

March 1, 2022

ELECTRONIC DELIVERY

██████████
██████████
Full Sail University
3300 University Blvd.
Winter Park, Florida 32792

School #M055214

Dear ██████████

At the November 2021 meeting, the Accrediting Commission of Career Schools and Colleges (“ACCSC” or “the Commission”) considered the Outcomes Report submitted by Full Sail University located in Winter Park, Florida. Upon review of the January 8, 2021 ACCSC letter and the school’s response, the Commission voted to place Full Sail University on **Warning** with a subsequent review scheduled for ACCSC’s August 2022 meeting. The Commission also voted to direct Full Sail University to **cease enrollment in the Media Communications Undergraduate Certificate-DE (Certificate);¹ Game Design (AAS);² Creative Writing-DE (MFA); and Recording Arts (AAS) programs and cap enrollment in the Game Design-DE (AAS) program.** 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:

February 2014

The Commission considered its previous action to defer action on Full Sail University’s Application for Renewal of Accreditation as well as supplemental 2013 ACCSC Annual Report student achievement information and voted to grant the school renewal of accreditation for five years with a stipulation which was later satisfied. The Commission also voted to place the school on Outcomes Reporting for the **Entertainment Business-DE (BS); Creative Writing-DE (MFA); Music Business-DE (BS); Recording Engineering (AS); and Web Design & Development (BS)** programs.

December 2015

The Commission voted to continue the school on Outcomes Reporting for the **Entertainment Business-DE (BS); Creative Writing-DE (MFA); Music Business-DE (BS); Recording Engineering (AS); and Web Design & Development (BS)** programs.

September 2016

The Commission voted to continue the school on Outcomes Reporting for the **Entertainment Business-DE (BS); Music Business-DE (BS); Recording Engineering (AS); and Web Design & Development (BS)** programs.

February 2018

The Commission considered degree applications for several programs including the December 2, 2016 Team Summary Report (“TSR”) and Full Sail University’s response as well as employment verification

¹ In previous letters, including the January 8, 2021 letter, the Commission referred to this program as Media Communications-DE (Certificate) program.

² In June 2021, the Commission approved non-substantive program modifications for several programs, including the Game Design and Recording Arts programs, changing the credential from an AS degree to an AAS degree.

data and the school's 2017 ACCSC Annual Report. The Commission voted to defer final action on Full Sail University's employment verification data and program applications in order to provide the school with an additional opportunity to demonstrate compliance with accrediting standards. In addition, the Commission suspended Full Sail University's ability to apply for new programs.

Since the school was in the renewal of accreditation process at the time of this meeting with a pending on-site evaluation, the Commission determined that the response to the May 21, 2018 letter and the renewal TSR would be reviewed together.

November 2018

The Commission considered the Application for Renewal of Accreditation, the previous deferral action, and the school's responses in addition to the school's Outcomes Report and voted to grant Full Sail University renewal of accreditation and to accept the report for the previous program applications with a stipulation that was later satisfied. The Commission also voted to place the school on Program Advisory Committee ("PAC") Reporting and continue the school on Outcomes Reporting for the **Film (AS); Game Design (AS); Recording Arts (AS); Industrial Design & Technology-DE (Certificate); Internet Marketing-DE (Certificate); Audio Production-DE (Certificate); Media Communications-DE (Certificate); Mobile Gaming-DE (MS); New Media Journalism-DE (MA); Creative Writing-DE (MFA);** and **Entertainment Business-DE (MS)** programs.

November 2019

The Commission voted to continue Full Sail University on PAC Reporting and on Outcomes Reporting for the **Film (AS); Game Design (AS); Recording Arts (AS); Industrial Design & Technology-DE (Certificate); Audio Production-DE (Certificate); Media Communications-DE (Certificate); Mobile Gaming-DE (MS); New Media Journalism-DE (MA);** and **Creative Writing-DE (MFA)** programs. The Commission also requested information for programs with student achievement rates that fell below benchmark in the 2019 ACCSC Annual Report.

February 2021

The Commission voted accept the Program Advisory Committee Report and remove Full Sail University from PAC Reporting. The Commission also again voted to Full Sail University on Outcomes Reporting for the **Film (AS); Game Design (AS); Recording Arts (AS); Industrial Design & Technology-DE (Certificate); Audio Production-DE (Certificate); Media Communications-DE (Certificate); Mobile Gaming-DE (MS); New Media Journalism-DE (MA); Creative Writing-DE (MFA); Audio Production-DE (AS); Computer Animation (AS); Computer Animation (BS); Computer Animation-DE (AS); Creative Writing (AS); Creative Writing (BFA); Creative Writing-DE (AS); Digital Arts & Design (AS); Game Art (BS); Game Art-DE (AS); Game Design (BS); Game Design (MS); Game Design-DE (AS); Game Development (AS); Mobile Development (AS); Mobile Development-DE (AS); Music Business-DE (AS); Music Production (AS); Music Production (BS); Music Production-DE (AS); Sports Marketing & Media-DE (AS); Web Design & Development-DE (AS); Sports Marketing & Media-DE (AS);** and **Web Design & Development-DE (AS)** programs.

Of these programs, the Commission was particularly concerned about the 5-month Audio Production Undergraduate Certificate-DE (Certificate)³ program and the 8-month Media Communications

³ In previous letters, including the January 8, 2021 letter, the Commission referred to this program as Audio Production-DE (Certificate) program.

Undergraduate Certificate-DE program. Specifically, the Commission noted the history of the below-benchmark student achievement rates for these programs as well as the significant number of students enrolled.

November 2021 Meeting Review and Action

Introductory Summary

Based on a review of the history of student achievement outcomes reporting outlined above, the Commission noted that Full Sail has been subject to Outcomes Reporting for an increasing number of programs. At this juncture, there are 25 programs subject to Outcomes Reporting for questions regarding below-benchmark rates of student achievement. To provide context, the Commission noted that Full Sail University offers 166 programs⁴ with 332 reportable outcomes annually and that the 25 programs reviewed at the November 2021 meeting only represents 15% of the school's program offerings and 9% of the total number of reportable graduation and employment outcomes (29 of 332). However, due to the length of time the school has been subject to monitoring and the growing number of programs falling below benchmark rates, the Commission raised the question as to whether Full Sail's management is able to develop institutional policies, practices, and monitoring mechanisms that support successful student achievement across the array of the school's program areas.

Although the school described certain programmatic strategies in the Outcomes Report, given the entire record of student achievement represented, the Commission is interested in greater evidence of the school's assessment of the root causes of the below-benchmark student achievement rates, including programmatic, institutional, internal, and external issues. Identifying and understanding the causes is of significant importance in relation to the school's ability to also identify and develop effective strategies to improve student achievement outcomes. To evaluate the impact the school's efforts have made on student achievement outcomes, the Commission has requested additional information and data.

In addition to questions regarding the percentage of programs reporting below-benchmark rates, the Commission has raised questions regarding some employment classifications as well as the way in which students are classified as transfers. In order to validate the manner of reported student achievement data, the school must provide additional information regarding the school's practices in these areas.

Lastly, the Commission has taken programmatic-level action for programs with a significant history of low student achievement outcomes.

Review and Action

Full Sail University 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 and supporting these rates through the school's verifiable records of initial employment of its graduates or other verifiable documentation (*Section VII (B)(1)(b), Substantive Standards, Standards of Accreditation*). In response to the January 8, 2021 ACCSC letter, the school reported the following student achievement rates using a July 2021 Report Date on the Graduation and Employment ("G&E") Charts:

⁴ This includes some programs with multiple schedules which are reported separately for ACCSC's outcomes reporting purposes.

Program (Credential)	Length in Months	Full Sail University Graduation Rate	ACCSC Benchmark Graduation Rate	Full Sail University Employment Rate	ACCSC Benchmark Employment Rate
Audio Production-DE (AAS)	16	60%	47%	60%	70%
Audio Production Undergraduate Certificate-DE (Certificate)	5	60%	73%	35%	70%
Computer Animation (AS)	10	92%	55%	44%	70%
Computer Animation-DE (AS)	16	84%	47%	26%	70%
Computer Animation (BS)	20	80%	43%	25%	70%
Creative Writing (AS)	10	71%	55%	50%	70%
Creative Writing-DE (AS)	16	90%	47%	32%	70%
Creative Writing (BFA)	20	80%	43%	41%	70%
Creative Writing-DE (MFA)	12	78%	55%	46%	70%
Digital Arts & Design (AAS)	10	100%	55%	50%	70%
Film (AAS)	10	92%	55%	71%	70%
Game Art (BS)	20	73%	43%	32%	70%
Game Art-DE (AS)	16	80%	47%	21%	70%
Game Design (AAS)	10	88%	55%	22%	70%
Game Design-DE (AAS)	16	75%	47%	16%	70%
Game Design (BS)	20	68%	43%	28%	70%
Game Design (MS)	12	89%	55%	56%	70%
Game Development (AS)	10	100%	55%	17%	70%
Instructional Design & Technology-DE (Certificate)	4	82%	73%	50%	70%
Media Communications Undergraduate Certificate-DE (Certificate)	8	12%	60%	30%	70%
Mobile Development (AS)	10	60%	55%	n/a	70%
Mobile Development-DE (AS)	16	65%	47%	56%	70%
Mobile Gaming-DE (MS)	12	38%	55%	71%	70%
Music Business-DE (AS)	16	70%	47%	60%	70%
Music Production (AAS)	10	100%	55%	27%	70%
Music Production-DE (AAS)	16	77%	47%	48%	70%
Music Production (BS)	20	64%	43%	44%	70%
New Media Journalism-DE (MA)	12	56%	55%	71%	70%
Recording Arts (AAS)	10	91%	55%	36%	70%
Sports Marketing & Media-DE (AAS)	16	70%	47%	71%	70%
Web Design & Development-DE (AS)	16	58%	47%	50%	70%

The Commission found that Full Sail University reported the graduation and employment rates highlighted above that fall below ACCSC's student achievement benchmark rates.⁵ As noted in the Executive Summary, there are 25 programs reporting below-benchmark rates of student achievement in the Outcomes Report not including the discontinued Audio Production Undergraduate Certificate-DE (Certificate) and Mobile Gaming-DE (MS) programs (see below). In the January 8, 2021 letter, the Commission expressed particular concern regarding the ongoing below-benchmark rates of student achievement in the 5-month Audio Production Undergraduate Certificate-DE (Certificate) and 8-month Media Communications Undergraduate Certificate-DE (Certificate) programs and directed the school to submit a Program Viability study for each. In its response, Full Sail University submitted a Notice of Discontinued Programs form for the Audio Production Undergraduate Certificate-DE program indicating that the last student graduated on March 1, 2021. Therefore, the Commission requires no further action regarding this program.

Cease Enrollment: Media Communications Undergraduate Certificate-DE Program:

For the Media Communications Undergraduate Certificate-DE program, the school provided the following narrative:

Additionally, the University will limit enrollment into the Media Communications, Certificate-DE program by 50% or more over time by only enrolling students who have been identified for sharing the academic characteristics of previously successful MCC students. With the addition of multiple certificates in a variety of program areas, we believe that students will have greater success in certificate programs that are more closely aligned with their chosen field. The University anticipates that MCC, in this iteration, will be taught-out by April, 2023, if not sooner. (September 30, 2021 Response Document, page 7).

While the Commission recognized Full Sail University's decision to reduce the enrollment of the Media Communications Undergraduate Certificate-DE program and discontinue the program by April 2023, the Commission did not find that the school made a compelling case to continue enrolling new students into the program. Specifically, from the G&E Charts submitted by the school using July 2017, July 2018, July 2019, July 2020, and July 2021 Report Dates, Full Sail University reported 1,777 graduates out of 9,556 students available for graduation for a total graduation rate of 19%, significantly below the benchmark rate of 60%. The school also reported 378 graduates employed in the Media Communications field out of 1,392 graduates available for employment for an overall employment rate of 27%, well below the benchmark rate of 70%. Please note that in the January 8, 2021 letter, the Commission stated that pursuant to *Section VII (R), Rules of Process and Procedures of the Standards of Accreditation*, the Commission may take a programmatic action to require a school to cease enrollment in a program or may suspend or revoke the approval of a program when a program fails to demonstrate acceptable rates of student achievement. Based on the history of below-benchmark rates combined with the school showing 5,028 additional students enrolled between July 1, 2020 and June 30, 2021 and 1,566 students enrolled as of June 30, 2021, the Commission found the school's vague statement of reducing enrolment "by 50% or more over time" to be unacceptable as this leaves too many students vulnerable to not achieve success. Therefore, the Commission voted to take a programmatic action to require the school to cease enrollment in the Media Communications Undergraduate Certificate-DE program effective as of the date of this letter. While the school may continue to teach-out students remaining in this program, as of the date of this letter, **the school may no longer enroll new students or allow students to transfer into the Media Communications Undergraduate Certificate-DE (Certificate) program.** Full Sail University must also submit an ACCSC Programmatic Teach Out Plan Approval form for the Media Communications Undergraduate Certificate-DE program.

⁵ Section VII (B)(1)(b)(ii), *Substantive Standards, Standards of Accreditation and Appendix VI - Student Achievement Rates.*

Mobile Gaming-DE (MS) Program:

As part of the response, Full Sail University included a Programmatic Teach-Out Approval form for the Mobile Gaming-DE (MS) program indicating that there are six students remaining and the last students projected to graduate in June 2022. While the Commission determined that no additional information is needed for the Mobile Gaming-DE program, the Commission directs the school’s continued attention toward ensuring that current students and graduates continue to receive student and career services.

Cease Program Enrollment and Enrollment Cap:

In addition to the current below-benchmark rates outlined in the table above, the Commission noted the history of Full Sail University reporting below-benchmark employment rates for the following three programs:

Program (Credential)	Length In Months	G/E	July 2017 Report Date*	July 2018 Report Date	July 2019 Report Date	July 2020 Report Date	July 2021 Report Date	ACCSC Benchmark Rates
Game Design (AAS)	10	G	100%	100%	88%	100%	88%	55%
		E	0%	0%	0%	23%	22%	70%
Creative Writing-DE (MFA)	12	G	61%	69%	68%	81%	78%	55%
		E	63%	61%	62%	55%	46%	70%
Recording Arts (AAS)	10	G	59%	73%	80%	95%	91%	55%
		E	33%	56%	38%	52%	36%	70%

* From the 2017 ACCSC Annual Report as listed in the May 21, 2018 Team Summary Report.

Based on this over four-year history with the school showing decreases in employment rates in this Outcomes Report compared to those reported using a July 2020 Report Date, the Commission directs Full Sail University to **cease new enrollments for the Game Design (AAS); Creative Writing-DE (MFA); and Recording Arts (AAS) programs include students transferring into these programs. The action to cease enrollment is in immediate effect and remains until the Commission removes the enrollment cap directive (Section VII (R), Rules of Process and Procedure, Standards of Accreditation).**

In addition, the Commission noted the poor employment rates reported by the school for the Game Design-DE (AAS) program. Specifically, in the previous Outcomes Report using a July 2020 Report Date, the school reported an employment rate of 15% (three graduates employed in field / 20 graduates available for employment). In the current submission in response to the January 8, 2021 ACCSC letter using a July 2021 Report Date, the school reported only a 16% employment rate (eight graduates employed in field / 49 graduates available for employment). Although Full Sail University does not have the history of reporting below-benchmark rates for the Game-Design-DE (AAS) program compared to the Game Design (AAS); Creative Writing-DE (MFA); and Recording Arts (AAS) programs, the Commission is concerned about the significantly low employment rates and the increased amount of students listed on the G&E Charts for this program over the two-year period. As such, the Commission directs Full Sail University **to immediately cap/limit enrollment for the Game Design-DE (AAS) program to not exceed 66 students⁶ at any time until further notice.** Please note that if there are more than 66 students enrolled in the program as of the date of this letter, the school does not need to terminate students to get to this number. However, the school cannot enroll new students or allow students to transfer to this program if there are more than 66 enrolled students.

⁶ In the 2021 ACCSC Annual Report, the school reported 66 students in the Game Design-DE (AAS) program as of June 30, 2021.

Programmatic Action Recapitulation:

The Commission directs the school to:

- Cease enrollment and submit an ACCSC Programmatic Teach-Out Approval Form for the Media Communications Undergraduate Certificate-DE (Certificate) program;
- Cease enrollment for the Game Design (AAS), Creative Writing-DE (MFA), and Recording Arts (AAS) programs; and
- Cap enrollment in the Game Design-DE (AAS) program.

In addition, the Commission remains concerned about the other programs with below-benchmark employment rates, some of which fall significantly below the 70% benchmark employment rate. The Commission reminds the school that pursuant to *Section VII (R), Rules of Process and Procedures, Standards of Accreditation*, the Commission will likely take additional programmatic action requiring Full Sail University to cease enrollment in a program or the Commission may suspend or revoke the approval of a program. Additionally, the Commission may next elevate this action to a Probation if significant improvement is not made and impactful institutional action is taken by the school at its next review.

Reverse Transfer Policy:

In the January 8, 2021 letter, the Commission directed Full Sail University to provide an explanation as to why some students appear to have graduated only days or weeks after starting the programs. In its response, Full Sail University offers students a “reverse transfer opportunity” for eligible students. Specifically, the school explained:

Bachelor’s degree seeking students who have completed all of the requirements for the Associate degree are provided with the opportunity to reverse transfer into the Associate degree in order to obtain that credential. Students who choose to utilize this opportunity sign a new enrollment agreement for the Associate program and transfer into the program. They are then eligible to graduate at the next available graduation date since they have already completed all of the course work for the degree, which explains the short date range between the start date and graduation date.

Based on this brief explanation, the Commission is interested in learning more about the school’s reverse transfer policies and procedures. A review of the G&E Charts submitted in response to the January 8, 2021 ACCSC letter show the following with regard to the number of students who have transferred amongst the schools programs:

Program (Credential)	Number Started	Transfers To Another Program	Transfers From Another Program
Non-Degree:			
Instructional Design & Technology-DE (Certificate)	8	0	3
Audio Production Undergraduate Certificate-DE (Certificate)	119	11	107
Media Communications Undergraduate Certificate-DE (Certificate)	0	298	3604
Associate Degree:			
Film (AS)	1	0	11
Game Design (AS)	4	1	14
Recording Arts (AS)	6	0	29
Audio Production-DE (AS)	128	56	48

Program (Credential)	Number Started	Transfers To Another Program	Transfers From Another Program
Computer Animation (AS)	1	0	11
Computer Animation-DE (AS)	26	7	51
Creative Writing (AS)	2	0	5
Creative Writing-DE (AS)	20	7	39
Digital Art & Design (AS)	0	0	5
Game Art-DE (AS)	18	12	38
Game Design-DE (AS)	44	14	58
Game Development (AS)	1	0	6
Mobile Development (AS)	2	0	3
Mobile Development-DE (AS)	8	5	14
Music Business-DE (AS)	16	7	14
Music Production (AS)	1	0	20
Music Production-DE (AS)	49	22	52
Sports Marketing & Media-DE (AS)	9	4	5
Web Development-DE (AS)	14	9	7
Baccalaureate Degree:			
Computer Animation (BS)	193	61	25
Creative Writing (BFA)	47	10	13
Game Art (BS)	132	51	18
Game Design (BS)	232	77	19
Music Production (BS)	238	95	29
Master's Degree:			
Mobile Gaming-DE (MS)	27	7	1
New Media Journalism-DE (MA)	66	9	13
Creative Writing-DE (MFA)	155	3	12
Game Design (MS)	88	3	0

Since the G&E Charts reflect students who started several years ago, the Commission is interested in the percentage of current students who engage in the reverse transfer process. The Commission also wants to know if/how the reverse transfer policy applies for students in Baccalaureate and Associate degree programs who transfer into certificate programs as it appears to be the case for the previously mentioned Audio Production Undergraduate Certificate-DE and Media Communications Undergraduate Certificate-DE programs. Given the numbers presented above, the Commission is interested in learning more regarding the reverse transfer policy, how it is beneficial to students, and whether its use masks retention issues in longer programs.

Employment Classification:

In both the December 18, 2019 and January 8, 2021 ACCSC letters, the Commission noted cases where Full Sail University did not make clear that some graduates who were reported as employed in field in fact gained training-related employment pursuant to ACCSC’s *Guidelines for Employment Classification*. As such, the school included an “Employment Justification Chart” for graduates whose place of employment or descriptive job title did not appear directly related to the graduates’ programs of study. While the Commission appreciated the school’s efforts in attempting to justify the classifications as meeting ACCSC’s *Guidelines for Employment Classification*, the Commission found that the employment classification does not appear to be in all cases appropriate and reasonable based on: a) the educational objectives of the programs and b) whether the employment is directly related to the programs from which the individual graduated and aligns with a

majority of the educational and training objectives of the program. The following are examples which serve as bases for the Commission’s questions:

Graduate ID	Program	Job Title	Place of Employment	Justification
██████████	Film (AS)	Marketing Representative	██████████	Grad's Description of his ██████████ position on LinkedIn Profile: "Generates leads for homeowners through various mediums, such as Google Ads, YouTube Ads, Facebook Ads, Direct Mail Marketing, and self-produced TV commercials". Grad indicated in conversation with call team that he uses skills from Film program in his position at ██████████ even though he was working that job during degree.
██████████	Music Business-DE (AS)	██████████ ██████████	Owner/Operator	Graduate confirmed they are utilizing program objectives from their degree in running their own business during an appointment through Zoom in addition to a written conversation through social media. While not specifically music related, graduate is able to utilize skills from their business classes for sales, marketing and brand development. In particular, she has been able to earn income by selling ad space on her social media pages.
██████████	Music Business-DE (AS)	██████████ ██████████	Executive Assistant	From Written Survey: Skills: Focused knowledge and understanding of essential business and management skills needed for successful music business professionals. Also "Strongly Agrees" the knowledge and training they obtained has benefited career and professional development.
██████████	Media Communications-DE (Certificate)	██████████	Sushi Chef	From Written Survey: Which Media Communications areas of focus have benefited you thus far in your career? Media Strategies: Media Aesthetics, Marketing, Advertising, Public Relations, Project Management When considering the entirety of my Full Sail University experience and education: The knowledge and training I obtained has benefited my career & professional development since graduation. = Agree

Graduate ID	Program	Job Title	Place of Employment	Justification
██████████	Media Communications-DE (Certificate)	██████████	Patient Care Assistant	From Written Survey: Which Media Communications areas of focus have benefited you thus far in your career? Research Techniques: Research, Analysis, Editing, Proof Reading, Critical Review and Collaboration When considering the entirety of my Full Sail University experience and education: The knowledge and training I obtained has benefited my career & professional development since graduation. = Agree

Commission Response Directive:

Based on the foregoing, the Commission directs the school to submit the following:

- a. A detailed analysis of student achievement outcomes which seeks to identify the root causes of below-benchmark rates of student graduation and graduate employment – both on an institutional and programmatic level – that which takes into account internal and external factors and data.
- b. A thorough explanation as to how Full Sail University is addressing the root causes identified in the above analysis, both on an institutional and programmatic level and what specific impactful strategies are in place to drive improvement.
- c. An analysis and assessment of the efficacy of the school’s efforts.
- d. With regard to the school’s reverse transfer policy:
 - i. A copy of the written policy
 - ii. The percentage of students who undertake a reverse transfer;
 - iii. An explanation as to whether students request and/or agree to be transferred to a shorter program;
 - iv. A justification of the appropriateness of reverse transfer for students from a degree program to a short term certificate program; and
 - v. Documentation (such as enrollment agreements, attendance records, and transcripts) for the last 50 students who undertook a reverse transfer.
- e. A Program Viability Study for the Game Design (AAS); Game Design-DE (AAS); Creative Writing-DE (MFA); and Recording Arts (AAS) programs that specifically includes an assessment of these programs to demonstrate that they adequately prepare students for entrance or advancement in training related occupations to include both internal and external review and validation of the program content and objectives to support the viability of the graduate employment opportunities.
- f. Given that the majority of the below benchmark outcomes reported in the recent Outcomes Report are employment rates, provide the following analysis for each program included in this letter with a below:
 - i. A detailed description of the student services available to students and a justification as to how these services are adequate to support student success in the workplace;

- ii. A detailed description the career development services available to students and graduates and a justification and to how these services are adequate to promote and support successful employment gains for students and graduates; and
- iii. Demonstrated external and employer validation (in addition to any Program Advisory Committee reviews) of the effectiveness and appropriateness of the school’s programs and education and employment objectives in relation to employment opportunities for students and graduates; and
- iv. An analysis of job opportunities for graduates of these programs.
- g. A copy of the ACCSC Programmatic Teach-Out Plan Approval form for the Media Communications Undergraduate Certificate-DE (Certificate) program.
- h. A trend analysis for student achievement outcomes in the programs listed below as submitted in the ACCSC Annual Report and in response to this letter:

Program Name (Credential)	Length In Months	Graduation / Employment	July 2018 Report Date	July 2019 Report Date	July 2020 Report Date	July 2021 Report Date	Jan. 2022 Report Date
Audio Production-DE (AAS)	16	G					
		E					
Computer Animation (AS)	10	G					
		E					
Computer Animation-DE (AS)	16	G					
		E					
Computer Animation (BS)	20	G					
		E					
Creative Writing (AS)	10	G					
		E					
Creative Writing-DE (AS)	16	G					
		E					
Creative Writing (BFA)	20	G					
		E					
Creative Writing-DE (MFA)	12	G					
		E					
Digital Arts & Design (AAS)	10	G					
		E					
Game Art-DE (AS)	16	G					
		E					
Game Art (BS)	20	G					
		E					
Game Design (AAS)	10	G					
		E					
Game Design-DE (AAS)	16	G					
		E					
Game Design (BS)	20	G					
		E					
Game Design (MS)	12	G					
		E					
Game Development (AS)	10	G					
		E					

Program Name (Credential)	Length In Months	Graduation / Employment	July 2018 Report Date	July 2019 Report Date	July 2020 Report Date	July 2021 Report Date	Jan. 2022 Report Date
Instructional Design & Technology-DE (Certificate)	4	G					
		E					
Mobile Development-DE (AS)	16	G					
		E					
Music Business-DE (AS)	16	G					
		E					
Music Production (AAS)	10	G					
		E					
Music Production-DE (AAS)	16	G					
		E					
Music Production (BS)	20	G					
		E					
Recording Arts (AAS)	10	G					
		E					
Web Design & Development-DE (AS)	16	G					
		E					

- i. Graduation and Employment Charts for the programs in item (f.) above using a **July 2022 Report Date**.
- j. Summary information for each Graduation and Employment Charts organized according to the corresponding cohort start date reported on the chart (line #1) as follows:
 - i. For each student start, provide the following information:

Count	Student ID	Program	Start Date	Graduation Date	Withdrawal/Termination Date
1	12345	Film	01/10/17	10/10/2017	N/A
2	12346	Film	01/10/17	N/A	01/10/2018

- ii. For each student classified as “Unavailable for Graduation,” provide the following information:

Count	Student ID	Program	Start Date	Reason Unavailable	Description of the Documentation on File
1					

- iii. For each student classified as either “Transfer to Another Program” or “Transfer from Another Program,” provide the following information:

Count	Graduate ID	Program	Start Date	Program Transferred To	Program Transferred From	Transfer Date
1						

- iv. For each graduate classified as employed in the field⁷ (line #14), provide the following information:

Count	Graduate ID	Program	Start Date	Employer, Contact, Address, & Ph. #	Date of Initial Employ.	Descriptive Job Title and Responsibilities	Source of Verification ⁸ (i.e., graduate or employer)
1							

⁷ See Appendix VII – Guidelines for Employment Classification, Standards of Accreditation.

⁸ Appendix VII (4) – Guidelines for Employment Classification, Standards of Accreditation requires the school to verify the employment classification.

- v. Supporting and verifiable documentation or a narrative justification for each graduate in (iv.) above whose descriptive job title or place of employment does not appear directly related to the graduate’s program of study.
- vi. From the list in (iv.) above, for each graduate classified as employed in a training related field, that is “self-employed,” provide the following:

Count	Graduate ID	Program	Start Date	Description of the Documentation on File
1				

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

Count	Graduate ID	Program	Start Date	Description of the Documentation on File
1				

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

Count	Graduate ID	Program	Start Date	Classification on the G&E Chart	Reason	Description of the Documentation on File
1						

- k. For any program that reports below-benchmark rates of student graduation, complete an ACCSC Retention Chart to show more recent data with regard to retention.
- l. For any program that reports below-benchmark rates of graduate employment, as available the school may provide contemporaneous employment information and data for more recent graduates from that which is captured in the G&E Charts.
- m. For programs that report below-below benchmark rates of graduate employment, provide a list of graduates from that program for the last six months and employment information, in the following format:

Count	Graduate ID	Program	Start Date	Employment Status (Employed, Unemployed, Further Ed., Unknown, Etc.)	For employed in field: Employer, Contact, Address, & Phone Number	Date of Initial Employment	Descriptive Job Title and Responsibilities
1							

- n. Any additional information, to include contemporaneous outcomes information, 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.

On December 21, 2021, ACCSC issued an [Accreditation Alert](#) regarding COVID-19 guidance for student achievement reporting effective for any Graduation and Employment Charts submitted with a January 2022 Report Date going forward. Please refer to that Alert when completing the response to this letter.

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*).

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.

Full Sail University 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.⁹ 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.

Full Sail University 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 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 July 1, 2022**. If a response, the required fee,¹⁰ and the certificate of attesting to the accuracy of the information is not received in the Commission's office **on or before July 1, 2022**, 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.

⁹ 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.

¹⁰ ACCSC assesses a \$500 processing fee to a school placed on Warning.

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]