September 6, 2022

The North Coast College
11724 Detroit Ave.
Lakewood, Ohio 44107

Dear [Name]

At the August 2022 meeting, the Accrediting Commission of Career Schools and Colleges ("ACCSC" or "the Commission") considered the following actions and materials pertaining to The North Coast College ("NCC") located in Lakewood, Ohio.

<table>
<thead>
<tr>
<th>Action</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Warning Order/Outcomes Report to On-site Evaluation (Virtual Visit)</td>
<td>March 13, 2022 On-Site Evaluation Report (&quot;OER&quot;) and the school’s responses*</td>
</tr>
<tr>
<td>• Application for Renewal of Accreditation</td>
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<tr>
<td>• Application for Initial Distance Education</td>
<td></td>
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<tr>
<td>• Applications for a Baccalaureate Degree Program for the following:</td>
<td></td>
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<tr>
<td>• Business Administration (BS);</td>
<td></td>
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<tr>
<td>- Fashion Merchandising Concentration</td>
<td></td>
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<tr>
<td>- Fashion Marketing Concentration</td>
<td></td>
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<tr>
<td>• Business Administration – DE (BS);</td>
<td></td>
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<tr>
<td>- Fashion Merchandising Concentration</td>
<td></td>
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<tr>
<td>- Fashion Marketing Concentration</td>
<td></td>
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<tr>
<td>• Business Administration of Arts and Design Management (BS)</td>
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<tr>
<td>• Deferral of Request for a Waiver of an Accreditation Standard or Policy</td>
<td>July 13, 2022 Deferral Letter and the school’s response</td>
</tr>
</tbody>
</table>

Upon review of the applications and materials outlined above, the Commission voted to place NCC on Probation with a subsequent review scheduled for ACCSC’s February 2023 meeting. In addition, the Commission voted to deny the school’s Request for a Waiver of an Accreditation Standard or Policy seeking continued approval for the Baking and Pastry Arts (AS) program, Culinary Arts (AAS) program, and the Food and Beverage Business Management (BS) program. The reasons for the Commission’s decision are set forth below.

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

- At the June 2017 meeting, the Commission considered the supplemental 2016 ACCSC Annual Report graduation and employment information submitted by NCC, formerly Virginia Marti College of Art & Design. The Commission subsequently voted to place the school on Outcomes Reporting for the 24-
The Commission considered the Outcomes Report and supplemental 2017 ACCSC Annual Report information submitted by NCC. The Commission voted to continue NCC on Outcomes Reporting for the 24-month Fashion Design (AAB) program, the 48-month Graphic Design/Web Design (AAB) program, and the 48-month Interior Design (AAB) program.

• At the March 2019 meeting, the Commission considered the Outcomes Report and supplemental 2018 Annual Report information submitted by NCC. The Commission voted to continue NCC on Outcomes Reporting for the 24-month Fashion Design (AAB) program, the 24-month Interior Design (AAB) program, and the 48-month Interior Design (AAB) program.

• At the November 2019 meeting, the Commission considered the Outcomes Report submitted by NCC. The Commission voted to continue NCC on Outcomes Reporting for the 24-month Fashion Design (AAB) program and the 48-month Interior Design (AAB) program.

• At the May 2020 meeting, the Commission considered the Outcomes Report submitted by NCC. The Commission voted to continue NCC on Outcomes Reporting for the 24 and 48-month Fashion Design (AAB) programs, the 24 and 48-month Fashion Merchandising (AAB) programs, the 24-month Graphic Design (AAB) program, and the 24 and 48-month Interior Design (AAB) programs.

• November 2020: ACCSC granted NCC a six-month extension of the December 31, 2020 due date to submit financial statements for the fiscal year ended June 30, 2020. The new due date, communicated to the school in November and December 2020, was June 31, 2021.

• June 30, 2021: ACCSC granted NCC a further extension of the due date to submit financial statements for the fiscal year ended June 30, 2020 to August 30, 2021.

• August 2021: The Commission considered the Outcomes Report and voted to place the school on Warning and to direct the school to cap/limit enrollment in the Fashion Design (AAB) and Interior Design (AAB) programs. As communicated via letter of October 26, 2021, the Commission directed the school to provide information to the on-site evaluation team.

• November 15-16, 2021: ACCSC conducted a Virtual Visit.

• March 13, 2022: ACCSC issued the On-Site Evaluation Report (Virtual Visit), which includes 12 findings and 2 requests for additional information.

• At the June 2022 meeting, the Commission considered the school’s Request for a Waiver of an Accreditation Standard or Policy whereby the school sought continued program approval for programs the school has not enrolled and started students in within 24 months of the initial program approval and voted to defer action for further additional information.

**SUMMARY OF THE COMMISSION’S AUGUST 2022 REVIEW**

The Commission’s August 2022 review consolidated ACCSC’s various ongoing reviews of individual components of the school including: financial structure, student achievement outcomes, new program status, and the renewal of accreditation process. Based on a review of the disparate materials submitted by the school, the Commission found that NCC has not fulfilled its obligations to its students or to ACCSC to the extent that it raises serious questions about the management and administrative capacity of the school.
NCC has failed to demonstrate successful student achievement in any of the school’s programs that have been operational long enough to be reportable via the Commission’s Graduation and Employment Chart, an issue that has persisted over a period five years despite ongoing monitoring and directed action by the Commission. The school acknowledged that its efforts at improvement have not been successful and yet has not made the decision to limit enrollment beyond that directed by the Commission or to discontinue the unsuccessful programs.

The Commission found that NCC has not fulfilled its obligations as an accredited school to comply with all reporting requirements. The school has not provided audited financial statements prepared in accordance with ACCSC’s requirements or the results of a third-party verification of employment data. Yearly audited financial statements are critical to demonstrating that the school has sufficient resources for the proper operation of the school and discharge of obligations to its students and the school has not provided the requisite reports since December 31, 2019. The results of a third-party verification of employment data are crucial to showing that the school is accurately reporting the extent to which graduates are achieving the educational goals of the program. That information was due as part of the school’s Self-Evaluation Report, which was submitted on June 15, 2021. The school’s ongoing failure to provide the requisite reports is simply not acceptable.

Based on its review of the school’s responses, the Commission found indicators that the school has not been managed in a way that supports compliance with accrediting standards before the pandemic, which subsequently taxed the already limited capability of the school’s management. The school acknowledged that school operations have been severely disrupted by the pandemic stating that,

Due to the severity of the impact of COVID-19 the NCC college’s campus was closed until September of 2021. The COVID-19 pandemic had an adverse impact on our institutions hindering our ability to continue meeting regulatory metrics and other requirements. During the pandemic, the college lost 50% of the pre-pandemic enrollment, which caused financial hardship in 2020 and 2021. Also, due to the COVID lockdowns the college suffered from inefficiencies caused by conducting administrative operations online, which also affected financial and accounting staff at the college. In 2021 the college lost five (5) senior staff members, with responsibilities in the areas of finance/accounting and students financial aid, which were directly involved with the preparation of the annual financial statement and compliance audits. For a college of our size, losing five key people caused serious interruption in all operations (NCC’s June 30, 2022 Response to the March 13, 2022 OER, pg. 25).

In recognition of the effects of the pandemic on all its member institutions, ACCSC has extended deadlines and applied standards in a manner that allows schools to continue demonstrating compliance with accrediting standards. NCC has failed to comply even with extended deadlines and accommodations to the extent that the Commission is concerned regarding the continued viability of the school. The Commission has made the following determinations:

- In the areas of management, financial structure, student achievement, and required reports, the Commission made a determination of NCC’s non-compliance of ACCSC’s accrediting standards.

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1 All references to page numbers in the school’s responses refer to the PDF page number from the compiled submissions from the school, and not for example, a page number from a document within the compiled PDF such as a policy manual or catalog.
• In the areas of admissions requirements, advertising, and cancellation policies, the Commission determined that additional information is needed in order for the school to demonstrate compliance with applicable standards.

At this juncture, it is imperative that NCC address the delinquent reports, student achievement outcomes, and management questions or the Commission will take further action to safeguard students at the school.

**COMMISSION FINDINGS OF NON-COMPLIANCE**

1. NCC has failed to demonstrate adequate management or sufficient administrative capacity and, as such, has not provided sufficient assurance that the school can operate in compliance with accrediting standards, meets its objectives, and fulfill its obligations to students in an ongoing manner (*Section I, Statement of Purpose, Substantive Standards, Standards of Accreditation*). Based on the scope and nature of the findings identified in the October 26, 2021 ACCSC Warning letter, the March 13, 2022 OER, the July 13, 2022 Deferral Letter and the issues that remain as set forth in this Probation letter, the Commission determined that NCC’s leadership has not demonstrated the administrative capacity sufficient to ensure operation of the school in compliance with accrediting standards.

Upon its next review at the February 2023 meeting, the Commission will take into consideration the totality of the school’s response to this Probation letter and the extent to which that response demonstrates the school’s ability and willingness to engage in meaningful assessment and substantive corrective action. In addition, the Commission directs the school to submit the following:

a. A detailed description of the management structure and administrative capacity;

b. An organization chart including names of the person in each position;

c. A detailed and thorough assessment and justification as to how the management structure and administrative capacity described above are adequate to ensure the school is able to fulfill its obligations to students and operate in compliance with accrediting standards in light of the ongoing findings set forth in this letter;

d. A description and evidence of any improvements to the management structure and administrative capacity that are indicated by the assessment and the school’s plan for continuing those improvements moving forward; and

d. Any additional information that the school believes will be useful to the Commission in making a determination regarding the school’s compliance with accrediting standards

2. NCC has failed to demonstrate that the financial structure of the school is sound, with resources sufficient for the proper operation of the school and the discharge of obligations to its students. (*Section I (C)(1), Substantive Standards, Standards of Accreditation*). The Commission requires each school holding accreditation status to submit financial statements annually in accordance with established and prescribed timelines (*Section V (C)(1), Rules of Process and Procedure, Standards of Accreditation*). NCC’s fiscal year end is June 30, meaning that financial statements are due by December 31 each year. ACCSC granted NCC a six-month extension of the December 31, 2020 due date to submit financial statements for the fiscal year ended June 30, 2020. The new due date, communicated to the school in December 2020, was June 30, 2021. On June 30, 2021, NCC requested, and the Commission granted, a further extension of the due date to August 30, 2021. The school did not provide the audited statements
by the new due date. In addition, the school did not provide fiscal year ended June 30, 2021 audited financial statements by the December 31, 2021 deadline. Further, during the on-site evaluation, the team noted that while the school provided a budget, the documentation did not appear detailed or sophisticated enough to support the school’s ongoing operations.

In its response to the July 13, 2022 Deferral Letter and in its August 1, 2022 supplemental response, NCC provided an unfinished draft audit for June 30, 2020, which does not comply with the requirements for financial statements set forth in ACCSC’s Instructions for the Submission of Financial Statements and Related Information. In regards to a timeline for providing the required reports, in response to the OER the school stated “[t]he 2020 audit is completed (waiting for an auditor to send the final document) and will be uploaded within days from this letter” (NCC’s June 30, 2022 Response to the March 13, 2022 OER, pg. 26). The Commission did not and has not received the financial statements in accordance with that statement. The response further contended that “[t]he audit of FY 2021 will be completed by August 30, 2022…” (Id.). As of the date of this letter the Commission has not received the audited financial statements for the fiscal year ended June 30, 2020 or June 30, 2021.

To explain the school’s failure to provide fundamental documentation regarding the financial structure of the school, NCC indicated that the school’s “…inability to conduct annual audits 2020 and 2021 on time is a direct result of a national emergency” (Id.). As noted previously, it is difficult to ascertain the extent to which the school’s operations were suspended due to the pandemic. The school has indicated that it is currently operating and delivering educational services to students and representing the school as an accredited member of ACCSC. The Commission has made accommodations to allow for delays in processing; however, the complete absence of financial information for nearly three fiscal years is unacceptable and it is not the Commission’s experience that other schools could not submit audits as required. The absence of teaching would have no bearing on the school’s ability to have a financial audit completed. At present, the Commission has no indication or assurance that the financial structure of NCC is sound, with resources sufficient for the proper operation of the school and the discharge of obligations to its students.

Based on the foregoing, the Commission directs NCC to submit the school’s June 30, 2020, 2021, and 20222 audited financial statements prepared in accordance with the Instructions for the Preparation and Submission of Financial Statements and Related Information.

3. NCC did not demonstrate that all submissions and notifications to the Commission are prepared in accordance with any specific instructions issued by the Commission (Section I (H)(1) Rules of Process and Procedure, Standards of Accreditation). As part of the renewal of accreditation process, schools are required to engage a third-party to verify employment data as reported to ACCSC in accordance with instructions set forth in the ACCSC Self-Evaluation Report-Renewal (“SER”). As noted in the March 13, 2022 OER the school did not submit in its June 2021 SER, or provide to the on-site evaluation team, the results of a third-party audit of employment data for the 2020 Annual Report.3 In response to the on-site evaluation team’s finding in this regard, the school alludes to the required closure of college campuses in Ohio.

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2 The Financial Statements for the fiscal year ending June 30, 2022 would normally be due on December 31, 2022. In order to provide a fulsome response to the Commission’s concerns in this regard, the school is directed to submit those financial statements in accordance with the deadlines established in this letter.

3 The 2020 Annual Report was specifically required in ACCSC’s August 10, 2020 Renewal Notice and attached October 2020 Workshop Details.
As mentioned earlier, on March 13, 2020, under the Stafford Act and on March 14, 2020, Ohio Gov. Mike DeWine announced the state of emergency for the COVID-19 pandemic, which ordered all colleges and universities to close campuses. Due to the severity of the impact of COVID 19 our college’s campus was closed until September of 2021. Therefore, the campus closure and the pandemic precluded us of hiring an independent third party to verify employment of our graduates. The college started a third-party verification sampling in 2015 (MMI Data Integrity), which was suspended and paused due to the pandemic. The college is now engaging College Placement Solutions, a sister company MMI, which just confirmed its engagement and ability to quickly verify employment of our graduates. We believe that by the end of July we will have all requested graduates’ employment verification done (Id., p. 44).

The OER response also contains a copy of an unsigned contract between College Placement Services and NCC for third-party placement verification services. Although the August 1, 2022 additional information response includes a signed version of the contract, to date the school has not submitted the results of a third-party verification of employment data as required. Therefore, the Commission determined that NCC is out of compliance with accrediting standards through its failure to submit the required reports. Accordingly, in order to remedy this area of non-compliance, NCC must submit the results of a third-party verification of employment data as reported to ACCSC in the 2020 Annual Report and, due to the school’s delinquency, the 2022 Annual Report, in accordance with instructions set forth in the ACCSC Self-Evaluation Report.

4. NCC has not demonstrated successful student achievement, particularly through rates of student graduation (Section VII (B)(1)(b), and Appendix VI, Substantive Standards, Standards of Accreditation). According to the March 13, 2022 OER, NCC offers fifteen programs, of which only four have been operational long enough to have reportable graduation and employment rates: Fashion Design (AAB), Fashion Merchandising (AAB), Graphic Design/Web Design (AAB), and Interior Design (AAB). NCC reported below-benchmark rates of student achievement for both schedules of all four of those programs, which also have been subject to the Commission’s ongoing scrutiny via Outcomes Reporting as outlined in the history section of this letter above. At the August 2021 meeting, the Commission reviewed the history of student achievement in these four programs and voted to place the school on Warning. In the October 26, 2021 Warning letter, the Commission noted the history of below-benchmark rates of student achievement, as well as the school’s apparent inability to improve student success:

Given the school’s history of reporting below-benchmark student achievement across several programs, and especially considering the fact that as of the July 2021 Report Date, the graduation and employment rates across these same programs continue to fall below benchmark, the Commission concluded that NCC did not provide strong enough evidence to support that it can operate the above listed programs in compliance with standards in a sustainable manner. The Commission recognized the school’s efforts to enhance student achievement; however, the Commission cannot overlook that the school has continually reported below benchmark graduation/employment rates across several programs. The Commission found that despite its formal monitoring of the reported rates of student achievement and concordant institutional actions, and the school’s formal reporting on its continual efforts to enhance and support student achievement, NCC has been unable to demonstrate a level of improvement that would bring the programs’ rates of student achievement to a minimally acceptable level, as required by accrediting standards. (October 26, 2021 ACCSC Warning letter, pg. 3).
In addition to placing the school on Warning, due to long-standing below-benchmark rates of student graduation in these programs, the Commission directed NCC to cap enrollment for the Fashion Design program and the Interior Design program at no more than 5 students, so that the school might focus on success with current students.

At the time, NCC was engaged in the process of renewing its ACCSC accreditation, and the Commission decided to review additional information regarding student achievement in conjunction with the on-site evaluation required by the school’s Application for Renewal of Accreditation. The Commission afforded NCC the opportunity to provide updated data (prepared using a November 2021 Report Date on the Graduation and Employment Charts) to the on-site evaluation team. According to the March 13, 2022 OER, the school supplied updated data; however, the rates of student graduation again fall below ACCSC’s benchmark requirements. In response to the OER, the school provided further updated information prepared using a January 2022 Report Date. The Commission noted that the rates outlined in the table below show the persistence of below-benchmark rates of student achievement in these four programs:

<table>
<thead>
<tr>
<th>PROGRAM (Credential)</th>
<th>Length in Months</th>
<th>GRADUATION RATES</th>
<th>ACCSC Benchmark Graduation Rate for 24 and 48 month programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion Design (AAB)</td>
<td>24</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Fashion Merchandising (AAB)</td>
<td>24</td>
<td>38%</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>60%</td>
<td>80%</td>
</tr>
<tr>
<td>Graphic Design/Web Design (AAB)</td>
<td>24</td>
<td>50%</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>75%</td>
<td>33%</td>
</tr>
<tr>
<td>Interior Design (AAB)</td>
<td>24</td>
<td>50%</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>50%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*The school reported no starts

The Commission reviewed this updated data and found that rates of student graduation declined, rather than improved over the period afforded the school to demonstrate student success. The persistence of below-benchmark rates, and the school’s inability to improve those rates calls into question the school’s ability to conduct a meaningful assessment of its programs and calls into question the extent to which the school is able to fulfill its obligations to students.

In the OER response, NCC noted that the student body is comprised of working adults with families, usually low-income and very susceptible to external factors. Other than a discussion of the effects of the pandemic, the response does not describe concrete external factors or any specific efforts the school makes to ameliorate those factors. NCC stated that the school agrees with the Commission’s decision to limit enrollment in the Fashion Design (AAB) and Interior Design (AAB) programs.
In the school’s response to the OER, NCC acknowledged that the associate degree programs have “always suffered from low graduation and employment rates” (NCC’s June 30, 2022 Response, pg. 32). The school recounts its efforts to improve rates of student achievement, and concludes that thus far, those efforts have not been effective,

*The college has tried with relentless efforts to improve the rates, including changing admissions requirements and processes, making curriculum modifications (quarter to semester), updated students services for student retention and graduation and employment activities, evaluation of current retention trends, and a review or PAC meetings. Moreover, the college has introduced a greater transparency of financial obligations, increased involvement by the Department Chairs, and student services. None of the above resulted in significantly increasing graduation and employment rates (Id.).*

In the school’s August 1, 2022 supplemental response, NCC submitted the following student achievement rates using a July 2022 Report Date on the Graduation and Employment Charts:

<table>
<thead>
<tr>
<th>Program (Credential)</th>
<th>Length in Months</th>
<th>School Graduation Rate</th>
<th>ACCSC Benchmark Graduation Rate</th>
<th>School Employment Rate</th>
<th>ACCSC Benchmark Employment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion Design (AAB)</td>
<td>24</td>
<td>100%</td>
<td>40%</td>
<td>67%</td>
<td>70%</td>
</tr>
<tr>
<td>Fashion Design (AAB)</td>
<td>48</td>
<td>24%</td>
<td>70%</td>
<td>100%</td>
<td>70%</td>
</tr>
<tr>
<td>Fashion Merchandising (AAB)</td>
<td>24</td>
<td>No starts</td>
<td>40%</td>
<td>No starts</td>
<td>70%</td>
</tr>
<tr>
<td>Fashion Merchandising (AAB)</td>
<td>48</td>
<td>61%</td>
<td>40%</td>
<td>78%</td>
<td>70%</td>
</tr>
<tr>
<td>Graphic Design (AAB)</td>
<td>24</td>
<td>No starts</td>
<td>40%</td>
<td>No starts</td>
<td>70%</td>
</tr>
<tr>
<td>Graphic Design (AAB)</td>
<td>48</td>
<td>38%</td>
<td>40%</td>
<td>100%</td>
<td>70%</td>
</tr>
<tr>
<td>Interior Design (AAB)</td>
<td>24</td>
<td>No starts</td>
<td>40%</td>
<td>No starts</td>
<td>70%</td>
</tr>
<tr>
<td>Interior Design (AAB)</td>
<td>48</td>
<td>38%</td>
<td>40%</td>
<td>100%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Although NCC reported some improved student achievement rates in the more contemporaneous data compared to those reported previously, the Commission found that the school continued to report below-benchmark rates in four of the five programs with student starts and noted that the school did not provide summary information for the Graduation and Employment Charts. The Commission also noted the following discrepancies between the Graduation and Employment Charts submitted using a January 2022 Report Date and those with a July 2022 Report Date.

**48-month Fashion Merchandising (AAB) program**

- The school did not include the April 2015 class start on the Graduation and Employment Chart using a July 2022 Report Date even though the beginning date of reporting period is April 2015.
- The July 2015 class start on the Graduation and Employment Chart using a January 2022 Report Date shows two withdrawn/terminated students while the same class on the Graduation and Employment Chart with a July 2022 Report Date shows one graduate and one withdrawn/terminated student.
48-month Graphic Design (AAB) program

- On the Graduation and Employment Chart with a January 2022 Report Date, NCC reported all three students available for graduation from the April 2015 class start as withdrawn/terminated. The Graduation and Employment Chart using a July 2022 Report Date shows only two students, both withdrawn/terminated.

- The school listed one student start in July 2015 on the Graduation and Employment Chart with a July 2022 Report Date. There are no student starts in July 2015 on the Graduation and Employment Chart with a January 2022 Report Date.

48-month Interior Design (AAB) program

- The school listed one student start in July 2015 on the Graduation and Employment Chart with a January 2022 Report Date. There are no student starts in July 2015 on the Graduation and Employment Chart with a July 2022 Report Date.

In addition, the supplemental response indicates that NCC “decided to audit its process of data collection and its calculation of GE charts to make sure that the process and the data were used correctly. The effort resulted in discovering irregularities in classifying student statuses” (NCC’s August 1, 2022 Response, pg. 2). The acknowledged errors calls into question the accuracy of the reported rates, particularly without the supporting information for the Graduation and Employment Charts.

The Commission noted that although the school recognizes the ongoing poor success rate of the students it enrolls into the AAB programs, NCC has made the decision to continue enrolling new students into programs that will not fulfill the advertised outcomes. That the managers of NCC have not taken action to limit enrollment or to discontinue unsuccessful programs calls into question the ability of that management to operate the school in compliance with standards and fulfill its obligations to students. Instead, in the August 1, 2022 response NCC only states that the college will teach out the Fashion Design (AAB), Interior Design (AAB), and Graphic Design (AAB) programs in fall 2023 “if retention rates still indicate that the low graduation rates will persist.”

NCC’s OER response explains that “in 2016 the college increased credentials to bachelor’s level to address the local demand from traditional high-school students. Our initial analysis of graduation rates for bachelor’s degrees shows a much higher percentage of graduates than for our associate degrees” (Id., pg. 32). The Commission is interested in further information about how the school is retaining more students at the baccalaureate degree level, as generally retention is lower in longer programs. The response does not include Retention Charts to show the “higher percentage of graduates,” however, the school submitted Retention Charts for the baccalaureate degree programs in the 2021 Annual Report. The Commission noted that NCC reported starts for the Business Administration (BFA), Business Administration-DE (BFA), the Graphic Design (BFA), the Graphic Design-DE (BFA), and the Interior Design (BFA) programs. In September 2019, the school started a total 24 students plus/minus transfers in the five programs, and at the time of the Annual Report submission in October 2021, had retained all 24. The Commission noted that the retention of all students in the baccalaureate degree programs seems to be incongruent with the school’s explanations about the effects of the pandemic and in context of other student achievement data. Therefore, the Commission is interested in obtaining updated retention information and supporting documentation that shows the successful achievement of each program’s objectives.
The response indicates that the school makes “every effort to advise Interior Design students to pursue Bachelor of Fine Arts in Interior Design, which is what the industry needs and requires for employment. Currently, we have no students enrolled in the Interior Design AAB program” (Id.). From this statement, it appears that NCC has determined there is not a need for the Interior Design (AAB) program and is therefore the Commission interested in the school’s justification for ACCSC’s continued approval of that program.

The October 26, 2021 Warning letter states the Commission’s position that the issues of student achievement at NCC predated the pandemic and communicated the Commission’s expectation for NCC’s response as follows:

In addition, although the Commission understands and acknowledges the impact of the pandemic on schools and students alike, the school’s student achievement difficulties far predate the onset of the pandemic. Accordingly, the school may certainly point to the impact of pandemic as a mitigating factor, but given NCC’s reporting history, it must do so in a manner that provides specific student-level information expressly detailing the correlation between the pandemic and the school’s current/reported rates of student achievement. Going forward, the Commission strongly encourages the school to submit contemporaneous data in addition to the data reported through the Graduation and Employment Charts (ACCSC October 26, 2021 Warning Letter, pg. 3).

The Commission noted that although the response to the OER includes an update on the effect of the pandemic on student achievement, NCC did not provide specific student-level information detailing the correlation between the pandemic and student achievement. The response indicates that the pandemic had “debilitating consequences on NCC students and their achievement goals of graduation and employment” (June 30, 2022 NCC Response, p. 31). Although the response indicates that the abrupt transitions required by the pandemic caused a precipitous withdrawal of students, there is no documentation to show the specific magnitude of the impact on student achievement rates. In addition, ACCSC issued an Accreditation Alert on December 21, 2021 regarding COVID-19 guidance for student achievement reporting effective for any Graduation and Employment Charts submitted with a January 2022 Report Date going forward. Specifically, in any instance where a school classified a student as having withdrawn as a result of circumstances related to the COVID-19 national emergency as set forth in the Department of Education’s guidance, the school may also classify that student as “Unavailable for Graduation” on the ACCSC Graduation and Employment Chart. The OER directs the school to submit Graduation and Employment Chart prepared with a January 2022 Report Date, which afforded the school the opportunity to present student achievement data that accounts for the effect of the pandemic. That data shows a further decline in student graduation rates, as outlined above.

Based on the foregoing, the Commission determined that NCC has not demonstrated successful student achievement on an institutional level, even in the context of the mitigating circumstances of the pandemic. Therefore, the Commission directs NCC to submit the following:

a. For each ACCSC-approved program:

   i. An update on the status of the program (active/inactive/discontinued);

   ii. The number of students enrolled;

   iii. The school’s justification for continuing to offer the program;
iv. A narrative explaining the extent to which the school has maintained the capacity to offer those programs (e.g., curriculum, faculty, equipment and learning resource system); and

v. A justification as to why ACCSC should continue to approve these programs;

b. An explanation as to the school’s anticipated timeframe to achieve success student achievement for all programs with documentation to support the school’s conclusion, ACCSC Retention Charts, and local employment data;

c. Graduation and Employment Charts for each program using a July 2022 Report Date.

d. Summary information for the 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:

<table>
<thead>
<tr>
<th>Count</th>
<th>Student ID</th>
<th>Program</th>
<th>Start Date</th>
<th>Graduation Date</th>
<th>Withdrawal/Termination Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12345</td>
<td>Cosmetology</td>
<td>01/10/2021</td>
<td>06/01/2022</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>12346</td>
<td>Cosmetology</td>
<td>01/10/2021</td>
<td>N/A</td>
<td>07/10/2021</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Count</th>
<th>Student ID</th>
<th>Program</th>
<th>Start Date</th>
<th>Reason Unavailable</th>
<th>Description of the Documentation on File</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

iii. For each graduate classified as employed in the field4 (line #14), provide the following information:

<table>
<thead>
<tr>
<th>Count</th>
<th>Graduate ID</th>
<th>Program</th>
<th>Start Date</th>
<th>Grad. Date</th>
<th>Employer, Contact, Address, &amp; Ph. #</th>
<th>Date of Initial Employ.</th>
<th>Descriptive Job Title and Responsibilities</th>
<th>Source of Verification5 (i.e., graduate or employer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Count</th>
<th>Graduate ID</th>
<th>Program</th>
<th>Start Date</th>
<th>Graduation Date</th>
<th>Description of the Documentation on File</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Count</th>
<th>Graduate ID</th>
<th>Program</th>
<th>Start Date</th>
<th>Graduation Date</th>
<th>Description of the Documentation on File</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Count</th>
<th>Graduate ID</th>
<th>Program</th>
<th>Start Date</th>
<th>Classification on the Graduation and Employment Chart</th>
<th>Reason</th>
<th>Description of the Documentation on File</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

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

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

**COMMISSION’S ADDITIONAL FINDINGS**

5. NCC must demonstrate that the school is attentive to its students’ educational and other needs as a means to support retention (Section VI (A)(1), Substantive Standards, Standards of Accreditation). The OER notes that of the students surveyed during the on-site evaluation, 31% expressed dissatisfaction with financial aid; 28% expressed dissatisfaction with student services; and 33% expressed dissatisfaction with the learning resource system. In response, NCC again referenced the lack of administrative capacity during the COVID-19 pandemic, and acknowledged the school was unable to adequately address student needs, as follows:

The lockdowns affected the ability of Student Services to perform efficiently because of the CDC requirements to cancel all person-to-person interactions and the Office’s subsequent inability to be available promptly for TNNC students...

The Office’s functional ability could not handle the crush of student needs filled with anxiety over social restrictions, loss of jobs, and the inability to easily transition to a fully online curriculum...

ACCSC’s Student Survey finding of a 28% student dissatisfaction with NCC’s Student Services is directly connected to the Department’s realistic inability to operate well under the duress of Covid/Omicron lockdowns;

In describing the current status of the school, the response states:

The college is currently gaining ground on returning to its pre-COVID ACCSC standards. This “return” includes new personnel in administrative offices which will meet student needs, a “return” to our hands on residential classes which provides an educationally conducive learning environment, and a “return” of focus on procedural standards to raise student satisfaction rather than focusing on methods to deal with COVID.

According to the response, NCC garners information on student needs through an “end of semester survey” conducted every semester. The Student Survey is in two parts. The first part concerns the course and its academic objectives. The second part concerns NCC’s administrative offices and the College in general. The response does not explain when the most recent student survey was conducted, or the results of that survey. The response indicates that a student survey will be going out the 14th week of the 2022 Summer Semester but does not specify the date of the survey. The Commission is interested in reviewing student survey results to ascertain the extent to which the school is currently able to remain attentive to students educational and other needs.

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

a. A narrative regarding the school’s progress in returning to a focus on improving student satisfaction.

b. The results of a student survey using either the ACCSC student survey or one that is substantially similar that includes the following:

i. A description of the student survey process and a copy of the survey instrument used;
ii. A detailed analysis of the student survey results with a particular focus on any results that show less than 80% satisfaction; and

iii. A detailed narrative of the school’s plan to address any areas of student satisfaction, if applicable, and any other information to support the efforts made to enhance a student’s experience at the school; and

c. 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 in the area of student satisfaction.

6. NCC must demonstrate that admissions criteria are designed to admit only those students who are reasonably capable of successfully completing and benefiting from the training offered the school consistently and fairly applies its admission requirements (Section V (A)(1), Substantive Standards, Standards of Accreditation), the school consistently and fairly applies its admission requirements (Section V (A)(3), Substantive Standards, Standards of Accreditation), and that admissions documentation from foreign countries is certified to be at least equivalent to the credential required by the school in its admissions criteria (Appendix V, Substantive Standards, Standards of Accreditation).

The on-site evaluation team noted that the school did not appear to assign a consistent weight to each admissions criterion for each applicant, which may have resulted in an inconsistent application of admissions criteria. In response, NCC provided an updated policy to be published in the school’s 2022-2023 catalog. Application requirements are listed starting on page 48 of the catalog as follows: (1) an application, (2) a personal statement essay or interview, (3) documentation of a high school diploma or GED, and (4) ACT, SAT, or NCC entrance test. In addition to the four requirements listed above, the catalog lists a fifth “requirement,” giving applicants the option of submitting a resume of work experience and/or extracurricular activities, a letter of recommendation from a teacher or counselor, and/or portfolio of art/design work, which can be utilized to supplement an application.

With regard to the entrance test requirement, the response states, “[i]f their score on SAT is below 550 or on ACT below 10 they will have to take NCC Entrance test. If they fail NCC Entrance test but otherwise accumulate 70 or more points (enough to be considered for acceptance), they will be placed in remedial Mathematics and English courses, if accepted and enrolled at the college” (NCC June 30, 2022 Response, p. 38). According to the narrative response, the “Opt-out option has been removed from the catalog. All prospective students must present satisfactory SAT, ACT scores, or take [sic] NCC Entrance test” (Id., p. 40). Despite this statement in the response, the Commission noted that the catalog still contains the following: “[i]f an applicant scores in the remedial range on the ACT, SAT or NCC Entrance Test Evaluation Test, or if he or she opts out of the assessment, the applicant will be notified and placed in the appropriate developmental class(es).”

The Commission noted that although the response identifies the minimum acceptable scores for the ACT and SAT tests, the minimum scores are not disclosed in the catalog. The response does not indicate the minimum passing score on the NCC entrance examination or include a copy of that test. The Commission is interested in the design of the NCC Entrance test and whether it is comparable to the ACT or SAT evaluations as it appears to be used as an equivalent assessment. According to the catalog, applicants may fail the test and yet be accepted for admission, which calls into question the use of the entrance tests as a “requirement.” Moreover, the catalog indicates that student may “opt out” of the assessment completely. The response does not make clear the purpose of the entrance test requirement and whether that requirement is applied consistently and fairly.
The catalog describes the rubric the school uses for evaluating applications for acceptance into NCC (NCC Catalog, p. 50). Each of the five criteria are awarded points towards acceptance, and an applicant must have an overall score of 70 or better to be admitted. The criteria are scored as follows:

1. **High School and College (if applicable) GPA or GED evaluation (5 – 30 points)**
2. **SAT, ACT, NCC Evaluation Test Score (5 – 30 points). If an applicant has a college degree from another accredited college, the overall GPA may be used in this section in place of a test score using the High School and College scale from the point 1.**
3. **Personal Statement (5 – 30 points)**
5. **(Optional) Portfolio Review (up to 5 additional points) (Id.).**

The Commission noted that each criterion can be assigned a range of points, and the narrative response does not explain the basis for awarding a specific point total. For example, it is not clear why one high school diploma might be awarded 5 points, and another awarded 30 points. Upon review of admissions documentation the school provided for ten students admitted to the school in January and May 2022, the Commission found a form titled “Acceptance Matrix.” This form appears to be the form used to assess points for each admissions criterion; however, there is no signature to indicate the individual that completed the form or the date on which the form was completed. The criteria are listed in a column on the left side of the page, and across the top are columns for the various points assigned for that category. For example, the point totals for the high school diploma/GED requirement are assigned based on GPA, with a 1.0 to 1.9 GPA receiving 10 points, 2.0-2.5 or GED receiving 20 points, 2.6-3.1 receiving 25 points and 3.2-4.0 receiving 30 points. The point totals for the entrance test are based on test scores. The form includes a row titled “Waived test score (30 points).” The row is blank in both forms that were supplied with the response, and it is not clear what this row is intended to show. Given that NCC did not describe this form or its use in the narrative response, and only provided this form for two of ten students admitted, the Commission determined that more information is needed regarding how the school uses the Acceptance Matrix and is able to show consistent application of admissions criteria.

With regard to admissions documentation from foreign countries, accrediting standards require those credentials 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). Although NCC indicated that the school currently does not accept international students, it is still possible for a US Citizen to present a credential from a foreign country, as the school recognized in its response, “…some of our students, who are either citizens or permanent residents have graduated from high schools located outside of the US.” Therefore, the school has published an updated policy in the 2022-2023 catalog, as follows:

**US citizen or resident student who has graduated from high school outside of the USA may be considered for acceptance into The North Coast College after he/she submits a transcripts of grades from high school or college (if applicable) translated to English and evaluated for United States High School equivalency by a reputable educational evaluation company, unless the past educational credentials were conferred in Canada, Australia or the United Kingdom.**

The school did not explain why the policy exempts credentials from Canada, Australia or the United Kingdom from this requirement. Regardless, although credentials from these countries might not be
required to be translated into English, the requirement to have the credential certified as the equivalent of a US High School Diploma still applies.

Based on the foregoing, the Commission determined that additional information is needed to demonstrate that the school admissions criteria that are designed to admit only those students who are reasonably capable of successfully completing and benefiting from the training offered with regard to the NCC Entrance Test. Further narrative and documentation are required to ascertain the extent to which the school’s Acceptance Matrix results in fair and consistent admissions decisions and whether the school is obtaining the requisite translation and certification for credentials from a foreign country. Accordingly, the Commission directs the school to submit the following:

a. A description of the school’s admissions criteria and an explanation as to how the criteria are designed to admit only those students who are reasonably capable of successfully completing and benefiting from the training offered;

b. A copy of the NCC Entrance test that may be taken in lieu of ACT or SAT scores and a narrative regarding the comparability of the NCC Entrance Test to the SAT and ACT;

c. If the school has had the NCC Entrance Test reviewed by a third party for its appropriateness for use as an admissions test, please provide the name and credentials of the third party and the results of that review;

d. An explanation of how the NCC Entrance Test is administered and scored;

e. A copy of the Acceptance Matrix and an explanation of who completes the form, and the rubric for scoring each area;

f. An explanation of how the school ensures that the scoring of the Acceptance Matrix results in consistent and fair application of the admissions requirements;

g. The school’s policy for ensuring diplomas from foreign countries are translated into English and certified to be the equivalent of the school’s requirement of a US High School diploma;

h. A copy of the school’s policies and procedures for ensuring that credentials from any foreign country are translated into English and certified to be the equivalent of the school’s admissions requirements (e.g., a US High School Diploma); and

i. A list of the 10 most-recently enrolled students and complete the following chart:

<table>
<thead>
<tr>
<th>Student ID#</th>
<th>Program</th>
<th>Start Date</th>
<th>Date Enrollment Agreement Signed by Student</th>
<th>Date Enrollment Agreement Signed by Accepting School Official</th>
<th>Name of Accepting School Official</th>
</tr>
</thead>
</table>

j. Copies of all documentation for admissions criteria, Acceptance Matrices, and executed enrollment agreements for each of the 10 most-recently enrolled students; and

k. 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.

7. NCC must demonstrate that the school publishes its cancellation policy in the catalog and enrollment agreement (Section II(D)(2), Substantive Standards, Standards of Accreditation). The on-site evaluation team noted that NCC published the refund and cancellation policy in the enrollment agreement; however, the catalog did not disclose the cancellation policy. The response indicates that NCC has corrected the problem in the 2022-2023 catalog; however, upon review of the catalog provided with
the response the Commission noted that it does not include the cancellation policy. Therefore, the Commission determined to afford NCC an additional opportunity to revise the catalog to include the school’s cancellation policy as disclosed on the enrollment agreement. Accordingly, the Commission directs the school to submit the following:

a. A copy of the school’s current catalog, cross-referenced to the Catalog Checklist, that has been revised to disclose the school’s Cancellation Policy and

b. A copy of the school’s enrollment agreement, cross-referenced to the Enrollment Agreement Checklist, showing disclosure of the school’s Cancellation Policy.

8. NCC must demonstrate that the catalog accurately portrays the school’s resources. Specifically, the description of the nature and extent of all available student services must be accurate. (Section IV (C)(1)(a), Substantive Standards, Standards of Accreditation). The on-site evaluation team noted that the school’s catalog described counseling services available to students; however, at the time of the virtual on-site evaluation, counseling services were not active or available. In response, NCC claimed to have “rectified” the issues identified by the on-site evaluation team. The Commission noted that the school’s catalog (pages 2, 3, and 4) references the availability of counseling and the following section appears on page 51 of the catalog (NCC’s June 30, 2022 Response to the OER, pg. 309).

A primary responsibility of the College is to offer every possible aid to students so they can utilize their own capabilities. Students experiencing emotional and mental health concerns may reach out to the Department of Student Affairs for referral to the College Counselor. Communication between the College Counselor and the student will remain confidential and does not affect the student’s academic or social standing within the College Community.

Given that at the time of the virtual on-site evaluation counseling services were not available, a statement in the catalog is insufficient to demonstrate the availability of such services. Accordingly, the Commission directs the school to demonstrate that a “College Counselor” is actively available to students, as represented in the catalog or submit a copy of the school’s current catalog, cross-referenced to the Catalog Checklist, that has been revised to remove the reference to the availability of counseling services at the school.

Waiver Request:

In addition to the findings enumerated in this letter, the Commission acted to deny NCC’s Request for a Waiver of an Accreditation Standard or Policy, specifically Section IV (E)(6)(f)(i), Rules of Process and Procedure, Standards of Accreditation, which states that “[i]f a school does not enroll and start students in a newly approved program within 24 months of the initial program approval date, the new program will cease to be approved.” The Commission approved the Business Administration of Arts and Design Management (BS) program on May 23, 2017; the Baking & Pastry Arts (AS) and Culinary Arts (AAS) programs on February 19, 2019; and the Food and Beverage Business Management (BS) programs on March 7, 2019. In context of the critical nature of the Commission’s findings of non-compliances and questions regarding the adequate management of the school, the Commission found no basis upon which to grant the school an opportunity to start new programs when the school has not shown success in the current programmatic offerings. As such, if the school wishes to offer these programs in the future, the school must follow the process and procedure for new programs as outlined in the Standards of Accreditation and submit the necessary application and may not advertise, recruit, or enroll students in these programs until the school receives Commission approval.
Probation Requirements:
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 a school on Probation. A school subject to a Probation Order must demonstrate corrective action and compliance with accrediting standards. **Failure of the school to demonstrate compliance with accrediting standards or other accrediting requirements by the due date set forth herein may result in a revocation of accreditation action.**

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 on Probation. However, a school that is subject to Probation may seek the Commission’s approval for the transfer of accreditation that would result from a change of ownership as described in **Section IV, Rules of Process and Procedure, Standards of Accreditation** (Section VII (L)(6) Rules of Process and Procedure, Standards of Accreditation).

In accordance with **Section X, Rules of Process and Procedure, Standards of Accreditation**, the reasons for the Probation Order is made public and provided to the U.S. Department of Education, appropriate State agencies, and appropriate accrediting agencies.

Teach-Out Plan Requirement:
Given the serious nature of the issues outlined herein, the Commission directs the school to provide an [Institutional Teach Out Plan Approval Form](#), which must be submitted as part of the response for the items listed above.

Maximum Timeframe to Achieve Compliance:
According to **Section VII (M), Rules of Process and Procedures, Standards of Accreditation**, where the Commission has found an area in which the school is out of compliance with accreditation standards or requirements, the period allotted to the school to remedy the noncompliance or cure the deficiency, together with the time for the Commission’s final decision, will not exceed the lesser of 150% of the length of the longest program offered at the school or three years unless there is good cause to extend the period for achieving compliance. Therefore, based on the school’s longest program of 48 months, the maximum timeframe allowed for NCC to achieve and demonstrate compliance with the Standards of Accreditation begins as of the date of this letter and will not extend beyond September 7, 2025 (to include sufficient time for the Commission’s review of the school’s compliance in advance of the maximum timeframe date). Please also be advised that the Commission is not required to allow the maximum time frame for the school to remedy noncompliance, and given the severity of the findings included herein, the Commission may establish a shorter timeframe as deemed appropriate, including taking an immediate adverse action for failure to demonstrate compliance with accrediting standards.

Notification to Students:
The school must **within seven days** inform current and prospective students in writing that the school has been placed on Probation, provide a summary of the reasons for the Probation, and indicate where that action can be obtained from the Commission’s website (Section VII (L)(7) 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.

NCC 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. 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.

NCC 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 College 360 DMS Submissions 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 December 13, 2022. If a response, the required fee, and the certificate of attesting to the accuracy of the information is not received in the Commission’s office on or before December 13, 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 [contact information]. 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.

***

6 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.

7 ACCSC assesses a $1,000 processing fee to a school placed on Probation.
For additional information pertaining to this matter, please contact [redacted] via email at [redacted]

Sincerely,

[Redacted]

Michale S. McComis, Ed.D.
Executive Director

c:  [Redacted]