Welcome to the Renewal of Accreditation Webinar
Overview of the Webinar
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
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<tbody>
<tr>
<td>9:00 - 10:30</td>
<td>Welcome and Intro Session</td>
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<tr>
<td>10:30 - 11:00</td>
<td>Break</td>
</tr>
<tr>
<td>11:00 - 12:30</td>
<td>The Standards of Accreditation</td>
</tr>
<tr>
<td>12:30 - 1:30</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>1:30 - 2:30</td>
<td>The Application and SER</td>
</tr>
<tr>
<td>2:30 - 3:00</td>
<td>Break</td>
</tr>
<tr>
<td>3:00 - 4:30</td>
<td>Onsite Evaluation and Response to the Report</td>
</tr>
</tbody>
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The Accreditation Webinar is designed to provide an opportunity for participants to develop an understanding of:

1. ACCSC’s Member Services which are designed to support institutions in the accreditation process.
2. The Standards of Accreditation as a set of best practices for vocational institutions;
3. The principle steps of the ACCSC accreditation process, including on-site evaluation activities;
4. The possible outcomes of a school’s application for accreditation (Commission Actions).
Renewal Timeline
Attend Accreditation Webinar

April 2, 2020

Upload a single PDF version of the Application for Renewal Accreditation, with all attachments, to College 360

• Mail $2,250 Processing Fee (+45 days):

May 18, 2020

After receipt of the Application Acceptance letter, upload the revised Application for Renewal Accreditation and Self-Evaluation Report

• Mail in the on-site evaluation fee (total amount identified in acceptance letter) (+6 months)

September 30, 2020
Dear [School Name],

Our records indicate that it is time for your school located in [City], [State], to begin the renewal of accreditation process with the Accrediting Commission of Career Schools and Colleges (ACCSC). This process begins with attendance at an Accreditation Renewal Workshop approximately one year prior to the school’s renewal date on [Renewal Date].

As indicated in correspondence on November 30, 2018, [School Name] is assigned to attend the Accreditation Renewal Workshop to be held July 23 - 26, 2019, in San Diego, California. Please review the attached information from ACCSC for further information, including:

- Accreditation Workshop requirements;
- Instructions for workshop registration;
- Instructions for travel arrangements; and;
- Deadlines for the submission of the Application for Renewal of Accreditation and Self-Evaluation Report.

Main and branch locations must each send their own representative(s) to the workshop. Please register for the workshop by clicking here or via the link in the attached information.

Please acknowledge receipt of this notice by replying to this message. Should you have any questions or need further information, please send an e-mail to events@accsc.org.

Sincerely,

ACCSC Accreditation Workshop Team

Workshop Assignment Letter
Foundational Thoughts
ACCSC Ensures Quality Education that Enhances Student Success in the Workforce
ACCSC-accredited institutions provide quality vocational education and training to over 150,000 students each year.
Demonstrating **successful student achievement** is a critical aspect of an institution’s success in the ACCSC-accreditation process.
The Accreditation Workshop provides an opportunity to collaborate to identify best practices that enhance the student educational experience.
Additional Resources
Module I
Preparing a Comprehensive Response for Commission Consideration

• Keys to a Successful Response
• Effective Response Models
• Answering How and Why Questions
• Documentation Strategies
Module II

Organizing an Effective Electronic Submission

• Converting Documents to PDF
• Compiling Exhibits into One Continuous PDF
• Creating Bookmarks and Hyperlinks
• Inserting Pages/Exhibits
Module III
Preparing for the On-site Evaluation
• Scheduling the On-site Evaluation
• Identifying On-Site Evaluation Team Members
• What to Expect During the On-site Evaluation
• Tips and Practical Advice
Module IV

The Graduation and Employment Chart

- How the Reporting Period is Calculated
- How to Enter Your Data
- Glossary of Terms
- Supporting Documentation
ACCSC Certified Accreditation Professional

Designed to help staff and faculty at ACCSC-accreditation institutions gain a higher level of understanding of accreditation compliance requirements.
A *four-part webinar* series

- **A Hard Look at Soft Skills: How to Implement Soft Skills Development**
- **Beyond Knowledge: Investigating Qualities Students Prefer in Faculty**
- **Support the Vision to Avoid the Division: Building Teamwork Among All Faculty and Staff**
- **The Many Hats of an Educator: Caring Beyond the Curriculum to Promote Student Success**
Maximizing Program Advisory Committees
Provides ideas on how to evaluate and reap the benefits of a Program Advisory Committee’s success
Faculty Improvement Planning and Implementation

- Provides guidance on how to analyze faculty improvement needs
- Designed to help institutions develop a faculty development program
Completing A Successful Degree Application

Defines and outlines the requirements for the addition of a degree program in accordance with the Standards of Accreditation.
Learning Resource Systems (LRS)

• Explains why your institution needs a comprehensive learning resource system

• Provides information designed to assist institutions to examine, establish, implement, integrate, and evaluate their LRS.
Institutional Assessment and Improvement Planning (IAIP)

Explains why your school needs an assessment and improvement process

• How to conduct each step in the process, and

• How to use the process to meet external demands and internal needs for continuous performance improvement.
Self-Evaluation Processes and Practices

• Explains why your school needs a self-evaluation process

• How to conduct each step in the process, and

• How to use the process to meet external demands and internal needs for continuous performance improvement.
New Student Orientation

• **ACCSC New Student Letter**

• **La Carta de ACCSC al Nuevo Estudiante**

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Dear New Student:

On behalf of the Accrediting Commission of Career Schools and Colleges (ACCSC), I am writing to congratulate you on your decision to advance your education at an ACCSC-accredited institution. I also want to take a moment to tell you what accreditation means and to explain the role that ACCSC-accreditation plays in supporting and enhancing the student educational experience.

The Value of Accreditation

Accreditors establish best practices, generally referred to as ‘standards,’ and then ask a school to show how that school is meeting (or exceeding) those standards. By attending an ACCSC-accredited institution, you should have confidence in knowing that you are attending a school that has undergone a rigorous accreditation process that has evaluated educational quality in the programs offered and that your school has shown that it is meeting ACCSC’s established standards.

Accreditation relies on experienced individuals – administrators, educators, and subject matter specialists – to review the quality of the education provided by your school. The accreditation process evaluates areas including the qualifications of administrators and faculty delivering the education; the relevance and adequacy of the curriculum, equipment, and learning materials; and the achievements of students in graduating from a program and subsequently obtaining employment in the field. A school that has successfully completed an accreditation review should have in place the instructional resources and student support services necessary to assist you in achieving your educational goals.

Here are some of the fundamental expectations that should be fulfilled at your accredited school:

- You should have received an enrollment agreement which includes information on tuition, class attendance, school policies, and refund policies.
- You should have been given an opportunity to review the school catalog, which includes information on admission requirements, program objectives, transfer-of-credit policies, school policies, student services, and the school’s refund policy.
- You should have faculty that have appropriate prior work experience in the field and are trained in instructional methods and teaching skills.
- You should expect that your school has a student services program that responds to individual student needs such as academic advising and graduate employment assistance.
- You should have ready access to instructional materials and equipment that are sufficiently comprehensive and reflect current occupational practice.
- You should expect that your school has designed and developed your program to include appropriate elements to achieve program objectives and competencies necessary for employment in the field for which training was provided.
Graduation Letters

• ACCSC Graduation Letter

• La Carta de ACCSC a los Graduandos
ACCSC Accreditation
Ensuring Quality Education that Enhances Student Success in the Workforce
Standards of Accreditation

• **Describes** the accreditation process (*Rules of Process and Procedure*)

• Sets forth the **base of essentials** (i.e., standards of best practices) against which an institution evaluates itself

• Each institution determines its own **educational objectives** (appropriate for postsecondary education)

• Each institution is evaluated based on how well it accomplishes its **announced objectives** in accordance with the Standards of Accreditation
The Standards of Accreditation ensure that each institution properly prepares students for employment in their chosen field.

ACCSC emphasizes educational quality by focusing on outcomes:

- Student Graduation Rates
- Rates of Graduate Employment
- Licensure / Certification Pass Rates

ACCSC assesses the effectiveness of an institution’s educational programs by evaluating the infrastructure that supports the delivery of programs.
Call for Comments / Accreditation Alerts

Call for Comment

- Opportunity to offer comments on proposed changes to the Standards of Accreditation

Accreditation Alert

- Notice regarding the final adoption and revisions to the Standards of Accreditation
- Provides interpretative guidance pertaining to the Commission's rules and standards.
March 21, 2019 Accreditation Alert
The school has a written emergency preparedness plan that is part of the school’s institutional assessment and improvement planning activities, is made available to all staff, faculty, and students, and includes the following elements:

i. Emergency scenario identification and concordant action plans
ii. Evacuation and lockdown procedures;
iii. Communication protocols for sharing information with appropriate parties during and following an incident;
iv. Orientation for students; and
v. Regular training for staff and faculty.
Section II, Substantive Standards
Program Requirements
Program Requirements

Program Design and Development
- Instructional Outlines
- Program Length
- Technical Occupationally Related Courses
- Applied General Education / General Education

Instructional Materials & Equipment
- Sufficiently Comprehensive
- Reflect Current Occupational Knowledge and Practice
- Sufficient Equipment and Learning Stations / Safety Devices
Program Advisory Committee Meeting

- Written minutes showing review and assessment of curriculum, equipment, facilities, program materials, and student achievement
- For Each Program (group of related programs),
- Twice Per year (one on-site) / At Least 3 Employers or Practitioners from the field in attendance

Learning Resource System

- Libraries; Texts; Electronic Resources; Library Consortia and Interlibrary Loan Agreements; Research Databases
- Managed by Qualified School Personnel
  > Baccalaureate = Master’s Degree
Program Requirements

Externships

• Bona fide occupational setting
• Written Training Plan
• Onsite Supervision

Consortium, Partnership or Contractual Arrangements

In all instances, the school must submit a copy of consortium, partnership, or contractual arrangement to the Commission
Independent Study
Offered within a credit hour program and must include comprehensive educational objectives

Transfer of Credit
• Decisions based on established (appropriate) criteria
• Transfer-of-credit policy published in school catalog
Non-Degree Programs
Generally expected to be comprised of at least 80% technical and occupationally related courses.

Degree Programs
- General Requirements (credit hours; course numbering)
- Associate Degrees (Occupational and Academic)
- Baccalaureate Degrees
- Master’s Degrees

Secondary Educational Objectives
- Continuing Education/Avocational Courses
- English as a Second Language (front loaded / integrated)
Monograph Series
Provides ideas on how to evaluate and reap the benefits of a Program Advisory Committee’s success
**Monograph Series**

This Monograph focuses on degree programs—defining and outlining the requirements for each degree type in accordance with the Standards of Accreditation.
Monograph Series

• The LRS Monograph explains why your institution needs a comprehensive learning resource system
  • Provides information designed to assist institutions to examine, establish, implement, integrate, and evaluate their LRS.
Section III, Substantive Standards

Educational Administration & Faculty Qualifications
Educational Administrative Experience

At least one on-site person at the school, usually a director of education, must have appropriate educational administration experience and competence necessary to lead and manage the school’s instructional program(s).

Prior Work Experience

The school must verify prior work experience and maintain documentation of academic credentials of all faculty members and administrators, as required, to demonstrate compliance with applicable Standards of Accreditation.
Faculty Qualifications

Non-Degree / Occupational Associates
3 years of related practical work experience in the subject area(s) taught

Applied General Education / Occupational Associates
Baccalaureate degree with appropriate coursework and preparation in the subject area(s) taught or 8 years related practical work experience and college-level coursework in the subject area(s) taught.
Faculty Qualifications

Applied General Education / Non-Degree

3 years prior relevant work experience or college-level coursework in the subject area(s) taught or an appropriate mix thereof that aligns with the curriculum content being taught.

Technical and Occupationally Related Courses in an Academic Associate or Baccalaureate Degree Program

4 years of related practical work experience in the subject area(s) taught and possess a related degree at least at the same level of the course the faculty member is teaching.
Faculty Qualifications

**General Education / Degree or Non-Degree**
A master’s degree with appropriate academic coursework and preparation in the subject area(s) taught

**Graduate Level Courses in a Master’s Degree**
50% must be taught by faculty members who possess a minimum of 4 years of related practical work experience and an earned doctorate degree or other terminal degree in a related field of study.
Though the school has a written plan regarding professional development of faculty, the school must document that faculty members engage in ongoing faculty professional development activities (Section III (A)(2), Substantive Standards, Standards of Accreditation). Specifically, based on documentation reviewed by the on-site evaluation team, no faculty members engaged in professional development in 2017 or 2018; and less than 30% of faculty have participated in professional development activities to date in 2019.
The school must provide documentation demonstrating that it verifies prior work experience of all faculty members and administrators (Section III (A)(4), Substantive Standards, Standards of Accreditation). Specifically, in reviewing faculty personnel files, the team noted that the school does not maintain documentation to demonstrate that it verifies faculty prior work experience.
Monograph Series
Provides ideas on how to evaluate and reap the benefits of a Program Advisory Committee’s success
Monograph Series
Provides guidance on how to analyze faculty improvement needs and will help institutions design and develop a faculty development program
A **four-part webinar** series

- A Hard Look at Soft Skills: How to Implement Soft Skills Development
- **Beyond Knowledge**: Investigating Qualities Students Prefer in Faculty
- **Support the Vision to Avoid the Division**: Building Teamwork Among All Faculty and Staff
- The Many Hats of an Educator: Caring Beyond the Curriculum to Promote Student Success
Section IV, Substantive Standards
Student Recruitment, Advertising, and Disclosures
Recruitment
• Describe the school to prospective students fully and accurately
• Permit prospective students to make informed enrollment decisions without undue pressure
• Recruitment is not simply “obtaining enrollments”
• Codes of Conduct

Advertising, Promotion, Statements, and Claims
• Truthful and accurate and avoid leaving any false, misleading, misrepresenting, or exaggerated impressions
• Education, and not employment, is being offered

Disclosures
• Catalog
• Enrollment Agreement
The school is unable to demonstrate that it has established and enforces an acceptable code of conduct for all school personnel whose primary responsibilities are to engage in recruiting and admissions functions prior to and during admission and matriculation.

Specifically, based on a file review, and as confirmed in conversations with school officials during the on-site evaluation, the school does not currently maintain a code of conduct in writing that includes, minimally, all elements set forth in Appendix IV, Substantive Standards, Standards of Accreditation, as required by Section IV (A)(4), Substantive Standards, Standards of Accreditation).
Recruitment and Admission Personnel
Code of Conduct

• Appendix IV
Advertising, Catalog, Enrollment Agreement

- Advertising of Accredited Status
- Catalog Checklist
- Enrollment Agreement Checklist

CATALOG CHECKLIST

This checklist must be cross-referenced to and accompanied by the school’s catalog.

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Catalog Checklist Item</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Title of the publication (e.g., “catalog”).</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Name and address of the school.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Date of publication (month/year).</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>School’s statement.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>A statement of the school’s history.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Description of the school’s general physical facilities and equipment.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Minimum number of students in typical classroom or laboratory seatings of sections.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Admission requirements for each program.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Transfer of credit policy to include the criteria and process for evaluating and accepting credit earned in other institutions.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Length of time to complete or minimum required for completion of each program.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>A brief description of each program offered by the school to include the title, instructional objectives, length and requirements, text, instructor, and the names and levels of occupations (e.g., entry-level) for which training is provided.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Policy relating to attendance.</td>
<td></td>
</tr>
</tbody>
</table>

As per Section 37 (the College Admissions Standards, Accreditation Standards), all Accredited catalogs must be designed, printed, and bound to convey an accurate and dignified impression of the school. The catalog’s illustrations, photos and narrative must pertain directly to the school and source of illustrations and photos must be clearly indicated.
Section V, Substantive Standards
Admission Policies and Practices
General Requirements

Prior to enrollment a school:

• Determines that an applicant meets the school’s admissions requirements;

• Secures documentation to demonstrate that each applicant meets all admission requirements;

• A school may not consider a student fully enrolled and may not allow a student to start classes without the requisite documentation.
International Students

• Admissions documentation for students from foreign countries is to be translated and certified to be at least equivalent to the credential required by the school in its admissions criteria (e.g., a U.S. high school diploma).

ESL Courses

• Students enrolled in ESL courses must meet all other admission requirements applicable to students enrolled in the school’s career or occupational programs, which may be established through testing in the student’s native language.
Non-Degree Programs

Determine ATB for students who do not possess a high school diploma or recognized equivalency certificate

Degree Programs - Undergraduate

Students admitted to associate or baccalaureate degree programs must have earned at least a high school diploma or recognized equivalency certificate prior to starting class.

Degree Programs – Graduate

• Student admitted to a master’s degree program must possess an earned baccalaureate degree from a recognized higher education institution
• For graduate level courses or master’s degree programs, standardized or national examinations may be required (e.g., GRE or GMAT).
The school must demonstrate that it secures documentation to demonstrate that each applicant meets all admission requirements prior to enrollment.

Specifically, the on-site evaluation team found that the school’s practice of allowing students to “conditionally” begin classes without having first secured documentation (e.g., copies of high school diploma/GED) that all admissions criteria have been met does not meet the requirements set forth in Section V (A)(4)(b) and Appendix V, Substantive Standards, Standards of Accreditation.
ACSCC STANDARDS OF ACCREDITATION

APPENDIX IV – RECRUITMENT AND ADMISSIONS PERSONNEL CODE OF CONDUCT

RECRUITMENT AND ADMISSIONS PERSONNEL CODE OF CONDUCT

This appendix sets forth the items that, in a minimum, are to be included in the Code of Conduct required by Section 261.105, Subchapter G, Standards of Accreditation. The school may choose the specific language to be used in its Code of Conduct so long as the language conforms to the spirit and intent of the items below. The school may also include other elements in the Code of Conduct as it deems appropriate. The Code of Conduct must be in writing and signed, respectively, by all school personnel whose primary duties include student recruitment and admissions functions.

1. Student recruitment, enrollment, and admissions duties will be conducted in an ethical and professional manner and is keeping with organizational policies and procedures as well as relevant accreditation requirements.

2. Student recruitment, enrollment, and admissions duties will be guided toward the enrollment of qualified applicants who are likely to complete and benefit from the training provided by the school and not guided toward enrollment students simply to obtain enrollment.

3. Student recruitment and admissions personnel will only provide truthful and accurate statements, descriptions, and explanations regarding the school and its personnel, training, facilities, equipment, services, and accredited status.

4. Student recruitment and admissions personnel will work to ensure that students are fully informed and able to make considered enrollment decisions without undue pressure.

5. Student recruitment and admissions personnel will only assist prospective students in the areas that fall within the scope of their position and will not assist prospective students in admissions testing or alter or falsify any enrollment documents or required test scores.

6. Student recruitment and admissions personnel will not make explicit or implicit promises of employment or exaggerated statements regarding employment or salary prospects to prospective students.

7. Student recruitment and admissions personnel will participate in relevant training provided by the school to enhance their duties as school representatives.

8. Student recruitment and admissions personnel will not assist prospective students in providing false or misleading information on any application.

9. Student recruitment and admissions personnel will not recruit prospective students in or near welfare offices, unemployment centers, homeless shelters, or other circumstances or settings where such persons cannot reasonably be expected to make informed and considered enrollment decisions.

10. Student recruitment and admissions personnel will not discriminate between schools or influence any student to leave another school by falsely informing another school that enrollment conduct, inability to perform contracts, or questionable credit rendering making other false representations, falsely disparaging the character, nature, quality, value, or scope of another school’s program of instruction or services, or demeaning another school’s students.

11. Student recruitment and admissions personnel acknowledge having received a copy of the ACSCC Standards of Accreditation and having read the sections pertaining to recruitment, advertising, and admissions.

July 1, 20XX

Appendix IV - Recruitment and Admissions Personnel Code of Conduct
Section VI, Substantive Standards

Student Services
Advising and Counseling

• Coordinated by individual with appropriate professional and educational qualifications
  • Counseling Services When Necessary
• Documentation of advising sessions
  • coping skills (e.g., life, career development, budget);
  • general development appropriate to higher education students;
  • student retention strategies suited to the school’s programs;
  • academic advising;
  • testing and tutoring services;
  • supervision and monitoring of
  • attendance records and leaves of absence; g
  • graduate employment assistance; and
  • Information concerning housing, transportation, and child care.
Student Records
• Permanent educational record for all currently enrolled students that consists of all admissions, academic, and financial records;
• Official transcript for all formerly enrolled students (Maintained Indefinitely);
• Student financial records related to financial aid, tuition and fee payments, and tuition refunds for a minimum of 5 years.

Graduate Employment Assistance Records
• Maintain verifiable records of each graduate’s initial employment for 5 years.

Student Complaints
• Maintain a complete record of all written student complaints for at least the last 5 years.
The school must demonstrate that it **remains attentive to student needs** (Section VI, (A)(1), Substantive Standards, Standards of Accreditation).

The results of student surveys conducted during the onsite evaluation showed that **70%** of the students surveyed did not feel good about their decision to attend the school and **75%** would not recommend the school to a friend.
New Student Orientation

• ACCSC New Student Letter

• La Carta de ACCSC al Nuevo Estudiante
Graduation Letters

- ACCSC Graduation Letter
- La Carta de ACCSC a los Graduandos
Section VII, Substantive Standards
Student Achievement Standards
## Established Benchmark Graduation Rates

<table>
<thead>
<tr>
<th>Program Length in Months</th>
<th>Average Rates of Graduation Demonstrates Acceptable Student Achievement</th>
<th>Standard Deviation</th>
<th>Established Benchmark Graduation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>92%</td>
<td>8%</td>
<td>84%</td>
</tr>
<tr>
<td>4-6</td>
<td>84%</td>
<td>11%</td>
<td>73%</td>
</tr>
<tr>
<td>7-9</td>
<td>72%</td>
<td>12%</td>
<td>60%</td>
</tr>
<tr>
<td>10-12</td>
<td>69%</td>
<td>14%</td>
<td>55%</td>
</tr>
<tr>
<td>13-15</td>
<td>64%</td>
<td>14%</td>
<td>50%</td>
</tr>
<tr>
<td>16-18</td>
<td>62%</td>
<td>15%</td>
<td>47%</td>
</tr>
<tr>
<td>19-23</td>
<td>61%</td>
<td>18%</td>
<td>43%</td>
</tr>
<tr>
<td>24+</td>
<td>53%</td>
<td>13%</td>
<td>40%</td>
</tr>
</tbody>
</table>

## Established Benchmark Employment Rate

<table>
<thead>
<tr>
<th>Program Length in Months</th>
<th>Average Rate of Employment Demonstrates Acceptable Student Achievement</th>
<th>Standard Deviation</th>
<th>Established Benchmark Employment Rate*</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Programs</td>
<td>78%</td>
<td>8%</td>
<td>70%</td>
</tr>
</tbody>
</table>

## Licensure/Certification Pass Rate Benchmark

<table>
<thead>
<tr>
<th>All Programs</th>
<th>Licensure/Certification Pass Rate Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Programs</td>
<td>70%</td>
</tr>
</tbody>
</table>
Distribution of Employment Rates
2005-2015

- 11 Years
- 32,273 Programs
- 78% Avg
- 70% Benchmark

How do your program offerings compare?
Our Goal is to be the best, minimally compliant, below average institution we can be.

Average Employment Rate: 78%
ACCSC Benchmark: 70%
ACCSC expects that schools conduct a **realistic assessment** of the **viability of program** offerings and identify the factors impacting student achievement.

ACCSC expects that schools will take **appropriate and responsible action** regarding any program offering that is not meeting expectations.

- At what rate are students **graduating**?
- At what rate are graduates **passing licensure exams**?
- At what rate are graduates **getting a job** in a training related field?
Module IV

The Graduation and Employment Chart

• How the Reporting Period is Calculated
• How to Enter Your Data
• Glossary of Terms
• Supporting Documentation
• Guidelines for Employment Classification

• Guidelines for Independent Third Party Verification

• School and Student Characteristics & Student Achievement
ACCSC Accreditation
Ensuring Quality Education that Enhances Student Success in the Workforce
Attend Accreditation Webinar

April 2, 2020

Upload a single PDF version of the Application for Renewal Accreditation, with all attachments, to College 360
- Mail $2,250 Processing Fee (+45 days):

May 18, 2020

After receipt of the Application Acceptance letter, upload the revised Application for Renewal Accreditation and Self-Evaluation Report
- Mail in the on-site evaluation fee (total amount identified in acceptance letter) (+6 months)

September 30, 2020
Dear <School's Name>

Our records indicate that it is time for your School located in <City>, <State>, to begin the renewal of accreditation process with the Accrediting Commission of Career Schools and Colleges (ACCSC). This process begins with attendance at an Accreditation Renewal Workshop approximately 1 year prior to the school’s renewal date on <Renewal Date>.

As indicated in correspondence on November 30, 2018, your School (School Number) is assigned to attend the Accreditation Renewal Workshop to be held July 25 - 26, 2019, in San Diego, California. Please review the attached information from ACCSC for further information, including:

- Accreditation Workshop requirements;
- Instructions for workshop registration;
- Instructions for travel arrangements; and;
- Deadlines for the submission of the Application for Renewal of Accreditation and Self-Evaluation Report.

Main and branch locations must each send their own representative(s) to the workshop. Please register for the workshop by clicking here or via the link in the attached information.

Please acknowledge receipt of this notice by replying to this message. Should you have any questions or need further information, please send an e-mail to events@accsc.org.

Sincerely,

ACCSC Accreditation Workshop Team
• The accreditation process is the cornerstone of ACCSC’s ability to continually ensure the high quality of education in accredited member institutions.

• The accreditation process provides an opportunity for an institution to conduct a comprehensive review of all academic and ancillary activities and resources that support an institution’s mission and educational objectives.

• While ACCSC employs its own fact-finding methods to determine an institution’s compliance with accrediting standards, the burden rests with the institution to establish that it is meeting ACCSC’s standards.
Accreditation Process

To ensure consistency in institutional operations

To evaluate each institution’s compliance with accrediting standards

To provide for public accountability
Other Deadlines
Instructions for the Preparation and Submission of Financial Statements

Must be submitted no later than 6 months following the end of the school’s fiscal-year:

• December 31, 2019 Year-End – Due No Later than June 30, 2020
• June 30, 2020 Year-End - Due No later than December 31, 2020

• Accrual basis of accounting (not cash basis);
• Comparative format
• Audited
Calculated by the institution via the **ACCSC Sustaining Fee Calculation Sheet**

- Due each year with the submission of the school’s fiscal year-end financial statements
Disclosures and Material Events
Has any **owner or manager** been directly or indirectly employed or affiliated with any school which has **lost or been denied accreditation** by any accrediting agency during that individual’s period of employment or affiliation?

Has any **owner or manager** been directly or indirectly employed or affiliated with any school which has **closed or entered into bankruptcy** during that individual’s period of employment or affiliation?

Is any **action pending** (e.g. court action, audit, inquiry, review, administrative action), or **has action been taken, by any court** or administrative body (e.g. federal or state court, grand jury, special investigator, U.S. Department of Education, or any state agency), as to any **owner or manager**, or any school with which an owner or manager has been directly or indirectly employed or affiliated, in a civil or criminal forum or proceeding that is not otherwise disclosed in this application?
Material Events

Each school must notify ACCSC of any material event or circumstance that could affect the school’s operations, policies, staff, curricula, reputation, approval status or authority to operate as a legal entity, or financial status.

Such notification must be in writing, made *within 10 calendar days* of the event’s occurrence.

- Or Late fee of $750 applies

**Examples**

- Filings of petitions for bankruptcy or reorganization;
- Destruction of the school or a significant part of its facilities;
- Any limitation, sanction (e.g., probationary status), suspension, or revocation of a school’s license or right to operate;
- Cessation of teaching;
- Any grant of accreditation by another accrediting agency or Show Cause Order, imposition of probationary status, or denial or withdrawal of accreditation by another accrediting agency;
Best Practice: Consistency
Best Practices

Consistency in Documentation to Demonstrate that Policies and Procedures are being followed is Critical to Success in the Accreditation Process.

Every Student Enrolled

- Refund Policies
- Student Services / Advising & Counseling
- Grades and Attendance
- Admissions

Every. Student. Enrolled.
ACCSC will also evaluate the **consistent documentation** of the implementation of a school’s policies and procedures throughout the most recent term of accreditation:

- **Strategic Planning (IAIP)**
- **Professional Development of Management**
- **Faculty Development**
Best Practices

Ensure the **consistent disclosure** of programs, program names, program length, clock hours, credit hours as reported on:

- Application and SER
- State License
- Advertising / Catalog / Enrollment Agreement
Application for Renewal of Accreditation: Application Attachments
Application for Renewal of Accreditation: Application Attachments

1. Application Processing Fee - $2,250
2. Workshop Certificate
3. Ownership of School (10% or More)
4. Certification Statement: Third Party Verification
5. OPEID # / 3 Years of Cohort Default Rates (campus specific)
6. Corporate Affiliations with Other Schools
7. Copy of All Current State Licenses
8. State Program Approvals (clock / credit hour)
9. Other Accreditations (Notices)
10. Programmatic or Other Regulatory Approval Required for Employment
11. State Authorization for Distance Education Programs
Application for Renewal of Accreditation: Application Attachments

12. Consortium Agreements
13. ACCSC Program Chart
14. ACCSC Clock Hour / Credit Hour Forms
15. Discontinued Programs (Since Last Accreditation) with Notices to ACCSC.
16. Organizational Chart (all employees)
17. Listing by Program of Faculty
Application for Renewal of Accreditation: Application Attachments

18. List of Program Advisory Committee members for Each Program

19. Documentation that physical facilities meet fire, safety and sanitation standards

20. Certificate of Insurance

21. URL of Website; Current Advertisements
Application for Renewal of Accreditation: Application Attachments

22. PDF of cross-referenced Catalog

23. PDF of cross-referenced Enrollment Agreement
Homework Assignment
Go to www.accsc.org
Click on Directory
Search for your School

Review Institutional Contact Information
• If contact information needs to be updated, go to the ACCSC Annual Report Portal and make change
  • Can make changes to contact at any time throughout the year.
  • Each school is provided with three fields to enter official contacts (receive updates from ACCSC)

Review Program Information (name, clock hours, credit hours)
• The program listed on the directory are pulled directly from the ACCSC program database.
• If this information is not correct, contact ACCSC to explore issue.
The Self-Evaluation Report
The Self-Evaluation Report

Assessment of the Complete School
The self-evaluation process should involve the entire school.

Improvements due to internal efforts
Improvements within a school should be due primarily to its internal efforts rather than an on-site evaluation by an outside team.

Significant and on-going process
A permanent part of the institution’s operation.
The Self-Evaluation Report is comprised of an introduction, nine sections, and three appendices.

The sections parallel the *Standards of Accreditation*.

The three appendices describe additional information the school will need to prepare for the on-site evaluation.
The Self-Evaluation Report

- Does the SER response answer the question being asked?
- Is the SER complete and clear?
- Is the SER realistic to reflect day-to-day operations?
- Is necessary documentation available to support the SER?
The Self-Evaluation Report

Section I (F) (3)

• Explain the requirements for fire, safety, and sanitation for all facilities owned or controlled for administrative, instructional, and housing purposes.

• Provide documentation from the appropriate regulatory authorities, demonstrating current compliance with the stated requirements.
The Self-Evaluation Report

Section II (A)(5)(a)

Describe how school personnel train and orient the on-site supervisor at the externship site on the externship processes and criteria.

Also, describe how this ensures appropriate and fair measurement of demonstrated competency and skill attainment.
What is the average tenure (expressed in years) of the current faculty members?

What impact has this level of tenure had on educational delivery?
Appendices
• The on-site evaluation team includes an Occupation Specialist for each program, or groups of related programs, offered by the school.

• A complete Appendix A for each distinct program or group of closely related programs offered at the school is required.
  • The Application Acceptance letter will provide specific requirements for the submission of Appendix A.

• Appendix A includes information relevant for the Occupation Specialist review.
Visit Preparation

• Set aside a separate secure room for the Commission team.

• Have students in regular attendance avoiding scheduled breaks, special exams, and field trips.

• Have as many instructional and administrative staff present as possible.

• Have driving directions and parking information available for the team prior to arrival.
Visit Materials

31 Numbered Items (Ready for Team upon Arrival)
- Catalog
- Enrollment Agreement
- Organization Chart
- Faculty Listing
- Class Schedules

Other Materials (Ready Access is Required)
- Student Files
- Faculty Files
- Staff Files
- Current Budget
ACCSC on-site evaluation teams are required to include 1 OS to review each training program or group of related training programs.
• No more than 2 programs per OS

Appendix C requires schools to submit an O.S. Contact Sheet for 3 to 5 candidates per program (or group of related programs)

<table>
<thead>
<tr>
<th>TRAINING PROGRAM NAME</th>
<th>NAME OF OCCUPATION SPECIALIST CANDIDATE</th>
<th>TITLE OF OCCUPATION SPECIALIST CANDIDATE</th>
<th>TYPE AND YEARS OF EXPERIENCE IN THE FIELD</th>
<th>EMPLOYER OF OCCUPATION SPECIALIST CANDIDATE</th>
<th>PHONE NUMBER OF OCCUPATION SPECIALIST CANDIDATE</th>
<th>E-MAIL ADDRESS OF OCCUPATION SPECIALIST CANDIDATE</th>
<th>DATE SCHOOL CONTACTED PROPOSED CANDIDATE</th>
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</table>
Appendix C: Occupation Specialist (OS) Information Package

• Must be a current working professional with 5 years of hands-on experience in the field in which the school offers a training program

• Must hold the necessary required credential(s)/certification/license to represent the industry

  • The OS cannot be a current or former student or employee of the school;
  • The OS cannot be affiliated with the school and has no conflict of interest with the school (i.e., PAC)
Graduation and Employment Chart
A Graduation and Employment Chart is required for each program offered.

- **Cohort Reporting** - Individual Students By Program By Start Date

A separate Graduation and Employment Chart will be required for F/T and P/T program.

- Reporting periods will differ among individual programs with different program lengths given the impact of SAP.
“Graduates - Unavailable for Employment” removes from the employment rate calculation graduates who fall into one of the following categories:

- Death
- Incarceration
- Active military service deployment
- The onset of a medical condition that prevents employment, or
- international students*
For the purpose of the G / E Chart, **International Students** are defined as being enrolled on the basis of a student or work visa and are ineligible for sustainable employment in the United States.

If international students as defined here represent a majority (more than 50%) of the Total Starts for the program (Line 5), then the school may not use the “international student” exclusion.
Guidelines for Employment Classification
Justification

- justify the classification of each graduate as employed in a training related field
  - maintain verifiable employment records

P & P

- adhere to policies or protocols in regard to employment guidelines
  - reasonable time period,
  - sustainability,
  - relatedness, etc.
The employment:

- is for a **reasonable period** of time
- is based on **program objectives**
- is **directly related** to the program from which the individual graduated
- can be considered **sustainable**, and
- is a **paid position**.
Guidelines for Employment Classification

Regular Employment

Documentation verifying employment and that employment is related to program of study

Aligns with a majority of the educational and training objectives

Diligent Efforts w/o Success
Guidelines for Employment Classification

Self-Employment

Written Documentation (Statement) from Graduate

Attestations: Aligned with Employment Goals; Vocational; Related to Training; Making Training Related Income; Licensed

Graduate Name, Contact Info.
Guidelines for Employment Classification

Career Advancement

Students that are already employed at time of graduation

Written Doc
Maintain Employment

Written Doc
Eligible for Advancement
• Independent Third-Party Employment Data Verification
The school must engage an independent third-party to verify the employment data in the Graduation and Employment ("G&E") Chart(s) submitted in the most recently submitted Annual Report at the time of the due date of the SER as follows:

The independent third-party must select minimally a 50% sample of employed graduates from each program offered as reported via Graduation and Employment Charts and must report the results from that sample.

- Once the 50% sample has been selected by the independent third-party, for the purposes of this application, the independent third-party may not alter the sample in an effort to get better results.

<table>
<thead>
<tr>
<th>Webinar</th>
<th>Application</th>
<th>SER</th>
<th>Annual Report to be Third Party Verified</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2020</td>
<td>May 18, 2020</td>
<td>September 30, 2020</td>
<td>2019</td>
</tr>
</tbody>
</table>
Independent Third-Party Employment Data Verification

Is the data **reliable?**

Does the school maintain **verifiable** documentation?

Can the school provide **justification** for the graduate’s employment?
Independent Third-Party Employment Data Verification

How Often?
• Every Year (by ACCSC)

How Many?
• 10% of ACCSC-Accredited Schools
Independent Third-Party Employment Data Verification

How Often?

• Once Every Renewal Cycle
• (1-6 Years)

How Many?

• 50% Sample of all Programs
Independent Third-Party Employment Data Verification

- Independent from the School
- Verbally from Employer and Graduate
- In Writing from either Employer or Graduate
- Results to On-Site Evaluation Team / ACCSC
a. The **total number of students** in the sample; and

b. The **number of students** in each of the categories below and the **percentage** in each category listed.
The school must provide the following chart with aggregate institutional results across all programs:

### Independent Third Party Initial Employment Verification
**Reported Institutional Rates**

<table>
<thead>
<tr>
<th>Annual Report Year</th>
<th>Name of Company</th>
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</table>

<table>
<thead>
<tr>
<th>Total number of students sampled</th>
<th>Total number of available students to sample*</th>
<th>Sample size percentage</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Verified as Correct</th>
<th>Verified but Different</th>
<th>Unable to Verify</th>
<th>Verified as Not Correct</th>
</tr>
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<tbody>
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</table>

* Students classified as Graduates - Employed in Field across all programs for Annual Report year

### Placements Verified by a Different Independent Third-Party*

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Number of Graduates Verified</th>
</tr>
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</tbody>
</table>

* Graduates that were unable to be verified by the school's chosen vendor but were verified by a different third-party company like “The Work Number.”
Verified as Correct

Same Employer
as listed in school record

Exact Match

Start Date
within 45 days of verified start date

Obvious Match

Confirmed Match
Different Title but Responsibilities Substantively the Same

Verified as Correct
A completed employment record for a graduate from the Automotive Technology program indicates the graduate as being employed in field as a **Mechanic**.

- **Exact Match**: Mechanic
- **Obvious Match**: Auto-Mechanic
- **Confirmed Match**: Technician II
  - Confirmed by Employer or Graduate as substantively similar
  - Job Responsibilities
    - Engines, Tires, Inspections,
Verified but Different

Start Date is MORE THAN 45 Days Different

Verified but Different

Substantively Different Job Title

Not an Obvious Match or Confirmed Match
Unable to Verify

Unable to obtain verification of the school's employment record

From either the Employer

Or the Graduate

Work Number
Verified as Not Correct

- Graduate Record **Not Found** in Employer's Records
  - Different Employer
  - Position is unpaid / intern
  - Grad denies working in position
  - Other Discrepancies

Verified as Not Correct
Additional Resources
FAQ (Frequently Asked Questions)
Provides additional guidance on the Independent Third-Party Employment Verification requirements.

- Which Annual Report will my school need to have verified by the independent third-party as part of my application for accreditation and submission of my Self Evaluation Report?
- What does my school need to have ready for the on-site evaluation team?

Guidelines for Independent Third-Party Employment Verification
Provides the framework to ensure that the institution’s records can be relied upon in making decisions about a school’s compliance with the Commission’s student achievement standards.
Appendix VII

ACCSC-accredited schools must be able to justify the classification of each graduate as employed in a training related field and maintain verifiable employment records using these guidelines.
On-Site Evaluators
Team Leader/Management Specialist

Responsible for the completion of the on-site evaluation in accordance with the Commission’s process and procedures and ensures that each team member performs the assigned functions.

Ensures that accredited schools have the capability to meet and exceed accrediting standards on an ongoing basis:

- Management and Administrative Capacity
- Qualifications of Management and Administrative Personnel
- Institutional Assessment and Improvement Planning
- Physical Facilities
Evaluates the educational administration that supports the program(s) offered, including faculty qualifications and professional development.

Evaluates the various program elements that enable a school to meet its objectives:

- Program Length
- Course Outlines
- Learning Objectives
- Instructional Materials and Equipment
- Availability, Accessibility and Integration of Learning Resource Materials; and
- Processes that prepare students for employment
An ACCSC staff member will accompany the team during all on-site evaluations in order to:

- Ensure consistency
- Provide technical assistance and interpretive guidance on accreditation standards and rules
- Serve as the liaison between the on-site evaluation team and the Commission
Occupation Specialist

Evaluates whether instructional materials are sufficiently comprehensive and reflect current occupational knowledge and practice.

- **Instructional equipment** is similar to that found in **common occupational practice**.

- **Sufficient** equipment and learning stations are provided to allow each student **adequate** scheduled time for practice.

- All machinery and equipment is **properly maintained** and provided with proper safety devices, which are used whenever the machinery and equipment is operated.
Distance Education Specialist

Evaluates the programs or courses of study taught using distance education methodologies, ensuring that appropriate facilities, equipment, technology, and other resources and infrastructure associated with distance education are available to support students in such areas as:

- Admissions
- Student progress
- Student achievement
State Licensing Agency
A person with direct interest in the licensure or accreditation of ACCSC-accredited schools is invited to accompany an on-site evaluation team as an observer.

ACCSC Observers
ACCSC Commissioners, staff, and team members will be permitted to accompany an on-site evaluation team as an observer for training purposes.
The On-Site Evaluation
Scheduling the Onsite Evaluation

- Regular School Day
- Key School Personnel
- Clearing the Team
- Changes may incur additional cost
- Unusual Circumstances

1–3 months following SER Due Date
The on-site evaluation provides an opportunity for discussion among the evaluator(s) and school officials, faculty, staff, and students.

The function of the evaluators is to evaluate and to verify:

- the information submitted by the school,
- the school’s success in meeting announced objectives and demonstrating successful student achievement, and
- school’s on-going compliance with the Standards of Accreditation.
The school will be evaluated according to all available information, including:

- **Documentation** included in the school’s Application and SER;

- **Information** provided by the school to demonstrate compliance with accreditation standards;

- **Interviews** and **surveys** of the administration, instructors, other school employees, students, graduates, and employers of graduates;
The On-Site Evaluation

• **Observations** of classes, management, and administration of the school; and

• **Documentation** of the student achievement data reported to the Commission
Visit Preparation

• Set aside a separate secure room for the Commission team.

• Have students in regular attendance avoiding scheduled breaks, special exams, and field trips.

• Have as many instructional and administrative staff present as possible.

• Have driving directions and parking information available for the team prior to arrival.
Appendix B: Preparing for the Renewal of Accreditation Onsite Evaluation

Visit Materials

31 Numbered Items (Ready for Team upon Arrival)
- Catalog
- Enrollment Agreement
- Organization Chart
- Faculty Listing
- Class Schedules

Other Materials (Ready Access is Required)
- Student Files
- Faculty Files
- Staff Files
- Current Budget
The On-Site Evaluation

The Evaluation Begins!

- Curricula, Equipment, and Facilities
- Survey Students
- Observe Classes
- Interview Staff and Faculty
- File Review

Students Observe Classes
Interview Staff and Faculty
File Review
Survey Students
Curricula, Equipment, and Facilities
At the conclusion of an on-site evaluation, the team will convene with the school’s director, manager, and any other staff the school’s director wishes to have present, where the team will present its preliminary findings in relation to the school’s compliance with accreditation standards.

The On-Site Evaluation Report serves as the factual report and summary of the on-site evaluation team’s findings as to the school’s compliance with accrediting standards.
Findings by Topic:
2018/2019
244 Total Team Findings in 70 On-Site Evaluation Reports

February 2019 Commission Meeting
Total Team Findings in 49 On-Site Evaluation Reports (2.4 per)

August 2019  Commission Meeting
163 Total Team Findings in 49 On-Site Evaluation Reports (3.33 per)

November 2019 Commission Meeting
Best Practices
Best Practices: Pre-Visit

Use Appendix B as a Guide

Internal File Review

Electronic Material

Get Organized!
Best Practices: Pre-Visit

Prepare Your Team

- Key Faculty and Staff
- Ready Access
- Standards of Accreditation
- Application and SER

- Staff Involvement
- Implementation Policies and Procedures
- Appendix B
- Documentation
Best Practices: Ready Access to Files

- Admissions
- Enrollment Agreement
- Transcripts
- Grades
- Attendance
- Refunds

File Review
Best Practices: Student Achievement

- Students
- Graduates
- Independent 3rd Party Verification
- Documentation
- Guidelines for Employment
- Graduation and Employment Charts
Additional Resources
Module III
Preparing for the On-site Evaluation
• Scheduling the On-site Evaluation
• Identifying On-Site Evaluation Team Members
• What to Expect During the On-site Evaluation
• Tips and Practical Advice
Module IV

The Graduation and Employment Chart

• How the Reporting Period is Calculated
• How to Enter Your Data
• Glossary of Terms
• Supporting Documentation
Best Practices: Responding to the On-site Evaluation Report
• The difference between a full grant of accreditation and deferral or short cycle grant of accreditation is the **clarity**, **precision**, and **comprehensive nature** of the school’s response to a finding

• When there is a finding in the On-Site Evaluation Report, an institution’s response must demonstrate, with supporting documentation, how its policies, procedures, and related operations **demonstrate compliance** with accrediting standards
Best Practices: Responding to the On-site Evaluation Report

• Include an **introductory and narrative** summary of the school’s response.

• Give a **serious, thorough description** of the school’s compliance efforts.

• Explain how the **documentation** demonstrates the school’s compliance with accrediting standards
When responding to a compliance finding, a school should **always provide documentation** that shows consistency in the school’s compliance initiatives.

The school should avoid just submitting an example of one completed form, but rather, **submit documentation that demonstrates systematic compliance** over a period of time identified by the school.
Best Practices: Responding to the On-site Evaluation Report

• Don’t simply respond with a “will do” response that promises future action; answer with a “have done” response that demonstrates compliance.

• Don’t just provide exhibits with no narrative to explain what the exhibits are intended to demonstrate.

• Don’t simply provide copies of newly created blank forms. Blank forms do not show implementation of the form.
Best Practices: Responding to the On-site Evaluation Report

• **Explain the circumstances** that impacted the school’s ability to demonstrate compliance with a specific accrediting standard

• Demonstrate to the Commission that the school has taken corrective action and include documentation available to support that position

• Identify the school’s plan to ensure that this area of non-compliance will not be a repeat finding going forward through the school’s term of accreditation
Best Practices: Practical Examples
Example: Section IV (A)(4), Substantive Standards, Standards of Accreditation

The school is unable to demonstrate that it has established and enforces an acceptable code of conduct for all school personnel whose primary responsibilities are to engage in recruiting and admissions functions prior to and during admission and matriculation.

Specifically, based on a file review, and as confirmed in conversations with school officials during the on-site evaluation, the school does not currently maintain a code of conduct in writing that includes, minimally, all elements set forth in Appendix IV, Substantive Standards, Standards of Accreditation, as required by Section IV (A)(4), Substantive Standards, Standards of Accreditation).
Best Practices: Practical Examples

Response A
Attached is a BLANK copy of the school’s newly established Code of Conduct that includes all elements required by ACCSC.

Questions that remain:

• How many staff have the responsibility to engage in recruiting and admissions functions prior to and during admission and matriculation, thus requiring a signed code of conduct?

• This is just a blank form. Is it being used?

• What is the school's policy for maintaining signed codes of conduct?
Response B

Attached are 3 signed Codes of Conduct.

Questions that remain unanswered:

- How many staff have the responsibility to engage in recruiting and admissions functions prior to and during admission and matriculation, thus requiring a signed code of conduct?

- Do we have signed codes of conduct for ALL staff that engage in recruiting and admissions functions?

- What is the school’s policy for maintaining signed codes of conduct?
Response C

Since the on-site evaluation, the school created a Code of Conduct that includes all of the required elements.

- See Exhibit A for a Copy of the Code of Conduct.

On DATE, the school facilitated a all-staff meeting to review ACCSC’s recruitment standards and to distribute the Code of Conduct to all staff that are involved in the recruitment process.

- See Exhibit B for a Copy of the Meeting Minutes from the All Staff Meeting
- See Exhibit C for a Roster of All Staff that are involved in the recruitment process
- See Exhibit D for copies of signed Codes of Conduct for all staff captured under Exhibit C.
- See Exhibit E for a Copy of the New Policy on Employee Orientation/Codes of Conduct
Example: Section II (A)(6), Substantive Standards, Standards of Accreditation

Finding

The school did not have two (2) Program Advisory Committee meetings in 2018 as required by Section II (A)(6), Substantive Standards, Standards of Accreditation. Specifically, based on a review of the minutes from the school’s PAC meetings in 2018, and as confirmed via conversations with the school’s staff, the school only hosted one meeting for the Culinary PAC in 2018.
Since the on-site evaluation, the school:

• Established a new internal policy regarding scheduling Program Advisory Committees
  • See Exhibit A for a copy of this policy

• Created and filled a new administrative position that is responsible for the coordination of all PAC meetings on a go-forward basis
  • See Exhibit B for a position description and Staff Personnel Report
Since 2018, the school hosted (3) three Program Advisory Committee meetings for the Culinary program on January 4, 2019, July 5, 2019 and January 3, 2020, respectively. Attached are copies of the minutes from those meetings which include a description of each member in attendance (i.e., titles and affiliations) the date, time, and location of the meeting; comprehensive and clear description of the review of and commentary made by the PAC members on all areas outlined in Section II (A)(6), Substantive Standards

- **See Exhibit D** for copies of meeting minutes.

- **See Exhibit E** for tentative agenda for the next Culinary PAC meeting scheduled for December 7, 2020
Module I
Preparing a Comprehensive Response for Commission Consideration

• Keys to a Successful Response
• Effective Response Models
• Answering How and Why Questions
• Documentation Strategies
Module II

Organizing an Effective Electronic Submission

- Converting Documents to PDF
- Compiling Exhibits into One Continuous PDF
- Creating Bookmarks and Hyperlinks
- Inserting Pages/Exhibits
Commission Actions
3 Years Initial

5 Years for Renewal

5 Years for Institutions Accredited by another Accrediting Agency

6 Years for Institutions Recognized as an ACCSC School of Excellence
Stipulations are generally those items that can be corrected with documentation within a relatively short period of time.

- Copy of revised catalog
- Copy of revised advertisement
- Documentation to show implementation of a compliance initiative.

All stipulations must be met before a Commission decision to grant initial or renewal of accreditation becomes effective.
The Commission grants accreditation to a school but requires the submission of an **Interim Report** in order to demonstrate compliance with accrediting standards.

- Outcomes Reporting: Reported Rates of Student Achievement
- Refund Reporting
- Management Retention Reporting
- Program Advisory Committee Reporting
Additional information is required from the school to demonstrate compliance. Generally, in reaching a decision to defer action, the Commission will consider:

• The extent to which the school can make significant progress towards demonstrating compliance within a short period of time;

• Whether there is insufficient information about the school; and

• Whether the necessary information for the Commission to render a decision is lacking.
In cases where the Commission has reason to believe that a school is not in compliance with accreditation standards and other requirements, the Commission may at its discretion, place the school on **Warning**.

- A school that receives a **Warning** will be required to demonstrate corrective action and compliance with accrediting standards.
- No substantive changes while the school is under a **Warning**.
- Commission has the discretion to direct the school to notify students of **Warning** status.
As part of the **Probation**, the Commission may, at its discretion, direct the school to **show cause** as to why the school’s accreditation should not be withdrawn.

- The Commission will not consider substantive changes, a change of location/relocation, or additions to a school or its separate facilities while the school is on **Probation**.

- The **Probation** Letter is made public in accordance with Section X, Rules of Process and Procedure, Standards of Accreditation.

- A school subject to a **Probation** must inform current and prospective students in writing that the school has been placed on **Probation**
Denial/ Withdrawal of Accreditation

The Commission may, at its discretion, deny an application for accreditation (initial or renewal), deny the transfer of accreditation in conjunction with a change of ownership application, or withdraw a school’s accreditation and remove the school from the list of ACCSC-accredited schools without first issuing a Warning or Probation Order.

This action is subject to appeal.
Parting Thoughts
Recognize the Deadlines

- Application for Renewal of Accreditation: May 18, 2020
- Financial Statements & Sustaining Fees: June 30, 2020; December 31, 2020
Establish a Realistic Plan

• Make Staff Assignments

• Establish Realistic Deadlines

• Keep the Work Moving Forward

• Take Advantage of Every Opportunity to Show Your Success
Parting Thoughts

Engage in the Accreditation Process

• Reference the Standards of Accreditation

• Use ACCSC’s Resources

• Contact Your Designated Staff Liaison

• Be Realistic, Be Ready
Session E
Preparing an Effective Response / Commission Actions