. The campus seeks to attract students with the motivation and ability to complete the career-oriented educational programs offered by ITT Technical Institute. Calls from prospective students rotate through nine educational representatives. The representatives make an appointment for the student to formally interview at the campus. The representative meets with the student and presents the student with an informational multimedia presentation. At the end of the presentation, the student undergoes the testing dictated by the program of interest. If the student's score meets the testing threshold, they are given a tour of the campus and complete admissions paperwork. After that, an appointment with financial aid is scheduled. If the financial package permits the student to attend the program of their choice, they officially enroll in the school.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?

☒ Yes ☐ No

4.11 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

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☒ Yes ☐ No

(b) Services.

☒ Yes ☐ No

(c) Tuition.

☒ Yes ☐ No

(d) Terms.

☒ Yes ☐ No

(e) Operating policies.

☒ Yes ☐ No

4.12 Does the institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

☐ Yes ☒ No

4.13 Does the state in which the campus operates require representatives to be licensed or registered?

☒ Yes ☐ No

If Yes, is evidence of licensure or registration on file?

☒ Yes ☐ No

Educational representatives are licensed in both the states of Indiana and Ohio.

4.14 Are the titles of recruitment and enrollment personnel appropriate?

☒ Yes ☐ No

4.15 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

☒ Yes ☐ No

4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

☒ Yes ☐ No

4.17 reviewed at AAC

4.18 Is there evidence that the campus properly awards transfer of credit?

☒ Yes ☐ No ☐ Not Applicable

4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?

☒ Yes ☐ No

4.21 Is the standards of satisfactory academic progress policy published in the catalog?

☒ Yes ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy is published in the 2012-2013 campus catalog on pages 89-94.

4.22 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

☒ Yes ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each

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evaluation increment to complete the program within the maximum time frame.

☒ Yes ☐ No

(c) Procedures for re-establishing satisfactory academic progress.

☒ Yes ☐ No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

☒ Yes ☐ No

Incomplete grades.

☒ Yes ☐ No

Repeated courses.

☒ Yes ☐ No

Non-punitive grades.

☒ Yes ☐ No ☐ Not Applicable (institution does not offer)

Non-credit or remedial courses.

☐ Yes ☐ No ☒ Not Applicable (institution does not offer)

A probationary period.

☒ Yes ☐ No

An appeal process.

☒ Yes ☐ No

An extended-enrollment status.

☐ Yes ☐ No ☒ Not Applicable (institution does not offer)

The effect when a student changes programs.

☒ Yes ☐ No ☐ Not Applicable (institution only offers one program of study

The effect when a student seeks to earn an additional credential.

☒ Yes ☐ No ☐ Not Applicable (institution only offers one credential)

The implications of transfer credit.

☒ Yes ☐ No

4.23 Does the campus apply its SAP standards consistently to all students?

☒ Yes ☐ No

4.24 Are students who are not making satisfactory academic progress properly notified?

☒ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.25 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?

☒ Yes ☐ No

4.26 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

☒ Yes ☐ No ☐ Not Applicable (all programs are one year or less)

Most programs are two years or less. Even if a bachelor's degree is offered in a subject area, students are encouraged to enter at

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the associate's level so they are eligible for the President's Scholarship as an ITT graduate when they enter the bachelor's program. If the student insists, they are entered as a bachelor's degree student and SAP would be evaluated at the end of the second year, and at the end of each subsequent year of the program.

4.27 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

☒ Yes ☐ No ☐ Not Applicable (all programs are less than two years)

4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?

☒ Yes ☐ No

4.29 Are students allowed to remain on financial aid during the probationary period?

☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

If Yes, is the student informed of this policy?

☒ Yes ☐ No

4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?

☒ Yes ☐ No

4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?

☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)

4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment)

4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

☒ Yes ☐ No

4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Mr. Thomas Brown, Jr. has been the dean at the Ft. Wayne campus since May of 2012. He is the person responsible for reviewing student records and ensuring that each student not making satisfactory academic progress is advised as to the campus' satisfactory progress requirements. Mr. Brown earned a bachelor's degree in Communication and a master's degree in Administrative Science, both from the University of Wisconsin in Green Bay. He served as the dean of students for Virgina College for two years, director of learning services at Colorado Technical College for three years, as well as the Providence Saint Mel School as the executive director of admissions.

4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

☒ Yes ☐ No

4.37 reviewed at the institution level

4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?

☒ Yes ☐ No ☐ Not Applicable (institution offers loans only)

4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

☒ Yes ☐ No

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4.40 Do the financial records of students clearly show the following?

(a) Charges.

☒ Yes ☐ No

(b) Dates for the posting of tuition.

☒ Yes ☐ No

(c)Fees.

☒ Yes ☐ No

(d) Other charges.

☒ Yes ☐ No

(e) Payments.

☒ Yes ☐ No

(f) Dates of payment.

☒ Yes ☐ No

(g) The balance after each transaction.

☒ Yes ☐ No

4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?

☒ Yes ☐ No

If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?

☒ Yes ☐ No ☐ Not Applicable

4.42 Is the effective date listed on announcements of changes in tuition and fees?

☒ Yes ☐ No ☐ Not Applicable (institution has not changed tuition or fees)

4.43 Is the institution's refund policy published in the campus catalog?

☒ Yes ☐ No

4.44 Is the refund policy fair, equitable, and applicable to all students?

☒ Yes ☐ No

4.45 Is the campus following its stated refund policy?

☒ Yes ☐ No

4.46 Does the campus offer financial aid?

☒ Yes ☐ No

4.47 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Christian Terber is the director of finance. She has worked for ITT in this capacity since 2008. Prior, Ms. Terber worked as a community manager overseeing property management. She holds a bachelor's degree in Public Relations from Purdue University and a master's degree in Professional Communication from Indiana University.

4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?

☒ Yes ☐ No

4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?

☒ Yes ☐ No

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4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

☒ Yes ☐ No

4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Christian Treber, the campus director of finance, is responsible for the ongoing training of the financial aid coordinators at the Fort Wayne campus. The central administration's student financial services department sends each school updates and/or changes pertaining to financial aid as they occur and periodically conducts training sessions for all financial aid personnel via telecommunication links. The campus also receives timely and appropriate updates from other interested agencies involved in the financial aid process. Ms. Treber conducts regularly scheduled training sessions with the financial aid coordinators as part of her weekly staff meetings. Ms. Treber is a member of the Indiana State Financial Aid Administrators (ISFAA), and has attended their annual conference for the past two years. Title IV regulatory changes are presented in workshops at the ISFAA annual meeting.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

☒ Yes ☐ No

4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?

☐ Yes ☒ No

4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The campus holds student orientation sessions every term. The orientation is normally held three weeks before classes begin. Family and friends are invited to accompany new students to this orientation event. The campus director welcomes students and describes the world of post-secondary technical education and their potential for success. The dean, associate dean of general studies, school chairs, faculty, and functional managers then meet and greet new students and utilize the orientation to reinforce program expectations. Financial aid staff also meet with students, as needed, to ensure that financial paperwork and related requirements have been, or are being, completed. Peer tutoring, instructor office hours, and formally structured tutoring are available to students as deemed necessary by the course instructor. Study skills support is offered by the dean. The campus does not currently employ a professional counselor, so the staff limits assistance to referrals to outside professional services. There are many human/social services and mental help agencies in the area and a comprehensive listing of agencies and offices that can offer aid to students at little or no cost is available in the office.

4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

☒ Yes ☐ No ☐ Not Applicable

4. 56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

☒ Yes ☐ No

4.57 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Mr. Robert Joseph (Joe) Michael is the director of career services for this campus. He earned a bachelor's degree in Recreation Education from The Ohio State University. He worked as a financial aid administrator for ITT for three years before he was promoted in 1999 to director of career services.

4.58 Does the institution offer employment assistance to all students?

☒ Yes ☐ No ☐ Not Applicable (institution enrolls only international students on a student visa)

4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?

☐ Yes ☒ No

4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same

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as the ending enrollment reported on the previous year's CAR?

☒ Yes ☐ No

4.61 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

☒ Yes ☐ No ☐ Not Applicable

4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?

☒ Yes ☐ No

4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The campus promotes student loan repayment early in the enrollment process. A copy of the U.S. Department of Education's publication, *Funding Education Beyond High School: The Guide to Federal Student Aid 2011/2012* is made available to students when enrolling. Further, each borrower is provided with a copy of his/her *Cost Summary and Payment Addendum to Enrollment Agreement* (CSPA) that outlines the specific financial obligations for the three quarter academic year for which financial aid can be offered. During each subsequent academic year, a new CSPA is provided and a financial aid coordinator reviews any changes with the student. Each student is advised during his/her initial interview and during the second week of class when an entrance interview is done. They are further advised at the beginning of each subsequent academic year during their campus tenure. Finally, when they leave the campus, an exit interview is conducted covering responsibilities to student loans, an overview of balances due for loans, the grace period for loans, and different payment options are reviewed. The student is given a debt management guide, deferment eligibility chart, and a repayment estimator chart to help assist in making decisions about their student loans. Contact numbers and email addresses of lending institutions and other important offices are provided to students for possible future use. Exit interview documents are sent by certified mail if the student is unavailable for an interview.

4.64 Describe the extracurricular activities of the institution (if applicable).

Students are encouraged to participate in a variety of extracurricular activities during their school tenure. Activities include:

- student clubs and professional organizations;
- community blood drives;
- quarterly American Red Cross CPR classes;
- quarterly enrollment Student Appreciation Week;
- quarterly student honors award certificates; and
- LRC tutoring services.

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5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Mr. Thomas Brown is the dean for the academic programs on campus. Mr. Brown earned a bachelor's degree in Communication and a master's degree in Administrative Science, both from the University of Wisconsin in Green Bay. Mr. Brown noted to the team that he also has extensive experience in the area of student affairs and student services over the last 20 years. It was very apparent to the team that Mr. Brown has the knowledge, experience, and education to function well in his role as dean.

5.03 Does this person have appropriate academic or experiential qualifications?

☒ Yes ☐ No

5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The campus has an organizational structure that allows for the duties and responsibilities to be shared by various individuals at the campus. The campus utilizes the dean and the school chairs, along with input from instructors to facilitate the development and administration of the academic programs.

5.05 Is the time devoted to the administration of the educational programs sufficient?

☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

☒ Yes ☐ No

The academic governance policy (which is listed in the faculty handbook) has been adopted by the faculty. The team found through discussion with the faculty that they are aware of the policy.

5.07- reviewed at AAC

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

☒ Yes ☐ No

5.09 Does the campus have any programs that carry specialized or programmatic accreditation?

☐ Yes ☒ No

5.10 Are the educational programs consistent with the campus mission and the needs of its students?

☒ Yes ☐ No

5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

☒ Yes ☐ No

5.12 What provisions are made for individual differences among students?

The team found in interviewing the dean, that the campus does have provisions in place to identify and assist students with learning differences. If the student has a documented learning disability, the school has the resources to provide reasonable accommodations to that person. It was also noted by the team that students who are having difficulties with learning have the opportunity to receive tutoring from the faculty at the school. The process is done through the Learning Resource Center (LRC) and the assistant dean. The student signs up in the LRC and then the assistant dean will assign a faculty member to that individual.

5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.

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ITT - Ft. Wayne campus has a very detailed curriculum structure that provides for a streamlined process for curriculum revision, evaluation, and administration. Faculty members from all disciplines at the campus are encouraged to participate in this process. After interviewing faculty members, the team determined that the entire faculty was aware of this process and some had been involved in submitting suggestions. The curriculum system has a detailed policy on the process for curriculum change in the faculty handbook. This policy provides consistency by having prescribed syllabi and outcomes and provides academic freedom to allow faculty to enhance the curriculum.

5.14 Does the faculty participate in this process?

☒ Yes ☐ No

5.15 - reviewed at AAC

5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

☐ Yes ☐ No ☒ NA (institution does not award such credit)

5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

☒ Yes ☐ No

5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)

Facilities

☒ Yes ☐ No

Instructional equipment

☒ Yes ☐ No

Resources

☒ Yes ☐ No

Personnel

☒ Yes ☐ No

5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

☒ Yes ☐ No

5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

☒ Yes ☐ No

5.21 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

☒ Yes ☐ No

5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

☒ Yes ☐ No

5.23 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.24 Is there documented evidence of a systematic program of in-service training at the campus?

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☒ Yes ☐ No

If Yes, how is this documented?

The team found evidence of an active in-service program for faculty at the campus. This was verified through various professional development plans which provided evidence that all faculty participate in the program. The institution makes sure that in-service opportunities are available to all instructors by offering in-service at times when the faculty would be available to attend. Other evidence of faculty participation included a review of minutes from academic meetings and interviews with individual faculty members.

5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

☒ Yes ☐ No

5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

☒ Yes ☐ No

5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

☒ Yes ☐ No

5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?

☒ Yes ☐ No

5.31 - reviewed at AAC

5.32 - reviewed at AAC

5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☒ Yes ☐ No

5.34 - reviewed at AAC

5.35 - reviewed at AAC

5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☒ Yes ☐ No

GENERAL COMMENTS:

The team found that the dean, Mr. Tom Brown, was very enthusiastic toward student success and has the background to assist the students at the Ft. Wayne campus.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located in Ft. Wayne, Indiana, and occupies 100 percent of a stand-alone, modern one-story building. The facility has 33,000 square feet of instructional and administrative space. There are ample spaces for parking, including spaces for the physically-disabled. Classrooms are clean and comfortable, and environmentally safe for students and faculty. All theory and laboratory classrooms are equipped with permanent audio-visual equipment for lectures and presentations. There are student and faculty break areas and modern, comfortable departmental offices and cubicles for admissions, career services, and financial aid.

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There are ten theory and eight laboratory classrooms and all computer laboratories are equipped with Internet-accessible computers for student and faculty utilization. In summary, the facilities are aesthetically pleasing and designed to offer both bachelor's and associate's degree programs, contributing to a quality environment for teaching and learning.

6.02 Does the campus utilize any additional space locations?

☐ Yes ☒ No

6.03 Does the campus utilize learning sites?

☐ Yes ☒ No

6.04 Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?

☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?

(a) Equipment.

☒ Yes ☐ No

(b) Instructional tools.

☒ Yes ☐ No

(c) Machinery.

☒ Yes ☐ No

6.06 Is there evidence on file to show that all institutional facilities are in compliance with fire, safety, and sanitation regulations?

☒ Yes ☐ No ☐ Not Applicable

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7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The team reviewed the ITT Fort Wayne, IN 2012-2013 catalog, volume 77 dated September 18, 2012.

7.02 Does the self-study accurately portray the campus?

☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?

☒ Yes ☐ No

If No, insert the section number in parentheses and explain:

The campus primarily utilizes an on-line catalog, but will provide a printed copy upon request.

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

☒ Yes ☐ No

(c) The names and titles of the administrators.

☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

☒ Yes ☐ No

(e) A statement of accreditation

☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.

☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

☒ Yes ☐ No

(h) An academic calendar.

☒ Yes ☐ No

(i) A full disclosure of the admission requirements.

☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

☒ Yes ☐ No

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(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

☒ Yes ☐ No

(m) A definition of the unit of credit.

☒ Yes ☐ No ☐ Not Applicable (The institution does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

☒ Yes ☐ No

(p) The transfer of credit policy.

☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.

☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships offered.

☒ Yes ☐ No ☐ Not Applicable (no scholarships offered)

(s) The refund policy.

☒ Yes ☐ No

(t) A statement describing the student services offered.

☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

7.05 Does the institution offer degree programs?

☒ Yes ☐ No

If Yes, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

☒ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

☒ Yes ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

☒ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

☒ Yes ☐ No

7.06 Does the institution offer courses and/or programs via distance education?

☒ Yes ☐ No

If Yes, does the catalog contain the following?

(a) A description of each mode of delivery used for distance education courses.

☒ Yes ☐ No

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(b) Any additional or different admissions requirements for students taking distance education courses.

☐ Yes ☐ No ☒ Not Applicable (there are no additional or different admissions requirements)

(c) A description of any tests used to determine access to distance education.

☐ Yes ☐ No ☒ Not Applicable (no additional tests are given)

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.

☒ Yes ☐ No

(e) Costs and fees associated specifically with distance education.

☐ Yes ☐ No ☒ Not Applicable (there are no additional costs and fees)

7.07 Does the catalog contain an addendum/supplement?

☐ Yes ☒ No

7.08 Is the catalog available online?

☒ Yes ☐ No

If Yes, does it match the hard copy version?

☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?

☐ Yes ☒ No

7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?

☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus markets to prospective students utilizing the following methods:

- Internet;
- television;
- radio advertising; and
- direct mail.

Are the advertisements under acceptable headings?

☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

☒ Yes ☐ No

If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?

☐ Yes ☒ No

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?

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☒ 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)

CL_Review020981

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?

☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

☒ Yes ☐ No

8.05 Reviewed at AAC

8.06 Reviewed at AAC

8.07 Reviewed at AAC

8.08 Reviewed at AAC

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

The team was provided the information for the library budget by Mr. Alois Johnson, the campus director. The annual library budget for this campus is $1000. At the time of the visit, the campus had spent $844.00 of this amount on periodicals for the campus library.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?

☒ Yes ☐ No

8.12 Reviewed at AAC

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

☒ Yes ☐ No

8.14 Reviewed at AAC

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

☒ Yes ☐ No ☐ Not Applicable (no interlibrary agreements)

In interviews with the library assistant, the team learned that the Ft. Wayne campus has an interlibrary agreement with the State of Indiana called Indiana Share. The team was given documentation indicating various books and DVDs that were received from Indiana Share for both faculty and student utilization.

8.16 Reviewed at AAC

8.17 Reviewed at AAC

8.18 Reviewed at AAC

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8.19 Reviewed at AAC

8.21 Reviewed at AAC

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

☒ Yes ☐ No

GENERAL COMMENTS:

The campus provides its students and staff with the Virtual Library, which supports their learning, research, and instructional needs. The Virtual Library provides access to over 86,000 books and 20,000 full-text magazines and professional journals through databases such as Ebrary, ProQuest, EBSCOhost, Criminology, and Lexisnexis Academic. In addition, the Virtual Library provides traditional library services in the online environment, such as the *Ask a Librarian* reference service, curriculum-specific research guides, and a section with frequently asked questions and answers. The system is accessible either on or off campus for the benefit of the ITT-Fort Wayne students and staff.

CL_Review020983

9. PROGRAM EVALUATION

Bachelor's degree in Project Management and Administration - Construction Option

Bachelor's degree in Project Management and Administration - Project Management and Administration Option

Associate's degree in Business Management

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Gregory R. Shade has been chair of the School of Business since April of 2012. He has been an adjunct instructor at this campus since 2006. Mr. Shade holds a bachelor's degree in Supervision from Purdue University in Fort Wayne and a master's degree in Education from Indiana University in Fort Wayne. He has over 20 years of experience in banking. His final banking position was as executive director of community development at National City Bank in Ft. Wayne. Mr. Shade was also executive director for the Metro Human Relations Commission, city of Ft. Wayne.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☐ Yes ☐ No ☒ Not applicable (new branch only)

(b) Student placement rate of 58%

☐ Yes ☐ No ☒ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The campus utilizes a Program Advisory Committee (PAC) to advise the campus faculty and staff on various components of the business-related programs. There was also documentation of the use of guest speakers from finance, accounting, and consulting. There are plans to bring representatives from the Small Business Administration to interact with students on various entrepreneurial functions and from the purchasing department of a local firm to discussion negotiating government contracts. Further, all adjunct faculty has considerable occupational experience and academic training related to the courses they teach, and they draw heavily on these experiences to enrich their instruction.

9.08 Are these resources sufficient?

☒ Yes ☐ No

CL_Review020984

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objective for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

CL_Review020985

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☐ Yes ☐ No ☒ NA, (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.
In the "Credit Hour" section on page 80 of the campus 2012-2013 catalog, volume 77, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

CL_Review020986

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

GENERAL COMMENTS:

The team appreciated the great assistance and cooperation from Mr. Shade, the school chair. The faculty and students in these programs were quite positive about their experiences with the campus.

CL_Review020987

9. PROGRAM EVALUATION

Bachelor's degree in Construction Management

Associate's degree in Computer Drafting and Design

Associate's degree in Drafting and Design Technology

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Rupreet Shimmi Sikand is the school chair of Drafting and Design. The school houses associate's programs in Computer Drafting and Design, Drafting and Design Technology, Graphic Communications and Design and Visual Communications and a bachelor's program in Construction Management. Ms. Sikand holds a bachelor's of Fine Arts and a bachelor's of Education from the University of Windsor in Ontario, Canada, and a master's of Fine Arts from Cranbrook Academy of Art. She holds teaching certificates in Ontario and Michigan and has received several awards for her creative activities. Ms. Sikard has completed continuing education courses in several graphics-related software applications and maintains membership in several design-related professional organizations. She has over 17 years of profession-related and education experience.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

Community resources include program specific advisory committees, guest lectures, and field trips. In addition to serving as program resources for local employment needs, the advisory committees participate in follow-up surveys conducted by the national director of curriculum development. The data from these surveys are used to identify and justify curriculum revisions and enhancements. Guest lectures are used to enhance regular classroom instruction and field trips are used to demonstrate topics discussed in class and provide the students the opportunity to develop profession-related employment contacts.

CL_Review020988

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work and assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as a percent of the final grade.

CL_Review020989

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The Drafting and Design Technology program has not yet produced graduates.

The 2011 Campus Accountability Report (CAR) identifies a total of fifteen graduates from the Computer Design and Drafting (CDD) program, eight of which were placed directly in the field and one placed in a related field.

According to the CAR, only one student graduated from the Construction Management (CM) program during the reporting period and this graduate was placed directly in the field.

All of the employers were called. Six CDD employers confirmed placement and the single CM employer confirmed placement.

How many calls to employers or graduates were successful?

Seven calls were made to employers.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Seven calls confirmed the placement of the graduates.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All calls were successful and verified employment of the graduates as reported on the CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the procedures.
In the "Credit Hour" section on page 80 of the campus 2012-2013 catalog, volume 77, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

CL_Review020990

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

GENERAL COMMENTS:

The school chair of Drafting and Design, Ms. Rupreet Shimmi Sikand, displays good leadership skills and appears to have the respect and confidence of the faculty and students.

9. PROGRAM EVALUATION

Bachelor's degree in Criminal Justice
Associate's degree in Criminal Justice
Associate's degree in Paralegal

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☐ Yes ☒ No

(Sections 2-1-809, 3-1-512, & 3-1-111): The campus did not include a program specific plan of student achievement improvement within the CEP for the academic associate's in Criminal Justice degree program. The team determined that the campus was out of compliance within the Council's standards for student achievement by not including an improvement plan within its Campus Effectiveness Plan. In the academic associate's degree program in criminal justice, the student retention rate was 57.7% which fell below the Council standard of 62%. The student placement rate was 56.3% which fell below the Council standard of 58%.

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Elaine Agee has served as the school chair in the school of Criminal Justice from June 2011 to present. Ms. Agee holds a master's degree in Criminal Justice Administration Policy and a bachelor's degree in Criminal Justice from Indiana Purdue University in Fort Wayne, Indiana. Ms. Agee worked as a family case manager for fourteen years and as an adjunct instructor teaching criminal justice and paralegal courses for five years prior to her current assignment as school chair for the Ft. Wayne campus. The team found official transcripts and other documentation on file to support Ms. Agee's credentials.

Dr. Ragna Urberg has served as the lead instructor, subject matter expert in the paralegal program since October 3, 2012. Dr. Urberg hold a juris doctorate degree from the University of Iowa College of Law, a master's degree in History from the University of Notre Dame and a bachelor's degree in History from Luther College in Decorah Iowa. Dr. Urberg is a member of the Indiana and Iowa state bar and has served as an adjunct instructor on this campus since June 2011. The team found official transcripts and other documentation on file to support Dr. Urberg's credentials.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☐ Yes ☒ No ☐ Not applicable (new branch only)

CL_Review020992

(b) Student placement rate of 58%

☐ Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☐ Yes ☒ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

(Section 2-1-809, Section 3-1-512, & Section 3-1-111): The campus did not include a program specific plan of student achievement improvement within the CEP for the academic associate's in Criminal Justice degree program. The team determined that the campus was out of compliance within the Council's standards for student achievement by not including an improvement plan within its Campus Effectiveness Plan. In the academic associate's degree program in criminal justice, the student retention rate was 57.7% which fell below the Council standard of 62%. The student placement rate was 56.3% which fell below the Council standard of 58%.

The student enrollment was under 10 students in the bachelor's of science in Criminal Justice degree program, and the Paralegal program is new to the Ft. Wayne campus. Therefore the campus was not required to provide an improvement plan within its Campus Effectiveness Plan (CEP) for those programs.

9.07 List the community resources and how they are utilized to enrich the program(s).

The Criminal Justice and Paralegal programs have an active professional advisory committee (PAC) made up of community professionals. The team found evidence of PAC meetings held on 11/16/2011 and 05/03/2012. Field trips and guest speakers were utilized in the programs to enhance real-life experience instruction. During the visit, the team was provided supporting documentation for guest speakers and field trips. The program also has adjunct faculty members who work concurrently in the industry. This was brought to the team's attention during the interviews with students. Students were able to provide instances in which the industry experience of the instructors enriched the classroom experience.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☒ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes?

(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No

CL_Review020993

(c) Course prerequisites and/or corequisites
☒ Yes ☐ No

(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If *No,* insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work and assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as a percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls were made to employers for the following programs:

Academic Associate's in Paralegal- no graduates 0 calls
Academic Associate's in Criminal Justice -4
Bachelor's degree in Criminal Justice- 1

How many calls to employers or graduates were successful?

Academic Associate's in Paralegal- no graduates 0 calls
Academic Associate's in Criminal Justice -4
Bachelor's degree in Criminal Justice- 1

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.

CL_Review020994

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

In the "Credit Hour" section on page 80 of the campus 2012-2013 catalog, volume 77, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and courses, and explain:

9.38 Reviewed at AAC

CL_Review020995

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

GENERAL COMMENTS:

The team found a highly regarded faculty tasked with the instruction of students in this program. The team also found that the school chair does an excellent job as the administrator of the program. She is committed to the success of the program and puts the students first.

CL_Review020996

9. PROGRAM EVALUATION

Bachelor's degree in Digital Entertainment and Game Design

Associate's degree in Visual Communications

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes ☐ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Rupreet Shimmi Sikand is the school chair for the School of Drafting and Design. Both the Visual Communications and the Digital Entertainment & Game Design programs are included under the School of Drafting and Design. Ms. Sikand holds a bachelor's of arts degree in Fine Arts from The University of Windsor, a master's degree in Fine Arts-Printmaking from Cranbrook Academy of Art, a bachelor's degree in Education from The University of Windsor, and a certificate in Computer Graphics from Sheridan College.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☐ Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☒ Yes ☐ No

9.07 List the community resources and how they are utilized to enrich the program(s).

The Digital Entertainment and Gaming Design and Visual Communications programs have representatives on the campus' Program Advisory Committee (PAC). Both programs have guest speakers and take their classes on field trips to companies doing business in these fields in the Fort Wayne, Indiana area.

CL_Review020997

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☒ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work and assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as a percent of the final grade.

CL_Review020998

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Digital Entertainment & Game Design - 4

Visual Communications - 2

How many calls to employers or graduates were successful?

Digital Entertainment & Game Design - 2

Visual Communications - 1

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All successful calls confirmed the placement of graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.
In the "Credit Hour" section on Page 80 of the campus' 2012-2013 catalog, volume 77, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

CL_Review020999

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

GENERAL COMMENTS:

The team was impressed, from an academic and governance standpoint, with both the associate of applied science in Visual Communications and the bachelor's of science degree in Digital Entertainment and Gaming programs. The visit revealed a well-run campus with competent, caring faculty, administration and staff all dedicated to the single goal of student success. Students interviewed were pleased by the education received and felt they were acquiring the necessary skills to be competitive in the global market place.

CL_Review021000

9. PROGRAM EVALUATION

Bachelor's degree in Electronics Communications & Engineering Technology (ECET)

Bachelor's degree in Electrical Engineering & Communications Technology (EECT)

Bachelor's degree in Industrial Automation Engineering Technology (IAET)

Associate's degree in Computer and Electronics Engineering Technology (CEET)

Associate's degree in Electrical Engineering Technology (EET)

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes ☐ No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Kent Walker is the school chair of Electronics Technology at the Ft. Wayne campus. He was originally hired as an instructor in September 1991, and was promoted to chair in November, 2009. Mr. Walker holds an academic associate's degree in Electronics Engineering Technology and a bachelor's degree in Industrial Automation Engineering Technology, both from ITT Tech, Fort Wayne. He completed four CISCO networking courses from Ivy Tech Community College in Indiana (though no certification was ultimately obtained). He possesses industry certifications in Computer Service Technician (Electronics Technicians Association International), Computer Technical Support (Brainbench) and Deploying Microsoft Windows 2000 Professional (Micro Computer Solutions).

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The School of Electronics invited a guest speaker from Brevard Technical Management on April 4, 2012. The students went on field trips to electronics and electronic-related industries in the local community which include AccuGear Inc. on January 26, 2012; TV39 WFWA on February 1, 2012; and Tenneco on August 13, 2011; all in Fort Wayne, Indiana. The objective of this community relationship is to provide students with knowledge and current innovations in electronics.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work and assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as a percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls were made to employers and graduates for the programs:

Bachelor 's degree in Electronics Communications & Engineering Technology (ECET) - 4

Bachelor 's degree in Electrical Engineering & Communications Technology (EECT) - NA (there have been no graduates)

Bachelor 's degree in Industrial Automation Engineering Technology (IAET) - 7

Associate's degree in Computer and Electronics Engineering Technology (CEET) - 4

Associate's degree in Electrical Engineering Technology (EET) - NA (there have been no graduates)

How many calls to employers or graduates were successful?

Bachelor 's degree in Electronics Communications & Engineering Technology (ECET) - 3

Bachelor 's degree in Industrial Automation Engineering Technology (IAET) - 4

Associate's degree in Computer and Electronics Engineering Technology (CEET) - 4

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All employers and graduates that were contacted confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the procedures.
In the “Credit Hour” section on page 80 of the campus 2012-2013 catalog, volume 77, the campus policy regarding homework is contained in the “Residence Courses” paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

CL_Review021003

(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

CL_Review021004

9. PROGRAM EVALUATION

Associate's degree in Information Technology-Computer Network Systems (AASITCNS)

Associate's degree in Network Systems Administration (AASNSA)

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Kent Walker is the school chair of Electronics Technology at the Ft. Wayne campus. He was originally hired as an instructor in September 1991 and was promoted to chair in November, 2009. Mr. Walker holds an academic associate's degree in Electronics Engineering Technology and a bachelor's degree in Industrial Automation Engineering Technology, both from ITT Tech, Fort Wayne. He completed four CISCO networking courses from Ivy Tech Community College in Indiana (though no certification was ultimately obtained). He possesses industry certifications in Computer Service Technician (Electronics Technicians Association International), Computer Technical Support (Brainbench) and Deploying Microsoft Windows 2000 Professional (Micro Computer Solutions).

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☐ Yes ☒ No

If No, insert the section number in parentheses and explain:

(Section 3-1-511): The program administrator does not have adequate time to administrate the School of Information Technology. Mr. Kent Walker is both the school chair for the School of Electronics, and the interim school chair for the School of Information Technology that include a combined student population of 145. According to Mr. Walker, he has held the position of interim school chair of the School of Information Technology for approximately one year. Both the dean, Mr. Thomas Brown, and the campus director, Mr. Alois Johnson, have indicated that a search is underway to fill this position. However, they currently have no candidates for the position and in interviews with the team, were not able to say when the position might be filled. In addition, Mr. Walker has been assigned to teach three courses, ET1210 DC-AC Electronics, IT321 Network Technology and Service Integration, and NT1110 Computer Structure and Logic. In an interview with the team, Mr. Walker stated that in the current term, approximately 40% of his time is spent teaching and 60% of his time is spent serving as administrator of these two programs. The team concludes the program administrator does not have sufficient time to administer the School of Information Technology based on several factors:

•Instructors in the program state that the lack of a full time school chair for the School of Information Technology has resulted in a lack of direction, confusion and frustration;

•Students in the program state they have no one to whom to go when they have concerns, (e.g. when graded homework assignments or grades are not posted in a timely manner). Further, students are not informed if an instructor is unable to make it to a class or if a course is cancelled (due to low enrollment) on the first day of a quarter;

•There is evidence that Mr. Walker is having difficulty fulfilling some of his instructional obligations. For example, the team reviewed several student evaluations of Mr. Walker's teaching. On the evaluation instrument, question 11 reads: "The instructor updated me regularly (a minimum of every two weeks) with the grade report on my performance in the course." Mr. Walker's success in updating students was disconcerting to the team. For course IT255, eight of nine students indicated that they were not updated regularly. For course NT1330, two of two students indicated they were not updated regularly. Finally, for course ET145, two of four students indicated they were not updated regularly.

*A lack of community resource opportunities for students indicates that Mr. Walker has been unable to facilitate community resource initiatives.

Additionally, other Schools at this campus have had program advisory board meetings between April and May of 2012, while the School of Information Technology has not. There is evidence that Mr. Walker is an able and diligent instructor and administrator as is evidenced by his success with the School of Electronics. Consequently, the team has concluded there is not sufficient time for Mr. Walker to successfully complete the duties as interim chair of the School of Information Technology.

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The team found no evidence of community resources.

9.08 Are these resources sufficient?

☐ Yes ☒ No

If No, insert the section number in parentheses and explain:

(Section 3-1-512(c)): Resources of the community are not utilized to enrich the program. The team found no evidence of community resources being utilized in the School of Information Technology.

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No

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(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No
If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work and assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as a percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

There were eight attempted calls to employers and graduates of the AASITCNS program.

How many calls to employers or graduates were successful?

Of the eight attempted calls to employers and graduates, five were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful calls made to employers and graduates confirmed the employment of the graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

In the "Credit Hour" section on page 80 of the campus 2012-2013 catalog, volume 77, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9. PROGRAM EVALUATION

Bachelor's degree in Information Systems and Cybersecurity

Bachelor's degree in Information Systems Security

Associate's degree in Software Development Technology

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

As previously stated, Mr. Kent Walker is the school chair of Electronics Technology at the Ft. Wayne campus. He was originally hired as an instructor in September 1991, and was promoted to chair in November, 2009. Mr. Walker holds an academic associate's degree in Electronics Engineering Technology and a bachelor's degree in Industrial Automation Engineering Technology, both from ITT Tech, Fort Wayne. He completed four CISCO networking courses from Ivy Tech Community College in Indiana (though no certification was ultimately obtained). He possesses industry certifications in Computer Service Technician (Electronics Technicians Association International), Computer Technical Support (Brainbench) and Deploying Microsoft Windows 2000 Professional (Micro Computer Solutions).

9.03 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes ☒ No

If No, insert the section number in parentheses and explain:

(Section 3-1-511): The administration of the academic programs is not assigned to individuals whose academic or experiential qualifications are related to the programs of study. Mr. Kent Walker has no experience or academic training in the area of Information Security. Student evaluations clearly reflect Mr. Walker's inexperience and inability to teach Networking and Information Systems Security courses. Acceptable evidence of qualifications would include an industry-standard certification or academic coursework in Network Security. Additionally, the campus has not designated an expert to advise the school chair on proper administration of the program.

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☐ Yes ☒ No

If No, insert the section number in parentheses and explain:

(Section 3-1-511): The program administrator does not have adequate time to administrate the School of Information Technology. Mr. Kent Walker is both the school chair for the School of Electronics, and the interim school chair for the School of Information Technology that include a combined student population of 145. According to Mr. Walker, he has held the position of interim school chair of the School of Information Technology for approximately one year. Both the dean, Mr. Thomas Brown, and the campus director, Mr. Alois Johnson, have indicated that a search is underway to fill this position. However, they currently have no candidates for the position and in interviews with the team, were not able to say when the position might be filled. In addition, Mr. Walker has been assigned to teach three courses, ET1210 DC-AC Electronics, IT321 Network Technology and Service Integration, and NT1110 Computer Structure and Logic. In an interview with the team, Mr. Walker stated that in the current term,

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approximately 40% of his time is spent teaching and 60% of his time is spent serving as administrator of these two programs. The team concludes the program administrator does not have sufficient time to administer the School of Information Technology based on several factors:

•Instructors in the program state that the lack of a full time school chair for the School of Information Technology has resulted in a lack of direction, confusion and frustration;

•Students in the program state they have no one to whom to go when they have concerns, (e.g. when graded homework assignments or grades are not posted in a timely manner). Further, students are not informed if an instructor is unable to make it to a class or if a course is cancelled (due to low enrollment) on the first day of a quarter;

•There is evidence that Mr. Walker is having difficulty fulfilling some of his instructional obligations. For example, the team reviewed several student evaluations of Mr. Walker's teaching. On the evaluation instrument, question 11 reads: "The instructor updated me regularly (a minimum of every two weeks) with the grade report on my performance in the course." Mr. Walker's success in updating students was disconcerting to the team. For course IT255, eight of nine students indicated that they were not updated regularly. For course NT1330, two of two students indicated they were not updated regularly. Finally, for course ET145, two of four students indicated they were not updated regularly.

*A lack of community resource opportunities for students indicates that Mr. Walker has been unable to facilitate community resource initiatives.

Additionally, other Schools at this campus have had program advisory board meetings between April and May of 2012, while the School of Information Technology has not. There is evidence that Mr. Walker is an able and diligent instructor and administrator as is evidenced by his success with the School of Electronics. Consequently, the team has concluded there is not sufficient time for Mr. Walker to successfully complete the duties as interim chair of the School of Information Technology.

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

There is no evidence of community involvement in the Information Systems and Cybersecurity or Information Systems Security programs.

9.08 Are these resources sufficient?

☐ Yes ☒ No

If No, insert the section number in parentheses and explain:

(Section 3-1-512(c)): Resources of the community are not utilized to enrich the program. The team found no evidence of community resources being utilized in the School of Information Technology.

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

CL_Review021010

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work and assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as a percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Associate's degree in Software Development Technology - 0 (No graduates)

Bachelor's degree in Information Systems and Cybersecurity - 0 (No graduates)

Bachelor's degree in Information Systems Security - 6 calls were made.

How many calls to employers or graduates were successful?

Bachelor's degree in Information Systems Security -3 calls were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Bachelor's degree in Information Systems Security -all 3 successful calls verified employment of graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

In the "Credit Hour" section on page 80 of the campus 2012-2013 catalog, volume 77, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

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☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

9. PROGRAM EVALUATION

Associate's degree in Nursing (105.5 Credit Hours)

Associate's degree in Nursing (109 Credit Hours)

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Dr. Franchesca Pawlowicz was hired as school chair of the Breckenridge School of Nursing on September 24, 2012. Dr. Pawlowicz holds a bachelor's degree in Nursing and a master's degree in Nursing from the University of Texas at El Paso, and a doctor of philosophy degree in Nursing from the University of Kansas Medical Center. She has five years of experience as a faculty member and department chair and over ten years of experience as a staff nurse. Per Indiana Online Verification, Dr. Pawlowicz's application for a registered nurse license in Indiana is pending and she was issued a temporary RN license. Her curriculum vitae indicates that she is currently licensed in Kansas and Missouri.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

The program has an advisory board, and their names and employers are included in the college catalog on page 138. Guest speakers from the community have been utilized for several courses. During the last two terms, the campus invited a trauma nurse to discuss management of emergencies, a firefighter to discuss the use of fire extinguishers and fire safety, and a perfusion nurse to discuss blood transfusions.

9.08 Are these resources sufficient?

☒ Yes ☐ No

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9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☒ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work and assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as a percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

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9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Five calls were attempted.

How many calls to employers or graduates were successful?

Three calls were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All three successful calls verified employment of campus graduates as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.

In the "Credit Hour" section on page 80 of the campus 2012-2013 catalog, volume 77, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Interviews with students and faculty provided some evidence that out of class work was being evaluated in some, but not all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☐ Yes ☒ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

(Section 3-1-541 & Section 3-4-302): One faculty member's experiential qualifications do not meet the minimum requirements outlined in the Accreditation Criteria. Ms. Gretchen Jenkins does not identify experience on her résumé that is relevant to mental health nursing. Ms. Jenkins is assigned to teach course NU 250 Mental Health Nursing for the September 2012 term on Tuesdays. During the interview with Ms. Jenkins, she indicated that she had a minor degree in Psychology. However, upon review of her academic transcripts, it was found that her minor was in biological sciences. After reviewing both her bachelor's degree and master's degree transcripts, the team found only the following subjects in the field of Psychology: PSYC 101 General Psychology I, 3 credits; PSCY 102 General Psychology II, 3 credits; and PSYC 204 Developmental Psychology, 3 credits. Thus, the team determined that Ms. Jenkins has neither the academic nor experiential qualifications to teach the program's course in Mental Health Nursing.

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

GENERAL COMMENTS:

Nursing students interviewed were very happy with the support and encouragement they received from the faculty.

CL_Review021017

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

1	**Sections 2-1-809, 3-1-512, and 3-1-111**	One program does not meet Council standards for retention and placement and does not have a program specific plan in the CEP (pgs. 36-37).
2	**Section 2-2-503**	There is no evidence that out-of class work or the equivalency is being evaluated in all courses (pgs. 30, 34, 39, 43, 48, 52, 56 and 60).
3	**Section 3-1-511**	One school chair does not have adequate time to devote to the administration of the department (pgs. 49, and 53-54).
4	**Section 3-1-512 (c)**	One School does not utilize adequate community resources (pgs. 50 and 54).
5	**Section 3-1-513(a) and Glossary**	Course syllabi did not include out-of-class work assignments for most courses (pgs. 29, 33, 38, 42, 47, 51, 55 and 59).
6	**Sections 3-1-541 and 3-4-302**	One faculty member did not have the academic or experiential qualifications to teach an assigned course (pg. 61).

CL_Review021018

RECOMMENDATIONS

The evaluation team offers the following recommendations for consideration (*These recommendations are not included in the report seen by the Council*):

Information Technology:

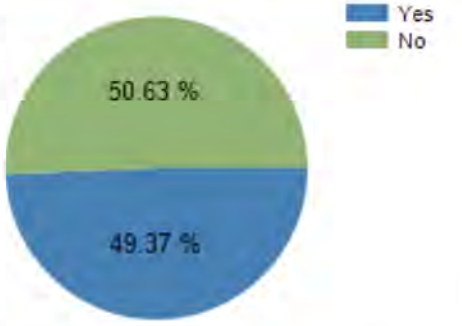
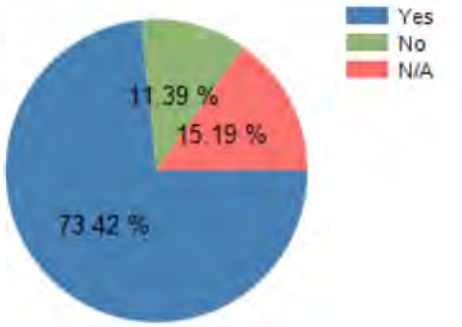
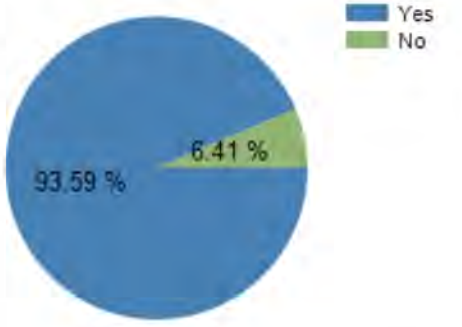
- That theory and lab portions of classes that rely on access to computers be scheduled in the same dedicated computer lab as opposed for example to scheduling the theory portion in one room and the lab portion in the mega lab. Scheduling of both the theory and lab portions of classes in the same dedicated computer lab will allow better interaction between the students and instructor and allow students to directly follow complex software applications demonstrated during the theory portion of the class.

Nursing:

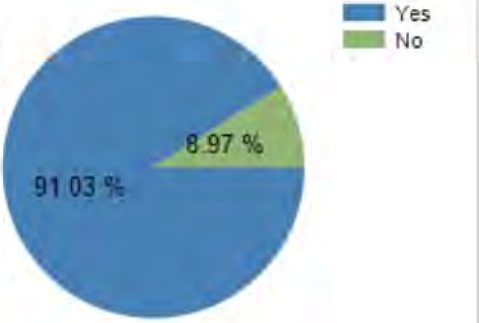
- There were no official National Council Licensure Exam - Registered Nurse (NCLEX) scores for the Nursing program. However, the Nursing program administrative assistant has been tracking the first-time pass rates and overall pass rates for graduates. The NCLEX first-time pass rates for the twenty-eight graduates listed in the Annual Institutional Report (now referred to as the Campus Accountability Report) showed that 19 graduates passed the NLCEX exam on their first attempt and 9 failed. The campus' pass rate is 67.86%. It is recommended that this be addressed in both the Campus Effectiveness Plan and Nursing Systematic Plan for Program Improvement and a plan for improvement.

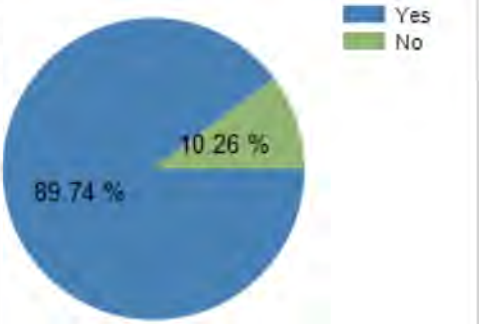
Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs:

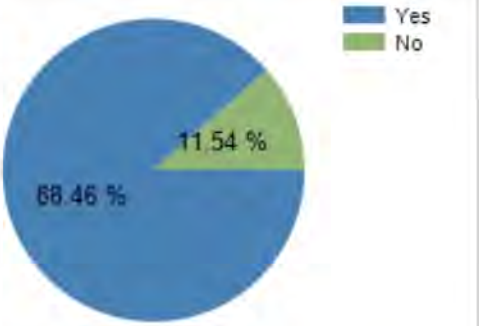
Student Survey Response Summary Graph

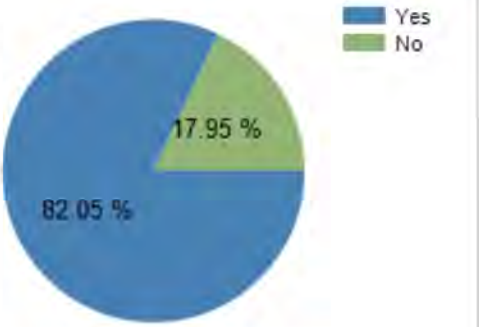
Personify Id	Survey Question	Category	Count	
00016076				
	1.1. Do you have other postsecondary or college education?	Yes	39	
		No	40	
	1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?	Yes	58	
		No	9	
		N/A	12	
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs	Yes	73	
		No	5	

	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school	Yes	71
		No	7
	2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees	Yes	70
		No	8
	2.2. Did you receive a catalog or provided access to an online catalog?	Yes	69
		No	9
	2.3. Did the catalog accurately portray programs, services and policies of the institution?	Yes	64
		No	14

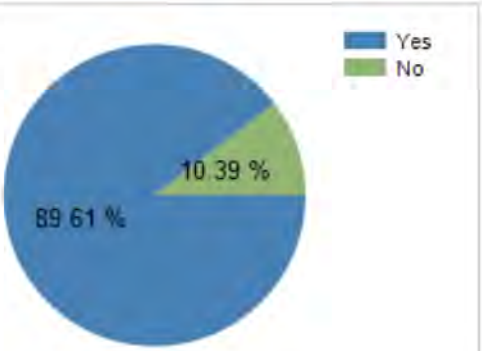




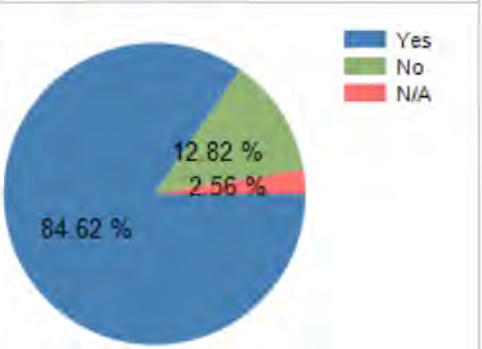




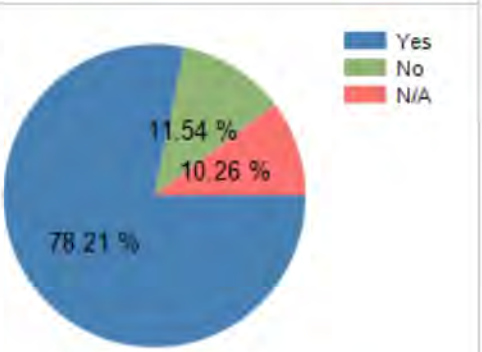
	2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?	Yes	69
		No	8



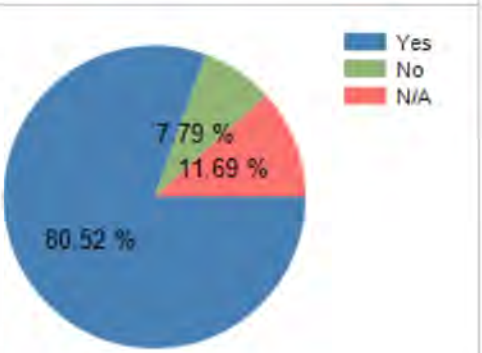
	3.1. Do you receive financial aid?	Yes	66
		No	10
		N/A	2



	3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?	Yes	61
		No	9
		N/A	8

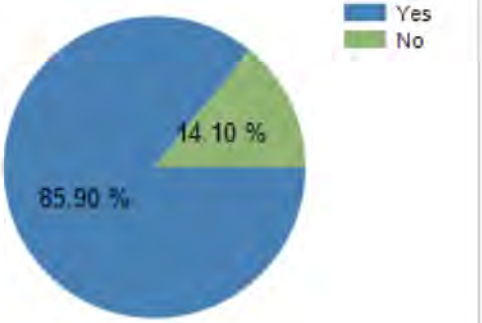


	3.3. Are you aware of your loan repayment obligations?	Yes	62
		No	6
		N/A	9

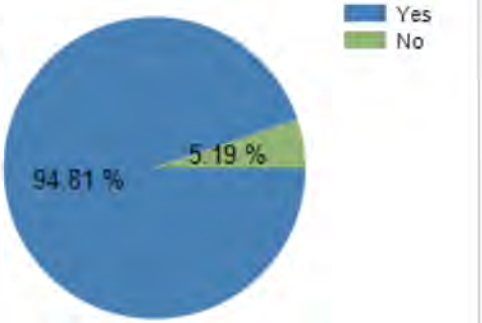


CL_Review021022

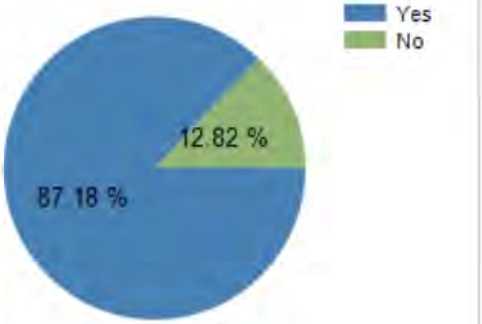
	4.1. Do you know when you will complete your program?	Yes	67
		No	11



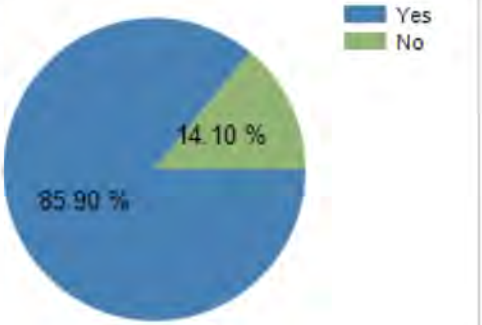
	4.2. Are your instructors available to provide additional help?	Yes	73
		No	4

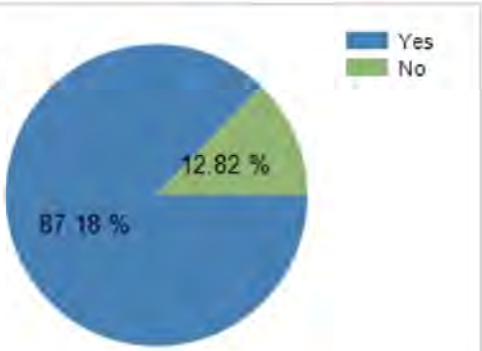
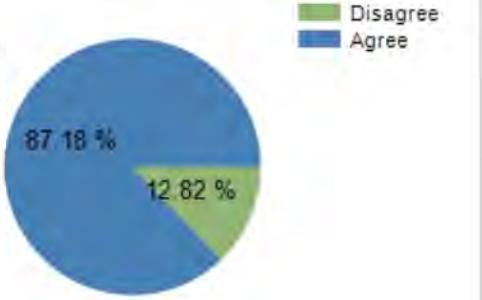
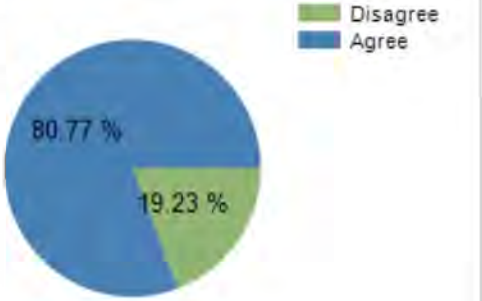


	4.3. Are computers, lab equipment, etc. in good working order?	Yes	68
		No	10
		N/A	0



	4.4. Were textbooks available when you started classes?	Yes	67
		No	11



	4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?	Yes	68	
		No	10	
	5.1. Overall, I am satisfied with the quality of education I am receiving.	Disagree	10	
		Agree	68	
	5.2. I would recommend this school to others.	Disagree	15	
		Agree	63	

CREDENTIAL-INCLUSION REPORT

Bachelor of Science in Information Systems Security

ITT Technical Institute
4700 Richmond Road
Warrensville Heights, OH 44128
ACICS ID Code: 00021963

ITT Technical Institute
9511 Angola Court
Indianapolis, IN 46268
ACICS ID Code: 00016040

ACICS ID Code: 00016040

Gerald Kraatz (Gkraatz@itt-tech.edu)

Regulatory055@itt-tech.edu

October 9-10, 2012

Date Program Began: **June 2010**
Current Total Enrollment: **5**
Current AIR Program Retention: **100%**

David Teneyuca PhD, CISSP	Specialist	University of Texas at San Antonio	San Antonio, TX
Maurice Wadlington	ACICS Coordinator	ACICS	Washington, DC

C.01 Is the mission statement appropriate for the type of new credential offered?
☒ Yes ☐ No

RELATIONS WITH STUDENTS

C.02 Does the institution have appropriate admissions criteria for this program?
☒ Yes ☐ No

C.03 Does the admissions policy conform to the institution's mission?
☒ Yes ☐ No

C.04 Is the admissions policy administered as written?
☒ Yes ☐ No

C.05 Are there any admissions requirements unique to this program?
☐ Yes ☒ No

C.06 Are the institution's recruitment methods appropriate and in compliance with Council standards?
☒ Yes ☐ No

C.07 Does the institution offer employment assistance to all students?
☒ Yes ☐ No
☐ Not Applicable (institution enrolls only international students on a student visa)

C.08 Was the team able to verify the backup documentation to support the placement rate for this program as reported on the last Annual Institutional Report?
☐ Yes ☐ No
☒ Not Applicable (there have been no graduates)

EDUCATIONAL ACTIVITIES

C.12 If applicable, does the new program provide students the necessary skills to obtain licensure, certification, or registration required to practice in the specific occupational or professional area?
☐ Yes ☐ No
☒ Not Applicable (licensure, certification, or registration not required)

C.13 Who is assigned to administer all academic programs, and what are this person's qualifications?
Mr. Michael Carr is the dean for this campus. Before joining ITT, Mr. Carr held positions in human resource management in addition to recruiting and staffing. He joined ITT in June, 2005 as the associate dean in Columbus, Ohio. He transferred to Warrensville Heights in August 2009 as the dean. His educational background consists of a master's degree in Business Administration and a bachelor's of science degree in Human Resource Management. Both degrees were conferred by Franklin University in Columbus, Ohio. He has held numerous positions while employed by ITT such as an instructor, associate dean and program chair. Mr. Carr is qualified to administer all academic programs.

C.14 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

C.15 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?
Mr. William Kessler is assigned to administer the academic programs for information technology. He was appointed the program chair in 2009 and served as an ITT instructor for three years prior to that. In his role as the chair he manages the program and staff.

He is the curriculum resource for students and faculty. Mr. Kessler communicates performance expectations to instructional staff, monitors performance, analyzes key performance indicators, provides coaching and feedback, and recommends corrective action. He is also a certified project manager, earning the certification from Project Management Institute in 2009. He earned a master's degree in Information Systems from Sacred Heart University and a bachelor's of science degree in Industrial Management from the University of Akron. To compliment his educational background, Mr. Kessler has extensive work experience which qualifies him to administer the program.

C.16 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

C.17 Is the program consistent with the institution's mission and the needs of its students?

☒ Yes ☐ No

C.18 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?

☒ Yes ☐ No

C.19 Are sufficient community resources utilized to enrich the program?

☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:
(**Section 3-1-512(c)):** The campus has insufficient community resources utilized to enrich the program. After conferring with the program chair, it was confirmed that no community resources were provided for the information technology program. No evidence of field trips or guest speakers were provided by the school. Mr. Kessler did indicate that this is a priority for him and will work to create a plan for utilizing community resources. While an advisory board is in place, it is not sufficient evidence.

C.20 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to the academic credential?

☒ Yes ☐ No

C.21 Does the catalog accurately describe the program and its objectives?

☒ Yes ☐ No

C.22 If the program includes a practicum, externship, or internship, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No
☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

C.23 If the program includes independent study courses, does the institution have a learning contract that outlines the course objectives and procedures unique to this form of instruction?

☒ Yes ☐ No
☐ Not Applicable (no courses are offered via independent study)

C.24 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

C.25 Are the courses available when needed by the student in the normal pursuit of this program of study?

☒ Yes ☐ No

C.26 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☒ Yes ☐ No

C.27 Is an appropriately detailed syllabus on file for each course in the program?

☒ Yes ☐ No

C.28 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

C.29 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

C.30 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

C.31 Is the credential awarded by the institution in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

C.32 Are the following appropriate to adequately support the new program?

(a)	Facilities.	☒ Yes	☐ No
(b)	Instructional equipment.	☒ Yes	☐ No
(c)	Resources.	☒ Yes	☐ No
(d)	Support for modes of instructional delivery.	☒ Yes	☐ No
(e)	Personnel.	☒ Yes	☐ No

C.33 Does the institution provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

C.34 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the institution in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

C.35 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
☒ Yes ☐ No

(b) Well-defined instructional objectives.
☒ Yes ☐ No

(c) The selection and use of appropriate and current learning materials. ☒ Yes ☐ No

(d) Appropriate modes of instructional delivery. ☒ Yes ☐ No

(e) The use of appropriate assessment strategies.
☒ Yes ☐ No

(f) The use of appropriate experiences.
☒ Yes ☐ No

C.36 Are official transcripts for all credentials on file for all instructors in the program?
☒ Yes ☐ No

C.37 Have all foreign transcripts been translated into English and evaluated by a member of NACES to determine the equivalency of the degree to degrees awarded by institutions in the United States?
☒ Yes ☐ No

C.38 Is there documented evidence of a systematic program of in-service training at the institution?
☒ Yes ☐ No

C.39 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

C.40 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

C.41 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

C.42 Are all faculty in the program assigned to teach in no more than three fields of instruction, with no more than five preparations?

☒ Yes ☐ No

C.43 Is the size of the faculty appropriate?

☒ Yes ☐ No

C.44 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

C.45 Are teaching loads reasonable?

☒ Yes ☐ No

FOR BACHELOR'S DEGREES ONLY

C.67 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

☒ Yes ☐ No

C.68 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

☒ Yes ☐ No

C.69 Are all general education courses appropriate for the program and do they meet Council standards?

☒ Yes ☐ No

C.70 Are the courses that satisfy the concentration, general education, and upper division requirements identified in the catalog?

☒ Yes ☐ No

C.71 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly and accurately describe the requirements for admission?

☐ Yes ☐ No

☒ Not Applicable (institution offers all four years of the degree)

C.72 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☒ Yes ☐ No

C.73 Is there evidence that curricular offerings require the appropriate use of library resources?

☒ Yes ☐ No

C.74 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No

☐ Not Applicable (no students in the third and fourth years)

C.75 Are at least one-half of all lower-division subjects and all upper-division subjects that are part of this program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☒ Yes ☐ No

PUBLICATIONS

C.105 Do the catalog and other publications accurately describe the new program?

☒ Yes ☐ No

C.106 Is the course-numbering system adequately explained in the catalog?

☒ Yes ☐ No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY

C.108 Is the institution's established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

☒ Yes ☐ No

C.109 What is the amount of the current year's library budget?

The current year's library budget is $70,000.

C.110 Does the new program require appropriate use of library resources?

☒ Yes ☐ No

C.111 Is there evidence that the faculty have involvement in the selection of library resources?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY

C.112 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

☒ Yes ☐ No

C.113 Are records of physical and/or online resources and circulation accurate and up to date?

☒ Yes ☐ No

C.114 Are the library holdings for this program, including full-text online collections, up to date and adequate for the new program?

☒ Yes ☐ No

C.115 Describe any full-text online collections available to students:

The ITT Technical Institute virtual library offers convenient access to online information 7 days a week 24 hours a day. Similar to a traditional library, the virtual library offers a variety of resources and services that support the ITT Technical Institute curricula. The students will use a login ID and password to access the school portal and gain access to the virtual library. Students can use the library to access multiple collections of full-text online reference books and the periodical database to access abstracts and full-text articles from thousands of magazines, journals, and newspapers. The Learning Resource Center will continue to be upgraded with additional volumes for both the new program offerings and for existing programs. Additionally, the virtual library is continually upgraded to meet the needs of students, graduates, faculty, and staff. It is currently available to all parties through the Internet on campus as well as off-site. This will continue to be an area of expansion as new technologies and new applications emerge.

C.116 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

☒ Yes ☐ No

C.117 Are the hours the library is open adequate to accommodate the needs of all students?

☒ Yes ☐ No

C.118 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

C.119 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use?

☒ Yes ☐ No

C.120 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Ms. Kathryn Closter, central administration national librarian, holds a master's of Library Science degree from Indiana University. She has 22 years of professional library experience specializing in reference services, online searching, and electronic resources, with fifteen years of library management experience. She is a member of the American Library Association, the Library and Information Technology Association, Special Libraries Association, Indiana Library Federation and the Midwest Collaborative for Library Services. Ms. Bonnie Maky is the on-site campus librarian. Her master's degree in Library Science was received from the University of Pittsburgh and her bachelor's of arts degree in History was received from Denison University in Granville, Ohio. She provides information about ITT Technical Institute library resources and services to support day-to-day LRC and virtual library procedures, including Library of Congress cataloging, updates and changes in electronic resources, acquisitions, orientation and programming, information literacy, and reference services. She utilizes email, conference calls, Web casts, regular telephone and fax exchanges, online publishing and the periodic distribution of procedural and instructional materials. The information shared in these documents comes in part from professional publication sources and is intended to keep each LRC staff member aware of library-related services and resources available at other educational institutions and with new developments related to the library profession.

C.121 Is documentation on file to evidence the librarian participates in professional growth activities?

☒ Yes ☐ No

C.122 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

☒ Yes ☐ No

GENERAL COMMENTS:

The campus needs to demonstrate effective and efficient use of the resources in the community. Guest speakers and field trips will add value to the business programs. Providing documented evidence (meeting minutes, sign in sheets, and the purpose of the event) will support this initiative. For example, documentation listing the group, speaker, or location of the field trip will allow an evaluator to make contact and confirm the data that is provided by the school.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Section	Summary Statement
1.	3-1-512 (c)	The campus does not utilize sufficient community resources to enrich the program (p. 3).

REEVALUATION

ITT TECHNICAL INSTITUTE
4500 South 129th East Avenue, Suite 152
Tulsa, OK 74146
ACICS ID Code: 00022051

Ms. Karen Selby, Director (kselby@itt-tech.edu)

MAIN CAMPUS
ITT TECHNICAL INSTITUTE)
ITT EDUCATIONAL SERVICES, INC
1300 N. MERIDAN STREET
CARMEL, IN.
ACICS ID CODE 00066531

October 1-2, 2012

Mr. Glen E. Miller	Chair	Southwestern College, retired	Cincinnati, Ohio 45244
Ms. Edna Murugan	Student-Relations Specialist	American Institute-College of Health Professions	Davenport, FL 33897
Mr. Keith Reed	Educational Activities/Project Management	Lincoln College of Technology	Cincinati, OH 45039
Mr. Reid W. Chave	Criminal Justice Specialist	Park University	Mount Pleasant, SC 29464
Dr. David Pak	Network/ IT Systems Specialist	Ivy Christian College	Ashburn, VA 20147
Dr. Norbert J. Thomes	Visual Communications/Software Design Specialist	Winona State University	Clear Lake, IA 50428
Eva Skuka	Nursing Specialist	Allied Health	New York, NY 10001
Mr Timothy Peterson	Electronics Specialist	Brown College, retired	Minneapolis, MN 555407
Ms. Lisa Bynoe	ACICS Contractor	ACICS	Washington, D.C.

CL_Review021032

PROGRAMS OFFERED BY

ITT Technical Institute
Tulsa, OK

CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr.Hrs.	Enroll: Full-time/Part-time	AIR Retention & Placement			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Academic Associate's	Electrical Engineering Technology	1058	90	41/19	69.12%	73.68%	75.0%	**57.14%**
Academic Associate's	Criminology and Forensic Technology	981	90	39/8	63.04%	**57.14%**	62.99%	**33.33**
Academic Associate's	Network Systems Administration	1058	90	55/13	65.49%	87.1%	75.25%	81.48%
Academic Associate's	Drafting and Design Technology	1058	90	43/19	69.43%	**57.14%**	72.46%	**45.45%**
Academic Associate's	Paralegal	981	90	10/5	**53.85%**	NA	85.71%	NA
Academic Associate's	Graphic Communications and Design	1058	90	5/4	73.68%	**54.55%**	73.68%	**37.5%**
Academic Associate's	Mobile Communications Technology	1058	90	12/9	96.77%	NA	NA	NA
Academic Associate's	Software Development Technology	1058	90	8/4	66.67%	NA	72.41%	NA
Academic Associate's	Nursing, OK Bd Nursing -2015	1575	109	119/52	86.81%	NA	86.67%	NA
Bachelor's	Project Management and Administration: Information Technology Option; Project Management and Administration Option.	1940	180	16/7	81.82%	71.43%	85.71%	NA
Bachelor's	Electrical Engineering and Communications Technology	2127	180	19/3	76.19%	NA	100%	NA
Bachelor's	Criminal Justice	1880	180	27/5	97.1%	66.67%	92.31%	**28.57%**
Bachelor's	Information Systems and Cybersecurity	2164	180	13/5	79.49%	80.0%	80.0%	85.71%
	TOTAL ENROLLMENT			**560**				

CL_Review021033

Notes: Type in bold any retention rate below 60.0% and any placement rate below 65.0%. Delete either *Sem.* or *Qtr.* in the column 3 heading. Add or delete rows as needed.

* Program reviewed for the first time.

** For any program with no enrollment, either identify below the expected date of enrollment or explain the institution's plans regarding the program. Do not evaluate programs with no enrollment.

*** For any program (s) not reviewed because of specialized accreditation, please indicate which program(s), the specialized agency, and the grant expiration date (s).

Please use this page to give an overall narrative of the institution and to explain any extenuating circumstances.

INTRODUCTION

ITT Technical Institute, Tulsa, is a modern institution with 24,703 square feet. The ITT Tulsa campus includes ten theory rooms, three computer labs, two electronics labs, one nursing classroom, one science lab, and one invasive lab. The area is well maintained and centrally located between north and south Tulsa.

The institution offers a variety of technical programs designed to train students for available jobs in a contemporary market. The staff and faculty are well trained and the administration is committed to operating a class institution.

The largest program is Nursing, a day-time only program, with a predominately female enrollment. The other programs are night only, and the enrollment is predominately male. Staff, faculty, and students were very positive about the institution. The administration was positive, very aware of campus needs, and committed to offering quality training.

CL_Review021034

REPORT QUESTIONS

1. MISSION

1.01 Response submitted by Academic Administrative Center (AAC)

1.02 Response submitted by Academic Administrative Center

1.03 Response submitted by Academic Administrative Center

1.04 Response submitted by Academic Administrative Center

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

INSTITUTIONAL EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 Does the campus have its own CEP, separate from the institution's IEP?
☒ Yes ☐ No

1.09 Does the CEP describe the following?
The characteristics of the programs offered.
☒ Yes ☐ No
The characteristics of the student population.
☒ Yes ☐ No
The types of data that will be used for assessment.
☒ Yes ☐ No
Specific goals to improve the educational processes.
☒ Yes ☐ No
Expected outcomes of the plans.
☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?
Student retention.
☒Yes ☐ No
Student placement.
☒Yes ☐ No ☐ Not Applicable (new branch only)
Level of graduate satisfaction.
☒Yes ☐ No ☐ Not Applicable (new branch only)
Level of employer satisfaction.
☒Yes ☐ No ☐ Not Applicable (new branch only)
Student learning outcomes.
☒ Yes ☐ No

1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.
Goals and initiatives related to student learning outcomes include:
- Improve student success results by a minimum 2%
- Core instructors will be tasked with increasing the relevance of their material through increased application of knowledge (increasing the use of community resources through field trips and guest speakers).

- School chairs conduct one-on-one follow-up advising with quarter one and high-risk students.

To improve student success, the school will need to keep students engaged and focused on their goals, graduation and a new career. The best way to accomplish this is by getting guest speakers to speak about their industry and jobs in their field of study. What this does is energize the students and motivate them. Field trips are another means of motivating and energizing the students, for field trips allow a student to see what he or she will be doing. Lastly, to improve student success, the school will create school spirit and a sense of belonging. For this reason, clubs are important. Students who make friends in class and feel a sense of belonging tend to have better attendance, higher engagement, and better grades.

For students who are struggling, the school will identify them, create a plan for them, and monitor their progress. The retention committee will spend time speaking about at-risk students and how they can help them.

1.12 Are the following identified and described in the CEP?
The baseline data for each outcome.
☒ Yes ☐ No ☐ Not Applicable
The data used by the campus to assess each outcome.
☒ Yes ☐ No ☐ Not Applicable
How the data was collected.
☒ Yes ☐ No ☐ Not Applicable
An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☒ Yes ☐ No ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability (previously referred to as AIR) Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☒ Yes ☐ No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus encourages student activities to help develop individual initiative, group leadership, and cooperation. Examples of student activities include:

- field trips;
- guest speakers;
- program specific professional chapters such as the following:
  - National Technical Honor Society (NTHS)
  - Visual Communications Club for the School of Drafting and Design
  - Lambda Alpha Epsilon/ American Criminal Justice Association for the School of Criminal Justice
  - International System Automation for the School of Electronics
  - Student Nursing Association

The campus' career services department is focused on the successful employment of graduates in their field of study. Using available resources at its disposal, the career services department works with graduates and employers to maximize placements in applicable fields of study. Career Services maintain records on the following activities to ensure students are prepared and successful in placement:

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Career services records

- **Student employment documents:**
  - o Acknowledgement for employment assistance
  - o Student employment assistance waiver (if applicable)
- **Graduate employment documents:**
  - o Acknowledgement for employment assistance
  - o Graduate employment assistance waiver (if applicable)
  - o Resume
  - o Simulated mock interview evaluation sheet
  - o Release form – educational and employment
  - o Graduate employment information (GEI) document
  - o Graduate exit surveys
  - o Employer survey re: graduate

1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

☒ Yes ☐ No

(b) That specific activities listed in the plan have been completed.

☒ Yes ☐ No

(c) That periodic progress reports have been completed.

☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The CEP is developed, reviewed, analyzed, maintained, and monitored by a campus steering team.

The CEP Team consists of:

- Director, Ms Karen Selby
- Dean, Dr Jerri Schoats-Stoutermire
- Director of Finance, Mr Brian Zinn
- Director of Recruitment, Mr Wynter Hill
- Director of Career Services, Mr Ric Favors
- Registrar, Ms Jennifer Chrest

The functional directors' work within their departmental teams to perform the actions included in the CEP. The campus Director has the ultimate responsibility to ensure the implementation of the CEP and the director has been selected to assume the responsibility of coordinating, organizing, and preparing the summary report of the plan.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

☒ Yes ☐ No

2. ORGANIZATION

2.01 (a) Response submitted by Academic Administrative Center

2.01 (b) Response submitted by Academic Administrative Center

2.01 Is the following information regarding the campus appropriately stated in the catalog?
(c) Names of the administrators.
☒ Yes ☐ No

2.02 Does the campus:
(a) Adequately train its employees?
☒ Yes ☐ No
(b) Provide them with constant and proper supervision?
☒ Yes ☐ No
(c) Evaluate their work?
☒ Yes ☐ No

2.03 Is the administration of the campus efficient and effective?
☒ Yes ☐ No

2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes ☐ No
(b) Know the person to whom they report?
☒ Yes ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes ☐ No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes ☐ No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes ☐ No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

2.09 Response submitted by Academic Administrative Center

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3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes ☐ No

3.02 Are all staff well trained to carry out administrative functions?
☒ Yes ☐ No

3.03 Who is the on-site administrator, and what are this person's qualifications?
The campus director, Karen Selby, is the on-site administrator for the ITT Technical Institute, Tulsa, Oklahoma campus. Ms. Selby joined ITT Technical Institute on July 27, 2005, and assumed responsibility for opening the school on that date. Ms. Selby brings 31 years of corporate leadership, human resource and financial management, business and marketing, operations and compliance leadership in both publicly and privately held corporations in the educational sector. She is a graduate of Southwest Oklahoma University and has a master of the Art of Teaching from Oklahoma City University. She has directed schools and colleges in Santa Barbara, California; Portland, Oregon; and Cincinnati, Ohio. In addition, she began her career as a high school teacher with Putnam City Schools in Oklahoma City, Oklahoma, transitioning to an instructor and later a department head for Oklahoma State University, Oklahoma City campus, before moving to Santa Barbara.

3.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If Yes, is appropriate evidence of the degrees on file?
☒ Yes ☐ No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Response submitted by Academic Administrative Center
(b) Admissions.
☒ Yes ☐ No
(c) Response submitted by Academic Administrative Center
(d) Response submitted by Academic Administrative Center
(e) Guidance.
☒ Yes ☐ No
(f) Instructional resources.
☒ Yes ☐ No
(g) Supplies and equipment.
☒ Yes ☐ No
(h) The school plant.
☒ Yes ☐ No
(i) Faculty and staff.
☒ Yes ☐ No
(j) Student activities.
☒ Yes ☐ No
(k) Student personnel.
☒ Yes ☐ No

3.06 Response submitted by Academic Administrative Center

3.11 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.12 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

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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

CL_Review021040

4. RELATIONS WITH STUDENTS

ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 50 student files.

4.02 How does the institution ensure that its student relations reflect high ethical standards?
The campus has strict policies and procedures that help to guide its daily operations to include its student relations. The staff and faculty follow these policies and procedures carefully to ensure that its student relations reflect high ethical standards. These are clear and consistent with the mission and purposes, and available to all students and prospective students electronically and through other appropriate publications.

4.03 Does the campus have appropriate admissions criteria?
☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes ☐ No

4.06 Reviewed at AAC

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Ms. Wynter Hill is responsible for the oversight of student recruitment at the campus. She holds a bachelor's degree in Political Science from the University of Tulsa, OK. Ms. Hill worked as an admissions representative with the institution and excelled in her field which resulted in her being promoted to the director of recruitment position. Prior to her employment with ITT, she worked as director of admissions for two years at Casablancas. There is evidence in her file that she attended several trainings to help prepare her for her current position.

4.10 Describe the process for the recruitment of new students.
The institution's process for the recruitment of new students is initiated when the student visits the campus and the admissions representative follows the standardized, scripted presentation to inform the prospect of all necessary information including but not limited to the school's history, accrediting body and transferability of credit policy. It also covers the tuition amount as well as basic information about the federal aid programs that students may apply for during the financial aid process. The representative will help the student match their interests with the available degree programs offered. The prospective student has a tour of the school.

The prospective student is sent home with program specific information and guided through how to access the catalog, student handbook and other important information through the institution's webpage. If the student selects to move forward in the process, they will apply through the student success system or "S3". "S3" is a web-based tracking system which ensures all admissions criterion are satisfied prior to moving forward including the minimum age and required high school or general education diploma.

After applying for the selected program and term, the prospective student will then take the admissions exam. Upon passing the entrance exam, the student will meet with a Financial Aid administrator to discuss the financial aid process, review the documents that will be needed to complete this process and schedule a time for the prospective student to return.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?

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☒ Yes ☐ No

4.11 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.12 Does the institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.13 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.14 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.15 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No

4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.17 Reviewed at AAC

4.18 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?

☒ Yes ☐ No

FOR ALL PROGRAMS

4.21 Is the standards of Satisfactory Academic Progress (SAP) policy published in the catalog?
☒ Yes ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?
The institution's standard of satisfactory academic progress policy is published in its 2012-2013 catalog volume 20 on page 74.

4.22 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No
(c) Procedures for re-establishing satisfactory academic progress.

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☒ 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

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4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment)

4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (institution does not have extended enrollment)

4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Dr. Jerri Schoats-Stoutermere is the dean of education for ITT, Tulsa location. Dr. Schoats-Stoutermere holds a bachelor's degree in Business Administration from the University of Central Oklahoma; a master's degree in Education from Langston University; and a doctorate in Education from Oklahoma State University. In addition, the team has found numerous courses that Dr. Schoats-Stoutermere has taken in order to enhance her management and teaching skills.

4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes ☐ No

4.37 Reviewed at the institutional level

4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?
☒ Yes ☐ No ☐ Not Applicable (institution offers loans only)

4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.40 Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes ☐ No
(b) Dates for the posting of tuition.
☒ Yes ☐ No
(c)Fees.
☒ Yes ☐ No
(d) Other charges.
☒ Yes ☐ No
(e) Payments.
☒ Yes ☐ No
(f) Dates of payment.
☒ Yes ☐ No
(g) The balance after each transaction.
☒ Yes ☐ No

4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?
☒ Yes ☐ No

If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?
☒ Yes ☐ No ☐ Not Applicable

4.42 Is the effective date listed on announcements of changes in tuition and fees?
☒ Yes ☐ No ☐ Not Applicable (institution has not changed tuition or fees)

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4.43 Is the institution's refund policy published in the campus catalog?
☒ Yes ☐ No

4.44 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.45 Is the campus following its stated refund policy?
☒ Yes ☐ No

4.46 Does the campus offer financial aid?
☒ Yes ☐ No (Skip to Question 4.53.)

4.47 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Mr. Brian Zinn is responsible for the administration of student financial aid at the campus. He holds a bachelor's of science degree in Project Management from ITT Technical Institute in Indianapolis, IN. Mr. Zinn worked in the financial aid department with the institution since 2009. There is evidence in his file that he attended several trainings to help prepare him for his current position.

4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards?
☒ Yes ☐ No

4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
☒ Yes ☐ No

4.50 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

4.51 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Mr. Brian Zinn, who is the director of finance, is a current member of the Oklahoma Association of Student Financial Aid Administrators (OASFAA). Representatives of the institution's corporate office attend meetings, trainings and seminars on regulations and policy changes in financial aid and pass the information on to the campus director of finance. In addition to this information, Mr. Zinn attended in-house financial aid trainings as evidenced in his employee file.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes ☐ No

4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☒ No (Skip to Question 4.54.)

4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The institution has a strong student services support system which is managed by the department managers, program chairs, learning resource center director, registrar and other key personnel. The campus dean and program chairs arrange and supervise the structured tutoring, and academic or personal counseling. The campus director is responsible for the student orientation and the registrar helps students with their class schedules. The learning resource center director assists students with library related or personal research needs.

4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☒ Yes ☐ No ☐ Not Applicable

4. 56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

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☒ Yes ☐ No

4.57 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Mr. Ricci Favors is responsible for the oversight of counseling students on employment opportunities. He worked as an admissions representative with the institution from October of 2011 to September of 2012 and recently in his current position. Prior to his employment with ITT, he worked as a staff recruiter for 7 years with his previous employment. There is evidence in his file that he attended several trainings to help prepare him for his current position.

Mr. David Lawrence works with Mr. Favors as his assistant. Mr. Lawrence holds a bachelor's degree in English from Texas A& M University. He held his position in career services at the institution from 2009 to present. Prior to working for ITT, he worked as a recruiter and job placement personnel for 5 years. There is evidence in his file that he attended several trainings to help prepare him for his current position.

4.58 Does the institution offer employment assistance to all students?
☒ Yes ☐ No ☐ Not Applicable (institution enrolls only international students on a student visa)

4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?
☒ Yes ☐ No

4.61 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes ☐ No ☐ Not Applicable

4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No

4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
When a student enrolls into a program at the institution, he or she meets with Mr. Brian Zinn, the director of finance. Mr. Zinn explains the various types of loans and grants available to students and discusses the details of loan repayment. He then provides each student with a copy of the student Entrance Counseling Guide which further explains the student loan repayment obligations.

4.64 Describe the extracurricular activities of the institution (if applicable).
The institution ensures that students are involved in extracurricular activities and offers several opportunities for doing so. These include but are not limited to membership in the National Technical Honors Society; clubs that are program specific; and seasonal activities such as food, toy and coat drives. Students are also encouraged to get involved in community blood drives. The nursing students are encouraged to be part of the Student Nursing Association.

GENERAL COMMENTS:
While reviewing the student relations activities, the team found that several important documents were missing from the students' files. Upon further review, the team was able to verify that these documents were stored in their campus management system, IRIS. The team would like to recommend that these documents be printed and placed in the students' files for easier review. Examples of some of these documents include credit transfers, refund summary, SAP warning letters and dismissal letters.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

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Dr. Jerri Schoats-Stoutermere is the dean of education for ITT, Tulsa location. Dr. Schoats-Stoutermere holds a bachelor's degree in Business Administration from the University of Central Oklahoma; a master's degree in Education from Langston University; and a doctorate in Education from Oklahoma State University. In addition, the team has found numerous courses that Dr. Schoats-Stoutermere has taken in order to enhance her management and teaching skills.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
The team has found provisions for program administrators and educational chairs to have sufficient authority and responsibility for the development and administration of the programs. While the ITT system has handbooks, programs, and protocols for making changes in corporate syllabi and administrative procedures, each campus is allowed the academic freedom to evaluate the needs of their own students and facility. The Tulsa campus of ITT has faculty on the corporate curriculum committee and which allows for integral enhancements. An informal network is also in place where faculty, both full-time and part-time can visit with their program chair and advise for enhancements and improvements.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

5.07 Reviewed at AAC

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes ☐ No

5.09 Does the campus have any programs that carry specialized or programmatic accreditation?
☒ Yes ☐ No (Skip to question 5.10)

If Yes, does the campus:
Obtain such accreditation in a timely manner for programs in which it is required by the state in order for students to attain entry-level employment?
☒ Yes ☐ No ☐ Not Applicable (there is no such requirement by the state)

Notify students as to:
Which programs hold specialized or programmatic accreditation?
☒ Yes ☐ No
Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?
☒ Yes ☐ No
Any other requirements that are generally required for employment?
☐ Yes ☒ No

5.10 Are the educational programs consistent with the campus mission and the needs of its students?
☒ Yes ☐ No

5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes ☐ No

5.12 What provisions are made for individual differences among students?
The team has found the school does make provisions for individual differences between students. The dean personally reviews SAP for each student and helps to build a plan for improved performance. There are a number of academic clubs and programs on campus to allow many of the disciplines on campus to grow in their own professionalism.

5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.

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The team has found ITT, Tulsa, to have a system in place to make changes to the curriculum. The faculty representative on the committee will put in writing the prospective changes and submit to the department chair, who will review, sign-off, and send to the campus director for approval and submission to the appropriate home office committee.

5.14 Does the faculty participate in this process?
☒ Yes ☐ No

5.15 Reviewed at AAC

5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ NA (institution does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No

5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)
Facilities
☒ Yes ☐ No
Instructional equipment
☒ Yes ☐ No
Resources
☒ Yes ☐ No
Personnel
☒ Yes ☐ No

5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.21 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.23 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.24 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If Yes, how is this documented?
The team has found evidence of in-service training programs through sign-in sheets for each meeting. In addition, during the faculty meeting, the faculty expressed knowledge of these events.

CL_Review021048

5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes ☐ No

5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATES'S, AND BACHELOR'S DEGREES ONLY

5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?
☒ Yes ☐ No

ACADEMIC ASSOCIATE'S DEGREES ONLY

5.31 Reviewed at AAC

5.32 Reviewed at AAC

5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

BACHELOR'S DEGREES ONLY

5.34 Reviewed at AAC

5.35 Reviewed at AAC

5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

CL_Review021049

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

With 24,703 square feet, the ITT Tulsa campus includes the following spaces:

- ten theory rooms;
- three computer labs;
- two electronics labs;
- one nursing classroom;
- one science lab; and
- one invasive lab.

The area is well maintained and centrally located between north and south Tulsa. There is ample parking; however the campus is located in a hidden area and not easily assessable or viewable from the main road leading to the campus.

6.02 Does the campus utilize any additional space locations?

☐ Yes ☒ No

6.03 Does the campus utilize campus additions?

☐ Yes ☒ No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?

☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment

☒ Yes ☐ No

(b) Instructional tools

☒ Yes ☐ No

(c) Machinery

☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

☒ Yes ☐ No ☐ Not Applicable

CL_Review021050

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviewed the ITT Tulsa, OK 2012-2013 catalog, Volume 20.

7.02 Does the self-study accurately portray the campus?
☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?
☒ Yes ☐ No

7.04 Does the catalog contain the following items?
(a) A table of contents and/or an index.
☒ Yes ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
☒ Yes ☐ No
(c) The names and titles of the administrators.
☒ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
☒ Yes ☐ No
(e) A statement of accreditation
☒ Yes ☐ No ☐ Not Applicable (initial applicant)
(f) A mission statement.
☒ Yes ☐ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
☒ Yes ☐ No
(h) An academic calendar.
☒ Yes ☐ No
(i) A full disclosure of the admission requirements.
☒ Yes ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
☒ Yes ☐ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
☐ Yes ☒ No
(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
☒ Yes ☐ No
(m) A definition of the unit of credit.
☒ Yes ☐ No ☐ Not Applicable (The institution does not award credit)
(n) A complete explanation of the standards of satisfactory academic progress.
☒ Yes ☐ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
☒ Yes ☐ No
(p) The transfer of credit policy.
☒ Yes ☐ No
(q) A statement of the tuition, fees, and any other charges.
☒ Yes ☐ No
(r) A complete and accurate listing of all scholarships offered.
☒ Yes ☐ No ☐ Not Applicable (no scholarships offered)
(s) The refund policy.
☒ Yes ☐ No

(t) A statement describing the student services offered.
☒ Yes ☐ No
(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

If No for any item, insert the section number in parentheses and explain:
(Section 3-1-701 Appendix C): The campus' catalog does not accurately detail all the prerequisites students must take to satisfy their course requirements. The language is ambiguous and has great potential to cause confusion to students. There are several courses in the Software Development Technology program that do not fully reflect prerequisites in the catalog. These courses list old versions of prerequisites and do not include the courses that are part of the Software Development Technology program. For example, CS111 Client-Side Web Scripting, lists "CS100 Introduction to Programming or equivalent" as one of the prerequisites, but the students do not take CS100. They take IT104 Introduction to Computer Programming. The prerequisites should be updated to specify "CS100, IT104, or equivalent" to clarify the prerequisites for the students. The following courses in the catalog require this change, with the prerequisites to add in braces: CS111 [IT104], CS120 [IT104], CS140 [IT104], CS210 [IT104], CS220 [IT203], CS240 [IT218], CS250 [IT203, IT218], and CS290 [CS210].

7.05 Does the institution offer degree programs?
☒ Yes ☐ No

If Yes, does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
☒ Yes ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes ☐ No
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes ☐ No

7.06 Does the institution offer courses and/or programs via distance education?
☐ Yes ☒ No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?
☐ Yes ☒ No (Skip to Question 7.08.)

7.08 Is the catalog available online?
☒ Yes ☐ No (Skip to Question 7.09.)
If Yes, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No (Skip to Question 7.10.)

7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?
☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus uses several modes of advertisment including the following:

- newspaper publications;
- television;
- Yellow Pages;
- high school recruitment; and

- online mediums.

Are the advertisements under acceptable headings?
☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes ☐ No (Skip to Question 7.14.)

If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?
☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

CL_Review021053

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?
☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes ☐ No

8.05 Reviewed at AAC

8.06 Reviewed at AAC

OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Reviewed at AAC

8.08 Reviewed at AAC

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
The team has found that ITT charges each school a flat amount of $7,648 per year for the virtual library. In addition to the virtual library, the school has spent $1,352 for additional books and periodicals. The total amount has been spent on the Nursing program.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.12 Reviewed at AAC

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

8.14 Reviewed at AAC

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☒ Yes ☐ No ☐ Not Applicable (no interlibrary agreements)

8.16 Reviewed at AAC

8.17 Reviewed at AAC

8.18 Reviewed at AAC

ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 Reviewed at AAC

8.21 Reviewed at AAC

CL_Review021054

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes ☐ No

If No, insert the section number in parentheses and explain:
This information should have been reviewed at AAC.

8.23 Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Associate of Science in Nursing

ALL PROGRAMS

9.01 See response from AAC
(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Elizabeth Loerke is the chair of the Nursing program. Ms. Loerke joined the campus as a faculty member in January of 2011, and was assigned to administer the program in October of the same year. Ms. Loerke holds a bachelor of science degree in Nursing from the University of Tulsa and a master of science degree in Nurse Education from University of Oklahoma Health Sciences Center. Ms. Loerke holds an active license as a Registered Nurse (RN) from the Oklahoma Board of Nursing. Ms. Loerke is an active member of the Sigma Theta Tau International Honor Society of Nursing, based in Indianapolis. Ms. Loerke has over 15 years of field experience working as a registered nurse.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☐ Yes ☐ No ☒ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
The program has had many guest speakers, field trips to healthcare facilities, and a program advisory board, which meets twice a year.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No
☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA

CL_Review021056

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses.
Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

(Section 3-1-513, 3-1-513(a) and Glossary): There is not a description in the syllabus of the minimum amount of time a student is expected to spend on completion of the work assignment.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☐ Yes ☐ No ☒ NA, (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the procedures.
In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Course syllabi do not indicate the out-of-class work is included as a component of final course grade and that is evaluated.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 Reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

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9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

GENERAL COMMENTS

The Oklahoma Board of Nursing has set a required pass rate for first-time takers of the NCLEX-RN (National Council Licensure Examination-Registered Nurse) to fall not more than ten (10) percentage points below the national average and at least ten candidates should take the examination (based on a calendar year). The national average pass rates as reported by the National Council of State Boards of Nursing (NCSBN) are as follows:
-For the 2011 calendar year 84.50% for 4 quarters
-For 2012 calendar year 91.10% for 2 quarters (January-June).
According to Oklahoma Board of Nursing, the pass rate standard is based on data gathered for a full calendar year. The Nursing program at the campus has not yet had a full year of data on the NCLEX exam pass rates, for the team to be able to determine whether they meet the pass rates. The campus graduated the first Nursing class on December of 2011, and has collected only two quarters of data for the 2012 calendar year.

9. PROGRAM EVALUATION

Academic Associate of Science in Mobile Communications Technology
Academic Associate of Science in Software Development Technology

ALL PROGRAMS

9.01 See response from AAC

(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
James Tiffee is the chair of the School of Information Technology at ITT Tech in Tulsa, Oklahoma. Mr. Tiffee holds a bachelor's of science degree in Industrial - Electronics Technology from Northeastern State University. He possesses extensive experience in consulting and computer programming outside of academia.

Mr. Jerel Byrd serves as the subject matter expert for Software Development Technology and Mobile Communications Technology. Mr Byrd holds an associate of applied science degree in Electronics Technology from Tulsa Community College and a bachelor of science and master's degree in Information Technology from the University of Phoenix.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☐ Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
☒ Yes ☐ No

9.07 List the community resources and how they are utilized to enrich the program(s).
Mobile Communications Technology students took field trips to St. Francis Hospital to observe networking and server operations and to Tulsa Connect for networking demonstrations.

There was no evidence of field trips for the Software Development Technology students.

There was no evidence of guest speakers in either program.

There was evidence of PAC meetings for the program. A PAC meeting was held in May, 2012 for the Information Technology department, not specifically for these two programs.

9.08 Are these resources sufficient?
☐ Yes ☒ No

If No, insert the section number in parentheses and explain:
(Section 3-1-512(c)): While the students in the Mobile Communications Technology were exposed to community resources in the form of field trips, the students in Software Development Technology were not. This is not sufficient to give the students in Software Development Technology exposure to the community and the workplace.

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☐ Yes ☒ No

If No, insert the section number in parentheses and explain:

(Section 3-1-513 (a) and Glossary): There are several courses in the Software Development Technology program that do not fully reflect prerequisites in the catalog. These courses list old versions of prerequisites and do not include the courses that are part of the current version of the Software Development Technology program. For example, CS111 Client-Side Web Scripting lists "CS100 Introduction to Programming or equivalent" as one of the prerequisites, but the students do not take CS100. They take IT104 Introduction to Computer Programming. The prerequisites should be updated to specify "CS100, IT104, or equivalent" to clarify the prerequisites for the students. The following courses in the catalog require this change, with the prerequisites to add in braces: CS111 [IT104], CS120 [IT104], CS140 [IT104], CS210 [IT104], CS220 [IT203], CS240 [IT218], CS250 [IT203, IT218], and CS290 [CS210]. Similar prerequisite issues exist in the syllabi for this set of courses.

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No

☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☐ Yes ☒ No

If No, insert the section number in parentheses and explain:

(Section 3-1-513 (b)): Review of student records found evidence of prerequisites not being met before enrollment in courses.

Joshua Proper (#09803480) Enrolled in CS210 before completing CS111, a prerequisite for CS210.

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No

CL_Review021061

(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513 and Glossary): The syllabi and catalog do not detail an adequate description of the amount of time a student is expected to spend on completion of work assignments.

(Section 3-1-513 (a) and Glossary): The syllabi do not contain language the addresses out-of work assignments that support the learning objectives for the course

Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls were made to employers for the following programs:
Associate of applied science degree in Software Development Technology - 1
Associate in applied science degree in Mobile Communications Technology - 0

How many calls to employers or graduates were successful?
The following number of calls, by program, were successful:
Associate of applied science degree in Software Development Technology - 1
Associate in applied science degree in Mobile Communications Technology - 0

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of the graduates as reported on the CAR. No calls were made to verify employment of Mobile Communications Technology as no graduates were listed for the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

CL_Review021062

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the procedures.
In the "credit hour" section on page 64 of the campus 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 2-2-503, 3-1-513(a), and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade. There is no evidence that out-of-class work or the equivalent is being evaluated in all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 Reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.33 Reviewed at AAC

CL_Review021063

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.48 Reviewed at AAC

GENERAL COMMENTS:

Update the course listings for Software Development Technology on the ITT Tech web site. The web site lists CS100, CS130, CS200, and CS201 as requirements of the program while the catalog lists IT104, IT203, IT218, and IT219.
Interviews with students revealed the following issues:
- Students reported that during the transition to new software applications, books were often weeks late in the term.
- Hard drives required for software configuration training came as late as 10 weeks into the term.
- Faster computers in the labs are needed to create the virtual machines required that are required in class.
- Students do not like Saturday classes and prefer meeting only during the week. Many cited weekends as the only time they have with family.

9. PROGRAM EVALUATION

CL_Review021064

Associate Science in Information Technology.
Bachelor of Science in Information Security.
Bachelor of Science in Project Management.

ALL PROGRAMS

9.01 See response from AAC
(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
James Tiffee has been assigned as the program chair of Information Technology, Information Security and Project Management. He has a bachelor's degree from Northeastern State University and is a Microsoft Certificate of Technology specialist. He is a technology professional with over 10 years of experience in the information technology industry as an owner of Tiffee Products. He has substantial knowledge of standard and enterprise Microsoft windows server: efficiently utilizes a personal computer and related software including Microsoft office, course management system software, and internet proficiencies.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
Through interviews with faculty members, and administrative staff, it was revealed to the team that community resources used were used to enrich the Information Technology, Information Security and Project Management programs and included guest speakers, field trips to appropriate industrial/commercial sites, and advisory board members from the community. Furthermore, the student council provides extracurricular activities on campus. The team reviewed documentation of minutes for the last student field trips, both of which took place in 2011 and 2012.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No

☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513 (a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses.

(Section 3-1-513 and Glossary): There is no description in the syllabus of the minimum amount of time a student is expected to spend on completion of the work assignments for several courses.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

CL_Review021066

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Associate's degree in information technology - 4
Bachelor's degree in information security - 5
Bachelor's degree in project management - 3

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Associate 's degree in information technology - 3
Bachelor 's degree in information security- 1
Bachelor's degree in project management - 1

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the procedures.
The campus uses the federal conversion formulas to convert clock hours to credit hours. The team was provided documentation to verify this information. In the "credit hour" section page 64 of the campus' 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 2-2-503) There is no evidence that out of class work or the equivalency is being evaluated in all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 Reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

CL_Review021067

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

9.33 Reviewed at AAC

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

BACHELOR'S DEGREES ONLY

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

9. PROGRAM EVALUATION

Associate of Science in Visual Communications
Associate of Science in Graphic Communication and Design

ALL PROGRAMS

9.01 See response from AAC
(a) See response from AAC

CL_Review021068

(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr.Troy Bettridge is the chair of the School of Drafting and Design at ITT Tech in Tulsa, Oklahoma. Mr. Bettridge studied architecture at Boise State, a program heavy in art and design classes. He completed his bachelor's degree in Architecture at the University of Nevada - Las Vegas. He followed this with a master's degree in Urban Design from Oklahoma University.

Mr. James Candy serves as the subject matter expert. Mr. Candy holds an associate's degree in Visual Communications from ITT Technical Institute and bachelor's and master's degrees in Composition from the University of Tulsa.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☐ Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
☒ Yes ☐ No

9.07 List the community resources and how they are utilized to enrich the program(s).
Students in Visual Communications and Graphic Communication and Design went on several field trips including visits to Cyntergy AEC, (a web design firm), Resource One (a print shop), and Fab Lab (a 3D printer).

Students in these programs were also offered membership in the Visual Communication Club. This organization is very active and holds events that include designing the campus newsletter and holding logo design contests.

9.08 Are these resources sufficient?
☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☐ Yes ☒ No

If No, insert the section number in parentheses and explain:
(Section 3-1-513 (b)): Review of student records found evidence of prerequisites not being met before enrollment in courses.
James O'Hara (#07622484) enrolled in VC250 before completing 76 credit hours and while enrolled in VC230, a prerequisite for VC250.
Sarah McDonald (#10492363) enrolled in VC210 before taking CD140, a prerequisite for VC210.

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513 and Glossary): The syllabi and catalog do not detail an adequate description of the amount of time a student is expected to spend on completion of work assignments.

CL_Review021070

(Section 3-1-513 (a) and Glossary): The syllabi do not contain language that addresses out-of-class work assignments that support the learning objectives for the course

Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls were made to employers for the following programs:
Associate's of science degree in Visual Communications - 4
Associate's of science degree in Graphic Communications and Design - 0

How many calls to employers or graduates were successful?
The following number of calls, by program, were successful:
Associate's of science degree in Visual Communications - 3
Associate's of science degree in Graphic Communications and Design - 0

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of the graduates as reported on the CAR. No calls were made to verify employment of Graphic Communications Design as there were no graduates at the time of the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the procedures.
In the "credit hour" section on page 64 of the campus 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 2-2-503 and Section: 3-1-513 (a) and glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percentage of the final grade. There is no evidence that out-of-class work or the equivalent is being evaluated in all courses.

CL_Review021071

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 Reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9. PROGRAM EVALUATION

CL_Review021072

Associate's of Science in Electrical Engineering Technology
Associate's of Science in Computer and Electronics Technology
Bachelor's of Science in Electrical Engineering and Communications Technology
Bachelor 's of Science in Electronics and Communications Engineering Technology

ALL PROGRAMS

9.01 See response from AAC
(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Hamid Nazari-Robati is the chair assigned to administer the academic program for Electronics Technology for both the associate's and the bachelor's degree programs. He possesses a bachelor of science degree in Technical Education from Oklahoma State University and an associate of science degree in Electronics from Southern Technical College. Mr. Nazari- Robati does have the qualifications to administer the academic program for Electronics Technology.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
There were two listed field trips taken by a class in Electronics, however, on one of the trips there were no participants listed, and there was no description of the activity and how it benefited those students that did participate. The team was also given information during the visit regarding a group of high school students that were given a demonstration in the Electronics department; however the team did not see this as use of community resources. There was also inadequate participation at the Program Advisory Committee (PAC) held in May of 2012. There was one person that attended from outside the campus, and the team could not vet the qualifications of this person with the information given.

9.08 Are these resources sufficient?
☐ Yes ☒ No

If No, insert the section number in parentheses and explain:
(Section 3-1-512(c)) Community resources are not adequately utilized for the Electronics department. Documentation provided to the team did not provide sufficient evidence that the program was utilizing community resources. **See response to 9.07*

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☒ No
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives the learning objectives for most courses.
(Section 3-1-513 and Glossary): There is not a description in the syllabus of the minimum amount of time a student is expected to spend on completion of the work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

CL_Review021074

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
There were seven calls made to employers of graduates of the associate's degree in Electrical Engineering Technology.

How many calls to employers or graduates were successful?
There were five successful calls to employers of graduates of the associate's degree in Electrical Engineering Technology. The other above listed programs did not have graduates at the time of the 2011 CAR.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Four of the calls made confirmed the employment of graduates. The discrepancy between confirmations and successful contacts was a denial from human resources to confirm employment without written consent.

The following programs did not have graduates' at the time of the 2011 CAR: associate of science in Computer and Electronics Technology; bachelor of science in Electrical Engineering and Communications Technology; and bachelor of science in Electronics and Communications Engineering Technology.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the procedures.
In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 20, the campus policy regarding homework is contained in the "Residence Courses" paragraph.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:
(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 Reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

CL_Review021075

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

BACHELOR'S DEGREES ONLY

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

9. PROGRAM EVALUATION

Bachelor's of Science Degree in Criminal Justice
Associate's of Science Degree in Criminal Justice
Associate's of Science Degree in Criminology and Forensic Technology

ALL PROGRAMS

9.01 See response from AAC
(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Leo R. Willey began employment as an adjunct faculty member at the Tulsa campus of ITT Technical Institute in September of 2007. Shortly thereafter in December 2007, he was promoted to the full-time position as chair of the school of Criminal Justice.

Mr. Willey earned both associate's and bachelor's degrees in Criminal Justice from Witchita State University, Witchita, KS, and he holds a master's degree in Business Administration from Oklahoma Wesleyan University, Bartlesville, OK. He also has prior teaching experience as an adjunct faculty member at Oklahoma Wesleyan University.

Mr. Willey has an extensive background in the field of law enforcement. From 1969 to 1974, he was a police officer in Kansas City, KS, as well as a police officer in Witchita, KS, from 1974 to 1994. During the period 1993 to 1994, he was appointed as the U. S. Marshall for the District of Kansas. He was certified as a peace officer by the State of Kansas.

From 1994 until 2000, he served as chief of police at the Okmulgee Police Department, Okmulgee, OK, and later as police chief from 2000 to 2007 at Bartlesville Police Department, Bartlesville, OK.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 62%
☒ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☐ Yes ☒ No ☐ Not applicable (new branch only)

The associate's degree in Criminal Justice had a placement of 57.1% and did not meet Council standards. However, there was a suitable plan in the CEP to address corrective action.

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
☒ Yes ☐ No

The team verified that the student retention rates reported in the 2011 Campus Accountability Report (CAR) for both the associate's and bachelor's degree programs in Criminal Justice met Council standards. The placement rate for the bachelor's degree program also met Council standards. Inasmuch as the new associate's degree program in Criminology and Forensic Technology did not start until March 19, 2012, placement and retention data will be reported in the next CAR.

9.07 List the community resources and how they are utilized to enrich the program(s).
The team reviewed documentation on file and verified through instructor and student interviews that community resources are being utilized to support and enrich the Criminal Justice degree programs. The institution's Program Advisory Committee (PAC) convened on May 18, 2012, as a resource for Mr. Willey, program chair. Recent field trips for Criminal Justice students include visits to the Tulsa Digital Forensic Center on August 27, 2012, and the Tulsa County Sheriff's Department on August 29, 2012.

9.08 Are these resources sufficient?

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☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No
☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☒ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course
☒ Yes ☐ No
(h) Instructional methods
☒ Yes ☐ No
(i) Assessment criteria
☒ Yes ☐ No
(j) Method of evaluating students
☒ Yes ☐ No
(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

☐ Yes ☒ No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☒ Yes ☐ No

If *No,* insert the section number in parentheses, list the courses, and explain:

(Section: 3-1-513 (a) and glossary): Course syllabi do not inlcude, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate homework or outside assignments were required, and homework assignments were not included as any percentage of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:
Associate's degree in Criminal Justice – 6
Bachelor's degree in Criminal Justice – 4
There have been no graduates from the associate's degree in Criminology and Forensic Technology.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:
Associate's degree in Criminal Justice – 4
Bachelor's degree in Criminal Justice – 3

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All the calls where contact was made confirmed the employment of graduates as reported in the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☒ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If *Yes,* briefly describe the procedures.

The definition and application of the U. S. Department of Education's credit hour requirements are explained on page 64, volume 20, of the institution's 2012 - 2013 catalog.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all Criminal Justice degree programs.

9.24 Are the following appropriate to adequately support the number and nature of the program?

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(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 Reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

The team determined that the associate's degree program in Criminal Justice is in a teach-out status since September 2011. Enrollments are being accepted for the new associate's degree in Criminology and Forensic Technology.

9.42 Reviewed at AAC

BACHELOR'S DEGREES ONLY

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

The team learned that the bachelor's degree program in Criminal Justice has been in teach-out status since September 2011. Prospective students for the Criminal Justice program are now being enrolled to the associate's degree in Criminology and Forensic Technology.

9.48 Reviewed at AAC

GENERAL COMMENTS:

While there was evidence on file recording 2012 field trips and a Program Advisory Committee meeting for the Criminal Justice degree programs; the team found there was no such documentation regarding guest speakers.

The team observed that Mr. Leo R. Willey, chair, school of Criminal Justice, is academically and experientially well qualified for the position he holds, and that he is attentive and knowledgeable in the administration of his programs.

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SUMMARY

ITT Technical Institute, Tulsa OK
Visit Dates: 1-2 Oct 12

*The team has found **5** areas of non compliance*

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1.	**Section 2-2-503**	There is no evidence that out of class work or the equivalency is being evaluated in all courses (pages 27, 32, 36, 40, 44, 48).
2.	**Section 3-1-512(c)**	There are insufficient community resources to support two programs (pages 30, 42).
3.	**Section 3-1-513, 3-1-513(a) and Glossary)**	The syllabi does not contain language specific to out-of-work assignments that support the learning objectives for several courses (pages 26, 30-32, 35, 39, 40, 43, 48).
4.	**Section 3-1-513 (b)**	Pre-requisites for students in the Visual Communications program were not being followed (pages 30, 39).
5.	**Section 3-1-701 Appendix C**	The campus' catalog does not accurately detail all the pre requisites students must take to satisfy their course requirements (page 21).

CL_Review021082

NEW GRANT

ITT TECHNICAL INSTITUTE
6630 Highway 290 East, Suite 150
Austin, TX 78723
ACICS ID Code: 00016037

MAIN
ITT TECHNICAL INSTITUTE
Indianapolis, IN 46268
ACICS ID Code: 00016040

Mr. W. Douglas Howard, Director (dhoward@itt-tech.edu)

Regulatory030@itt-tech.edu

October 9-10, 2012

Dr. Judee Timm	Chair	Monterey Peninsula College	Monterey, CA
Mr. Rafael Ramirez-Rivera	Student-Relations	Inter-American University of Puerto Rico	Gurabo, PR
Ms. Kathleen Embry	Educational Activities	International Academy of Merchandising and Design, Ltd.	Chicago, IL
Ms. Beverly Allen Harchick	Paralegal	Sole Practitioner-Attorney At Law	Pittsburgh, PA
Mr. Frank L. Torbert, Jr.	Project Management and Business	FLT Trading, Inc.	Imperial, PA
Mr. Juan Carlos Peralta	Electrical Engineering		Doral, FL
Mr. Michael Bleacher	IT Network and Security	Westwood College	Westminster, CO
Ms. Beth Huffman	Drafting and Design	Westwood College	Downers Grove, IL
Ms. Lindsey Withem	Senior Accreditation Coordinator	ACICS	Washington, DC

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PROGRAMS OFFERED BY

ITT Technical Institute

Austin, Texas

CREDENTIAL EARNED (Certificate, Diploma, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	CLOCK HRS.	QTR. HRS.	ENROLL: FT (full-time) / PT (part-time)	AIR RETENTION & PLACEMENT			
					2011		2010	
					Ret.	Pla.	Ret.	Pla.
Associates of Applied Science	Business Accounting Technology	1260.00	96	0/1	**55.56**	75	**56.1%**	81.82%
Associates of Applied Science	Computer Drafting and Design	1356	96	21/5	65.23	80.77	72.29	73.21
Associates of Applied Science	Computer & Electronics Engineering Technology	1344	96	14/8	63.38	82.61	72.73	72.22
Associates of Applied Science	IT - Computer Network Systems	1344	96	40/12	75.64	70	80.65	67.31
Associates of Applied Science	IT Multi-Media	1344	96	0/0	0	**0**	**50**	66.67
Associates of Applied Science	Visual Communication	1344	96	0/3	**51.85**	**0**	80.77	0
Associates of Applied Science	Paralegal Studies	1236	96	3/2	**53.01**	0.00	76.56	0
Associates of Applied Science	Software Development Technology	1344	96	0/0	85.71	0.00	72.73	0.00
Bachelor of Science	Construction Management	2508	180	0/0	100	80	91.3	0
Bachelor of Science	Electronics & Communications Engineering Technology	2520	180	0/1	80.65	100	77.78	0.00
Bachelor of Science	Information Systems Security	2508	180	5/3	85.45	93.33	83.78	0.00
Bachelor of Science	Project Management	2448	180	8/1	73.81	0.00	100	0.00
Associates of Applied Science	Business Management*	1163	90	24/4	92.31	0.00	N/A	N/A
Associates of Applied Science	Drafting & Design Technology*	1267	90	46/7	0.00	0.00	N/A	N/A
Associates of Applied Science	Electrical Engineering Technology*	1267	90	64/7	0.00	0.00	N/A	N/A
Associates of Applied Science	Graphic Communications & Design*	1267	90	0/0	0.00	0.00	N/A	N/A
Associates of Applied Science	Network Systems Administration*	1267	90	121/23	0.00	0.00	N/A	N/A

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Associates of Applied Science	Paralegal*	1176	90	17/3	88.89	0.00	N/A	N/A
Associates of Applied Science	Mobile Communications Technology*	1267	90	0/0	0.00	0.00	N/A	N/A
Bachelor of Science	Business Management*	2274	180	0/0	0.00	0.00	N/A	N/A
Bachelor of Science	Electrical Engineering & Communication Technology*	2547	180	24/0	0.00	0.00	N/A	N/A
Bachelor of Science	Information Systems & Cybersecurity*	2594	180	27/2	0.00	0.00	N/A	N/A
Bachelor of Science	Project Management & Administration – Administration option*	2326	180	11/4	0.00	0.00	N/A	N/A
Bachelor of Science	Project Management & Administration – Information Technology option*	2456	180	0/0	0.00	0.00	N/A	N/A
Bachelor of Science	Project Management & Administration – Construction option*	2443	180	6/2	0.00	0.00	N/A	N/A
	TOTAL ENROLLMENT			433/88				

* Programs reviewed for the first time.

** The following programs do not have current enrollments:

- Associate of applied science, IT Multi-Media – has been taught out.
- Associate of applied science, Software Development Technology – has been taught out.
- Bachelor of science, Construction Management – has been taught out.
- Associate of applied science, Graphic Communications & Design – has not been offered yet due to low demand.
- Associate of applied science, Mobile Communications – has not been offered yet but will be in the future if demand warrants it.
- Bachelor of science, Business Management – has not been offered yet but will be offered in the future.

Note: The ITT Technical Institute associate of applied science degree is equivalent to the ACICS academic associate's degree and the bachelor of science degree is equivalent to the ACICS bachelor's degree.

CL_Review021085

INTRODUCTION

ITT Technical Institute - Austin campus is one in a network of 125 ITT Technical Institute co-educational, nondenominational, private, postsecondary educational institutions operated by ITT/ESI. It hosts a large, modern facility that has recently undergone renovations that have included WiFi access throughout the campus, new electronics, and upgraded offices and classrooms. The campus serves the Austin, Texas, metropolitan area which is experiencing a resurgence of employment opportunities in the private sector but severe cutbacks to public education. The public education cutbacks have given the campus an opportunity to access a qualified pool of instructors for their programs. The high employment rates have forced the campus to modify course scheduling to offer a primarily robust evening program for their student population since most students now work during the daytime hours. Currently, 85% of all courses offered are scheduled in the evening.

It was noted that this campus has experienced a reduction in population in recent years due to the opening of two new campuses nearby. The new Waco, Texas, campus has resulted in the loss of the Kileen, Texas, market which has a large military population. Another ITT campus has been opened in east San Antonio, Texas, which has taken the San Marcos, Texas, population from the Austin campus. The campus currently serves 433 full time and 88 part time students and offers more that 20 academic associate's and bachelor's degree programs in a variety of technical fields.

CL_Review021086

REPORT QUESTIONS

1. MISSION

1.01 Response submitted by Academic Administrative Center

1.02 Response submitted by Academic Administrative Center

1.03 Response submitted by Academic Administrative Center

1.04 Response submitted by Academic Administrative Center

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?

☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?

☒ Yes ☐ No

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?

☒ Yes ☐ No

1.08 Does the campus have its own CEP, separate from the institution's IEP?

☒ Yes ☐ No

1.09 Does the CEP describe the following?

The characteristics of the programs offered.

☒ Yes ☐ No

The characteristics of the student population.

☒ Yes ☐ No

The types of data that will be used for assessment.

☒ Yes ☐ No

Specific goals to improve the educational processes.

☒ Yes ☐ No

Expected outcomes of the plans.

☒ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?

Student retention.

☒Yes ☐ No

Student placement.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Level of graduate satisfaction.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Level of employer satisfaction.

☒Yes ☐ No ☐ Not Applicable (new branch only)

Student learning outcomes.

☒ Yes ☐ No

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1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.

Student learning outcomes focus on the acquisition of technical skills, soft skills, and knowledge that the student must have obtained to progress to the next course level in a program, as well as, those competencies needed to prepare for gainful employment within the program of study. Outcomes are assessed by completion rates, placement rates, employer and graduate surveys, student grade point averages, and successful completions of program capstone experiences.

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.

A variety of activities have been addressed within each academic program area to reach stated placement and retention goals which include: identifying at-risk students, contacting each student after each absence, directing students to support services such as tutoring that will enable successful completions, reviewing course surveys to make sure courses are relevant and faculty are successful, continuing a robust advisory committee, creating career game plans for recent graduates, steering capstone students to career services to insure access to recent job opportunities, and networking with potential employers through professional and community organizations.

1.16 Does the campus have documentation to show the following?

(a) That the IEP has been implemented.

☒ Yes ☐ No

(b) That specific activities listed in the plan have been completed.

☒ Yes ☐ No

(c) That periodic progress reports have been completed.

☒ Yes ☐ No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The director, Mr. Douglas Howard, is responsible for implementing and monitoring the CEP. He holds a bachelor's degree in Business Management from Wayland Baptist University. Mr. Howard joined ITT Technical Institute in 1995 as the director of recruiting for the San Antonio, Texas, campus where he worked for nine years. In 2004, he was promoted to campus director, and served in that capacity at the Richmond and Springfield, Virginia, campuses for three years prior to becoming the director of the Austin campus in September 2007. Mr. Howard brings 16 years of experience in leadership, human and financial management, business and marketing, operations and compliance leadership in the secondary for-profit educational sector. He has over 30 years of service with the U.S. Air Force where he was honorably discharged with the highest rank awarded to a

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non-commissioned officer.

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?

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☒ 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. Douglas Howard is the on-site administrator for the ITT Technical Institute, Austin, campus. As previously stated, he holds a bachelor's degree in Business Management from Wayland Baptist University. Mr. Howard joined ITT Technical Institute in 1995 as the director of recruiting for the San Antonio, Texas, campus where he worked for nine years. In 2004, he was promoted to campus director, and served in that capacity at the Richmond and Springfield, Virginia, campuses for three years prior to becoming the director of the Austin campus in September 2007. Mr. Howard brings 16 years of experience in leadership, human and financial management, business and marketing, operations and compliance leadership in the secondary for-profit educational sector, and he has over 30 years of service with the U.S. Air Force where he was honorably discharged with the highest rank awarded to a non-commissioned officer.

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

3.07 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students?

Not Applicable. The campus does not accept ability-to-benefit students.

3.11 Do student files contain evidence of graduation from high school or the equivalent?

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☒ 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 26 student files during the evaluation.

4.02 How does the institution ensure that its student relations reflect high ethical standards?

ITT policies and procedures are explicitly stated in several documents available to students, administrators and the general public. Students and administrators interviewed expressed their satisfaction with the level of clarity of the institutional regulations and how they are implemented. All student files reviewed evidence compliance with the institutional, state and federal regulations.

4.03 Does the campus have appropriate admissions criteria?

☒ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

☐ Yes ☒ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

☒ Yes ☐ No

4.06 Reviewed at AAC

4.07 Is the admissions policy publicly stated?

☒ Yes ☐ No

4.08 Is the admissions policy administered as written?

☒ Yes ☐ No

4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

Ms. Vanessa Hoenninger is the director of recruitment at the campus. She holds a bachelor's degree in Psychology from the University of the Incarnate Word in San Antonio, Texas and a master's degree in Education from Texas State University in San Marcos, Texas. Ms. Hoenninger has been with the institution since January 2012. She was promoted to director of recruitment on August 27, 2012. Prior to joining the institution she worked as a bilingual teacher and as a restaurant manager.

4.10 Describe the process for the recruitment of new students.

CL_Review021091

The central administration of ITT Technical Institute is responsible for implementing the marketing strategies for all the campuses in the system. Among the methods utilized to recruit prospective students are the following: internet, television and radio advertising, direct mail, representative-generated personally developed leads, and referrals. At the campus level, the recruitment of new students is concentrated in telephone communications and person-to-person orientations on-site. In addition, the campus has a community relations specialist who develops relationships with high school administrators, faculty, and other key influencers within the community to raise the awareness of the programs of study offered at this campus. Presentations are made at local high schools, job fairs, and other related events.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?

☒ Yes ☐ No

4.11 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

☒ Yes ☐ No

(b) Services.

☒ Yes ☐ No

(c) Tuition.

☒ Yes ☐ No

(d) Terms.

☒ Yes ☐ No

(e) Operating policies.

☒ Yes ☐ No

4.12 Does the institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

☐ Yes ☒ No

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

The campus provided evidence of appropriately completing the renewal application for the certification of all admission representatives at the Austin campus. The Texas Workforce Commission has not issued the current certification document for the 21 representatives of the Austin Campus.

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

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4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?

☒ Yes ☐ No

4.21 Is the standards of satisfactory academic progress policy published in the catalog?

☒ Yes ☐ No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy is published on pages 59-65 of the 2012-2013 catalog, volume 53.

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

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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. John Janisch is the dean of academic affairs at the campus and is responsible for the administration of satisfactory academic progress. He holds a bachelor's degree in Business Administration from Winoma State University in Winoma, Minnesota and a master's degree in Public Administration from Troy State University in Troy, Alabama. Mr. Janisch has been with the institution since 2004 were he was the chair of the School of Electronics and a faculty member at the Minnesota campus. On January 16, 2012 he was appointed to his current position in Austin, Texas. Prior to joining the institution he worked for 30 years with the United States Navy.

4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

☒ Yes ☐ No

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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:

The campus offers three scholarships which are published on pages 95-96 and in an addendum of the 2012-2013 catalog, Volume 53. The scholarship identified in the addendum, Second Change Incentive, was not mentioned in the self-study report provided to the team.

4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

☒ Yes ☐ No

4.40 Do the financial records of students clearly show the following?

(a) Charges.

☒ Yes ☐ No

(b) Dates for the posting of tuition.

☒ Yes ☐ No

(c)Fees.

☒ Yes ☐ No

(d) Other charges.

☒ Yes ☐ No

(e) Payments.

☒ Yes ☐ No

(f) Dates of payment.

☒ Yes ☐ No

(g) The balance after each transaction.

☒ Yes ☐ No

4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?

☒ Yes ☐ No

If yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?

☒ Yes ☐ No ☐ Not Applicable

4.42 Is the effective date listed on announcements of changes in tuition and fees?

☒ Yes ☐ No ☐ Not Applicable (institution has not changed tuition or fees)

4.43 Is the institution's refund policy published in the campus catalog?

☒ Yes ☐ No

4.44 Is the refund policy fair, equitable, and applicable to all students?

☒ Yes ☐ No

4.45 Is the campus following its stated refund policy?

☒ Yes ☐ No

4.46 Does the campus offer financial aid?

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☒ 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. Christopher Shannon McCool is the director of financial aid at the campus. He holds a bachelor's degree in Preaching and Evangelism from Central Bible College in Springfield, Missouri. Mr. McCool has been with the institution since April 2006 as a financial aid coordinator and in July 2010 he was promoted to his current position. Prior to joining the campus he worked with several financial services organizations in different professional roles.

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. McCool is a member of the Texas Association of Financial Aid Administrators (TAFAA). The campus provided evidence of workshops that Mr. McCool has participated in as well as the approval of all ITT mandatory e-courses taken during the period of 2009-2012. Mr. McCool also reads regulations of financial aid provided by several sources, such as the Student Financial Aid Handbook available online.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

☒ Yes ☐ No

4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?

☐ Yes ☒ No (Skip to Question 4.54.)

4.54 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The campus offers student orientation sessions for all new entries approximately three weeks prior to the start of classes. Representatives of all academic and administrative services participate actively and provide information to students. Tutoring services are provided to those students that request it. The campus does not currently employ a professional counselor; counseling is referred to outside professional services. The campus director, program chairs, and faculty members assist their student as requested in terms of academic guidance.

4.55 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

☒ Yes ☐ No ☐ Not Applicable

4. 56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:

(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.

4.57 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

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Ms. Amber Travis Ballinas is the director of career services at the campus. She holds a bachelor's degree in Business Management from The University of Texas at Austin and a master's degree in International Business from the University of Saint Thomas in Houston, Texas. Ms. Travis Ballinas began as an adjunct faculty member at this campus in April 2009 and then was promoted to serve as the chair of the School of Business in March 2010. She began her current position in September 2012. Prior to joining the campus she worked in sales, management and employment recruitment with ADECCO.

4.58 Does the institution offer employment assistance to all students?

☒ Yes ☐ No ☐ Not Applicable (institution enrolls only international students on a student visa)

4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?

☐ Yes ☒ No

4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?

☒ Yes ☐ No

4.61 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

☒ Yes ☐ No ☐ Not Applicable

4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?

☒ Yes ☐ No

4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

Student financial aid files reviewed evidenced that students are counseled prior to taking a loan and after completion of the program of study. Among the documents that students sign are the Federal Student Loan Entrance and Exit Counseling and the Federal Stafford Loan Test forms. Students agree to repay loans, notify the lender of changes regarding personal information, and read and understand the Master Promissory Note and information regarding the lender of guarantee.

4.64 Describe the extracurricular activities of the institution (if applicable).

The campus provided evidence that the following extracurricular activities are organized and offered to the student population: constitutional day, editable book festival, voter's registration, and student appreciation week and cookout. In addition, nine students are members of the National Technical Honor Society, the leading organization in the United States that recognizes outstanding student achievement in career and technical education.

GENERAL COMMENTS:

The team interviewed more than 100 students from the day and evening sessions. Students expressed their satisfaction with the academic and administrative services provided by 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. John Janisch, dean of academic affairs, is assigned to oversee the educational activities at the campus. As previously stated, Mr. Janisch holds a bachelor's degree in Business Administration from Winona State University and a master's degree in Public Administration from Troy State University. He has been employed with ITT Technical Institute since November 2004, holding the positions of adjunct faculty member and School of Electronics Technology chair before being appointed dean of academic affairs in January 2012.

5.03 Does this person have appropriate academic or experiential qualifications?

☒ Yes ☐ No

5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The institution allows for sufficient authority and oversight of the programs through specified processes in such areas as curriculum review, student success, and advising which also involves school chairs, faculty, and campus staff. Currently, the dean spends 42.5% of his time on administration, 37.5% on advising/counseling, and 20% on meetings.

5.05 Is the time devoted to the administration of the educational programs sufficient?

☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

☒ Yes ☐ No

5.07 Reviewed at AAC

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

☒ Yes ☐ No

5.09 Does the campus have any programs that carry specialized or programmatic accreditation?

☐ Yes ☒ No (Skip to question 5.10)

5.10 Are the educational programs consistent with the campus mission and the needs of its students?

☒ Yes ☐ No

5.11 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

☒ Yes ☐ No

5.12 What provisions are made for individual differences among students?

The institution provides tutoring for students through the learning resource center (LRC). Tutoring is available on a variety of subjects and available at various hours on an appointment basis. The tutoring schedule for each term is posted in the LRC.

5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.

The system in place to evaluate, revise, and make changes to the curriculum occurs through curriculum committees, advisory committees, a formal procedure, through faculty in-service breakout sessions, and through informal communication. Faculty may be chosen to serve on a National Curriculum Committee. Program advisory committee (PAC) meetings are held for the review and discussion of curriculum adjustments and changes. Faculty submission of curricula changes can be made either through a formal procedure to the central administration, an informal recommendation through the school chair, and/or through open discussions at quarterly faculty breakout sessions.

5.14 Does the faculty participate in this process?

☒ Yes ☐ No

5.15 Reviewed at AAC

5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

☒ Yes ☐ No ☐ NA (institution does not award such credit)

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

☒ Yes ☐ No

In one case of the five files reviewed, Mr. Daniel Goodman was awarded credit (CR) for achieving proficiency on the GE184T Problem Solving proficiency exam. However, this exam could not be located on the faculty portal. Exams for the remaining four files reviewed were located.

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

If No, insert the section number in parentheses and explain:

(Section 3-1-531(d): There is no evidence that the campus complies with applicable copyright laws in the use of instructional materials. The team could not confirm compliance with application licensing laws in relation to the following software packages: Pelles C Compiler and Omni Peek. According to the current campus software listing, Autodesk AutoCad 2012 and 3D Studio Max 2012 are imaged in the classrooms, yet a listing of software keys identify Autodesk AutoCad 2008 and 2010 and 3D Studio Max 2008 and 2010.

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)

If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

(Section 3-1-541): Not all transcripts from credentials earned outside the United States have been evaluated by a member of AICE or NACES. Transcripts from foreign institutions have not been evaluated for the following faculty members:

- Arijit Chandra, BSEE in Electrical Engineering, India Institute of Technology, Kharagpur, India;
- Khaled Kamel, Master of Mathematics, Waterloo University, Waterloo, Onatrio;
- Eugene Nikolaevski, MS Mathematics, Statistics, Physics, Rostov State University, Moscow, Russia;
- Divya Tuteja, bachelor's degree, Guru Gobind Singh Indraprastha University, Delhi.

NOTE: An evaluation request was submitted for Khaled Kamel on October 10, 2012 after a request was made by the visiting team.

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?

Evidence of quarterly in-service training is documented via agenda and sign-in sheets.

5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

☐ Yes ☒ No

If No for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:

(Section 3-1-543): There is not documented evidence of the implementation of faculty development plans. Faculty development plans have been developed for all faculty members, yet implementation and documentation are not on file to support activities completed on the plans. The following faculty members have identified activities that were not documented:

- Mr. Daniel Crisp, membership in the American Civil Liberties Union (April 30, 2012), attendance at the Geek Speak conference (August 30, 2012), and readings from The Atlantic (February 15, 2012).
- Ms. Regina Franklin - membership in AMS (September 30, 2012), readings from the White Paper Review IMA (July 1, 2012), and attendance at the Math Colloquium at UT (February 18, 2012).
- Mr. Nicholas Harris and Ms. Khaled Kamel - memberships in Instituted of Electrical and Electronic Engineers (IEEE).

5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

☒ Yes ☐ No

5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

☒ Yes ☐ No

5.28 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?

☒ Yes ☐ No

5.31 Reviewed at AAC

5.32 Reviewed at AAC

5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☒ Yes ☐ No

5.34 Reviewed at AAC

5.35 Reviewed at AAC

5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☒ Yes ☐ No

GENERAL COMMENTS:

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Faculty members seem to understand the process for curriculum evaluation and know the process they need to take to submit recommendations. Faculty do not understand what faculty governance means; yet, according to the description in the faculty handbook, they are included as part of the process. Overall, faculty members appeared pleased with the campus-level administration feeling that the director, dean, school chairs all have their best interest and the best interest of the students in mind.

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 institution is located approximately three miles from downtown Austin, Texas, and consists of 38,300 square feet. The facility contains eight laboratories, thirteen theory rooms, a student lounge/internet cafe, LRC, faculty work area, employee break room, and administrative offices. The campus is easy to navigate and laid out with a logical flow. Academic staff offices are located down the main hallway, allowing for easy accessibility by students. The parking lot is situated close to the building entrance and appears large enough to accommodate students parking needs.

6.02 Does the campus utilize any additional space locations?

☐ Yes ☒ No

6.03 Does the campus utilize learning sites?

☐ Yes ☒ No

6.04 Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?

☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?

(a) Equipment.

☒ Yes ☐ No

(b) Instructional tools.

☒ Yes ☐ No

(c) Machinery.

☒ Yes ☐ No

6.06 Is there evidence on file to show that all institutional facilities are in compliance with fire, safety, and sanitation regulations?

☒ Yes ☐ No ☐ Not Applicable

GENERAL COMMENTS:

The campus underwent a remodel from fall 2010 through spring 2011 resulting in an updated LRC space, a new student lounge/internet cafe, and projectors in all theory rooms and laboratories.

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

A catalog dated 2012-2013 Volume 53 with a publication date of September 26, 2012 was used during the evaluation visit.

7.02 Does the self-study accurately portray the campus?

☒ Yes ☐ No

7.03 Does the campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?

☒ Yes ☐ No

If No, insert the section number in parentheses and explain:

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The catalog is administered to students in an electronic version. If a hard copy is requested, the campus will print a copy for students.

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

☒ Yes ☐ No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

☒ Yes ☐ No

(c) The names and titles of the administrators.

☒ Yes ☐ No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

☒ Yes ☐ No

(e) A statement of accreditation

☒ Yes ☐ No ☐ Not Applicable (initial applicant)

(f) A mission statement.

☒ Yes ☐ No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

☒ Yes ☐ No

(h) An academic calendar.

☒ Yes ☐ No

(i) A full disclosure of the admission requirements.

☒ Yes ☐ No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

☒ Yes ☐ No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

☒ Yes ☐ No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

☒ Yes ☐ No

(m) A definition of the unit of credit.

☒ Yes ☐ No ☐ Not Applicable (The institution does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

☒ Yes ☐ No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

☒ Yes ☐ No

(p) The transfer of credit policy.

☒ Yes ☐ No

(q) A statement of the tuition, fees, and any other charges.

☒ Yes ☐ No

(r) A complete and accurate listing of all scholarships offered.

☒ Yes ☐ No ☐ Not Applicable (no scholarships offered)

(s) The refund policy.

☒ Yes ☐ No

(t) A statement describing the student services offered.

☒ Yes ☐ No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

☒ Yes ☐ No ☐ Not Applicable (initial applicants only)

The campus has one scholarship listed in the catalog that is found in an addendum placed in the body of the catalog that pre-dates the publication date of the catalog.

7.05 Does the institution offer degree programs?

☒ Yes ☐ No

If Yes, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

☒ Yes ☐ No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

☒ Yes ☐ No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

☒ Yes ☐ No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

☒ Yes ☐ No

7.06 Does the institution offer courses and/or programs via distance education?

☐ Yes ☒ No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

☐ Yes ☒ No (Skip to Question 7.08.)

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.)

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7.10 Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?

☒ Yes ☐ No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

☒ Yes ☐ No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus uses direct mail, print documents, their website, and television commercials to advertise. Many of the advertisements are specific to the programs offered at the campus.

Are the advertisements under acceptable headings?

☒ Yes ☐ No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

☒ Yes ☐ No (Skip to Question 7.14.)

If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?

☐ Yes ☒ No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students or for failure in job placement?

☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?

☒ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?

☒ Yes ☐ No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

☒ Yes ☐ No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

☒ Yes ☐ No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

☒ Yes ☐ No

8.05 Reviewed at AAC

8.06 Reviewed at AAC

8.07 Reviewed at AAC

8.08 Reviewed at AAC

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

Per the budget, to date $148.00 has been spent on library resources with an additional $675.00 allocated to be spent in November. A review of purchase orders revealed that an additional $1,500.00 has been spent toward the purchase of updated certification testing manuals, renewal of periodical subscriptions and updates of software manuals.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

CL_Review021104

☒ Yes ☐ No

8.11 Are the library hours adequate to accommodate the needs of all students?

☒ Yes ☐ No

8.12 Reviewed at AAC

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

☒ Yes ☐ No

8.14 Reviewed at AAC

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)

8.16 Reviewed at AAC

8.17 Reviewed at AAC

8.18 Reviewed at AAC

8.19 Reviewed at AAC

8.21 Reviewed at AAC

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

☒ Yes ☐ No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

☒ Yes ☐ No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

☒ Yes ☐ No

GENERAL COMMENTS:

The Virtual Library offers an extensive collection of subscription databases along with research guides for each subject area and general education courses. Students are pleased with the available resources from both the on-campus LRC and the Virtual Library.

9. PROGRAM EVALUATION

Bachelor's degree in Project Management

Bachelor's degree in Project Management and Administration

Bachelor's degree in Project Management and Administration (Construction Option)

Academic associate's degree in Business Management

Academic associate's degree in Accounting

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

CL_Review021105

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. John Janisch, the dean of academic affairs, serves as the current administrator of the Project Management and Business programs. As previously stated, he holds a bachelor's degree in Business Administration from Winoma State University and a master's degree in Public Administration from Troy State University. Mr. Janisch has been with the institution since 2004 were he was the chair of the School of Electronics and a faculty member at the Minnesota campus. On January 16, 2012 he was appointed to the current position in Austin, Texas. Prior to joining the institution he worked for 30 years with the United States Navy.

Mr. Janisch is assisted by Mr. Kenneth Cohen who was recently promoted to subject matter expert on September 17, 2012 and has been a part-time adjunct professor since being hired in June 2011. Mr. Cohen holds a master's degree in Business Administration from Baruch College and a bachelor's degree in Marketing from Pace University. He teaches three courses each term and is primarily responsible for teaching the Capstone Project course. Approximately 85% of his time is spent teaching and the remaining 15% on administrative duties. Mr. Cohen is retired and has many years of training and project management experience with Honeywell International, McGraw Hill, and American International Group.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☐ Yes ☒ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☒ Yes ☐ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

The academic associate's degree program in Accounting has a retention rate of 55.6% on the 2011 CAR. The program currently has only one student who should graduate after the current quarter. This program is being taught out.

9.07 List the community resources and how they are utilized to enrich the program(s).

Students have participated in field trips to Media Riders, Inc., APAC Texas, Inc., and H.E.B. Super Market. For the second year in a row the capstone project involved several meetings with the Boys and Girls Club of America. Guest speakers have included individuals from Time Warner Cable, McElroy Translation Services and Villas at Commanders Point.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☒ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No

(g) Topical outline of the course

☒ Yes ☐ No

(h) Instructional methods

☒ Yes ☐ No

(i) Assessment criteria

☒ Yes ☐ No

(j) Method of evaluating students

☒ Yes ☐ No

(k) Date the syllabus was last reviewed

☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

☐ Yes ☒ No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☐ Yes ☒ No

If No, insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Three calls were made for the academic associate's degree program in Accounting.

Two calls were made for the bachelor's degree program in Project Management.

How many calls to employers or graduates were successful?

Two calls were successful for the Accounting program.

Two calls were successful for the Project Management program.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All successful calls confirmed employment as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If *No,* insert the section number in parentheses and explain:

(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

CL_Review021108

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 Reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

CL_Review021109

9.48 Reviewed at AAC

GENERAL COMMENTS:

The recently appointed subject matter expert and the 3 part-time faculty members are sufficient to handle the 61 students in the five programs. The accounting program is being taught out so that the faculty can focus on the Business Management and Project Management programs. The team learned that the students appreciated the small class sizes and thought that most of the instructors were very experienced.

9. PROGRAM EVALUATION

Academic associate's degree in Paralegal

Academic associate's degree in Paralegal Studies

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Melanie Carstarphen, chair, School of Criminal Justice since June 2012, holds a juris doctorate degree from South Texas College of Law in Houston, Texas, and a bachelor's degree in English from Dallas Baptist College, Dallas, Texas. She has practiced law for 22 years, has taught for 9 years, and has served in administrative positions in proprietary schools for more than 4 years. She worked as a paralegal before attending law school and has been published in the "Texas Bar Journal".

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☐ Yes ☒ No

If No, insert the section number in parentheses and explain:

(Section 3-1-511): The amount of time devoted to the administration of the programs is not commensurate with the size and scope of the program. Ms. Melanie Carstarphen, program chair, is teaching four courses this term in addition to her duties as administrator of the programs. According to the instructors who were interviewed, the institution's policy is that program chairs do not teach more than two courses per term. Even though the combined enrollment of the programs is only 25 students, the administrative duties of the chair, as outlined in her job description, are complex and multi-faceted such that teaching four courses in addition to the administrative duties is an excessive job load.

9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 62%

☐ Yes ☒ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☒ Yes ☐ No

CL_Review021110

9.07 List the community resources and how they are utilized to enrich the program(s).

Students have taken field trips to a law library, the Texas Supreme Court, and the Texas Court of Criminal Appeals. All of the instructors in the program either currently work in law or law-related offices in the community or did so until recently. A program advisory committee (PAC) meets twice per year. Students have participated in activities for the local paralegal association. Although the campus does not offer externship opportunities, the program chair organized an "Adopt a Paralegal Night" as a way to match local employers with graduating students. Adopted students spent a day working in the office of the employer. Some students were adopted by multiple employers.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No

(f) Instructional materials and references

☒ Yes ☐ No

(g) Topical outline of the course

☒ Yes ☐ No

(h) Instructional methods

☒ Yes ☐ No

CL_Review021111

(i) Assessment criteria

☒ Yes ☐ No

(j) Method of evaluating students

☒ Yes ☐ No

(k) Date the syllabus was last reviewed

☒ Yes ☐ No

For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

☐ Yes ☒ No

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☐ Yes ☒ No

If No, insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of the syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☐ Yes ☐ No ☒ NA, (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:

(Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Although each syllabus contains an evaluation criteria table, none of the tables contain "homework" or "out-of-class work" categories.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:

CL_Review021112

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of the syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 Reviewed at AAC

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

Teaching loads are reasonable, with the exception of the teaching load of the program chair as discussed in question 9.05 above.

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

GENERAL COMMENTS:

The seven students who were interviewed expressed satisfaction with the programs. The team was impressed with the Adopt-A- Paralegal program instituted by the program chair and adopted by the instructors. Instructors who were interviewed stated that the campus administrators will "bend over backwards" to support and assist instructors.