BUILDING A BETTER FACULTY EXPERIENCE
BUILDING A BETTER FACULTY EXPERIENCE

Jamie Holcomb, Ed.D.
Unitek Learning
Vice President of Academic Strategy and Faculty Success
An overview of where we started, where we are, and where we are going.

Unitek Learning
A brief overview of our institution, our faculty, and our team.

Faculty Dev. Past, Present, Future
An overview of where we started, where we are, and where we are going.

Moving the Dial
Monitoring progress and focusing on opportunities.

The Experience Economy
Immersive, Personalized, Frictionless.

Building A Better Experience
Walk through of our next steps...
Unitek Learning

Population & Programs
Total Students: Approx. 7,500
Faculty: 700
Programs:
- Vocational Nursing
  - ASVN
- Bachelor of Science in Nursing
  - MSN, MEPN
- Allied Health & Specialty
  - MPH, MHA
  - OTA, PTA, ST
Unitek Learning Faculty

- Full-Time: 43.8%
- Per Diem: 33.2%
- Part-Time: 11.6%
- Assignment/Adjunct: 11.4%

- New to teaching
- Experienced Clinicians
- Inexperienced with technology
- Faculty “Apprentices”
- Tech-savvy online Gen. Ed. faculty
- Faculty who are working full-time elsewhere and assist as needed
- All education levels
Challenges:

- Faculty Shortages
- Faculty Turnover
- Novice Faculty
- Technology Use
- Active Learning Strategies
- Career Progression Planning
**FROM FACULTY DEVELOPMENT TO THE FACULTY INSTITUTE**

- **Onboarding**
  - Synchronous
  - All day
  - Delivered as needed/requested by Academic Leadership

- **On-demand Training**
  - Focused seminar/webinar training on a variety of education topics. Feature guest speakers.

- **Monthly Ed Chats**
  - Focused on a variety of education topics. Feature guest speakers.

- **Academic Conference**
  - Annual event with open registration that features interactive lessons for faculty and a variety of engagement opportunities with FDS.

- **Asynchronous Onboarding**
  - Asynchronous training housed in Canvas that features interactive lessons for faculty and a variety of engagement opportunities with FDS.

- **The Center for Excellence in Teaching**
  - A “one-stop-shop” for all things faculty complete with training library, CEUs, program specific training and support, policies, tech, etc.
Faculty Institute

- Faculty Apprentice Program
- Leadership Academy
- Preceptor Program
- Mentorship Program
- Faculty Development Onboarding & Training
- Educational Pathways
- Center for Excellence in Teaching
- Active Learning Hybrid Program
- National Academic Conference
PERSONALIZED IMMERSIVE FRICTIONLESS Activity
Immersive Personalized Frictionless

Step 1
HUMAN RESOURCES
PROGRAMMATIC ONBOARDING
181-365 DAYS

Step 2
FACULTY DEVELOPMENT
CAMPUS ONBOARDING

Step 3
RECRUITING
TECHNOLOGY DEPARTMENT
VN PRECEPTORSHIP (4-6 weeks)
45-90 DAYS

Step 4
MENTORSHIP (6 months)
MARKETING
21-44 DAYS

ADDITIONAL KEY MILESTONES
91-180 DAYS
181-365 DAYS
Questions
DOCUMENTING ACADEMIC PROCESSES FOR SUCCESS

Dr. Elizabeth Fogle

elizabeth.fogle@gmail.com
The presentation will begin with a reflection for participants before disseminating information about best practices and tales from the road.

The presenter will describe successful ways to always be ready for reaccreditation visits to minimize time spent in preparation, as well as minimize additional requests from Education Specialists during visits.

The presenter will share practical tips and templates and end with Q&A for how attendees can implement the tips at their institutions.
The role of an academic director is tough: you have to ensure quality academic programs, teaching staff, and student experiences, all while making sure everything you do is documented well. We've all heard it: if you don't document it, it didn't happen. This presentation provides tips, tricks, and best practices for academics to always be site visit ready without being overburdened by preparing for a visit. And more importantly: how to make their education specialist happy. Through reviewing templates, checklists, and other ways directors can audit their own practices throughout the years leading up to a reaccreditation visit, attendees will leave with ways to minimize the additional requests for information during a site visit, and therefore, citations themselves. Specifically, this presentation will focus on faculty files, student files, PAC, and syllabi and curriculum documentation to make reaccreditation a breeze.
If you had a surprise visit
--- how ready are you?

5 – 100% ready: no citations, baby

4 – 90%: a few gaps

3 – 75%, pass muster

2 – 50%: some work to do

1 - <50%: not ready at all
This course introduces the basic structures and functions of the human body. Topics include: examination of the body, cell structure and function, body tissues and membranes, and basic chemistry principles. Instruction focuses on anatomy systems including integumentary, skeletal, and muscular. The composition and functions of the blood are also included.

**Prerequisite:** None
**General Preparedness**

**Check**
- Approvals (program grids, etc)
- Campus documents (catalogs, syllabi)

**Review**
- Meeting minutes (PAC, Faculty, In-Service, etc)
- IAIP, Policies, DE Courses

**Communicate**
- Students, faculty, staff
- Program Directors, other leaders
The school must demonstrate institutional assessment and improvement activities appropriate to the size and scale of the school’s operations in the areas of

- management;
- fiscal condition and budget;
- administrative policies and practices;
- emergency preparedness;
- student support services;
- faculty and staff development;
- educational program curricula;
- learning resources system, equipment, and supporting materials;
- facilities; and
- student achievement outcomes.
**Syllabi and Course Outlines**

furnishing detailed and organized course outlines and syllabi; identifying clear learning objectives;

<table>
<thead>
<tr>
<th>COURSE OUTLINE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Below is the course schedule, outlining topics, assignments, and other course activities, including homework, required for each week. Weeks run from Monday morning to Sunday night at midnight for online courses.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Assessments</th>
<th>Week</th>
<th>Class Activity/Laboratory</th>
<th>Week</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Assessments</td>
<td>Week 1</td>
<td>Class Activity/Laboratory</td>
<td>Week 1</td>
<td>Homework</td>
</tr>
<tr>
<td>Week 2</td>
<td>Assessments</td>
<td>Week 2</td>
<td>Class Activity/Laboratory</td>
<td>Week 2</td>
<td>Homework</td>
</tr>
<tr>
<td>Week 2</td>
<td>Topics/Lecture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Review Outside Work**

<table>
<thead>
<tr>
<th>Detailed Information</th>
<th>Unable to Verify</th>
<th>Able to Verify</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school has a policy and procedure for determining how credit hours are awarded in its courses and programs in a way that conforms to commonly accepted practice in higher education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provided acceptable processes and procedures used to determine the average amount of time expected for out of class preparation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school’s description of how out-of-class work is assigned and graded ensures the consistent application of identified policies and procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provided Degree or Non-Degree Program Profile of Clock Hour to Credit Hour Conversion forms for all credit hour programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>According to the Credit Hour Conversion Form, &gt;50% of courses in all program have out-of-class work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provided syllabi for one technical/occupational course for each program; one applied general education for each degree program; and on graduate-level course for each graduate degree program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabi consistently identify out-of-class work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation of verification of out-of-class work available for review.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School is able to demonstrate consistent application of policies and procedures relative to academic programs, coursework, and the award of credit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-class work is consistent with programs’ educational goals and objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher/school has established process to evaluate out-of-class work in context of successful course completion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-class work is consistent with standard academic practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-class work is consistent with programs’ educational goals and objectives.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10 Minutes

• How do you ensure DE courses are comparable to residential?
• How do you ensure meaningful interaction?
• How do you ensure the course “meets” for the appropriate amount of time?
Minutes are detailed and comprehensive to show a review of the established

- curriculum of the program
- adequacy of the program objectives
- program length
- curriculum content
- learning resources
- facilities
- distance education
- equipment
- OUTCOMES

### PROGRAM ADVISORY COMMITTEE TABLE

<table>
<thead>
<tr>
<th>Date</th>
<th>At Least 3 Members from Employment Community in Attendance?</th>
<th>A Member in Attendance to Comment on DE Program</th>
<th>Meeting Held at School?</th>
<th>Minutes contain Description of Members, Date, Time and Location</th>
<th>Minutes are detailed and comprehensive to show a review of the established curriculum of the program, adequacy of the program objectives, program length, curriculum content, learning resources, facilities, and equipment?</th>
<th>Minutes are detailed and comprehensive to show a review of student graduation, graduate employment, and state licensing examination outcomes of each program?</th>
<th>Consideration is Given to the PAC?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.28.2023</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>4.13.2022</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>4.29.2021</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

**How do you document consideration of PAC feedback?**
How do you document...

- Student Orientation
- Faculty Orientation
- Usage of LRS
Student Files

- SAP/MTF and advising
- Transfer Credit
- Attendance (if applicable)
- Foreign Credentials
- Externships and training plan
- Independent Study & LOA

This Photo by Unknown Author is licensed under CC BY-SA-NC
<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Subjects Taught</th>
<th>State License (or other certs)</th>
<th>Appropriate Degree</th>
<th>Coursework in Subjects</th>
<th>Years Prior Work</th>
<th>Experience Verified</th>
<th>Trained to Teach</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor A</td>
<td>Nursing</td>
<td>RN 2024</td>
<td>BSN</td>
<td>Yes</td>
<td>8</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes, orientation certificate, DE, LRS, multiple others</td>
</tr>
<tr>
<td>12.31.2022</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor B</td>
<td>English</td>
<td>N/A</td>
<td>MA</td>
<td>Yes</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes, taught previously, DE, LRS, no others</td>
</tr>
<tr>
<td>12.31.2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# FACULTY PERSONNEL REPORT

Accrediting Commission of Career Schools and Colleges (ACCSC)

## SCHOOL: [Enter SCHOOL]  
**SCHOOL NUMBER:**

### EMPLOYER'S NAME: [Enter Employer's Name]  
**Position Title:**

<table>
<thead>
<tr>
<th>Date of Initial Employment:</th>
<th>Years in Current Position:</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LIST EACH PROGRAM AND LEVEL OF COURSE WORK TAUGHT IN THAT PROGRAM

<table>
<thead>
<tr>
<th>Degree Earned</th>
<th>Credits</th>
<th>Course Number &amp; Title</th>
<th>Type (U/O)</th>
<th>Year</th>
</tr>
</thead>
</table>

### TECHNICAL/OCCUPATIONAL FACULTY & APPLIED GENERAL EDUCATION (if applicable):

#### DEGREE EARNED

<table>
<thead>
<tr>
<th>Instructed</th>
<th>Credits</th>
<th>Course Number &amp; Title</th>
<th>Type (U/O)</th>
<th>Year</th>
</tr>
</thead>
</table>

**Practical Work Experience**

Note: Instructional experience does not qualify as practical work experience.

<table>
<thead>
<tr>
<th>Job Title, Place of Employment, and Description of Work Experience</th>
<th>From (MM/YY)</th>
<th>To (MM/YY)</th>
<th>Verified (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FACULTY TEACHING GENERAL EDUCATION & APPLIED GENERAL EDUCATION (if applicable):

#### DEGREE EARNED

<table>
<thead>
<tr>
<th>Instructed</th>
<th>Credits</th>
<th>Course Number &amp; Title</th>
<th>Type (U/O)</th>
<th>Year</th>
</tr>
</thead>
</table>

### ONGOING PROFESSIONAL DEVELOPMENT ACTIVITIES

**Institution, Program, Professional Organization, Etc. - Copy Here:**

<table>
<thead>
<tr>
<th>Description and Nature of Training/Education/Membership</th>
<th>From Mo/Year</th>
<th>To Mo/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Courses:**

<table>
<thead>
<tr>
<th>Degree Earned</th>
<th>Credits</th>
<th>Course Number &amp; Title</th>
<th>Type (U/O)</th>
<th>Year</th>
</tr>
</thead>
</table>

**Instructor Signature:**

**Date:**

By submitting this report to ACCSC, both the school and the faculty member certify that the information contained herein, attached hereto, and maintained on file with the school is correct and that the faculty member's qualifications comply with the applicable Standards of Accreditation.

---

## Faculty Qualifications Verification

**Name:**

**Date of Hire:**

**First Day Teaching:**

**Teaching Field:**

Directions: In column A, initial and date when item is verified as accurate. Column D should be a short description of duties performed, especially if the title does not accurately reflect associated work experience. Documentation is either verified by phone (label column E with name of person with whom verification was made at the employer) or by attaching an email or letter from the employer (label column E with see attached).

### Practical Work Experience

Minimum three (3) years required; Academic Associate's Degree: four (4) years

<table>
<thead>
<tr>
<th>Verified by/on</th>
<th>Name of Employer</th>
<th>Title/Dates</th>
<th>Description of Duties</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Years Verified:**

### Teaching Experience

If no prior teaching experience, instructor orientation must be on or before First Day Teaching listed above.

<table>
<thead>
<tr>
<th>Verified by/on</th>
<th>Name of Employer</th>
<th>Title</th>
<th>Description of Duties</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DCI Instructor Orientation | Date Completed: 

### Education/Training

If instructor is teaching general education courses and master's is not in the subject matter, at least 15 semester hours of instruction in the content must be documented below.

<table>
<thead>
<tr>
<th>Verified by/on</th>
<th>Name of Institution</th>
<th>Course Title</th>
<th>Dates of Attendance</th>
<th># Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructor Signature:**

**Date:**

**DOE Signature:**

**Date:**

**By signing, the instructor agrees with the verified experience and other items qualifying the instructor to teach.**

---
Occupation Specialists

- Email introductions
- Prepare your PDs
WHAT KEEPS YOU UP AT NIGHT?
If you don't document it, it didn't happen
Dr. Elizabeth Fogle

Elizabeth.Fogle@gmail.com

https://www.linkedin.com/in/elizabeth-fogle-ph-d-223a7a23/
PLANNING AN EXCELLENT ACCREDITATION VISIT

Anne Connelly & Robert Onorato
Lincoln Technical Institute
Please see the Map on the wall....

And indicate where your campus is located! ... if not in the US feel free to write it in!
Who here has had a visit with zero findings from ACCSC? … raise of hands? CONGRATS

Activity: Think about your level of experience with visits and the outcome of those visits – what were the successes or challenges?
Think/Pair/Share
TIPS

• Read the Standards – notice two types: many ways to comply vs. highly prescribed
• Access ACCSC site resources – many trainings & tools
• Do you do what you say you do? (catalog, EA, all marketing materials ... no exaggerated claims)
• Highly qualified personnel – evidence training
• Documentation along the student lifecycle – meeting admissions requirements prior to start, student records with advising, faculty records well maintained, placements verified in field
• Formula for success = 1) Highly qualified and trained personnel, 2) engaging in compliant practices, 3) maintaining complete records and, 4) Student Success
Is it OK to have some findings?

What is most important is the way in which you address/respond to the findings.
Lincoln Tech
Shelton, CT Campus

Culinary Arts & Food Services
Electrician Training
International Baking and Pastry
Medical Assistant
Practical Nursing
Our focus today is to use an example case and facilitate a dialogue to capture best practices that lead to a successful visit.
Zero Findings
Reaccreditation Visit
Spring, 2023

How did we accomplish this?
The Answer Is....

CONTINUOUS VISITOR READINESS!!!

CVR

Time to fill up your toolbox!
YES.....You Can Do This!

- Preparation is Key
- CVR
- Pride in your Campus Culture
What We Didn’t Do…

Become a…… OR Cause Chaos!

HELLO
My name is
HOT MESS

... no last minute scramble or panic.
In your own words ...

How would you define CONTINUOUS VISITOR READINESS (CVR)?
Continuous Visitor Readiness (CVR):

An ongoing, daily process that involves more than cleanliness and an inviting atmosphere.
Continuous Visitor Readiness (CVR):

Engaging in daily routines and spot checking documentation to ensure that compliance is maintained.
Continuous Visitor Readiness (CVR)

Does your campus avoid getting ready for a visit?
Is your campus always ready for a visit?

What does 'always ready' mean exactly?

Meeting and exceeding ACCSC standards and your campus expectations.
Establishing Expectations and Accountability for CVR

Is Your Table Set?
Example Department
Education Templates to Create

• Faculty Development Plan – all faculty listed, date of hire, instructional and technical upgrades, class observation

• Faculty Meetings – why create a new agenda each time; draft a standard to use for all

• Advisory Boards - follow the standard; chart attendees (outside/inside), sections for a “we heard you report” and all pertinent questions to discuss and note suggestions

Activity: Each table – select one of the above; take 5 min to begin a draft template; we will share and discuss
Education Example
Tools to Create

• Master To-Do List of Routines – *daily, weekly, monthly, quarterly, bi-annual, annual*

• Student File Checklist – all required docs

• Faculty File Checklist – prep a standard way to organize these so they all look the same
  • Include Employment Verification

• Education Department Binders – create a list and define the contents for each
  • Library Binder example – coversheet, who’s the manager, how qualified, policy, inventory, instructions to access the electronic database, agenda and briefing sheet for student and faculty training

• Campus Safety and Security Binder – *As an activity: group up and list what items might be in this binder;*
  • Link to an emergency response flipbook – [https://www.ehsconsult.com/](https://www.ehsconsult.com/)

• Other Binders Suggested: Curricula, Community Engagement, Tutoring Log, ADA Binder, Advisory Boards, Learner Enhancement (field trips, guest speakers, co-curricular activities, community outreach), Incident Reports, Crime Reports, Facility
Build up your manual to include:

- Code of Ethics Policy and sign-off – refer to students right to privacy, integrity of practice including grades, maintaining accurate records, copyright, etc.
- Faculty Development Policy – onboarding, continuous focus on instructional and technical, frequency expectation, class observation, surveys, performance appraisals, how documented
- Campus Safety and Security Policy – reference to committee, meetings, trainings, drills, etc.
- Advising Policy – purpose, frequency, facilitator
- Student Services Policy – consider both internal and external services
- Advisory Board Policy – purpose, attendees, frequency, content expectations

Each Policy includes: purpose, procedure, who involved, frequency, and documentation. Clarity and transparency leads to an easy spot check. Determine review periods and revise.
Culture
The Importance of...
The Difficulty of.....
Culture

- Hiring
- Attitude
- People
- Student-Centered Focus
- Celebrating Success
This is also Ongoing.
Using Leadership To Feed Campus Culture
Is your communication style clear & concise?

Do you keep an eye out for teachable moments?

Do you create an environment of appreciation?

Do you mirror the behaviors you wish to see in your campus?
Think-Pair-Share

What is your Top Leadership Strategy to nurture a collaborative culture?
Suggested Strategies for Building a Collaborative Culture

- Use the SER (Self Evaluation Report)
- Hold periodic meetings for staff/faculty involvement
- Use the IAIA (Institutional Assessment and Improvement Activities) on a quarterly basis as a management tool
- Create student surveys and student focus groups. Review results regularly.
- Review Advisory Board Meeting Minutes to determine which suggestions to put into action
### Scenarios: Auditor Questions, Requests, and Observations

1. **Scenario 1:** You are asked a general question about your school's mission statement.
   - **Action:** Reply that you think it's in the lobby and invite them to go and check it out. Recite the mission statement and be prepared to answer additional questions.

2. **Scenario 2:** An observation was made about how busy everyone appears to be.
   - **Action:** Tell the auditor how incredibly busy everyone has been just getting ready for this visit. Reply that you are thankful for the workflow and feel fortunate to have a solid group of students to work with.

3. **Scenario 3:** With 5 minutes to go in your workday, you are asked by the auditor to provide an updated and detailed population report.
   - **Action:** Let them know that you have plans after work and need to leave in 5 minutes. Immediately generate the requested data and deliver it directly to the auditor. As a courtesy, wait 15 minutes and then check in with both your manager and the auditor prior to departing. Hot Tip: It will be worth it to stay until the team have wrapped up for the day.

4. **Scenario 4:** You are asked a question and have absolutely no idea as to what the answer could be.
   - **Action:** Guess the answer and bluff through the question to avoid looking 'bad'. Reply that you do not have the information at your fingertips but will either find the answer or direct them to someone who can be of better help.

5. **Scenario 5:** When any requests or questions come up during a visit you should.....
   - **Action:** Put them off until later. Act on them immediately. Plan ahead for your to free up time for the entire length of the visit.
IN SUMMARY...

- Develop and utilize tracking tools
- Develop and establish processes
- Establish accountability for each process
- Perform regular internal audits with a final internal audit prior to a visit
- Communicate and Communicate and Communicate!
- Make it easy for the visiting team...they are your guests & make their job easy
- PROUDLY Showcase your school
- DON'T PANIC!
- Always remember...compliance is the tool we use to provide the best learning environment for our students!
Q and A

What did we miss??

What practices might you focus on to create a better template, tool, or policy for as a follow-up?
Contact Information

Anne Connely – Director of Education Operations, Corporate  
Aconnely@lincolntech.edu

Robert Onorato – Director of Education, Shelton, CT Campus  
Ronorato@lincolntech.edu
WELCOME

MEET THE PRESENTERS!

STEPHANIE NADEJA

BILL CASWELL

Meet the Presenters!
This session will use academic integrity as the foundation for policy implementation by cultivating an environment that embraces change!
OUR GOALS

- **Evaluate** your own policies and procedures in order to streamline procedures
- **Revise policies and procedures** to be user friendly, more effective and efficient.
- **Promote change management** in a way that includes all organization stakeholders
A HISTORY OF CHANGE

2015

Company Calendar Change & New Program Launches

The company moved from 4 12-week Quarters to 5 10-week Terms with 5 week modules.

Additionally the company introduced the “Big 5” - new programs.

2016

Got Married

2017

My Father Passed

Started Graduate Program

Organizational and Accreditation Change

During this year, the company worked through an ownership change.

Additionally, the campus network walked through an accreditation change.

2018

Began MBA Program

Promoted to Manager, Academic Records

The Great Disrupter

During COVID-19, the company experienced a transition to remote work, programmatic LOAs, and new campus protocols.

2020

Completed MBA

Participated in ALPS!

2021

Promoted to Manager, Academic Programs

Son was Born!

2023

Changing Landscape

This year we have been exploring new programs, new funding sources and even greater opportunities for growth to continue to meet the needs of our students and the communities in which they live and work!

2016 - 2017 - 2018 - 2020 - 2021 - 2023
**A FOUNDATION OF HOPE**

Consistent utilization of change management, controls, and training

Cultivating and Nurturing an environment that embraces change with a *positivity*
Once a change is identified, the department will evaluate the information and determine if an existing policy or procedure needs to change. The department will then take steps to revise existing policy/procedures or develop a new policy/procedure.

Perceived Change
External or internal information that may alter an existing policy or procedure is identified.

Departmental Review
Once a change is identified, the department will evaluate the information and determine if a existing policy or procedure needs to change. The department will then take steps to revise existing policy/procedures or develop a new policy/procedure.

Catalyst Training Calls
At a cadence determined by executive leadership, trainings occur to the departments. Information is first delivered to the executive directors and then to all other leadership.

Cross Department Review and Final Approval
Before the change is communicated to the larger organization, all departments meet together to discuss the changes and address any questions and concerns before the training calls. The Compliance Department has the final approval before the training calls occur.

Catalyst Content Creation
Each department tracks internal changes for their department and records the information on a shared Google Sheet that tracks historical changes. During this time, all departments work to develop a training presentation to communicate changes to the larger organization.
Breakout Activity

Find a group of people *within* your department:

- Admissions,
- Academics,
- Instructors,
- Administrators,
- Others

*Birds of a feather flock together*
Breakout Activity

Now, create groups with representation from each department:

- Admissions,
- Academics,
- Instructors,
- Administrators,
- Others
• Did your process *change*?

• Were you *surprised* by the differences in processes? Was one process perceived as more effective/ineffective than the other?

• How can *changing the way we solve problems* affect our organizations?
How to Manage Policy Change & Implement Updates

- Research the perceived change and/or policy requirements
- Complete a Departmental Review
- Create a record keeping tool and communication plan
- Complete a Cross-Department Review and Receive Final Approval
- Communicate policy and/or procedural changes to the organization

Controls to Ensure Compliance with Policies and Procedures

- Utilize Academic Integrity to build a company culture that is collaborative and communicative to ensure all departments are informed of changes
- Internal Audits to include compliance
- Policies and Procedures that utilize two or more employees/departments to build in accountability for a process or procedure

Action Steps to Rely on when Violations occur to get back on track!

- Create a Code of Conduct outlining requirements for each department, student, and faculty member
- Create a policy for code violations including governance to ensure the Code of Conduct is followed
We hope you have a greater appreciation for…

- Using the foundation of **Academic Integrity** to guide policy and procedural changes

- Established policies and procedures in place for individuals who are doing the day-to-day activities that are **clearly defined** and **easy to understand**

- Importance of controls to **safeguard** against policy violations and how to address violations as they occur to prevent future issues
Let’s Connect!

Stephanie Nadeja
stephanie.nadeja@ancoraeducation.com
Find me on Linkedin!

Bill Caswell
william.caswell@ancoraeducation.com
Find me on Linkedin!
Raising the Bar: Establishing High Performing Faculty With A Distance Education Training Plan
How to:
1. Capitalize on Your Faculty Handbook
2. Create A Quality Control Rubric
3. Create Ongoing Training
Our Story and the Need for Change
Quality Control Initiative
Time to Brainstorm!
The Role of the Faculty Success Specialist
Instructor: Donna Francis-Clark
Program: HIM
Course: BTO-1555
Course Start: 2023-08-14
Course End: 2023-10-06
Status: In Progress

Instructor: Stephanie McCallum
Program: BUS
Course: BUS-7105
Course Start: 2022-08-14
Course End: 2023-10-06
Status: In Progress

Instructor: Debra Stillman
Program: LGL
Course: LGL-5001

1. Course set up completed
Section Average: 0.0

1A. CS: Instructor had all of the required aspects in the Welcome Page: name, photo, texting number

1B. CS: Instructor welcome page: Welcome video embedded and instructor can be seen and heard on camera for the video

1C. CS: Welcome announcement posted and met all of the criteria in the faculty handbook
The Lessons We Learned
Does this Really Work to Raise the Bar?
Pre-Training Check Your Knowledge

Pre-Training Data June 28-July 21, 2023

Pre-Training: Check your knowledge!

Mean Score: 75%

Post-Training Check Your Knowledge

Post-Training: Knowledge Check

Mean Score: 96%
<table>
<thead>
<tr>
<th>Live Sessions</th>
<th>Pre-Training</th>
<th>Post Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camera on</td>
<td>2.7</td>
<td>3.0</td>
</tr>
<tr>
<td>Professional Attire</td>
<td>2.7</td>
<td>3.0</td>
</tr>
<tr>
<td>Appropriate Background</td>
<td>2.7</td>
<td>3.0</td>
</tr>
<tr>
<td>No Distractions</td>
<td>2.7</td>
<td>3.0</td>
</tr>
<tr>
<td>Clearly Lit</td>
<td>2.7</td>
<td>3.0</td>
</tr>
<tr>
<td>Cloud Recording</td>
<td>2.8</td>
<td>2.9</td>
</tr>
<tr>
<td>Visual Aids</td>
<td>2.9</td>
<td>3.0</td>
</tr>
<tr>
<td>Manage Chat Box</td>
<td>2.5</td>
<td>2.9</td>
</tr>
<tr>
<td>Full Time Allotted</td>
<td>1.8</td>
<td>2.5</td>
</tr>
<tr>
<td>Engaged Students</td>
<td>2.7</td>
<td>2.7</td>
</tr>
<tr>
<td><strong>Average Total</strong></td>
<td><strong>2.6</strong></td>
<td><strong>2.9</strong></td>
</tr>
<tr>
<td>Instructor Name</td>
<td>Course Set Up</td>
<td>YellowDig</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>1.5</td>
<td>2.1</td>
</tr>
<tr>
<td>06/30/2023</td>
<td>0.6</td>
<td>1.7</td>
</tr>
<tr>
<td>09/12/2023</td>
<td>2.4</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1.5</strong></td>
<td><strong>2.1</strong></td>
</tr>
<tr>
<td>Instructor Name</td>
<td>Course Set Up</td>
<td>YellowDig</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------</td>
<td>-----------</td>
</tr>
<tr>
<td>07/13/2023</td>
<td>2.7</td>
<td>3.0</td>
</tr>
<tr>
<td>09/05/2023</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>2.8</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Nick Keeling
nick.keeling@bryanuniversity.edu
Executive Director of Undergraduate Studies

Valerie Akbulut
valerie.akbulut@bryanuniversity.edu
Faculty Success Manager
Please write down on a Post-It note one challenge that you or your campus have faced in 2023. We will brainstorm on ways to turn challenges into opportunities! Please place the Post-It note in the hat located in the middle of the room.

Thanks,
Elizabeth & Ben
Becoming the Solution in Your Community—
Best Practices to Expand Your Outreach

Elizabeth Herron
CARS

Ben Clark
AIM/Centura
Today.....
We will brainstorm.
We will connect.
We will learn and share.

We will have fun!
Rope Activity

• Hand on rope
• May not remove hand
• At times you will be asked to close your eyes or remain silent
• Follow instructions
• Debrief
Why Are We Here?

It takes a village.

Education is everyone's business.
Common Community Conundrums

1) Food, healthcare, & transportation insecurity
2) Lack of educational opportunities and resources
3) Inconsistent youth engagement
4) Increased cost of living
5) Needing more role models in under-represented industries
What Can We Control?

What Tools & Resources Can Our Schools Offer To Local Communities?
OPPORTUNITIES TO CONNECT WITH COMMUNITY

- Admissions
- Education
- Student Finance
- Student Service
- Career Services
Group Assignments

You have three minutes to break into 5 different groups. Each section of the lifecycle should be represented within the group.

1) Admissions
2) Student Finance
3) Education
4) Student Services
5) Career Services
Report Out

Group Representatives, what can we offer the community?
• Stellar resources are found inside our schools
• More resources are found in our community
• Did we support any challenges?
• Community outreach is **not** extra
• Community outreach is vital
Thank you for your participation today!

Ben Clark
bclark@centura.edu

Elizabeth Herron
ekherron@collegiatesvp.com
Best PAC-tices FOR Program Evaluation

Dan Levinson
Debra Weninger
AGENDA

Introduction
Primary goals
2022-23 PAC-ing
Meaningful Program Evaluation
Program Assessment
Summary
Meet Dan...

Responsible for providing overall leadership for several of the Art Institute campuses as well as other colleges within the Education Management Corporation (EDMC) portfolio and CEO and Board Member for Bay Area digital arts college Ex’pression College, Dan Levinson leverages more than 30 years of multiple management and education experience included roles as audio and video faculty member, Academic Director, Dean of Academic Affairs, Campus President, Regional VP, Group VP, and CEO. Dan is in his second round as a Commissioner for the Accrediting Commission for Schools and Colleges (ACCSC). Between, Dan continue to volunteer as a Team leader and education specialist for the Commission an was honored in 2022 as Volunteer of the Year. Dan holds a M.Ed. in Educational Leadership from Northern Arizona University and a Bachelor of Music in Music Composition from Philadelphia College of the Performing Arts now known as the University of the Arts.
Meet Debra…

Debra has been in career education for over 45 years. Debra has a deep knowledge of career colleges/higher education, success in senior roles in privately held and publicly traded career colleges, experience with online and blended/hybrid learning, resource management to balance & achieve academic, operational, & financial objectives, results orientation, accreditation and regulatory affairs. Before retiring from “active duty, her career affiliations include Career Education Corporation, Cortiva, Delta, Kaplan, Lincoln Education, and Concorde Career Colleges. Debra is now a higher education consultant and passionate volunteer for ACCSC.

Debra served as a Board member of the Pennsylvania Department of Education - Private Licensed Schools by gubernatorial appointment and re-appointed. During her terms, served as Curriculum Committee Chair, and Review & Recommendation Panel member. Other professional affiliations include FAPSC Foundation and President of the Board since 2021, Board Member of the Florida Association of Postsecondary Schools & Colleges and served a term as its President.

Education: MSM - Rosemont College, BS - Centenary University
PRIMARY GOALS

Share PAC Activities

Best Practices for Program Evaluation

Meaningful Activities or Program Assessment
What part of the 2022 Revision is the most difficult to implement?
How often does your school actually evaluate each program?
For multi-campus, do you analyze each geographic location?
Dan & Deb’s observations from onsite visits

Don’ts (only 2)
1. Information not well communicated to campus shareholders.
2. We only need 1 PAC a year and it can be virtual! Celebrate!

DO’s – 22 to share!
1. Employers on Deck: employers on campus weekly to speak to students and recruit; Career Services spearheads weekly event
2. Employment Fairs on campus – survey employers’ impressions
3. Clinical site supervisor skill level evaluations of student/s
4. Externship site supervisor skill level evaluations of student/s
5. Student Satisfaction Survey analysis documented with follow up actions
6. Alumni Return Days – incorporate graduates’ career advice
7. PAC panel/student Q&A on campus – Industry Awareness
More ideas...

8. Speakers/Guest Lecturers: Community leaders, employers, non-profit organizations
9. Corporate/School Group Curriculum Committee with representatives from each campus and corporate experts
10. Distance Education Advisory Committee – reviews platforms, instructional design and delivery, and assessment
11. Community Service-Learning Projects
12. Library Committee – PAC and community members recommendations; LIRN (or other LRS software) effective usage discussions; OWC assignments integrating LIRN resources.
13. Student Advisory Committee with representations from each start cohort for each program – meet bi-monthly (odd months)
14. Campus President Advisory Committee (CPAC): representative from each program to meet quarterly with CP to discuss equipment, instructional delivery, support services, distance learning.
Still more...

15. Field trips in the community that support learning activities.
16. Include schools you articulate with as part of your program evaluation activities.
17. Attend professional conferences that permit students. Students report observations.
18. Attendance at state board meetings to learn of changes in state regulations.
19. CHEP certifications.
20. Attend PDC and bring a student group or faculty if possible. Make it an “
21. ACCSC alerts discussed with Deans and faculty – all staff meetings to ensure understanding of revisions that may require program evaluation for inclusion. Share the “why”
22. Professional group/association attendance (students when welcome)
Before the PAC MEETING…Program Evaluation Discussion – 10 minutes

WHAT ARE THE KEY ELEMENTS TO A TRUE PROGRAM EVALUATION?
Go to the standards

Substantive Standards

Section II Program Requirements

Fundamentals include a careful design process and rigorous ongoing assessment of programs
Key Elements to a Program Analysis

- Program Population: Actual vs. budget
- Program Revenue: Actual vs. budget
- Program Expenses: Actual vs. budget
  - Program’s Contribution Margin
  - Staffing: FTE’s and staffing plan
  - Attrition Analysis: timing? Trend?
  - Grade distribution & analysis by course, by instructor
    - attendance analysis by course, by instructor
    - distance education impact on attrition
  - Program re-enters/restarts
<table>
<thead>
<tr>
<th>METRIC REVIEW</th>
<th>SUBCATEGORIES</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>GOALS (POSITIVE &amp; NEGATIVES)</th>
<th>NARRATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>POPULATION</td>
<td>BUDGET</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACTUAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>WITHDRAWALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRADUATION</td>
<td>COHORT DATES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL GRADS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACTUAL GRADS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GRADUATION RATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LICENSURE</td>
<td>PASS RATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLACEMENT</td>
<td>COHORT DATES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL GRADS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLACED GRADS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLACEMENT RATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EXTERNAL TO HIRE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>PERCENTAGE OF ATTENDANCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>QUARTERLY ATTENDANCE RATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ATTENDANCE PROBATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ATTENTION RATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COURSE FAILURE RATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EBIDTA</td>
<td>CONTRIBUTION MARGIN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CAPX EXPENDITURES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BUDGET VARIANCES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAFFING</td>
<td>TURNOVER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OPEN POSITIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FTE TO PLAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT PROGRESS</td>
<td>SAP WARNINGS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SAP PROBATIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAXIMUM TIMEFRAME RISKS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>STUDENT RECOGNITION EVENTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ADA POPULATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNITY</td>
<td>PROGRAM ADVISORY ACTIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMMUNITY PROJECTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># OF EXTERNSHIPS / CLINICAL SITES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ADDITIONAL COMMENTS/NARRATIVES:
A meaningful PAC discusses your meaningful program evaluation

- Share the wins

- Share the losses
The Commission’s goal for the standard revision is meant to refocus its member institutions on ways to conduct an effective Program Evaluation. PAC is a vessel for the presentation of the analysis to ensure your programs engage the students, content appropriate with ample staffing and budget support.

This is not a prescriptive process, more an evaluation that you have internal and external sources to evaluate changes needed and continue best practices.
The Powerpoint will be posted for attendees. Check the PDC link.
Staff Development & the Role It Plays on your Campus

Jennifer M. Paugh-Macombert
MIAT College of Technology
Mr. Milo Paugh-Macomber:

- Goodest boy
- Learned to swim about 2 years ago.
- Is 6 years old.
- Drinks water very loudly.
- Ball is life.
- Deserves his own slide.
In a world of metrics, why spend time on staff development?

KPI = Key Performance Indicators

The New Leadership

KPI

Keep people interested
Keep people informed
Keep people involved
Keep people inspired
Culture eats strategy for breakfast.

Culture eats strategy for breakfast.

Culture eats strategy for breakfast.
What does staff development look like?

• Example: Three buckets
• Example: Training Series
• “Summit”
• “What you don’t address, you agree with.”
What is the price you pay for not developing your staff?
Jennifer M. Paugh-Macomber
MIAT College of Technology
Michigan
jpaugh-macomber@miat.edu
734.423.2121
Rockin’ Leadership

Dr. P. Michael Lanouette & Dr. Joel A. English

Centura College & Aviation Institute of Maintenance
What every being has in common
Rocking Leadership

• Leadership has structure; so does music.
• There is an art to both leadership and music.
• We start, you end.
• No one will look more foolish than us.
• The more you join in, the more fun you will have.
• Ready for a practice round?
Rocking From Low places
How Far Would You Walk?
Step This Way

Big

Three
Do We Really Live There?
Take Care of Business

WHO?  WHERE?
Make it Rain

We will work with you.
What is Material?

I have a passion for music. I love music. But I also have a passion for ________.
Keep Dreaming
“TAKE ME HOME”  “WANTED”

WELCOME TO THE CFV FAIR
Smooth Criminals

DO NOT DISTURB
I’m processing administrative work today.
What Time is It?

Every day is _______ appreciation day, Mike Lanouette
Every day is _______ appreciation day, Billy Ferrell
Rock Them
Sweet Note/Sour Note
Rocking Leadership

Dr. P. Michael Lanouette, mlanouette@centura.edu

Dr. Joel A. English jenglish@centura.edu

Low Places
Walkers
Ahead
Fun
Who/Where
Work Withs
$$$
Dreamers
ID SC
Motivate
Rock
Teacher
THE POWER OF STUDENT SATISFACTION

HOW TO MAKE A DIFFERENCE

JASON MONGAN

PITTSBURGH INSTITUTE OF AERONAUTICS
• Jason Mongan
• Pittsburgh Institute of Aeronautics
• Executive Director for Academic and Student Services
• jmongan@pia.edu
Student Satisfaction

Quick Look:

• Why does it matter?
• Reactive versus Proactive
• Student Touch Points
• It’s Never Too Late
WHY DOES IT MATTER?

• Student Engagement
• Student Retention
• Mentally Prepared Students
• Student Self-Esteem
• Student School Pride
• Faculty/Staff Satisfaction
• Why does it matter to you?

• What matters to your Organization?

• Do these match?
  • Should they?
REACTIVE VERSUS PROACTIVE APPROACH
• Describe some Proactive and Reactive approaches your organization has used.

• Discuss successes and failures
**Reactive versus Proactive - Tools**

- Student Satisfaction Surveys
- Student Course Evaluations
- Focus Groups
- Student Success Rates

- Use of Onsite of Third-Party Services
- Student Resource Requests
- Student Representative Meetings
Where does your organization assess student satisfaction through the student Life Cycle?

Do you believe this is sufficient?
• Why or why not?
IT'S NEVER TOO LATE
PROVIDED TOOLS
• Jason Mongan
• Pittsburgh Institute of Aeronautics
• Executive Director for Academic and Student Services
• jmongan@pia.edu
• https://www.linkedin.com/in/jason-mongan-7a495b29/
“WE HAVE A GREAT DATA PRIVACY AND INFORMATION SECURITY PROCESS!” SAID NO ONE.
TOPICS

- Data privacy and information security fundamentals
- Emerging privacy concerns and consumer expectations
- Regulatory philosophy and landscape
- Costs of failures and non-compliance
- Privacy and information security risk frameworks
- Thoughts & questions
Data privacy and information security fundamentals
Data privacy, also known as information privacy or data protection, refers to the practice of safeguarding and controlling access to an individual's or an organization's data, ensuring that it is used and shared appropriately and in accordance with legal and ethical standards. Data privacy encompasses a range of principles, policies, and practices designed to protect sensitive or personal information from unauthorized access, use, disclosure, alteration, or destruction.

Data privacy is essential for protecting individuals' rights, building trust with students, employees and other stakeholders, complying with legal requirements (such as the California Consumer Privacy Act (CCPA) or General Data Protection Regulation (GDPR) in the European Union), and preventing data breaches and misuse. In an era of increasing digitalization and data-driven decision-making, data privacy is a fundamental aspect of responsible data management and ethical business practices.
Key aspects of data privacy include:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidentiality</td>
<td>Data privacy ensures that data is kept confidential and is only accessible to authorized individuals or entities. It involves measures such as encryption, access controls, and data classification to prevent unauthorized access.</td>
</tr>
<tr>
<td>Consent</td>
<td>Data privacy often requires obtaining informed and voluntary consent from individuals before collecting and processing their data. Consent should be clear, specific, and revocable.</td>
</tr>
<tr>
<td>Data Minimization</td>
<td>Data should be collected and processed only to the extent necessary for a specific purpose. Unnecessary or excessive data collection is discouraged.</td>
</tr>
<tr>
<td>Purpose Limitation</td>
<td>Data should only be used for the purposes for which it was collected and not repurposed without proper notice and consent.</td>
</tr>
<tr>
<td>Transparency</td>
<td>Individuals should be informed about how their data is being collected, used, and shared. Transparency involves clear and easily understandable privacy policies and notices.</td>
</tr>
<tr>
<td>Data Security</td>
<td>Data privacy requires the implementation of security measures to protect data from breaches and unauthorized access. This includes practices such as encryption, access controls, regular security audits, and employee training.</td>
</tr>
<tr>
<td>Data Subject Rights</td>
<td>Individuals have rights over their data, including the right to access, correct, delete, or port their information. Data privacy regulations often grant these rights to data subjects.</td>
</tr>
<tr>
<td>Data Protection Impact Assessments (DPIAs)</td>
<td>Organizations may be required to conduct DPIAs to assess and mitigate the risks associated with data processing activities, especially those that involve high risks to individuals' privacy.</td>
</tr>
<tr>
<td>Data Transfer Safeguards</td>
<td>Data privacy regulations may impose restrictions on the transfer of data across borders to ensure that data remains protected even when it leaves the jurisdiction where it was collected.</td>
</tr>
<tr>
<td>Accountability and Compliance</td>
<td>Organizations are often required to demonstrate compliance with data privacy laws and regulations. They should have mechanisms in place to uphold data privacy principles and respond to data breaches or privacy incidents.</td>
</tr>
</tbody>
</table>
# Data Privacy versus Information Security

## Definition

**DATA PRIVACY**

Data privacy refers to the protection of an individual’s or organization’s personal or sensitive information from unauthorized access, use, disclosure, or collection. It primarily focuses on ensuring that data is handled in a way that respects the rights and expectations of individuals regarding their personal information.

**INFORMATION SECURITY**

Information security, on the other hand, is a broader concept that encompasses safeguarding all types of information, not just personal data. It includes protecting data from a wide range of threats, such as cyberattacks, data breaches, natural disasters, and human errors. Information security is about maintaining the confidentiality, integrity, and availability of information.

## Scope

**DATA PRIVACY**

Data privacy is concerned with the handling and protection of personally identifiable information (PII) or sensitive data, such as names, addresses, Social Security numbers, and health records. Compliance with data privacy regulations like GDPR (General Data Protection Regulation) and CCPA (California Consumer Privacy Act) is often a key aspect of data privacy.

**INFORMATION SECURITY**

Information security extends beyond PII to include all forms of data, including financial records, intellectual property, business plans, and more. It focuses on securing data against a broader range of threats, both internal and external.

## Objectives

**DATA PRIVACY**

The primary objective of data privacy is to ensure that individuals have control over their personal information and organizations are accountable for how they collect, process, and store this data. It emphasizes transparency, consent, and data subject rights.

**INFORMATION SECURITY**

Information security aims to protect data from a wide range of risks, including cyberattacks, espionage, physical theft, and natural disasters. It focuses on maintaining the confidentiality, integrity, and availability (CIA triad) of data.

## Measures and Practices

**DATA PRIVACY**

Data privacy measures often include obtaining explicit consent for data collection, implementing data access controls, data encryption, data anonymization, and providing individuals with the ability to access, correct, or delete their data.

**INFORMATION SECURITY**

Information security measures encompass a broader set of practices, including network security, firewalls, intrusion detection systems, antivirus software, disaster recovery plans, access controls, and security policies and procedures.
Importance of Data Privacy

Data privacy is important because it safeguards individual rights, prevents harm, builds trust, ensures legal compliance, and supports responsible data handling practices in an increasingly data-driven society. It is a cornerstone of ethical data management and a critical aspect of maintaining a healthy and secure digital environment.

✓ Protection of Personal Rights and Dignity
✓ Preventing Unauthorized Access and Misuse
✓ Building Trust
✓ Compliance with Regulations
✓ Mitigating Data Breaches
✓ Fostering Innovation
✓ Preserving Confidentiality
✓ Avoiding Reputational Damage
✓ Preventing Discrimination
✓ Global Impact
## Definitions

<table>
<thead>
<tr>
<th>PI (personal information)</th>
<th>PII (personally identifiable information)</th>
<th>Sensitive Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The definition of &quot;personal information&quot; (PI) is outlined in the California Consumer Privacy Act (CCPA). The CCPA's definition of PI is indeed broader than the traditional concept of personally identifiable information (PII):</td>
<td>Personally, identifiable information is defined by the US Office of Privacy and Open Government as:</td>
<td>As an overarching definition, PII is considered as sensitive if the loss, compromission, or disclosure without authorization of this data could result in harm, embarrassment, inconvenience, or unfairness to an individual. For instance, the following information is considered to be sensitive PII:</td>
</tr>
</tbody>
</table>
| “Information that identifies, relates to, describes, is capable of being associated with, or could reasonably be linked, directly or indirectly, with a particular consumer or household.” This definition encompasses a wide range of data that can be used to identify or associate with an individual or household. | “Information which can be used to distinguish or trace an individual’s identity, such as their name, social security number, biometric records, etc. alone, or when combined with other personal or identifying information which is linked or linkable to a specific individual, such as date and place of birth, mother’s maiden name, etc.” | ✓ Medical data  
✓ Genetic data  
✓ Philosophical beliefs  
✓ Sexual orientation  
✓ Racial or ethnic origin  
✓ Political opinions  
✓ Religious opinions  
✓ Trade union membership |
| Exclusion of Publicly Available Information:                                               | ✓ Name  
✓ Home address  
✓ Email address  
✓ Telephone number  
✓ Personal identification number  
✓ Personal characteristics  
✓ Biometric data  
✓ Financial data |
| • Information that is already in the public domain is generally not considered personal information under the CCPA. |                                                                                                           |                                                                                                         |
| Similarity to PII:                                                                          |                                                                                                           |                                                                                                         |
| • Person’s name, address, email, and Social Security number, and goes further to include additional categories of data. |                                                                                                           |                                                                                                         |
| Broader Categories of Data:                                                                 |                                                                                                           |                                                                                                         |
| • IP addresses, biometric information, location data, audio information, and personal device identifiers and others. |                                                                                                           |                                                                                                         |
Data Privacy Risks

Data privacy risks include potential threats or vulnerabilities that can compromise the confidentiality, integrity, or availability of sensitive or personal data. These risks can lead to unauthorized access, use, disclosure, or alteration of data, which can have various negative consequences for students, staff, organizations, and society as a whole. Here are some common data privacy risks:

- Data Breaches
- Unauthorized Data Access
- Data Theft
- Data Leakage
- Inadequate Data Protection
- Third-Party Risks
- Non-Compliance with Data Protection Regulations
- Data Retention and Disposal Risks
- Social Engineering and Phishing Attacks
- Insider Threats
- Cross-Border Data Transfers
## Examples of Data Accessed and Processed by Schools

### Student Data

**Example:**
- SS#
- Date of birth
- Residential address
- Telephone number
- Email address
- Visa information
- POG
- Employment
- Salary information
- Academic and disciplinary records

**Sensitive Data:**
- Biometric Data
- Medical
- Financial, Banking, Credit Card, etc.

### Employee Data

**Example:**
- SS#
- Date of birth
- Residential address
- Telephone number
- Email address
- Education credentials
- Employment history
- Salary Information
- Background verification
- Performance evaluations

**Sensitive Data:**
- Biometric Data
- Medical
- Financial, Banking, etc.
- Political affiliations

### Other Data

**Example:**
- Prospect/recruitment data
- Survey data
- IT data, such as security, performance, and usage metrics
- Internal: financial data
- External: vendors, industry size, and market trends
- Research data, such as price indices, unemployment rates, literacy rates, and census data
- Staff/user browsing history
- Other data
Emerging privacy concerns and consumer expectations
Data Dependency

✓ Customer Feedback and Satisfaction
✓ Digital Transformation
✓ Data-Driven Decision-Making
✓ Personalization
✓ Efficiency and Optimization
✓ Competitive Advantage
✓ AI and Machine Learning
✓ Supply Chain and Inventory Management
✓ Customer Insights
✓ Risk Management
✓ Regulatory Compliance
Are willing to act to protect it, and most importantly, have already acted by switching companies or providers to better protect their privacy.

“I believe the way a company treats my personal data is indicative of the way it views me as a customer.”

TOP SOURCES OF DATA

- Browser logs
- Online marketing analytics
- Surveys
- Customer service logs
- Google Reviews
- Instagram
- Sales/transactional data
- Amazon
- Business website visits
- Facebook

CUSTOMER SATISFACTION

- 81%
- 89%

1. Data Collection: A Business’s Best Friend, skynova
2. Cisco 2022 Consumer Privacy Survey, 2022
Data Breaches Continue to Increase

- Weekly cyber-attacks have increased worldwide by 7% in Q1 2023 compared to the same period last year, with each firm facing an average of 1248 attacks per week.¹
- The education and research sector experienced the highest number of attacks, rising to an average of 2507 per organization per week (a 15% increase compared to Q1 2022).²
- Education sector is on the top 10 list of most targeted industries (10%). Others include healthcare, finance, insurance, etc.²

¹Global Cyber Attacks Rise by 7% in Q1 2023, Infosecurity Magazine, April 28, 2023
²Flashpoint’s Cyber Threat Intelligence Index: 2023 Midyear Edition, Flashpoint, 2023
# Recent Data Breaches in Higher Education

<table>
<thead>
<tr>
<th>INCIDENT</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020: University of California, San Francisco - $3 million ransom demanded&lt;sup&gt;1&lt;/sup&gt;</td>
<td>The university paid $1.14 million to gain access to the decryption key.</td>
</tr>
<tr>
<td>2021-2022: Lincoln College, Illinois - a ransomware blocked access to data preventing its operations for three months.&lt;sup&gt;2&lt;/sup&gt;</td>
<td>The college paid $100,000 and eventually gained access to data; however, announced that it would close, becoming the first U.S. institution of higher learning to shut down in part due to a ransomware attack.</td>
</tr>
<tr>
<td>May 2023: Bluefield University, Virginia - Hackers hijacked the emergency alerts system and used it to issue threats to students and faculty: The university must pay up or their files would be leaked online.&lt;sup&gt;3&lt;/sup&gt;</td>
<td>Hackers posted personal information of employees and students on social media and internet sites. The University hasn’t fully resolved the situation yet.</td>
</tr>
</tbody>
</table>

---

<sup>1</sup>Ransomware Attacks Against Higher Ed Increase, Inside Higher Ed, July 21, 2022; <sup>2</sup>Illinois college, hit by ransomware attack, to shut down, NBC News, May 9, 2022; <sup>3</sup>Slew of Cyberattacks Highlight Gaps in University Security, Campus Safety, August 14, 2023
### Recent Large Scale Data Breaches

<table>
<thead>
<tr>
<th>INCIDENT</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>LinkedIn</td>
<td>![LinkedIn icon]</td>
<td>![Uber icon]</td>
<td>![MOVEit icon]</td>
</tr>
</tbody>
</table>
| **OUTCOME** | Data associated with 700 million LinkedIn users was posted for sale in a Dark Web forum in June 2021. The exposure impacted 92% of the total LinkedIn user base of 756 million users. | The Uber data breach began with a hacker purchasing stolen credentials belonging to an Uber employee from a dark web marketplace. The attacker gained full administrative privilege and complete access to Uber’s sensitive systems and employee accounts. | Clop, a ransomware group, has stolen data from more than ~1,000 organizations, including higher ed institutions. “Some of the world’s largest financial institutions, law firms, insurance providers, healthcare firms, education service providers and government agencies have been hit by this slow-moving disaster.”
- National Student Clearinghouse - investigating
- TIAA, financial services provider for educators and academics
- New York City Department of Education
- Minnesota Department of Education
- University System of Georgia
- Johns Hopkins University
- Many more..

Number of known victims of the MOVEit attack so far:
- 1127 organizations
- 53.8 - 58.6 million individuals

---

1. The 72 Biggest Data Breaches of All Time [Updated 2023], UpGuard, August 3, 2023; 2. Uber Breach 2022 – Everything You Need to Know, UpGuard, September 16, 2022; 3. MOVEit mass exploit timeline: How the file-transfer service attacks entangled victims, CYBERSECURITY DIVE, July 14, 2023; 4. MOVEit hack victim list, KonBriefing, September 4, 2023
Regulatory philosophy and landscape
Regulatory philosophy is shifting

Historically, the United States operated on an “assortment” regulations without a singular law covering all aspects of privacy protection. Instead, it was an acronym governing individual sectors, e.g., HIPAA, FCRA, FERPA, GLBA, ECPA, COPPA, and VPPA.

- The European Union’s General Data Protection Regulation (GDPR) and California Consumer Privacy Act (CCPA) changed this dynamic and the philosophy from preventing or mitigating harms in specific sectors to broader “rights-based” approach.

- Today, GDPR and CCPA are the driving principles of new data privacy laws around the world and the United States.

- GDPR is the toughest privacy and security law in the world. It imposes obligations onto organizations anywhere, so long as they target or collect data related to people in the EU.

- CCPA is one of the significant data protection laws in the United States, gives consumers more control over the personal information that businesses collect about them and the CCPA regulations provide guidance on how to implement the law.

What is GDPR, the EU’s new data protection law? GDPR.EU
California Consumer Privacy Act (CCPA), State of California Department of Justice
U.S. data privacy laws to enter new era in 2023, Reuters, January 12, 2023
# Enacted State Comprehensive Privacy Laws

Only includes laws with comprehensive approaches to governing the use of personal information.

<table>
<thead>
<tr>
<th>State</th>
<th>Laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>California Consumer Privacy Act</td>
</tr>
<tr>
<td></td>
<td>(effective 1 Jan 2020)</td>
</tr>
<tr>
<td></td>
<td>As amended by the:</td>
</tr>
<tr>
<td></td>
<td>California Privacy Rights Act</td>
</tr>
<tr>
<td></td>
<td>(effective 1 Jan 2023)</td>
</tr>
<tr>
<td>Colorado</td>
<td>Colorado Privacy Act</td>
</tr>
<tr>
<td></td>
<td>(effective 1 July 2023)</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Connecticut Personal Data Privacy and Online Monitoring Act</td>
</tr>
<tr>
<td></td>
<td>(effective 1 July 2023)</td>
</tr>
<tr>
<td>Indiana</td>
<td>Indiana Consumer Data Protection Act</td>
</tr>
<tr>
<td></td>
<td>(effective 1 Jan. 2026)</td>
</tr>
<tr>
<td>Iowa</td>
<td>Iowa Consumer Data Protection Act</td>
</tr>
<tr>
<td></td>
<td>(effective 1 Jan. 2025)</td>
</tr>
<tr>
<td>Montana</td>
<td>Montana Consumer Data Privacy Act</td>
</tr>
<tr>
<td></td>
<td>(effective 1 Oct. 2024)</td>
</tr>
<tr>
<td>Oregon</td>
<td>Oregon Consumer Privacy Act</td>
</tr>
<tr>
<td></td>
<td>(effective 1 July 2024)</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Tennessee Information Protection Act</td>
</tr>
<tr>
<td></td>
<td>(effective 1 July 2025)</td>
</tr>
<tr>
<td>Texas</td>
<td>Texas Data Privacy and Security Act</td>
</tr>
<tr>
<td></td>
<td>(effective 1 July 2024)</td>
</tr>
<tr>
<td>Utah</td>
<td>Utah Consumer Privacy Act</td>
</tr>
<tr>
<td></td>
<td>(effective 31 Dec. 2023)</td>
</tr>
<tr>
<td>Virginia</td>
<td>Virginia Consumer Data Protection Act</td>
</tr>
<tr>
<td></td>
<td>(effective 1 Jan. 2023)</td>
</tr>
</tbody>
</table>

US State Privacy Legislation Tracker, iapp, August 4, 2023
Protecting student information

Protecting student in formation Under their Program Participation Agreement (PPA) and the Gramm-Leach-Bliley Act (Public Law 106-102), schools must protect student financial aid information, with particular attention to information provided to institutions by the Department or otherwise obtained in support of the administration of the federal student financial aid programs.

The GLBA requires institutions to, among other things,

- Develop, implement, and maintain a written information security program;
- Designate the employee(s) responsible for coordinating the information security program;
- Identify and assess risks to customer information;
- Design and implement an information safeguards program;
- Select appropriate service providers that are capable of maintaining appropriate safeguards; and
- Periodically evaluate and update their security program.

Presidents and chief information officers of institutions should have, at a minimum, evaluated and documented their current security posture against the requirements of GLBA and have taken immediate action to remediate any identified deficiencies.

The Department is incorporating the GLBA security controls into the Annual Audit Guide in order to assess and confirm schools’ compliance with the GLBA. The Department will require the examination of evidence of GLBA compliance as part of schools’ annual student aid compliance audit.

2022-2023 Federal Student Aid Handbook, Chapter 7, Record Keeping, Privacy, & Electronic Processes
The Department considers any breach in the security of student records and information to be a demonstration of a potential lack of administrative capability.

Schools’ SAIG Agreements include a provision that schools must immediately notify the Department at CPSSAIG@ed.gov when there is breach of security of student records and information, and ED strongly encourages schools to notify their students of the breach at the same time.

In their reports to the Department, schools should include the following:

- Date of breach (suspected or known)
- Impact of breach (# of records, etc.)
- Method of breach (hack, accidental disclosure, etc.)
- Information Security Program Point of Contact - Email and phone details
- Remediation Status (complete, in process - with detail)
- Next steps (as needed)

Federal Student Aid has consolidated its cybersecurity compliance information and resources on its FSA Cybersecurity Compliance site.
Costs of failures and non-compliance
Cost of Noncompliance

- 2022 - Instagram: $403 million in fines paid to Ireland’s Data Protection Commissioner (DPC) for violating children’s privacy under the terms of the GDPR.
- 2022: Meta (Facebook): $277 million was paid to the Ireland Data Protection Commission (DPC) for the compromise of 500 million users’ personal information.
- 2022: T-Mobile: $350 million in settlement to fund claims submitted by class members, the legal fees of plaintiffs’ counsel, and the costs of administering the settlement for a consolidated class action lawsuit following a data breach in early 2021, impacting an estimated 77 million people.
- 2021 - Amazon: $877 million for breaches of the GDPR.
- 2017 - Equifax: (At least) $575 million in settlement with the Federal Trade Commission, the Consumer Financial Protection Bureau (CFPB), and all 50 U.S.
- 2014: Home Depot: ~$200 million in fines and settlements for one of the largest data breaches to date involving a point-of-sale (POS) system.

The 12 biggest data breach fines, penalties, and settlements so far - CSO, September 12, 2022
# Cost of Data Breach

<table>
<thead>
<tr>
<th>Average Cost</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5.04 M</td>
<td>Average cost of data breach for critical infrastructure industries, including the education sector - 28.6% more than other industries.</td>
</tr>
<tr>
<td>USD 3.65 M</td>
<td>Average cost of breach in higher education and training sector.</td>
</tr>
<tr>
<td>USD 4.45M</td>
<td>Average cost of a breach (all time high).</td>
</tr>
</tbody>
</table>

Cost of a Data Breach Report 2023, IBM Security, July 24, 2023
Privacy and information security risk frameworks
Privacy management is risk management

• **Data-Related Risks**: Personal data is a valuable asset but mishandling it can lead to various risks. These risks include data breaches, unauthorized access, identity theft, fraud, and reputational damage. Managing privacy effectively is about identifying and mitigating these risks.

• **Compliance Risks**: Numerous data protection regulations, such as GDPR in Europe, CCPA in California, and others worldwide, mandate how organizations should handle personal data. Failing to comply with these regulations can result in significant fines and legal consequences, making non-compliance a significant risk.

• **Reputational Risks**: Public perception of an organization’s commitment to privacy is essential. Data breaches or privacy scandals can erode customer trust and damage an organization’s reputation. Effective privacy management helps mitigate these reputational risks.

• **Operational Risks**: Poor data handling practices can disrupt business operations. For example, if data is lost or inaccessible due to a security incident, it can hinder day-to-day operations and productivity.

• **Legal and Financial Risks**: Non-compliance with privacy regulations can lead to legal actions and financial penalties. Organizations that fail to adequately protect personal data may also face lawsuits from affected individuals seeking damages.

• **Third-Party Risks**: When organizations share data with third parties (e.g., vendors, partners), they inherit some of the risks associated with those parties’ data handling practices. Privacy management includes evaluating and mitigating third-party risks.
Elements of privacy risk framework

- Privacy Policies and Notices
- Data Inventory
- Data Governance
- Data Protection Officer (DPO)
- Consent Management
- Data Security Measures
- Data Access and Subject Rights
- Data Breach Response Plan
- Privacy Impact Assessments (PIAs)
- Employee Training
- Third-Party Assessments
- Record Keeping
- Regular Audits and Assessments
- Incident Response and Notification
- Privacy by Design
- Compliance with Legal Frameworks
- Monitoring and Reporting
- Transparency and Accountability
- Data Minimization
- Regular Updates
Elements of information security risk framework

- Information Security Policy
- Risk Assessment and Management
- Access Control
- Data Classification and Handling
- Security Awareness and Training
- Incident Response Plan
- Security Monitoring and Logging
- Security Patch Management: Regularly updating and patching software and systems to address vulnerabilities
- Physical Security
- Network Security
- Endpoint Security
- Vendor and Third-Party Risk Management
- Security Incident Reporting
- Security Testing and Vulnerability Management
- Security Compliance and Auditing
- Business Continuity and Disaster Recovery
- Security Governance
- Encryption and Data Protection
- Security Policy Enforcement
- Continuous Improvement
<table>
<thead>
<tr>
<th>Strategic Roadmap</th>
</tr>
</thead>
</table>

**Assessment and Planning**
- **Identify Stakeholders:** Determine who within the organization is responsible for data privacy, including a Data Protection Officer (if required by regulations).
- **Privacy Impact Assessment (PIA):** Conduct PIAs to assess how data is collected, used, stored, and shared, and identify potential risks to individuals' privacy.
- **Regulatory Compliance:** Understand and document relevant privacy regulations (e.g., GDPR, CCPA, HIPAA) that apply to your organization.
- **Data Mapping:** Create an inventory of all data collected and processed, including the categories of data and the systems or departments responsible.

**Privacy Policies and Procedures**
- **Privacy Policy:** Develop and update a comprehensive privacy policy that outlines how personal data is collected, used, and protected.
- **Data Retention Policy:** Establish guidelines for data retention and deletion, ensuring compliance with regulatory requirements.
- **Consent Management:** Implement a consent management system to record and manage user consent for data processing.
- **Incident Response Plan:** Create a plan for responding to data breaches or privacy incidents.

**Data Protection Framework**
- **Data Protection by Design:** Integrate privacy into product and system design and development processes.
- **Access Controls:** Implement strict access controls and authentication mechanisms to protect sensitive data.
- **Encryption:** Encrypt data at rest and in transit to safeguard it from unauthorized access.
- **Data Minimization:** Limit the data collected to what is necessary for the intended purpose.

**Employee Training and Awareness**
- **Privacy Training:** Provide privacy training to all employees to ensure they understand the importance of data protection and their responsibilities.
- **Privacy Champions:** Appoint privacy champions or ambassadors within different departments to promote best practices.

**Vendor and Third-Party Management**
- **Vendor Assessment:** Evaluate the data privacy practices of third-party vendors and ensure they comply with your organization's standards.
- **Contracts:** Include data protection clauses in contracts with vendors to establish their responsibilities regarding data handling.

**Data Subject Rights (GDPR)**
- **Data Access Requests:** Develop a process for handling data subject access requests (DSARs) promptly.
- **Data Portability:** Enable individuals to request and receive their data in a machine-readable format.
- **Right to be Forgotten:** Establish procedures for erasing individuals' data upon request.

**Monitoring and Compliance**
- **Regular Audits:** Conduct periodic audits and assessments to ensure ongoing compliance with privacy regulations.
- **Incident Monitoring:** Continuously monitor for data breaches or privacy incidents and report them as required by law.

**Privacy Technology and Tools**
- **Privacy Software:** Invest in privacy management software and tools to automate and streamline compliance efforts.
- **Data Protection Impact Assessment (DPIA) Tools:** Utilize tools to facilitate and document DPIAs.

**Reporting and Accountability**
- **Privacy Metrics:** Define key privacy performance indicators (KPIs) and regularly report on them to leadership.
- **Accountability Framework:** Establish clear lines of accountability for data privacy within the organization.

**Continuous Improvement**
- **Feedback Loop:** Solicit feedback from employees, customers, and data subjects to continuously improve privacy practices.
- **Regulatory Updates:** Stay informed about changes in privacy regulations and adapt your privacy management program accordingly.
Privacy management is an ongoing process, and the roadmap should evolve as your organization grows and regulations change. Regularly assess and update your privacy practices to maintain compliance and protect sensitive data.

Vusala Aranjo, MSL, CCEP

2023 ACCSC PDC
Thank you!
Thoughts & questions?
Helpful Resources:

International Association of Privacy Professionals (IAPP)

Auditboard: Building a Privacy Program: Tips and Tools

Student Privacy at the U.S. Department of Education

Forbes: 13 Tech Experts Explain Essential Facts About Data Privacy And Data Protection


Columbia Journalism Review: Understanding the General Data Protection Regulation: A primer for global publishers

Iapp: US State Privacy Legislation Tracker

ICLG: Data Protection Laws and Regulations USA 2023

Vusala Aranjo, MSL, CCEP, CAP

varanjo@gia.edu
Buzzer Beating Topics in Accreditation

Presented by the ACCSC Staff in the Know
MAKE APPENDIX B YOUR BFF

5 Common Clangers and Clinkers that Catch You Up

THERESA MIULLI

ACCSC
Review that Campus Org. Chart!

- Names
- Titles

We want the full picture!
Cohort Default Rates

Have a branch? Are you the branch? We need YOUR individual campus’ rates!
Faculty and Staff Files

📍 We need ALL of them. Even top leadership!
📍 Credentials and Verifications
📍 Ongoing Professional Development
📍 Employee Reviews
📍 Classroom Observations
Graduation and Employment Documentation

- Keep it simple but thorough
- Organize by program, then cohort
- For each tab, who graduated, who is placed, who has a waiver
- Forms for everything!
Format your PDF documentation correctly and upload according to the directions provided and the timelines given!
Was it a Buzzer Beater?!
What Does ACCSC Do With The Annual Report?

Sean Forman
ACCSC
• Student Achievement Benchmark Rates
• Institutional compliance with student achievement benchmarks
• School Characteristics and Student Achievement Outcomes Report
• Identify programs with low student achievement rates
• Identify schools that have undergone significant growth
• Select random sample of schools for employment verification
Schools on Probation/Warning with ACCSC
Schools on Probation/Warning with another agency
Schools with zero enrollment
Schools on Outcomes Reporting
Schools on Heightened Monitoring
Schools with below-benchmark student achievement rates
Sean Forman
sforman@accsc.org
703.247.4505
Find me online using the keywords: Graduation & Employment Chart!
Was it a Buzzer Beater?!
The school must be able to justify the classification of each graduate as employed in a training-related field and maintain internal verifiable employment records.
What counts as Initial Employment?

- The employment classification is appropriate and reasonable based on the educational objectives of the program.

- The employment is for a reasonable period of time, is based on program objectives, and can be considered consistent and sustainable.

- The employment is directly related to the program from which the individual graduated, aligns with a majority of the educational and training objectives of the program, and is a paid position.
Necessary Backup Documentation

- Graduate Name and Contact Information (contact information may be maintained in the school’s electronic database);
- Program Name;
- Date of Graduation;
- Date of Initial Employment;
- Place of Employment;
- Employer Address;
- Employer Contact Person/Supervisor and direct contact information; and
- Descriptive Job Title & Job Duties
<table>
<thead>
<tr>
<th>Count</th>
<th>Unique Graduate Identifier</th>
<th>Program</th>
<th>Start Date</th>
<th>Graduation Date</th>
<th>Place of Employment Address &amp; Phone #</th>
<th>Employer Point of Contact</th>
<th>Date of Initial Employment</th>
<th>Date of Initial Employment</th>
<th>Descriptive Job Title</th>
<th>Job Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>#####</td>
<td>HVAC Technician</td>
<td>01/10/2018</td>
<td>01/10/2018</td>
<td>HVAC Repair Industries, 123 Sample Way, Anywhere, MD 222.333.1234</td>
<td>John Doe</td>
<td>2/1/2018</td>
<td>HVAC Technician</td>
<td>Installation and Repair of Residential Heating and AC Systems</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>######</td>
<td>HVAC Technician</td>
<td>01/10/2018</td>
<td>01/10/2018</td>
<td>AC Service, 456 Maple Dr. Somewhere, VA 333.444.5678</td>
<td>Jane Smith</td>
<td>3/1/2018</td>
<td>HVAC Technician</td>
<td>Installation of Commercial AC and Refrigeration Systems</td>
<td></td>
</tr>
</tbody>
</table>
How should the school verify employment?
### Employment Verification via Form

- Can put all information in one place
- Must be signed and dated by graduate/employer
- Be sure it is completed after employment has begun
- Ensure all fields are complete

---

**Employment Verification Form – Regular Employment**

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Information</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Program</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Start Date</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Grad Date</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Email</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Cell Phone</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Employment Information</td>
<td>Please provide the following information for the above named graduate of [The Welding Institute].</td>
</tr>
<tr>
<td>Company Name</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Company Address</td>
<td>2527 Wilson Blvd Arlington, VA</td>
</tr>
<tr>
<td>Company Telephone</td>
<td>703-555-2525</td>
</tr>
<tr>
<td>Employee's Title/Position</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Hire/Start Date</td>
<td>11/25/14</td>
</tr>
<tr>
<td>List of Job Duties</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Supervisor Name</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Supervisor Title/Position</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Signature of Supervisor/Company Representative</td>
<td>[Blank] Date: [Blank] (if employment was verified by Employer)</td>
</tr>
<tr>
<td>Signature of Graduate</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Date</td>
<td>02/25/15</td>
</tr>
</tbody>
</table>

Please return to: Fax: 555.555.5555 or email info@example.edu
EMPLOYMENT VERIFICATION

Employment Verification Via Email

- School can provide all necessary information if gathered beforehand
- All graduate/employer has to do is respond “yes” “y” etc.
- School can establish relationships with employers
Verbal Verification

- The school must be able to show diligent effort has been made to acquire written verification.

- Documentation of verbal verification must include:
  1. The graduate’s and employer’s name and contact information;
  2. A signature of school staff attesting to verbal employment verification with the employer and the date of verification; and
  3. A signature of school staff attesting to verbal employment verification with the graduate and the date of verification.

- Self-Employment CANNOT be verified verbally.
Self Employment

• Verification of self-employment must be written!

• Need a statement signed by the graduate which includes the following:
  1. The graduate’s name and contact information;
  2. An attestation that the self-employment is aligned with the individual’s employment goals, is vocational, and is based on and related to the education and training received;
  3. An attestation that the graduate is earning consistent training-related income; and
  4. An attestation that any required licensure for employment has been achieved, if applicable
Career Support/Advancement

• Students that are already employed in the field of study at the time of graduation

• The school shows with written documentation from the employer or the graduate that the training allowed the graduate to support or maintain the employment position due to the training provided by the school.

  -or-

• The school shows with written documentation from the employer or the graduate that the training supported the graduate’s ability to be eligible or qualified for advancement due to the training provided by the school.
Are these situations career support/advancement?

What documentation is required on-site?

What about third party verification?

I have school specific questions.

What if I forgot everything you just said?
FOR MORE INFORMATION:
APPENDIX VII – GUIDELINES FOR EMPLOYMENT CLASSIFICATION
Contact Me!

Sarah Havlicek
shavlicek@accsc.org
Was it a Buzzer Beater?!
SUBSTANTIVE CHANGE STRATEGIES

Kendra Kohanski

ACCSC
Level 1 – **Staff Level Approval**
- Change of name (except “University”)
- Change of location
- Addition of a non-degree program
- Addition of a degree-program *That does not represent a change in academic level*
- Clock to credit hour conversion
- Substantial increase in clock or credit hours
- Significant departure in the method of delivery (e.g., addition of DE)
- Expansion of DE
- Addition of a satellite location or distance education facility
- Transfer of a minority interest or a transfer of ownership interest within an immediate family…
- Addition of a branch campus (eligibility level review), or realignment
- Consortium and/or partnership agreement
- Institutional teach-out agreement

Level 2 – **Commission Level Approval**
- Change of mission or educational objectives
- Change of control
- Relocation, a change of location greater than 25 miles
- Use of the term “University”
- Addition of a degree program that represents a change in academic level at the institution
- Addition of a Master’s degree
- Addition of a branch campus (part II)
- Institutional teach-out agreement that established a permanent separate facility
a) Reach out to staff **before** submission…

Weird situation?
Random question?
Don’t understand a Standard?

Staff is here!
b) Timeliness of submissions...

• Section IV (D)(3), Rules:
• Generally, applications will be reviewed within 30-60 days. (Initial review)
c) Communicate with ACCSC staff…

- This shouldn’t be guess work!
- Application expiration, Section IV (D)(4), Rules:
  - 90 days from when the school receives an additional information request.
d) Quality of the submission…

- Appropriate documentation
- Sufficient explanations; does the narrative answer all parts of the question?

* Assessment of the school’s capacity*
Kendra Kohanski
Analyst, Institutional Review & Development
kkohanski@accsc.org
Was it a Buzzer Beater?!
QUESTIONS ABOUT COMPLIANCE MAY COME UP THROUGH VARIOUS PROCESSES

On-site evaluation Reports

Progress Reports

Stipulations

School Action Letters (deferral, warning, probation)
When pieces of the picture are missing
TAKE THE OPPORTUNITY TO THE FILL IN THE BLANKS
FUNDAMENTAL CONCEPT

THE WRITTEN RECORD
Start with the end in sight

The letter or report includes a standard citation.

Make sure you understand the requirements of that standard.

Your presentation (response) must demonstrate that the school is operating in current compliance with this standard.
Establish the starting point

The letter/report should describe the team’s or Commission’s specific findings.
Before you start hitting the keyboard

A successful response is based on a thorough assessment. The next step is to assess the school’s policies, procedures, and operations relative to the standard
Knowing what happened informs the fix

<table>
<thead>
<tr>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Execution</td>
</tr>
<tr>
<td>Documentation</td>
</tr>
<tr>
<td>Management/Oversight</td>
</tr>
</tbody>
</table>
Plan of action

*Map it out based on your assessment*
Finally Ready to respond

Now… hit that keyboard
Successful responses

Strong narrative for every item
Documentation to show corrective action
Organized in an easy-to-understand manner
The narrative

Tell the Story
Comprehensive narrative for each area

Past: Focus on the factors that contributed to the gap in compliance

Present: Demonstrate current compliance with standards

Future: Explain efforts to ensure ongoing compliance
tips

Stay focused, don’t let your story get derailed by extraneous information
Don’t skip important details
Comprehensive. Precise. documentation

Illustrate your point
Avoid the Avalanche
What Do you Picture will happen if you ask a question?
in reality…?

Just waiting for the opportunity to be helpful!
Be courageous and pick up that keyboard

lmiles@accsc.org
Was it a Buzzer Beater?!
Questions for all Speakers
Have a Seat “in the room where it happens” - Tools to Become a Legislative Neighbor

Dr. Julie Basler (Platt College)
Dr. Thomas Wicke (Concorde Career College)
HOW DOES IT ALL WORK ANYWAY?
How does this all begin in the first place?

- It starts with an idea and either a senator comes up with the idea or a senator is asked to sponsor.
- Committee (for this example) let’s say education committee hears pros and cons of the proposed bill.
- House- this is where it gets more serious.
- Senate-this is the lockdown of the bill.
• When your bill is introduced, it is assigned to a committee of reference (or maybe two).
• During the committee hearing on your bill, a member of the committee may offer an amendment to your bill, and if you are a member of the committee that's hearing the bill, you can offer an amendment. If you are not a committee member, you will need to ask a legislator who serves on the committee to offer amendments to the bill for you.
This is where YOU can start to make a difference!

• Bills are often suggested without a great deal of knowledge
• There may be a political agenda working with the bill
• Most often, it may be a member that is listening to a one-sided view

Let’s take release of transcripts as a simple example.
Logos appeals to the audience's reason, building up logical arguments.

Ethos appeals to the speaker's status or authority, making the audience more likely to trust them.

Pathos appeals to the emotions, trying to make the audience feel angry or sympathetic, for example.
ETHOS  
Credibility

PATHOS  
Emotion

LOGOS  
Logic
Let’s Look at the Differences in Approaches and Consider the Best Ways to Become a Partner of the Triad

Using the Example of Tipping
The Logos of Tipping

What’s the logic in tipping?

• Based on a percentage of the check
• Based on the salary the person earns or the perception of the salary the person earns
• It’s the expected thing to do
It’s About Status

The Ethos Behind Tipping:

• Having a nice meal—a nice restaurant, I have money
• Someone might recognize me and know what I do for a living
• I don’t want to be that person who makes money and is cheap
The Emotion Behind Tipping

- Everyone should have to wait tables
- We have all been there
- We see ourselves in the person
- We feel their struggles
Starbucks Story Link from Thomas here.
What are Strategies to Build the Emotional Impact?

This is the MOST Important METRIC that affects most teams and individuals.

Let’s take a moment and consider ways to build emotional relationships.
IDEAS TO BUILD RELATIONSHIPS

• Invite individuals to your campus and keep inviting them.
• Join your state organization and become involved with lobbying at the state level.
• Host a legislative breakfast, join another school nearby and share the responsibility.
• Create a video of your students to show appreciation to the legislative body for opportunities and small victories.
Dr. Julie Basler
Julie.basler@plattcolorado.edu
@drb4platt

Dr. Thomas Wicke
twicke@Concorde.edu
GRADUATION & EMPLOYMENT MONITORING- STRATEGIES FOR SUCCESS

BILL CASWELL

ANCORA EDUCATION
Bill Caswell has spent his entire career in education. He started in the public sector as a Middle/High school teacher and administrator for nearly 10 years. He then moved into the private sector where he has been a Director of Education, Campus President and Compliance Officer. Bill is now the Vice President of Compliance for Ancora Education where he has worked since 2015.
This session will provide methods for tracking G&E rates by program and program length against benchmarks by developing strategies to monitor, track and document progress for the upcoming and future reporting periods.
• **Learn** to apply various strategies discussed to ensure successful student achievement outcomes for each reporting period.
• **Plan** well in advance to ensure successful graduation and employment outcomes.
• **Understand** how to set periodic goals throughout the year to exceed student outcomes goals.
• **Develop** strategies to review program benchmarks, set periodic goals & track progress
• **Document** your employment activities and check your tools to verify they include important items
Are you working to just make benchmark graduation/employment rates?

**BENCHMARK IS BELOW AVERAGE**

**GOAL: Student Excellence**

<table>
<thead>
<tr>
<th>Established Benchmark Employment Rate</th>
<th>Average Rate of Employment</th>
<th>Standard Deviation</th>
<th>Established Benchmark Employment Rate*</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Programs</td>
<td>78%</td>
<td>8%</td>
<td>70%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Established Benchmark Graduation Rates</th>
<th>Average Rates of Graduation</th>
<th>Standard Deviation</th>
<th>Established Benchmark Graduation Rates*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>92%</td>
<td>8%</td>
<td>84%</td>
</tr>
<tr>
<td>4-6</td>
<td>84%</td>
<td>11%</td>
<td>73%</td>
</tr>
<tr>
<td>7-9</td>
<td>72%</td>
<td>12%</td>
<td>60%</td>
</tr>
<tr>
<td>10-12</td>
<td>69%</td>
<td>14%</td>
<td>55%</td>
</tr>
<tr>
<td>13-15</td>
<td>64%</td>
<td>14%</td>
<td>50%</td>
</tr>
<tr>
<td>16-18</td>
<td>62%</td>
<td>15%</td>
<td>47%</td>
</tr>
<tr>
<td>19-23</td>
<td>61%</td>
<td>18%</td>
<td>43%</td>
</tr>
<tr>
<td>24+</td>
<td>53%</td>
<td>13%</td>
<td>40%</td>
</tr>
</tbody>
</table>
Are graduation and employment activities and tracking/monitoring woven into your culture?
How many of you are looking at graduation/employment on a monthly basis?
How many are looking at it programmatically each month?
How many are looking at the delivery length of each program monthly?
OUTCOMES TRACKING TOOLS

What tools are you using to monitor outcomes?
- Dashboards
- Spreadsheets
- CRM Reports

Who is participating?
- Campus Leaders
- Department Heads
- Faculty
- Career Services Staff
Breakout Activity
Small Group Discussion

- Strategies to impact graduation rates
• Orientation
• Facilities/equipment
• Attendance expectations and follow up
• Classroom engagement
• Student services
• Celebrating successes
• Retention is Relationships
Breakout Activity

Small Group Discussion

- Strategies to impact employment rates
EMPLOYMENT RATE

- License Pass Rates
- Waivers
- Employer Engagement
- Employment Verification
- Program Viability - Current and New Programs
- Local Job Market
- Market Saturation / Available Jobs Compared to Starts
- Campus Collaboration
Employment Rate

- **Example Metrics**
  - 40% externship to hire
  - 50% employed after 90 days
  - 70% employed after 6 months
  - 80% - 85% minimum programmatic employment outcome by accreditation cohorts

- **Employment Run Rate > Job Orders > Interviews**
  - Run Rate X 1.5 Job Orders
    - 2 graduates employed needed x 1.5 job orders = 3 job orders
  - Job Orders X 2 Interviews
    - 3 Job Orders x 2 interviews = 6 interviews

- **Disclaimer** - metrics may differ based on your programs, your market and your program lengths.
EMPLOYMENT DOCUMENTATION

How does your campus document different types of employment & waivers?

- In-Field Employment & Internal Verification
  - Employer Verification
  - Graduation Verification
- Self-Employment
  - Documentation is key
- Career Advancement
  - Salary Increase
  - Promotion
- Waivers
  - Continuing Education
  - Military
  - Medical

Take time to review what you are currently doing

- How do you handle internal verbal verifications?
- Do your forms capture important information?
- Is there a section for internal sign-off/date?
- What do you require for self-employment verification?
- How do you document career advancement?
- Do you use a 3rd party verifier?
Session Summary...

- Set goals that will help you exceed benchmarks and average rates not just meet them
- Get everyone involved & create a culture of success
- Graduation rates are more than just monitoring monthly drop percentages
- Community involvement helps cultivate employment opportunities
- Set departmental goals to increase your opportunity for success
- Document employment & waiver activities and check your documents to make sure the capture all important information
Let’s Connect!

Bill Caswell
william.caswell@ancoraeducation.com
https://www.linkedin.com/in/caswellbil