Section IV, Substantive Standards

Student Recruitment, Advertising, and Disclosures
Statement of Purpose

The purpose of this section is to describe the fundamental elements of fair recruitment practices that ensure schools describe themselves fully and accurately to prospective students and permit prospective students to make well-informed and considered enrollment decisions without undue pressure.
Statement of Purpose

The recruitment practices of accredited schools should focus not on simply obtaining student enrollment numbers, but on creating a student body of individuals who are qualified and likely to benefit from the education and training objectives and to achieve success.
Recruitment

Engaging in activities or using promotional materials or presentations to attract and enroll students. These standards apply to school personnel primarily involved in any way in those activities.
Recruitment

- Describe the school fully and accurately
- Permit prospective students to make informed enrollment decisions without undue pressure
- Recruitment is not simply “obtaining enrollments”
- Codes of Conduct

Advertising, Promotion, Statements, and Claims

- Truthful & avoid leaving any misleading or exaggerated impression
- Education, and not employment, is being offered

Disclosures

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

Specifically, based on a file review, the school does not currently maintain a code of conduct in writing that includes, minimally, all elements set forth in Appendix IV, Substantive Standards, Standards of Accreditation, as required by Section IV (A)(4), Substantive Standards, Standards of Accreditation).
Section V, Substantive Standards

Admission Policies and Practices
The purpose of this section is to ensure that schools only admit those students who are capable of successfully completing the training offered. Admission decisions are based on fair, effective, and consistently applied criteria that enable the school to make an informed judgment as to an applicant’s ability to achieve the program’s objectives.
General Requirements

Prior to enrollment a school:

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

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

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

(SEE ACCSC March & December 2020 Guidance)
International Students

- Admissions documentation for students from foreign countries is to be translated and certified.

ESL Courses

- Students enrolled in ESL courses must meet all other admission requirements applicable to students enrolled in the school’s career or occupational programs.
Admissions Policies and Practices

Non-Degree Programs
Determine ATB for students who do not possess a high school diploma or recognized equivalency certificate.

Degree Programs - Undergraduate
Must have earned at least a high school diploma or recognized equivalency.

Degree Programs – Graduate
- Must possess an earned baccalaureate degree.
- For graduate level courses or master’s degree programs, standardized examinations may be required (e.g., GRE).
The school must demonstrate that it *secures documentation* to demonstrate that each applicant meets all admission requirements prior to enrollment.

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

The purpose of this section is to ensure that schools remain *attentive to their students’ educational and other needs*. This section requires that schools meet minimum requirements in regard to advising and counseling, record maintenance, graduate employment assistance, and procedures for handling student complaints.
Student Services

Advising and Counseling

• Coordinated by individual with appropriate professional and educational qualifications
  • Counseling Services When Necessary

Documentation of Advising Sessions

• Coping skills (e.g., life, career development, budget);
• Student retention strategies
• Academic advising;
• Testing and tutoring services;
• Monitoring of attendance records and LOAs;
• Graduate employment assistance; and
• Information concerning housing, transportation, and child care.
Student Services

**Student Records**
- Permanent educational record
  - Admissions, Academic, and Financial records;
- Official Transcripts
  - Maintained Indefinitely
- Refunds for a minimum of 5 years.

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

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

The results of student surveys conducted during the onsite evaluation showed that 70% of the students surveyed did not feel good about their decision to attend the school and 75% would not recommend the school to a friend.
Section VII, Substantive Standards
Student Achievement Standards
The school demonstrates successful student achievement by maintaining acceptable rates of

• Student graduation

• Employment in the career field for which the school provided education

• Acceptable pass rates on licensure/certification exams where required by governmental entities to work in a particular career field
How Does ACCSC Collect Data?

The Graduation and Employment Chart
-the Commission’s mechanism for collecting student achievement data
-information must be provided in accordance with the prescribed requirements and instructions
A Graduation and Employment Chart is required for each program offered.

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

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

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

• Death

• Incarceration

• Active military service

• The onset of a medical condition that prevents employment, or

• International students*
For the purpose of the G / E Chart, **International Students** are defined as being enrolled on the basis of a student or work visa and are ineligible for sustainable employment in the United States.

If international students as defined here represent a majority (more than 50%) of the Total Starts for the program (Line 5), then the school may not use the “international student” exclusion.
A school demonstrates successful student achievement when graduation, employment and licensure rates meet or exceed the Commission’s established benchmarks.
What is an “Acceptable” Rate

The Commission determines the \textit{established benchmark rates} of student graduation and graduate employment from information collected in Annual Report submissions.
How does ACCSC determine the benchmark, or minimally acceptable rate?

The benchmark is defined as not less than one (1) standard deviation below the mean for comparable schools or programs.
### ESTABLISHED BENCHMARK GRADUATION RATES

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

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

For those programs where a governmental entity requires the attainment of a passing score on a licensure/certification exam in order to work in a particular field, the Commission determines a program’s licensure/certification exam pass rate to be acceptable when at least 70% of the students that take the exam attain a passing score.
For any program that has a graduation or employment rate that is lower than the Commission’s established benchmark rates, a school may still demonstrate with supporting documentation the successful achievement of its students in that program by providing other reliable indicators of successful student learning...
Economic conditions
Location
State and national trends
Student population
Program length
Students who withdraw and are employed in field
The school must be able to *justify* the classification of each graduate as employed in a training related field
• 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 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.
The school must **verify** the employment classification of each graduate as follows:
Regular Employment - Written

- The school secures written documentation from the employer verifying the employment; or
- The school secures written documentation from the graduate verifying the employment; or
Regular Employment – Verbal

- The school demonstrates diligent efforts to obtain written documentation AND

- Signature of school staff attesting to verbal verification with the employer AND the graduate.
Self-Employment - Attestation

✓ The graduate’s name and contact information
✓ An attestation that the self-employment is aligned with the individual's employment goals, is vocational & is based on and related to the education and training received
✓ An attestation that the graduate is earning training-related income
✓ In cases where licensure is required for employment, an attestation that such licensure has been achieved.
Career Advancement

Students that are already employed in a training related field at the time of graduation can be considered employed when completing the program of study as follows...
Career Advancement - Attestation

✓ The school shows with written documentation from the employer or the graduate that the training allowed the graduate to **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.
VERIFIABLE EMPLOYMENT RECORD

• Graduate Name and Contact Information;
• Date of Initial Employment;
• Place of Employment;
• Employer Address and Phone Number;
• Employer Contact Person/Supervisor; and
• Descriptive Job Title and Duties.
In addition to these guidelines, the Commission expects that schools will regularly gather information from employers as a means to assess the preparedness of graduates for employment and make program modifications as may be necessary based on that feedback.