

April 12, 2019

**ELECTRONIC DELIVERY**

██████████  
Campus President  
Delta Technical College - Ridgeland  
113 Market Ridge Road  
Ridgeland, Mississippi 39157

*School #B072378  
Continue Warning*

Dear ██████████

At the February 2019 meeting, the Accrediting Commission of Career Schools and Colleges (“ACCSC” or “the Commission”) considered the Commission’s previous action to place Delta Technical College – Ridgeland (“DTC-Ridgeland”) located in Ridgeland, Mississippi on **Warning**<sup>1</sup>. In addition, the Commission considered the following applications and reports submitted by DTC-Ridgeland:

- Application for Renewal of Accreditation;
- Management Training and Professional Development Report; and
- 2018 Annual Report.

Upon review of the October 30, 2018 Team Summary Report (“TSR”), November 19, 2018 Commission letter, and the school’s responses, the Commission voted to continue DTC-Ridgeland on **Warning** with a subsequent review scheduled for ACCSC’s **August 2019** meeting. The reasons for the Commission’s decision and the Commission’s requirements for the school to demonstrate compliance are set forth below.

### **History of the Commission’s Review**

#### **November 2014**

At the November 2014 meeting, the Commission granted the DTC-Ridgeland accreditation for five (5) years going forward from October 2013 with Management Training and Professional Development Plan Reporting due to concerns regarding implementation of management training and professional development.

#### **August 2015**

At the August 2015 meeting, the Commission voted to defer final action on the school’s application for a new non-degree program, Industrial, Commercial, Residential Electrician (Diploma) program and Management Training and Professional Development Report until February 2016. The Commission noted continuity of management at DTC-Ridgeland appeared to be an ongoing issue. The Commission noted that the current director had only been with the campus since November 2014 and is the second Director in a year and the sixth Director in less than three years.

#### **February 2016**

At the February 2016 meeting, the Commission determined that the DTC-Ridgeland had met the requirements for the Industrial Commercial, Residential Electrician (Diploma) program. In addition, the Commission voted again to continue the school on Management Training and Professional Development Plan Report based on concerns regarding continuity of management and management and staff retention.

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<sup>1</sup>See Commission letter dated June 15, 2018.

### **December 2016**

At the December 2016 meeting, the Commission voted again to continue DTC-Ridgeland on Management Training and Professional Development Plan Reporting. The Commission noted the only positions included on the submitted Retention Chart were the Director and Director of Education. Additionally, the Commission noted that the current Director and Director of Education had only held those positions since November 2016. In addition, the Commission found that since 2011 the average tenure for the Director position was just over nine (9) months and since 2012, the average tenure for the Director of Education position was five (5) months according to the information provided by the school.

### **November 2017**

At the November 2017 meeting, the Commission voted again to continue DTC-Ridgeland on Management Training and Professional Development Plan Reporting. The Commission noted that the supplied management personnel retention chart did not include initial date of employment for the current position and that the campus president had been with the organization for a period of only seven (7) months since December 2016. Additionally, the Commission noted that the current Director of Admissions and Director of Education have only held their positions since January 2017.

### **May 2018**

At the May 2018 meeting, the Commission voted to place the DTC-Ridgeland on Warning and to refer the matter to the Renewal of Accreditation on-site evaluation process. The Commission's decision was based on continued concerns regarding the length of time that the school reported high turnover rates of key positions.

### **February 2019 Review**

Given DTC-Ridgeland' long history of continuity of management and administrative capacity and the Commission's formal monitoring of management continuity and retention, it is imperative that the school provide a thorough and comprehensive response to address the outstanding issues. The Commission continues to have significant questions with regard to the school's ability to manage a postsecondary school in compliance with ACCSC's *Standards of Accreditation*. The school is reminded that failure to demonstrate compliance in the following areas may result in the Commission taking further institutional actions.

1. DTC-Ridgeland must demonstrate compliance with accrediting standards in the of continuity of management and administrative capacity and faculty and educational administrative staff in the following areas:
  - DTC-Ridgeland must demonstrate continuity of management and administrative capacity is ensured through the reasonable retention of management and administrative staff (*Section I (A) (4), Substantive Standards, Standards of Accreditation*).
  - DTC-Ridgeland must demonstrate that the school ensures the continuity of instruction by the reasonable retention of the educational administrative staff and faculty (*Section III (A)(3), Substantive Standards, Standards of Accreditation*).

### **Management and Administrative Capacity**

With regards to continuity of management and administrative capacity, DTC-Ridgeland provided the following factors impacting management continuity:

- The school experienced issues with several of the new staff; therefore, the school chose to terminate the management/administrative staff member in question.
- The school noticed that [REDACTED], seemed less engaged in the activities of the campus, based on student surveys, conversations with employees, and concerns about his lack of involvement in the success of the students.
- While the school noticed the turnover of administrative staff, [REDACTED] appear unconcerned to learned as to why staff were leaving, in some cases after a couple of month of employment.
- There was turnover in the HVAC Department and the school noted that the equipment was missing, assumed stolen.
- [REDACTED] unexpectedly resigned from his position with his last day at the school August 3, 2018.

In addition, DTC-Ridgeland provided the following actions to overcome the aforementioned factors affecting management continuity as follows:

- The school hired several staff members for the key management positions.
- The school promoted [REDACTED] to the Regional Campus Director to provide support to the Campus President, [REDACTED].
- Upon [REDACTED] resignation, [REDACTED] agreed to assume the DTC-Ridgeland Campus President position while also holding the title of Regional Campus President.
- As of July 2, 2018, the school promoted [REDACTED] from Interim Director of Education position to a permanent position as Director of Education.

Additionally, DTC-Ridgeland stated that Campus President, [REDACTED] [REDACTED] made several improvements to the school including, visiting classroom daily, establishing management coverage for the evening classes, updating classrooms by placing overhead projectors and screens, updating outside security, repainting all classrooms and offices, replacing and upgrading the interior classroom lighting, and conducting monthly “Program/All Campuses meetings.” While the Commission acknowledged infrastructure enhancements made to the school that provides students with needed classroom and facility improvements, the enhancements are more related to facility improvements rather than toward increasing management and staff retention and continuity. In addition, the Commission noted that the school’s response primarily focuses on [REDACTED] position and the dependence the school has on [REDACTED] positive attitude and leadership abilities including his future longevity at the school. While the Commission recognized the factors impacting the school’s continuity of management and administrative capacity and the actions taken by the school to overcome those factor, overall the Commission noted that the school’s response lacks strategies and analysis as to how promote retention and continuity of management.

DTC-Ridgeland also provided a copy of the school’s 2018 Organizational Chart and a chart indicating the names, titles, dates of initial employment, tenure, and the reason for leaving the school/termination for the Director and the Director of Education (“DOE”) for a period of 2011 through 2017. From the provided chart regarding tenure, the Commission noted that seven (7) Directors and five (5) DOE’s were employed at the school with an average tenure service of one (1) year for the Directors and an average tenure service of eight (8) months for the DOE’s. Moreover, the Commission found that several of the individual’s tenure to be eight (8) months, three (3) months, four (4) months, and two (2) months. The noted lengths of tenure appear to be short-term and the Commission continues to have concerns regarding the continuity of the management staff during the past six (6) years.

It is worth noting the long history of the school's management retention and continuity issues since November 2014. Despite the multiple opportunities afforded to the school, the Commission found, again, that the school is unable to demonstrate retention and continuity of management and the Commission continues to question the school's ability to manage a postsecondary school in compliance with ACCSC's *Standards of Accreditation*. The Commission found that although the school has made efforts to enhance management continuity and retention, the stability of the management team has not improved to a level where the Commission is confident that the school can operate unmonitored. In addition, given the on-going issues with student achievement, the Commission is concerned that the continual turnover in top leadership positions negatively impact the overall success of the school.

### **Faculty and Educational Administrative Staff**

The on-site evaluation team noted that regular turnover of instructors influenced student achievement rates, especially for the Cosmetology and HVAC/R-MAR programs. The on-site evaluation team noted that faculty interviews and documentation identified several factors that influenced the turnover rate, including high turnover of administrative personnel, financial disincentives to teach, employment of individuals not prepared or motivated to be instructors, unprofessional behavior on the part of some faculty, and part-time instructors experiencing burnout. In response to the TSR, DTC-Ridgeland stated:

*The turnover and its impact to the continuity of instruction are vital to our success and taken very seriously. Therefore, in most if not all cases of a resignation or termination, DTC-Ridgeland has a contingency plan in place which consist of having a Program Director to immediately take over the class, hire a qualified applicant prior to an employee's termination or resignation date, and the accessibility of open positions by continuing to promote opportunities for qualified internal and external candidates. The retention of faculty and staff has been and will remain a top priority for DTC- Ridgeland. At all times we are focusing on ways to promote within and by creating a tier system for employee's to have access to pay increases and promotions based on performance shows the growth within the company. DTC-Ridgeland also provides company paid training for all instructors twice a year and once a year for all staff members. The company pays for all instructors' licenses as well as organizational memberships.*

In addition, DTC-Ridgeland provided a description of poverty rates in the State of Mississippi based on data collected from the Center for Poverty Research. DTC-Ridgeland's response states that increasing poverty is influencing access to jobs and overall employment turnover in the state. DTC-Ridgeland also stated that the school continues to focus on promoting faculty and staff within the school and providing paid training two times per year for all faculty. The school also provided a list of five (5) faculty members that the school promoted to Program Directors.

While the Commission recognized the school's efforts to maintain continuity in faculty and educational staff by promoting within the organization, providing paid training and paying for licenses and organizational memberships, the response does not address in detail the ongoing issues contributing to faculty turnover. The contingency plan does not address the issues originally noted by the on-site evaluation team. DTC-Ridgeland failed to address how the school provides faculty support through training and motivation, including training in professional behavior areas, and provides support to those part-time instructors who may be overwhelmed. Moreover, the Commission is gravely concerned with the school's faculty and educational staff turnover and the impact to the student achievement rate (*item #4 of this letter*).

Overall, the Commission found that despite ACCSC’s formal monitoring of management retention, the school has been unable to demonstrate the level of improvement required by accrediting standards. Furthermore, DTC-Ridgeland did not provide evidence of the school’s efforts to ensure greater management retention going forward. In addition, the continuity of management appears to affect the high faculty turnover. As such, the Commission determined that additional monitoring is warranted in order to provide the school with an opportunity to demonstrate the effectiveness of its efforts to improve continuity of management and administrative capacity and faculty educational administrative staff including the strategies to support the retention of continuity management and faculty retention.

Based on the foregoing, the Commission directs DTC-Ridgeland to submit the following:

- a. A Management Personnel Retention Chart for all management and administrative level staff at DTC-Ridgeland from the period of June 1, 2018 – March 31, 2019 using the following format:

Name	Title	Initial Date of Employment	Initial Date of Employment for Current Position	Tenure of Service		Reason for Leaving /Termination (if applicable)
				Yrs.	Mos.	

- b. A detailed description of school’s efforts to increase retention for management and administrative staff including any new initiatives developed by the school, the average tenure of managers based on the data submitted in the above chart, and a summary of the impact of the strategies employed to ensure greater retention going forward;
- c. A description of the challenges the school has faced with management retention and evidence that the school is overcoming those challenges;
- d. A Faculty and Educational Administrative Retention Chart for Cosmetology and HVAC/R-MAR programs from the period of June 1, 2018 – March 31, 2019 using the following format:

Name and Title	Program Teaching	Initial Date of Employment	Initial Date of Employment for Current Position	Tenure of Service		Reason for Leaving /Termination (if applicable)
				Yrs.	Mos.	

- e. A detailed assessment and analysis of the school’s efforts to provide faculty support, motivation, and training initiatives;
  - f. Evidence of professional development activities that occurred from September 1, 2018 through March 31, 2019 for management and administrative and faculty and educational administrative staff including evidence as to how the training support their particular roles in the school; and
  - g. Any additional information that the school believes will be useful to the Commission in making a determination regarding the school’s compliance with ACCSC’s requirements regarding continuity of management and administrative capacity.
2. DTC-Ridgeland must demonstrate that the Commission can place a high level of reliance upon information, data, and statements provided by the school through supplying verifiable records of graduate initial employment (*Preamble, Introduction, Rules of Process and Procedure; Section VI (C)(2), Substantive Standards, Standards of Accreditation*). The school must support its reported rates of employment by maintaining verifiable records of initial employment (*Section VI (C) (2) and Section VII (B)(1)(b), Substantive Standards, Standards of Accreditation*). As stated in the TSR, the independent third party auditor could not verify or verified as different 34% (94 of 248) of the employment records audited. The Commission directed the school to provide additional information to

demonstrate the validity of the school’s records, reported programmatic employment rates, and compliance with accrediting standards. In response, DTC-Ridgeland stated that the school considers the employment verification data provided in the Annual Report and Self-Evaluation Report reliable due of the school’s double placement verification. DTC-Ridgeland further explained that the school’s Placement Coordinators (“PC”) verifies the placement using the ACCSC guidelines and upon the “PC” verifying the employment with the graduate or employer either in writing or verbally, the Director of Education or Campus President will then confirm the verification and sign off on the form prior to the school added the employment data to the Graduation and Employment Chart.

As part of the response, the school provided a list of 96 graduates that could not be verified or were verified as different along with completed employment verification forms and the documentation the school relied upon to classify each graduate as employed in field. The Commission found, from the employment verification forms provided, that the employment verifications were only signed by a school representative and the supporting documentation provided (i.e., text messages, facebook pages, pictures of identification cards) does not show the employer’s name or date of employment. In addition, the Commission noted the following examples of discrepancies in back-up documentation including employment verification forms provided by the school:

Student Name	Program	Documentation
██████████	Cosmetology	Employment Verification form does not include graduate employment information.
██████████	Medical Assisting	Employment verification form does not include graduate employment information.
██████████	Journeyman Welder	Graduated March 4, 2016 / hired full time April 25, 2014; The school did not provide documentation from the employer or graduate that the training allowed the graduate to maintain the employment position due to training provided.
██████████	HVAC/R-MAR Technician	Employment verification does not include name of employer or date of employment (attached is a copy of facebook page).
██████████	Medical Assisting	Employment verification form does not include written verification and it is unclear as to if the school verbally verified the employment (missing verbal verification attestation)
██████████	HVAC/R-MAR Technician	Employment verification form appears to indicate ██████████ is self-employed; however, the form does not include the required self-employment attestations.

Furthermore, the Commission noted that the majority of the supporting documentation consists of e-mails from employers and text messages from graduates. Additionally, some of the supporting documentation is illegible and therefore the Commission could not determine the validity of the documentation.

The Commission acknowledged the schools efforts to secure written documentation from employers and graduates, such as emails and text messages to verify the employment is related to the students’ program of study at the school. The Commission reminds the school, however, that verifiable employment record must include all the items in the ACCSC’s *Guidelines for Employment Classification* including the date of initial employment; place of employment; employer address; employer contact person/supervisor and direct contact information (e.g., phone number, e-mail address, etc.); and descriptive job title and duties. The Commission also reminds DTC-Ridgeland to review the *Guidelines for Employment Classification* regarding documentation for graduates reported as “Career Advancement.” Additionally, DTC-Ridgeland must ensure that the school secures written

documentation from self-employed graduates that includes the required attestations indicated in *Appendix VII (4) (b), Guidelines for Employment Classification*. In order to afford the school an opportunity to demonstrate compliance in the aforementioned areas, the Commission determined that additional information is warranted.

Based on the foregoing, the Commission directs the DTC-Ridgeland to submit the following:

- a. An updated description of the school’s process and procedures for recording and verifying graduate employment along with a copy of the current verification form or other tool the school is currently utilizing to verify employment;
- b. For each student who graduated and gained employment in the career field for which the school provided education between March 1, 2019 and March 31, 2019 submit the following information:

Graduate ID#	Program	Start Date	Place of Employment, Address, & Phone#	Employer Point of Contact	Date of Initial Employment	Descriptive Job Title

- c. From the list in (b.) above, for each graduate classified as employed in a training related field, that is “self-employed,” provide the following:

Graduate ID #	Program	Start Date	Description of the Documentation on File

- d. Supporting and verifiable written documentation for each graduate in (b.) above to include a signed statement from the graduate with the graduate’s name and contact information; an attestation that the self-employment is aligned with the individual’s employment goals, is vocational, is based on and related to the education and training received; an attestation that the graduate is earning training-related income; and in cases where licensure is required for employment, an attestation that such licensure has been achieved;
  - e. A copy of the school’s completed verification form (as indicated in item (a.) above) for each graduate employed listed in (b.) above;
  - f. For each graduate classified as “career advancement,” provide supporting and verifiable documentation for each graduate to include a signed statement from the graduate or employer acknowledging that the training allowed the graduate to maintain the employment position due to the training provide by the school or that the training supported the graduate’s ability to be eligible or qualified for advancement due to the training provided by the school; and
  - g. Any additional information the school believes will be useful to the Commission in making a determination regarding the school’s compliance with ACCSC’s employment verification requirements.
3. DTC-Ridgeland must demonstrate that the determination of the applicant’s ability to benefit from the training offered is confirmed by documentation of the applicant’s achievement of an approved score on a test or tests that have been reviewed by a qualified, independent third party for appropriateness of the instrument and specific score levels required for admission (*Section V (B) (1), Substantive Standards, Standards of Accreditation and Appendix V, Substantive Standards, Standards of Accreditation*). The on-site evaluation team found that DTC-Ridgeland was utilizing the Mississippi State Commercial Driver’s permit test to confirm that an applicant that does not possess a high school diploma has the ability to benefit from the training offered as required *Standards of Accreditation*. In response to the

on-site team request, DTC-Ridgeland provided a letter from the May 2013 Commission meeting addressed to Midwest Technical Institute Springfield, Illinois campus, which states “the school may continue to utilize the Secretary of State’s test as the ATB exam for the CDL program, as long as students are not considered fully enrolled prior to passing that test.” The Commission noted, however, that providing the aforementioned Commission letter does not demonstrate that the Mississippi State Commercial Driver’s permit test is comparable to the test previously allowed by the Commission. Furthermore, the Commission found that the school did not respond to the on-site evaluation team finding regarding how the school determines the applicant’s ability to benefit from the training offered based on the Mississippi State Commercial Driver’s permit test results.

As such, the Commission directs the school to provide the following:

- a. A justification for using the Mississippi State Commercial Driver’s permit test as the instrument by which to measure an applicant’s ability to benefit from the training required;
  - b. A sample copy of the Mississippi State Commercial Driver’s permit test;
  - c. A copy of the school’s admissions requirements for the CDL program as stated in the catalog to include the test score requirements for the Mississippi State Commercial Driver’s permit test, if applicable; and
  - d. Any additional information the school believes will be useful to the Commission in making a determination regarding the school’s compliance with ACCSC applicants’ ability to benefit requirements.
4. DTC-Ridgeland must demonstrate successful student achievement by maintaining acceptable rates of student graduation and graduate employment in the career field for which the school provided education (*Section VII (B)(1)(b), Substantive Standards, Standards of Accreditation*). In response to the November 19, 2018 letter, the school reported the following student achievement rates using a December 2018 Report Date on the Graduation and Employment Charts:

Program (Credential)	Length in Months	DTC-Ridgeland Graduation Rate	ACCSC Benchmark Graduation Rate	DTC-Ridgeland Employment Rate	ACCSC Benchmark Employment Rate
Cosmetology (Diploma)	13	33%	50%	80%	70%
HVAC/R-MAR (Diploma)	9	74%	60%	46%	

The Commission found that DTC-Ridgeland reported the graduation and employment rates highlighted above that fall below ACCSC’s student achievement benchmark rates.<sup>2</sup> DTC-Ridgeland provided a description of the strategies the school implemented to support student graduation or employment and an assessment of the school’s progress.

Strategies to improve the Cosmetology’s (Diploma) graduation rates include:

- Making changes of the program’s schedule to allow students more flexibility to “maintain and job and juggle family schedules”;
- Continuing to conduct weekly Save Our Students meetings were important topics regarding students issues regarding childcare, family and financial challenges;

<sup>2</sup> Section VII (B)(1)(b)(ii), *Substantive Standards, Standards of Accreditation* and Appendix VI - *Student Achievement Rates*.

- Assisting students with transportation issues; and
- Modifying the program’s curriculum and the textbook.

Strategies to improve HVAC/R-MAR (Diploma) employment rates include:

- Replacing and hiring a new placement coordinator;
- Providing graduates with assistant to find job opportunities;
- Conducting weekly placement meetings with the school’s management and executive team; and
- Established the Student Ambassador program, which provides current students the opportunity to mentor new students.

While the Commission recognized DTC-Ridgeland’s efforts to improve the graduation for the Cosmetology (Diploma) and employment rate for the HVAC/R-MAR (Diploma) programs, given the below benchmark student achievement rates, the Commission determined that additional monitoring is warranted in order to provide the school with an opportunity to demonstrate the effectiveness of its efforts and to demonstrate student achievement outcomes that meet accrediting standards.

Based on the foregoing, the Commission directs DTC-Ridgeland to submit the following:

- An updated description of the factors impacting successful student achievement in the Cosmetology (Diploma) and HVAC/R-MAR (Diploma) programs, an updated description of the strategies implemented to overcome those factors, and an analysis and assessment of the effectiveness of the school’s efforts.
- A Graduation and Employment Chart for the above referenced programs using **July 2019 Report Date**.
- Summary information for the Graduation and Employment Chart organized according to the corresponding **cohort start date** reported on the chart (line #1) as follows:
  - For each student start, provide the following information:

Student Name	Program	Start Date	Graduation Date	Withdrawal/Termination Date

- For each student classified as “Unavailable for Graduation” (line #6), provide the following information:

Student Name	Program	Start Date	Reason Unavailable	Description of the Documentation on File

- For each graduate classified as employed in the field<sup>3</sup> (line #14), provide the following information:

Graduate Name	Program	Start Date	Employer Name, Address, & Ph. #	Employer Point of Contact	Date of Initial Employment	Descriptive Job Title and Responsibilities	Source of Verification <sup>4</sup> (i.e., graduate or employer)

- From the list in (iii) above, for each graduate classified as employed in a training related field, that is “self-employed,” provide the following:

<sup>3</sup> See Appendix VII – Guidelines for Employment Classification, Standards of Accreditation.

<sup>4</sup> Appendix VII (4) – Guidelines for Employment Classification, Standards of Accreditation requires the school to verify the employment classification.

Graduate Name	Program	Start Date	Description of the Documentation on File

- v. From the list in (iii.) above, for each graduate classified as employed in a training related field, that is “Career Advancement,” provide the following:

Graduate Name	Program	Start Date	Description of the Documentation on File

- vi. For each graduate classified as “Graduates-Further Education” (line #11) or “Graduates-Unavailable for Employment” (line #12), provide the following information:

Graduate Name	Program	Start Date	Classification on the G&E Chart	Reason	Description of the Documentation on File

- d. Any additional information, to include contemporaneous retention, graduation, or employment data, that the school believes will be useful to the Commission in making a determination regarding the school’s compliance with ACCSC’s student achievement outcomes requirements.

**Warning Restrictions:**

Pursuant to *Section VII (K)(9), Rules of Process and Procedure, Standards of Accreditation*, the Commission will not consider substantive changes, a change of location/relocation, or additions (i.e., separate facilities, new programs) to a school or its separate facilities while the school is under a Warning.

**Notification to Students:**

The Commission requires the school to inform current and prospective students in writing that the school has been placed on Warning and to provide a summary of the reasons for the Warning Order (*Section VII (K)(8) Rules of Process and Procedure, Standards of Accreditation*). As part of the school’s response, please submit a copy of the notice provided to students.

**Response Requirements:**

By applying for accreditation, a school accepts the obligation to demonstrate continuous compliance with the *Standards of Accreditation*. While the Commission employs its own methods to determine a school’s compliance with accrediting standards, the burden rests with the school to establish that it is meeting the standards. The Commission’s deliberations and decisions are made on the basis of the written record and thus a school must supply the Commission with complete documentation of the school’s compliance with accrediting standards.

DTC-Ridgeland must provide a response to the items expressed above that provides the information requested along with any additional information that the school believes supports a demonstration of compliance with accrediting standards.<sup>5</sup> If the school’s response contains documentation that includes personal or confidential student or staff information that is not required for the Commission’s review (e.g., social security numbers, dates of birth, etc.), please remove or redact that information.

DTC-Ridgeland must upload the school’s electronic response directly to ACCSC’s College 360 Database. The ACCSC College 360 database can be accessed by [clicking here](#). Please note that the password utilized by the institution to access the Annual Report Portal is the same to access the School Submission section

<sup>5</sup> ACCSC has issued two modules of the **Blueprints for Success Series** – [Organizing an Effective Electronic Submission](#) and [Preparing a Comprehensive Response for Commission Consideration](#) – which provide a framework for submitting a well-documented, organized, electronic response for Commission consideration. ACCSC encourages the school to review these modules when formulating its response to this letter. More information is available in the [Resources section](#) at [www.accsc.org](http://www.accsc.org).

of the College 360 database. The Instructions for Electronic Submission can be found [here](#). A detailed overview on how to upload a school submission can be found [here](#).

Keep in mind, the school’s response must be prepared in accordance with ACCSC’s Instructions for Electronic Submission (e.g., prepared as one Portable Document Format (“PDF”) file that has been prepared using Adobe Acrobat software (version 8.0 or higher) and which has a .pdf extension as part of the file name). The school will receive an e-mail confirmation that the file has been received within 24 hours of the submission.

The school’s response must also include a signed certification attesting to the accuracy of the information and be received in the Commission’s office **on or before June 13, 2019**. If a response, the required fee,<sup>6</sup> and the certificate of attesting to the accuracy of the information is not received in the Commission’s office **on or before June 13, 2019**, the Commission will consider further appropriate action.

For assistance with the password or for any other questions regarding the electronic submission requirements, please contact [REDACTED]. Please note that any password requests to access College 360 must be made by the school director, or designated member of the school’s management team, via e-mail.

For further assistance or additional information, please contact [REDACTED] or [REDACTED].

Sincerely,

[REDACTED]

Michale S. McComis, Ed.D.  
Executive Director

c: [REDACTED] [REDACTED]  
[REDACTED] [REDACTED]

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<sup>6</sup> ACCSC assesses a \$500 processing fee to a school placed on Warning.