ACCSC Initial Accreditation Workshop

September 10-11, 2020
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Topic</th>
<th>Zoom Info</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>9:45am – 10:30am</td>
<td><strong>Welcome from the Commission</strong></td>
<td><a href="https://us02web.zoom.us/j/88294980257">https://us02web.zoom.us/j/88294980257</a></td>
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<td></td>
<td></td>
<td>• Orientation to the Standards of Accreditation</td>
<td>Meeting ID: 882 9498 0257</td>
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<td>• Review of Eligibility Criteria</td>
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<tr>
<td>Thursday</td>
<td>10:40am – 11:10am</td>
<td><strong>Application Process/Forms</strong></td>
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<td>• Accreditation Process Timelines</td>
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<td>• Applications and Self-Evaluation Report</td>
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<td>• Electronic Submission</td>
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<td>11:20am – 12:30pm</td>
<td><strong>Management Standards</strong></td>
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<td>• Institutional Improvement &amp; Assessment Planning</td>
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<td>12:30pm – 1:30pm</td>
<td><strong>BREAK</strong></td>
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<td>1:30pm – 2:30pm</td>
<td><strong>Program Standards</strong></td>
<td><a href="https://us02web.zoom.us/j/81874962813?pwd=RFF0ZkZDTmNGQXhIiNERLKlpxY2NHUT09">https://us02web.zoom.us/j/81874962813?pwd=RFF0ZkZDTmNGQXhIiNERLKlpxY2NHUT09</a></td>
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<td>• Program Advisory Committee</td>
<td>Meeting ID: 818 7496 2813 Passcode: 127173</td>
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<td>• Learning Resource System</td>
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<td>2:40pm – 3:30pm</td>
<td><strong>Faculty Qualifications</strong></td>
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<td>• Educational Administration</td>
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<td>• Faculty Qualifications</td>
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<td>• Faculty Improvement Planning</td>
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<td>10:00am – 10:10am</td>
<td><strong>Welcome Back</strong></td>
<td><a href="https://us02web.zoom.us/j/82072777884?pwd=L0dZRElzVDhhbE1bzdsR2tQUW5MZz09">https://us02web.zoom.us/j/82072777884?pwd=L0dZRElzVDhhbE1bzdsR2tQUW5MZz09</a></td>
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<td>• Catalog</td>
<td>Meeting ID: 820 7277 7884 Passcode: 729121</td>
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<td>10:10am – 10:50am</td>
<td><strong>Student Progress</strong></td>
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<td>• Student Learning/Assessment</td>
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<td>• Satisfactory Academic Progress</td>
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<td>11:00am – 12:00pm</td>
<td><strong>Student Achievement and Third Party Verification</strong></td>
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<td>• Graduation and Employment Chart</td>
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<td>• Documentation and Verification</td>
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<td>12:00pm – 12:30pm</td>
<td><strong>Recruitment</strong></td>
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<td>• Catalog</td>
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<td>• Enrollment Agreement</td>
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<td>• Advertising</td>
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<td>12:30pm – 1:30pm</td>
<td><strong>BREAK</strong></td>
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<td>1:30pm – 2:20pm</td>
<td><strong>Admissions</strong></td>
<td><a href="https://us02web.zoom.us/j/88922921914?pwd=TnI0UVEJckZpdmhwWVjlOUytVRiZ0Zz09">https://us02web.zoom.us/j/88922921914?pwd=TnI0UVEJckZpdmhwWVjlOUytVRiZ0Zz09</a></td>
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<td>• Setting the Standard</td>
<td>Meeting ID: 889 2292 1914 Passcode: 703852</td>
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<td>• Documentation</td>
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<td>2:30pm – 3:30pm</td>
<td><strong>Student Services</strong></td>
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<td>• Written Policies and Procedures</td>
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<td></td>
<td>• Advising/Counseling</td>
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<td>• Records</td>
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<td></td>
<td>3:30pm – 4:00pm</td>
<td><strong>What’s Next?</strong></td>
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<td></td>
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<td>• Review of Process</td>
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<td>• Key Concepts</td>
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<td>• Parting Thoughts</td>
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Initial Accreditation Virtual Workshop

September 10-11, 2020
### Virtual Workshop Agenda – September 10

<table>
<thead>
<tr>
<th>Session time</th>
<th>Topic</th>
<th>Facilitator</th>
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</thead>
<tbody>
<tr>
<td>9:45 - 10:30</td>
<td>Welcome from the Commission</td>
<td>Michale McComis</td>
</tr>
<tr>
<td>10:40 - 11:10</td>
<td>Application Process &amp; Forms</td>
<td>Alicia DeMartini, Maurya Sorokes</td>
</tr>
<tr>
<td>11:20 - 12:30</td>
<td>Management Standards</td>
<td>Alicia DeMartini, Maurya Sorokes</td>
</tr>
<tr>
<td>12:30 - 1:30</td>
<td><strong>LUNCH BREAK</strong></td>
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<tr>
<td>1:30 - 2:30</td>
<td>Program Standards</td>
<td>Alanna Marx, Chris Lambert</td>
</tr>
<tr>
<td>2:40 - 3:30</td>
<td>Faculty Qualifications</td>
<td>Alanna Marx, Chris Lambert</td>
</tr>
</tbody>
</table>

There will be a 10 minute break after each session; and a 60 minute break for lunch.
<table>
<thead>
<tr>
<th>Session Time</th>
<th>Session Topic</th>
<th>Facilitator</th>
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</thead>
<tbody>
<tr>
<td>10:00 – 10:10</td>
<td>Welcome Back</td>
<td>Michale McComis</td>
</tr>
<tr>
<td>10:10 – 10:50</td>
<td>Student Achievement and 3rd Party Verification</td>
<td>Sean Forman, Lisa Miles</td>
</tr>
<tr>
<td>11:00 – 12:00 PM</td>
<td>Student Progress</td>
<td>Juanita Gurubatham</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td>Recruitment</td>
<td>Lisa Miles</td>
</tr>
<tr>
<td>12:30 - 1:30</td>
<td>Lunch Break</td>
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<tr>
<td>1:30 - 2:20</td>
<td>Admissions</td>
<td>Lisa Miles</td>
</tr>
<tr>
<td>2:30 – 3:30</td>
<td>Student Services</td>
<td>Lisa Miles</td>
</tr>
<tr>
<td>3:30 – 4:00</td>
<td>What’s Next?</td>
<td>Michale McComis</td>
</tr>
</tbody>
</table>
Welcome from the Commission
Introductions

Michale McComis  
Executive Director

Chris Lambert  
Assoc. Executive Director

Karen Marcinski  
Director, Members Services

Alicia DeMartini  
Director, Accreditation

Juanita Gurubatham  
Director, Inst. Review & Development
Introductions

Jaye Bishop
Manager, Accreditation

Alanna Marx
Assoc. Director, inst. Review & Development

Lisa Miles
Special Projects

Sean Foreman
Sr. Analyst, IRD

Maurya Scanlon
Manager, Accreditation
Attendee Introductions
Introductions

- Who you are
- Where you are from
- Name of your school
- Types of programs offered
Goals

Ask Your Questions

Know the Process
Mission, Core Values & Intentions
ACCSC’S mission is to ensure quality education that enhances student success in the workforce.
ACCSC’s Mission

Our Commitment to Our Principles

**Peer Review** – Creating a community committed to best practices and student achievement.

**Self-Evaluation** – Creating a pathway for a reflective and introspective journey of discovery.

**Continuous Improvement** – Driving a commitment to continually find ways to do better on that journey.

**Quality** – Ensuring that best practices translate to student success.

**Accountability** – Requiring institutions to meet best practices and to do for students what they say they will do.
Our Commitment to Our Intentions

Mission, Vision, Values – Ensuring that ACCSC fulfills its mission and vision within our core values framework.

Students First – Placing students at the center of the accreditation process and asking "how will this impact students?" when making decisions.

Excellence – Meeting our mission & doing our very best.

Member Support – Supporting institutional and student success while exploring trends, innovations, and opportunities.

Leadership – Positioning ACCSC as a significant thought and action leader for the present and future of accreditation.
ACCSC’s Mission

Our Commitment to Our Core Values

Integrity – Accomplishing our mission with a commitment to ethics, honesty, trust, consistency, and fairness.

Accountability – Fulfilling our responsibilities to one another, the higher education community, and the public.

Continuous Improvement – Cultivating personal and professional growth through learning, goal setting, innovation, commitment and participation.

Community – Fostering a free and timely exchange of ideas and information in a collegial environment through the establishment of strong partnerships that emphasize respect and mutual support.
Students First
Placing students at the center of the accreditation process and asking "how will this impact students?" when making decisions.
ACCSC’s Scope

- Private and public postsecondary institutions
- Non-degree and degree granting institutions - associate, baccalaureate and master’s
- Occupational, trade and technical career education
- Distance education
ACCSC’s Structure

- Founded in 1965
- Continuously recognized by the U.S. Department of Education since 1967
  - 5 Year Recognition (2011) – No Findings
  - 5 Year Recognition (2016) – No Findings
- Organized as a 501 (c)(3)
ACCSC’s Structure

- 13 member board / 4 year terms
  - 5 Public Commissioners (appointed)
  - 7 School Commissioners (elected by membership)
  - 1 School Commissioner (appointed by the Commission)
- Professional staff of 30
Role of Accreditation

The Role of Accreditation

- Accreditation is voluntary
- Accreditation is peer review
  Independent third-party review
- Accreditation is collegial
  Trust but Verify
- Accreditation is self-reflective
- Accreditation is improvement
- Accreditation is best practice
- Accreditation is quality of learning process
Role of Accreditation

The Role of Accreditation

- Accreditation is not easy
- Accreditation is not perfunctory
- Accreditation is not adversarial
- Accreditation is not a “rubber stamp”
- Accreditation is not static
Role of Accreditation

The Role of Accreditation

- Schools are Judged in Light of Mission / Objectives.
- Subjective
- Inputs and Outputs
  - Qualitative Review
  - Quantitative Review
- The Burden Rests with the School to Demonstrate Compliance
The Triad and Accreditation

Accreditation:
Peer review standards process with the primary focus on educational quality

State:
Law with the primary focus on consumer protection

Federal:

Federal/Department of Education:
Law/regulation with the primary focus on fiduciary responsibility
Questions to Consider
Questions to Consider

• Is ACCSC a good fit for my school?
• Is my school eligible for ACCSC Accreditation?
• Am I prepared to make changes at my school in order to meet accrediting standards?
• Do I have the resources to be successful in the accreditation process?
Eligibility Criteria

Scope
Scope

The school and its programs must fall within the Commission’s Scope and meet Educational Objectives as stated in these Rules.

Section I (D)(4)(a), Rules of Process and Procedure
Scope

Private and public
Postsecondary
Non-degree and degree-granting (up to master’s)
Career-oriented areas of study
Distance education

Section I (B)(2), Rules of Process and Procedure
INSTITUTIONAL ACCREDITATION
Programs and Scope

**All Programs**

within the Commission’s scope

must be approved by the Commission

through the application or program approval process

*Section I (B)(2)(a), Rules of Process and Procedure*
Educational Objectives

**What the student will learn and be able to accomplish**
Educational Objectives

Career oriented and provide graduates with the necessary competencies, skills, and level of education for employment in their fields of study.

Section I (C)(1), Rules of Process and Procedure
Limitation of Scope

The Commission may decline to consider for accreditation otherwise eligible schools if the programs offered:

• Fall outside of the Commission’s primary scope and competence or

• There is a lack of standards necessary for meaningful review.

Section I (B)(3), Rules of Process and Procedure
Secondary Educational Objectives

A school may have secondary educational objectives (e.g., a GED preparation course, refresher training courses, avocational courses, continuing education courses, etc.).

Section I (C)(2), Rules of Process and Procedure
Secondary Educational Objectives

**However,** any such educational objectives may not have greater priority within the school’s mission and operations than its career-oriented educational objective.

*Section I (C)(2), Rules of Process and Procedure*
Limitation of Scope

Schools primarily directed toward 

Avocational or General Education objectives 

are ineligible for accreditation by the Commission.

Section I (B)(3), Rules of Process and Procedure
Secondary Educational Objectives

A school may not advertise secondary educational objectives in a manner that would represent those courses as within the scope of the school’s ACCSC institutional accreditation.*

*Unless and until the school has applied for and received Commission approval for such courses to be included within that scope

Section II (D)(1)(b), Substantive Standards, Standards of Accreditation
Secondary Educational Objectives

The inclusion of courses with secondary educational objectives as within the school’s institutional scope of accreditation is at the option of the institution.

Section I (C)(2), Rules of Process and Procedure
Educational Objectives

A school may enter into consortium or partnership agreements where a portion of a program is offered by another entity.

*Section I (C)(3), Rules of Process and Procedure and Section II (A)(9), Substantive Standards, Standards of Accreditation*

A school may enter into contractual arrangements with business, industry, or government agencies for group training purposes.

*Section I (C)(4), Rules of Process and Procedure*
Legal and Disclosure Requirements

• The school must have all necessary authorizations from the state(s) in which it operates and
• Be in compliance with all applicable local, state, and federal requirements.

Section I (D)(4)(b), Rules of Process and Procedure
Legal and Disclosure Requirements

In cases where accrediting standards and federal or state government requirements differ, the more stringent will apply.

Section I (D)(3), Rules of Process and Procedure
Legal and Disclosure Requirements

A school must **describe itself consistently** to each accrediting agency, state agency, and federal agency *

and

Must **keep each agency apprised of any change** in its status.

*With regard to identity (i.e., main school, branch, or equivalent), purpose, governance, programs, credentials awarded, personnel, finances, and constituents served*

Section I (D)(2), Rules of Process and Procedure
Legal and Disclosure Requirements

Schools under investigation or sanction by a local, state, or federal agency may be deemed ineligible to apply for initial accreditation with ACCSC.

Section I (D)(4)(b), Rules of Process and Procedure
Eligibility Criteria

Scope

Operating Legally

Two Years Operation
Two Years Operation

At the time of application, the school must have been appropriately licensed by the state(s) in which it operates and training students continuously for the preceding two consecutive years*

And must commit to operating continuously thereafter.

Section I (D)(4)(d), Rules of Process and Procedure

*Except for regularly scheduled breaks and vacation periods
Eligibility Criteria

Scope

Operating Legally

Two Years Operation

Graduate from Longest Program
Graduate from Longest Program

The school must have graduated at least one class of students from the longest program(s) offered during the two-year period preceding its application for accreditation.

Section I (D)(4)(e), Rules of Process and Procedure
Graduate from Longest Program

Prior to a grant of initial accreditation, the school must be able to provide student achievement outcomes for its programs.*

*Prepared in accordance with the Commission’s student achievement reporting requirements
Eligibility Criteria

- Scope
- Operating Legally
- Two Years Operation
- Graduate from Longest Program
- Financial Structure
Sufficient Resources

Proper Operation of the School

Discharge of Obligations to Students

Section I (D)(4)(f), Rules of Process and Procedure
Financial Statements for the two most recent fiscal years prepared in accordance with the Instructions for the Preparation and Submission of Financial Statements and Related Information
• **Audited** financial statements

• Prepared on the **accrual** basis of accounting

• In accordance with generally accepted accounting principles (**GAAP**)  

• By an **independent** certified public accountant

• **Licensed** by the state to perform such services
STOP!

An Application for Initial Accreditation will not be accepted from an institution when the financial statements show any of the following:
Net Loss
• For the two most recent fiscal years (both)

Negative Net Worth
• For the two most recent fiscal years (both)

Negative Cash Flow
• For the most recent fiscal year
Eligibility Criteria

Scope

Operating Legally

Two Years Operation

Graduate from Longest Program

Financial Structure

One Program of 300 Clock Hours
One Program of 300 Clock Hours

The school must, at a minimum, offer at least one program that is 300 clock hours or longer in length.

Section I (D)(4)(g), Rules of Process and Procedure
Eligibility Criteria

Scope

Operating Legally

Two Years Operation

Graduate from longest program

Financial Structure

One program of 300 clock hours

Workshop
### PRE-WORKSHOP APPLICATION FOR INITIAL APPLICANT SCHOOLS

**Pre-Workshop Application for Initial Applicant Schools** is required for institutions seeking initial accreditation from ACCSC including an institution currently accredited by another institutional accrediting agency. This is not an Application for Initial Accreditation.

This Pre-Workshop Application must be accepted in writing by ACCSC before any representative(s) of a school seeking accreditation from ACCSC is eligible to register for the mandatory Accreditation Workshop which is the first step in the initial accreditation process. No Workshop registration or Applications for Initial Accreditation will be accepted without prior approval of this Pre-Workshop Application.

The Pre-Workshop Application must be submitted via email as one Portable Document Format ("PDF") file to preworkshopapplication@accsc.org. Bookmarking and hyperlinks should be done in a manner that facilitates an easy and intuitive navigation and review of the application.

### I. SCHOOL INFORMATION:

<table>
<thead>
<tr>
<th>SCHOLL NAME</th>
<th>THE SCHOOL IS APPLYING FOR INITIAL ACCREDITATION: (SELECT ONE):</th>
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<td>ADDRESS</td>
<td>CITY</td>
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<td>PHONE</td>
<td>EMAIL</td>
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### II. SUPPLY THE FOLLOWING INFORMATION FOR THE SCHOOL THAT IS APPLYING FOR ACCREDITATION:

1. Criteria for Eligibility Checklist: In order for a school to be eligible to apply for, receive, or maintain ACCSC accreditation, a school must be able demonstrate that it meets the following eligibility criteria:

The school’s primary educational objective is to prepare students for entrance or advancement in one or more occupations requiring technical or career-oriented competencies and skills.

The school has all necessary authorizations from the state(s) in which it operates and is in compliance with all applicable local, state, and federal requirements.

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**Acceptance Required to attend Initial Workshop!**

- **Ownership**
- **Affiliations**
- **Other accreditation/history/actions/status**
- **Investigations**
- **History of participating in the Title IV Student Loan Program**
Workshop Attendance

Within six months prior to submitting an application for accreditation, the school’s full-time on-site director or management team representative must attend an Initial Accreditation Workshop.

Section I (D)(4)(h), Rules of Process and Procedure
The Initial Accreditation Workshop is held at ACCSC’s office in Arlington, Virginia, in March, June, September, and December of each year.
September 11, 2020
• Complete Initial Accreditation Workshop
• Begin compiling Application for Initial Accreditation – Part I
• **Begin Self-Evaluation Process**

March 12, 2020
• Submit Application for Initial Accreditation – Part I
• Continue Self-Evaluation Process

September 11, 2021
• ACCSC Application Acceptance Letter

March 12, 2021
• Submit Application for Initial Accreditation – Part II and Draft Self-Evaluation Report

May 2022 - July 2022
• Orientation Evaluation

June 2022 - August 2022
• Orientation Report

August 2022 - October 2022
• Submit “Official” Application for Initial Accreditation Part II and Self-Evaluation Report
Timeline - **maximum** timeframes

October 2022 – December 2022
- On-Site Evaluation
  - Team Leader
  - Education Specialist
  - Commission Representative
  - Occupation Specialist(s)

November 2022 – January 2023
- On-Site Evaluation Report
  - Findings
  - Observations

January 2023 – March 2023
- School Response to On-Site Evaluation Report

February 2023 or May 2023
- Commission Review
  - On-Site Evaluation Report
  - School response to On-Site Evaluation Report

December 2022 – March 2023
- School Action Letter

Initial Accreditation process
18 – 33 months.
Costs associated with Initial Accreditation Process

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Initial Accreditation Workshop</td>
<td>$650</td>
</tr>
<tr>
<td>Application for Initial Accreditation – Part I</td>
<td>$750</td>
</tr>
<tr>
<td>Application for Initial Accreditation – Part II</td>
<td>$2250</td>
</tr>
<tr>
<td>Orientation Evaluation</td>
<td>$1500</td>
</tr>
<tr>
<td>On-Site Evaluation</td>
<td>$6,950*</td>
</tr>
<tr>
<td>Total</td>
<td>$12,100</td>
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</tbody>
</table>

The total on-site evaluation fee is calculated by adding the on-site evaluation fee of $6,500 for a two-day visit with one Team Leader, one Education Specialist, one Commission representative, and one local Occupation Specialist with the required Pass-Through Fees of $175 per day per review for Education Specialists and $100 per day per review for Occupation Specialists.
Attend an accreditation workshop prior to submission of the application for accreditation

The individual or team with authority to make changes at the institution
Application for Initial Accreditation - Part I

• Submitted to the ACCSC office within **six months** after workshop attendance
• Collects information about the school and its programs, and determines compliance with ACCSC eligibility criteria
  • Current state licenses
  • Two most recent fiscal year-end audited financial statements
  • Application for Satellite Location, as applicable
Application for Initial Accreditation – Part I

Application Attachments

1. Processing Fee of $750
2. Accreditation Workshop Participation Documentation, attendees’ current position(s), and a Staff Personnel Report
3. Completed Program Chart
4. Copies of State License(s)
5. Application for a Satellite Location (if applicable)
6. Financial Statements
Financial Review Committee

The ACCSC Financial Review Committee evaluates the financial statements submitted with Applications for Initial Accreditation to determine whether the school has sufficient resources.
Financial Review Committee

Red:
Financial statements indicate the institution’s financial structure is not sound

Yellow:
Financial statements may not provide sufficient information to demonstrate financial viability

Green:
Financial statements indicate that the institution’s financial structure is sound
• Within six months of application submission
• Application has been accepted, school may proceed into the next part of the process
• Effective date of institution’s compliance with accrediting standards
• Recommendations and observations
Application for Initial Accreditation – Part II

• Due six months from the date of the Application Acceptance Letter
• Updated snapshot of the institution
• Longer list of attachments, providing opportunity for more in-depth analysis of the institution
Self-Evaluation Report

• A narrative response to a series of questions, guiding the school through an assessment of its effectiveness in achieving educational objectives and status of compliance with accreditation standards

• Formulates the basis of a institutional assessment and improvement plan
Self-Evaluation Report

- The history of the school;
- Management and administrative operations;
- Program requirements, to include design, development, learning resources, etc.;
- Educational Administration and Faculty Qualifications;
- Student Recruitment practices, advertising, and disclosures;
- Admissions Policies and Practices;
- Student Services;
- Student Learning, Assessment, Progress, and Achievement, which includes the third-party verification results;
- Information on any separate facilities such as a branch, satellite, or Distance Education Facility; and
- Distance Education, if applicable.
Institutional Assessment and Improvement Planning

- Self-Evaluation
- Involve the Entire School
- Internal and External Validation
- Improvements Due to Internal Efforts
- Ongoing Process
- Documentation
- Due to Internal Efforts

- Self-Evaluation
- Involve the Entire School
- Internal and External Validation
- Improvements Due to Internal Efforts
- Ongoing Process
- Documentation
- Due to Internal Efforts
Ask the following questions:

• Does the SER response answer the question being asked?

• Is the SER complete and clear?

• Is the SER realistic to reflect day-to-day operations?

• Is necessary documentation available to support the response?

• Is supporting documentation complete, clear, and concise?
A consultative review conducted by an experienced accreditation staff member providing feedback regarding compliance with standards and readiness to continue through the accreditation process.
On-Site Evaluation

• Verify data in the school’s reports, applications, responses, and any other information

• Develop an understanding and perform an assessment of how well the school meets its objectives

• Determine the extent to which the school complies with the Standards of Accreditation
A Commission representative will contact you to schedule the on-site evaluation

- Typically required for two days
- Regular “School Day”
  - Not exam week
  - Majority of students in class
  - Administrators and faculty present
The On-Site Evaluation Team

- Team Leader/Management Specialist (*administration / management*)
- Education Specialist (*education delivery / curriculum / faculty*)
- ACCSC Staff Member (*technical assistance / interpretation of Standards*)
- Occupation Specialist (*equipment / facilities*)
- Distance Education Specialist (*if required*)
- State Observer (*invited*)

Conflict of Interest – Clearing the Team
Prepare Your Team

• Meet with all faculty and staff to explain the purpose of ACCSC’s on-site evaluation, identify the roles of the team members, and general expectations of the on-site evaluation

• Your team should be aware of ACCSC’s *Standards of Accreditation*, particularly as those standards pertain to their roles within the organization

• Familiarize your team with the Application for Accreditation and Self-Evaluation Report that will be the foundation of the on-site evaluation team’s review
Prepare a Work Room

• Identify a secure room that will allow a comfortable work space for the number of team members that will be reviewing your institution

• Ensure there are adequate outlets or power strips, and Internet access (provide required access codes)
Prepare Materials

• Use Appendix B as a guide for furnishing the work room with required documentation
• Label the materials in the room in an organized and understandable fashion
• Send Student survey to all students
Organize Documentation

• Documentation is the basis of the on-site evaluation team’s verification of the accuracy and compliance of the self-evaluation report

• Prepare by having documentation readily available and organized in a manner that allows prompt response to team requests
Outcomes

Present documentation in the format provided in Appendix B

• For each Graduation and Employment Chart, prepare a list of students (grouped by cohort start) in the format of the table provided

• Have documentation for each student categorized as unavailable for graduation, graduates classified as “further education” and “unavailable for employment”
Employment Records

Must include the following information:

✓ graduate name and contact information
✓ date of initial employment
✓ place of employment
✓ employer address and phone number
✓ employer contact person/supervisor
✓ descriptive job title and duties
Student File Review

The team will randomly select files for current students, graduates, and withdrawn/terminated students to review for evidence of:

- Documentation of admissions requirements
- Fully executed enrollment agreements
- Satisfactory progress evaluations
- Advising sessions
- Transcripts for graduate files
- Refund calculations
- Evidence refunds were made
Day One:

• The team leader, education specialist and Commission representative will arrive at 9:00 a.m.
• If parking is limited, please have spots available for the on-site evaluation team
• Have a member of the school staff at the front door ready to greet the team
Day One:

• Guide the team to the room that you have set aside. They will need 5-10 minutes to set up.

• Provide a **brief** tour of the school - an overview of the physical space so the team can get a feel for the location of key areas

• Identify one or two key staff members that can serve as liaisons to the on-site evaluation team. The review will go more quickly when information can be obtained efficiently.
Day One:

• Team Leader conducts the entrance interview and sets expectations with the school
• The team will select files for review from the lists of students required by Appendix B of the SER
• Review student survey results
Day One:

Over the course of the day the team will

✓ survey additional students, as necessary
✓ review documentation
✓ observe classes
✓ meet with staff and faculty
✓ verify student achievement data
✓ review curriculum and supporting resources
✓ evaluate equipment and facilities
✓ Review all advertising.
Day One:

• Occupation Specialists depart after the completion of their reviews

• Throughout the day, team members communicate with school officials regarding the team’s progress and potential findings

• For evening programs, the team will stay to survey students and observe the operation of the school in the evening

• At the conclusion of Day One, the Team Leader will meet with school officials to provide a “debrief” of the day’s activities and to outline areas of focus for Day Two
Day Two:

• The team leader, education specialist and Commission representative will return at 9:00 a.m.

• Team members address outstanding issues and complete their notes and observations

• Exit Interview
The OER is a factual report and summary of the on-site evaluation team’s findings as to the school’s compliance with accrediting standards.

The OER serves as the official record of the onsite evaluation.
Provide a Narrative Response

- Explain circumstances that impacted the school’s ability to demonstrate compliance
- Describe corrective action and provide documentation to show current compliance
- Describe the school’s plan to ensure compliance in the future
- May provide guidance on who to respond to each finding
Commission Review

• The Commission reviews the written record and makes the accreditation decision

• Written record includes: the application for accreditation, the Self-Evaluation Report, the On-Site Evaluation Report, the school’s response, Team Leader comments and the school’s response if any, and any additional information collected about the school, which may include reports from government and private agencies
Commission Actions for Initial Applicants

**Accredit**
- Maximum grant of 3 years

**Defer**
- Response indicates progression towards compliance

**Fail-to-Grant**
- School has not demonstrated the capability to make changes necessary to demonstrate compliance
Accredit the Institution

Applicants for initial accreditation that are found to be in compliance with accreditation standards and requirements will be granted accreditation for up to three years

... with Stipulations

Requests for additional information to address minor deficiencies in the documentation:

• Issues that can be corrected within a relatively short period of time
• Must be addressed before the grant of accreditation becomes effective
Accredit with Reporting

• Used to monitor ongoing compliance in a certain area
• Accreditation is effective as of the date of the letter

✓ Management
✓ Program Advisory Committee
✓ Learning Resource System
✓ Employment Records
School Action Letter

- The Commission’s decision is articulated in a letter
- The official record of the Commission’s consideration
- Issued approximately 30 days after the conclusion of the Commission meeting
- Contains detailed information regarding the school’s accredited status and any response requirements
Section I
Management
Statement of Purpose

The purpose of this section is to ensure that accredited schools have the capability to meet and exceed accrediting standards on an ongoing basis.
Statement of Purpose

Adequate management; sufficient administrative capacity; financial resources and physical facilities; and planning for future improvement provide assurance that the school will operate in compliance with accrediting standards, meet its objectives, and fulfill its obligations to students.
✓ Adequate experience and background to manage and lead a postsecondary educational institution
✓ Administrative staff professional development - ongoing
✓ Ongoing institutional assessment and improvement planning
✓ Financial resources
✓ Physical facilities
Adequate Management

- Qualified
- Full-time On-site
- Sufficient in Number
- Policies and Procedures
Past records of integrity

Commitment to...

- Providing quality education to students
- Ethical, fair, and honest practice
- Compliance
Past records of integrity

• Affiliation with a school that has lost or been denied accreditation, entered into bankruptcy, or closed

• Involvement in criminal proceedings and any pending or past action in a court or administrative body.

• Any other information related to an individual’s performance or commitment
Ongoing Professional Development

Skilled Managers
Continuity of management

Reasonable retention
Key Concepts - Ongoing

A process that is an integral part of the culture of the institution, rather than a perfunctory compliance task.
Analyze the effectiveness of each area of school operations

• ACCSC’s Self-Evaluation Report

• Use a series of questions that encourage reflection about the school’s performance:

  ? What is our current process?
  ? Why are we doing it this way?
  ? Has it been successful?
  ? What would make it better?
With the understanding that results from a thorough assessment, the school can then move forward to setting meaningful goals in each area that are appropriate to the size and scale of the school’s operations.

If by examining its annual report outcomes data, the school finds that its graduation rates for this year are lower than last year, this year’s institutional assessment and improvement plan can include a goal to improve retention rates.
Goal Setting

The school will include short-range goals that address immediate needs and also long-range goals relative to future development.

There should be a logical relationship between the goals of the plan, and the assessment of the school operations.
Goal Development – Get Specific

Once a goal is established, the school develops a detailed course of action for achieving the goal.

This step is critical to ensuring that the school’s strategy for implementing its plan will be successful.
Key Concept - Evaluate Achievement of the Goal with Benchmarks

Having established a set of goals and an improvement process, the school can now develop its method for measuring success in achieving those goals.
Evaluate Achievement of the Goal with Benchmarks

For example, if the school has a goal to increase student retention through a more rigorous admission process, success could be measured through evaluating the academic progress of students who were admitted under the new criteria to find out if the new strategies are effective in achieving the stated goals.
Evaluate Achievement of the Goal with Benchmarks

Evaluating the successful implementation of each goal allows the school to make the necessary adjustments to ensure that its resources are expended on the most effective strategies.
In the areas of

• management
• fiscal condition and budget
• administrative policies and practices
• student support services
• faculty and staff development
• educational program curricula
• learning resource system, equipment, and supporting materials
• facilities
• student achievement outcomes
Documented Results

Maintaining documentation of the overall institutional assessment and improvement planning process creates a historic record of the success of this process.

This record provides valuable insight for future managers that will enhance the effectiveness of future planning efforts.
The financial structure of the school is sound, with resources sufficient for the proper operation of the school and the discharge of obligations to its students.

- A financial budget for each fiscal year
- Monitor budgetary projections in relation to actual income and expenses
- Adequate insurance
D. Tuition Policies

1. Tuition costs and charges, tuition discounts, and all costs incidental to training are disclosed to the prospective student before enrollment.

Tuition discounts offered to prospective students must be bona fide (i.e., represent actual reductions in the tuition that would otherwise be charged) and must be fairly applied.
D. Tuition Policies

2. A scholarship is a bona fide financial grant-in-aid to a qualified student that is issued for recognized and acceptable purposes that include specified criteria that a student must meet in order to be eligible for and receive the scholarship.
D. Tuition Policies

3. Tuition changes in programs are bona fide and effective on specific dates.

Tuition for students currently in school is changed only if authorized in the enrollment agreement and only if reasonable advance notice is provided.
4. Cancellation Policies:

a. Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided.
4. **Cancellation Policies (continued):**

   b. **All monies paid** by an applicant must be refunded if requested **within three days after signing** an enrollment agreement and making an initial payment. An applicant requesting cancellation **more than three days after signing** an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus a registration fee of 15% of the contract price of the program, but in no event may the school retain more than $150.
5. Refund Policy

• Must have and apply a fair and equitable refund policy in compliance with state or third-party requirements.

• In the absence of such requirements, in accordance with generally accepted practices.

• The refund policy must contain minimally the following elements:
  i. How refunds are calculated (e.g., pro rata);
  ii. The date from which refunds will be calculated; and
  iii. The time frame within which refunds will be made
D. Tuition Policies

- Written notification of withdrawal from the student shall not be required for refund payment.
- In no instance may a school make required refunds in excess of 90 days from the student’s withdrawal or termination date.
- In instances where state or third-party requirements and accrediting requirements conflict, the more stringent requirement shall apply.
D. Tuition Policies

6. The refund policy must be disclosed consistently in the catalog and enrollment agreement.

7. If promissory notes or contracts for tuition are sold or discounted to third parties, either the student signing such note, or the financial sponsor who signed the note, must sign a statement authorizing such sales.

8. Methods used by a school in requesting or demanding payment are in good taste and follow sound and ethical business practices.
E. Student Loan Repayment

Accredited schools have an obligation to encourage and facilitate repayment of financial obligations, including guaranteed loans, used to finance students’ education and training. This has a potential impact upon the school’s financial stability and, consequently, its educational effectiveness and accredited status.
E. Student Loan Repayment

Accredited schools can address two major factors affecting student loan repayment: willingness to pay and ability to pay.

Schools can influence willingness to pay by providing information and advice and also develop an ability to pay by providing training and skills that enhance the value of their graduates to employers.
1. The school must engage in ongoing efforts to promote student loan repayment.

   • To improve students’ propensity to meet loan obligations, the school shall adopt a written comprehensive program, addressing such areas as student loan information, advising and monitoring, cooperation with lenders, and collection of information to facilitate location of borrowers.

   • The school must document implementation of the program and conduct an annual evaluation of the effectiveness of the school’s efforts.
E. Student Loan Repayment

2. The Commission will review the annual cohort student loan default rates of its accredited institutions to determine if those rates are at a high level or have increased significantly in relation to standards established by law or regulation.

If it is found that a school’s annual cohort student loan default rates are at a high level or have increased significantly in relation to standards established by law or regulation, the Commission will review available information to determine whether the school is in compliance with accrediting standards.
F. Institutional Name and Physical Facilities

1. A school’s name must be approved by the applicable state agency(ies) in which the school operates.
F. Institutional Name and Physical Facilities

2. Use of the term “University” in the school’s name

• Approved by the appropriate state authorities
• Commission approval based on demonstrating the following:

  ✓ The school offers at least one graduate-level degree;
  ✓ The school offers diverse schools of study with a comprehensive learning resource system to support those fields;
  ✓ The school is comparable to other schools with
F. Institutional Name and Physical Facilities

3. All facilities owned or controlled for administrative, instructional, and housing purposes must meet fire, safety, and sanitation standards required by appropriate regulatory authorities.

4. The school’s physical facilities must be sufficient in size to create an effective and suitable learning environment.
SELF-EVALUATION QUESTION

Describe the school’s process for ongoing institutional assessment and improvement planning. Describe how the school obtains information from internal sources, including staff, faculty, and students. How does the school obtain information from external sources such as Program Advisory Committees, employers, community representatives, and graduates? Explain how the process is appropriate to the size and scale of the school’s operations (Section I (B)(1-2), Substantive Standards, Standards of Accreditation).
The school’s management team meets every so often to develop its strategic plan. Since we meet formally and informally, we incorporate information from these meetings into the school’s Institutional Assessment and Improvement Plan. The leadership team gathers information from internal and external sources through meeting minutes provided by faculty, PAC, etc. Though the process is somewhat informal, it works for us because we have such a small staff.
The management team meets quarterly to discuss and develop the institutional assessment and improvement plan. Each administrative department is expected to provide updates, strengths, and areas of improvement for their respective areas. This way, the planning process is decentralized and provides each department with an opportunity to be involved with the success of the school.
During the institutional assessment and improvement planning process, we also call upon faculty members and students to provide feedback to the leadership team. Instructors meet weekly and provide the administrative team with a summary of their areas for improvement (equipment, textbooks, curriculum, etc.) so that we can incorporate this into the plan. As ABC school has a Student Government Association, the class president from each program also provides the leadership team with a summary of areas where we can improve and opportunities for the school to improve upon in the future.
Similar to our internal sources, the school relies upon the Program Advisory Committee (“PAC”), graduates, and employers to assist with the institutional planning process. The school incorporates feedback from the PAC meetings and graduate and employer satisfaction forms into the IAIP. Although ABC school is small, we rely on various people and resources to aid us in our planning process which is appropriate for the size and scale of our operations. This provides the school with a well-rounded self-assessment and a roadmap for the future.
Section II, Substantive Standards
Program Requirements
Program Requirements

Purpose:
• Development and delivery of viable, quality programs that lead to students’ successful attainment of knowledge, skills, and vocational objectives;

• Careful design process and rigorous ongoing assessment of programs;

• Establishing an appropriate program length;

• Furnishing detailed and organized course outlines and syllabi;

• Identifying clear learning objectives; and

• Resourcing the programs with adequate instructional materials, equipment, and learning resources materials.
Program Requirements

ESTABLISH THE PROCESS:

• Consider timeline

• Required approvals (state, board)

• Input from internal and external resources

• Determine the need and viability of a program

• Consider element: instruction, resources, assessment and method of delivery

• Clock and credit hour allocation

• Appropriate program length
FOR EACH PROGRAM:

• Detailed and organized instructional outline and course syllabi for EACH course

• Program design and awarded credits conform to *generally accepted practices*

• Appropriate number of didactic, supervised lab, and other hours, including outside work and externship

• Enable students to achieve objectives and acquire expected skills and knowledge (gain employment!)
Program Requirements

Clock and Credit Hours:

- A clock hour is defined as 50 minutes of instruction in a 60 minute period of time.
- A credit hour is defined as an amount of work represented in intended learning outcomes.
- Definitions can vary by state

Systematic and Evidence Based Process:

- Consider internal and external feedback
- Ongoing assessment at set intervals
- Employment needs
- Competition
Program Requirements

FOR EACH PROGRAM:

- Instructional materials are comprehensive and reflect current occupational settings and skills
- Equipment is similar to that found in the related field
- Sufficient number of equipment and learning stations
- All machinery and equipment in working order
- Survey your students!
Program Advisory Committee Meeting:

- Written minutes – detailed
- Twice Per year *(one on-site)*

- At Least 3 Employers or Practitioners: representatives from the employment community, practitioners, and others from the field of education, regulators, etc. as appropriate.
- Masters program: PAC must include TWO members with graduate level education.

- PAC Meetings Minutes: External to school, description of members, details and commentary
- Review program, LRS, G&E rates, licensure exam outcomes
- Consider feedback and input – implement change
Program Requirements

Learning Resource System

- Libraries
- Access to texts and databases
- Electronic Resources
- Library Consortia and Interlibrary Loan Agreements
- Sufficient in quantity and scope to meet educational objectives and adequately serve the student body (population and education level)
- Integrate LRS into program curriculum
- Managed by Qualified School Personnel: training and experience
- Schools with a Baccalaureate = LRS supervisor must have Master’s degree in library science or information specialist.
- Written training plan for staff
Externships
• Bona fide occupational setting – have several sites available
• Written Training Plan: Details the evaluation process and criteria to be used to evaluate competency and skill attainment (specific to area of study and credential)
• Established Timelines – don’t make your students wait
• Onsite Supervision and Externship Supervisor

Independent Study
• Offered within a credit hour program and must include comprehensive educational objectives
Consortium, Partnership or Contractual Arrangements

- A portion of a program is offered by an entity other than the ACCSC-accredited institution via any consortium, partnership, or contractual arrangement
  - Submit the ACCSC Consortium/Partnership Report with a signed contractual agreement

- Distance Education or Residential Consortium Arrangements: Between ACCSC accredited institutions
  - Submit the ACCSC Distance Education Consortium Arrangement Application

- Host school may not award more than 50% of the total number of clock or credit hours required in a program via a consortium

- A school may enter into contractual arrangements with business, industry, or government agencies for group training purposes.
Program Requirements

Transfer of Credit:
• May accept transfer credit for courses completed in other postsecondary institutions when comparable
• Communicate the criteria and process for evaluating and accepting credits earned
• Have an official policy; publish and document the policy

Allowance:
• 25% of the credits required for non-degree and undergraduate degree programs must be earned from the school awarding the credential.
• 50% of the credits required for a graduate degree program must be earned from the school awarding the degree.

Prior Learning Experience:
• A school may award credit based on an assessment of experience acquired outside of formal instructional or educational settings
• Settings such as service in the armed forces, employment and on-the-job training, apprenticeships, or other similar learning sources
• No more than 50% of the total number of clock or credit hours
Non-Degree Programs
• 80% of program should be technical and occupationally related courses/20% other – gen ed, career prep

Degree Programs
• General Requirements (credit hours; course numbering)
• Technical course and gen ed course requirements
• Associate Degrees
  • Occupational Vs. Academic (gen eds)
• Baccalaureate Degrees
• Master’s Degrees

Secondary Educational Objectives
• Continuing Education/Avocational Courses
• English as a Second Language (front loaded / integrated)
The school must demonstrate that it conducts Program Advisory Committee ("PAC") meetings in accordance with accrediting standards (Section II (A)(6), Substantive Standards, Standards of Accreditation). Specifically, based on a review of the PAC meeting minutes, the onsite evaluation team noted the following:

• The school did not have any PAC meetings for the Welding program in 2016; hosted one PAC meeting for the Welding program in 2017; however, only two employers were in attendance at the meeting;
Section II, Substantive Standards
Program Requirements
Section III, Substantive Standards
Educational Administration & Faculty Qualifications
Educational Administration

• On-site person (DOE) – lead and manage programs, assessment, faculty
  • Non-Degree: DOE has education equal or exceeding
  • Degree: DOE has degree one level higher
• Program Chair: possess education background equal or exceeding the max credential offered

Educational Background

• Verify prior work experience
• Verify academic credentials
  • Maintain Documentation (written, verbal)
  • Keep transcripts on file
• Ensure ongoing assessment and professional development – document!
• Ensure retention!
Faculty Qualifications

Faculty teaching **technical courses** in a **Non-Degree program or Occupational Associates**

3 years of related practical work experience in the subject area(s) taught

Faculty teaching **Applied General Education in a Non-Degree**

3 years work experience or college-level coursework in the subject area(s) taught or an appropriate mix thereof that aligns with the curriculum content being taught.

Faculty teaching **Applied General Education in Occupational Degree (Associates)**

Baccalaureate degree with appropriate coursework or 8 years related practical work experience and college-level coursework
Faculty Qualifications

Remember!

• “College-level coursework,” and “appropriate academic coursework and preparation” means a minimum of 15 semester credit hours (or the equivalent) in related subject areas that support the curriculum content.

• “Practical Work Experience” is professional experience in the field related to the program/course that the faculty member teaches.

• Teaching experience is NOT considered practical work experience.
Faculty Qualifications

Faculty teaching Academic General Education in a Non-Degree or degree program:

A master’s degree with appropriate academic coursework and preparation in the subject area(s) taught.

Faculty teaching Technical and Occupationally Related Courses in an Academic Associate or Baccalaureate Degree Program:

4 years of related practical work experience in the subject area and possess a degree at least at the same level.
Faculty Qualifications

Graduate Level Faculty:

Graduate Level Courses in a Master’s Degree

50% must be taught by faculty members who possess a minimum of 4 years of related practical work experience and an earned doctorate degree in a related field of study.

The remaining 50% must be taught by faculty who possess minimum of 4 years of related practical work experience and an earned a Masters degree in a replaced field Or A masters degree in an unrelated field with 18 semester in the subject area taught.
Though the school has a written plan regarding professional development of faculty, the school must document that faculty members engage in ongoing faculty professional development activities (Section III (A)(2), Substantive Standards, Standards of Accreditation).

Specifically, based on documentation reviewed by the on-site evaluation team, no faculty members engaged in professional development in 2018 or 2019; and less than 30% of faculty have participated in professional development activities to date in 2020.
The school must provide documentation demonstrating that it **verifies prior work experience** of all faculty members and administrators *(Section III (A)(4), Substantive Standards, Standards of Accreditation)*.

Specifically, in reviewing faculty personnel files, the team noted that the school does not maintain documentation to demonstrate that it verifies faculty prior work experience.
Section III, Substantive Standards

Educational Administration & Faculty Qualifications
Standards of Accreditation
Student Learning, Assessment, Progress, and Achievement
Student Learning Outcomes – Global Perspective

• Provides opportunity for the institution to say “How well are we collectively doing what we say we are doing.”
• Through this assessment the institution:

  ❖ Defines goals
  ❖ Implements strategies to achieve those goals
  ❖ Assesses achievement of the goals
  ❖ Uses the results to improve programs and services, inform planning and resource allocations
Student Learning Outcomes

a. Statements of expectation written in measurable terms that express what a student should be able to do upon completion of a course or program.

b. Reflect the necessary occupational and academic knowledge, skills, and competencies.
• **Student Learning**

Be sure student learning outcomes for each program are consistent with the program objectives as defined during the institution’s program design and development phase

*Section VII (A)(1), Substantive Standards, Standards of Accreditation*
Example:
What makes a “good” welder? What skills must the welder be able to do? How will competencies be measured?

• Upon completion of the welding program the student must demonstrate that he/she can fabricate (weld) various weldments using forehand and backhand techniques.
Reminder – share objectives; outcomes; competencies with your students - don’t leave them guessing!
The school has a developed and structured process to assess and evaluate the defined student learning outcomes of the education.

- A graduate must successfully complete 10 consecutive welds using the backhand and forehand technic. The welds must meet the minimum standards as defined by American Welding Society.

(*Tidbit: Use Assessment of Learning Outcomes to Improve Program*)
Student Assessment – Schools must have:

• Criteria to assess a student’s academic progress throughout the program (i.e., grading, portfolio assessment, rubrics, etc.) – must be valid, fair, reliable.

• Report academic progress to students at regular intervals.

• Establish minimum grade point averages (or equivalent) for intervals in the program that will help ensure that students will meet requirements for graduation.

• Publish the policy

Section VII (A)(2), Substantive Standards, Standards of Accreditation
Satisfactory Academic Progress (“SAP”)

- Define successful progress, including the intervals of evaluation.
- Have processes and procedures for placing students on Probation or Termination if not meeting successful academic progress.
  - Processes should include:
    - How a student is notified
    - How a student can return to normal status or re-enter if terminated.
- Publish the school’s policy! Students need to know!
The school publishes in its catalog and enforces a policy of acceptable student attendance. The policy must promote sufficient levels of student attendance such that the required knowledge, skills, and competencies can be reasonably achieved.

If the school terminates a student due to lack of attendance – publish the policy.
Reminder!

• The school must have probation and termination policies that are defined and published in its catalog. These policies must include specific warning procedures to notify the student in writing that continued unsatisfactory academic progress or a failure to meet attendance requirements will result in termination.

• DOCUMENT notification or in the case of absenteeism document that the school made an attempt to notify the student that continued failure to attend classes will result in termination.

• Keep it in the student’s file.
Leave of Absence

• Define and publish Leave of Absence policy if you have one

• Establish policies and procedures that include
  ✓ How to get a LOA approved
  ✓ How long a student may take a LOA
  ✓ What happens if a student doesn’t return – usual practice – terminate student and apply refunds as appropriate

• Starts when LOA approved (in writing)

• May not exceed 180 days in a 12-month period –
  ✓ May grant more than one leave of absence - but remember that the combined leaves of absence may not exceed 180 days within the 12-month period
Maximum Timeframe

• Publish in the catalog the normal duration of each program based on regular and required course loads and schedules – i.e, 18 months, 2 years, etc.

• Publish the implications if a student does not complete the program within the maximum timeframe (e.g., loss of financial aid eligibility and program enrollment termination)

• Clock hour program - the maximum time frame shall not exceed 1.5 times the normal duration of the program

• Credit hour program - the credit hours attempted cannot exceed 1.5 times the credit hours required to complete the program
Remember!

The school is not required to terminate the enrollment of a student who is unable to complete the program within the maximum timeframe unless the school has determined that the student has failed to meet school policies that would otherwise warrant termination (e.g., academic progress or attendance policies).

---BUT---

For the purposes of reporting student achievement, the school may not classify students who do not complete the program within the maximum timeframe as graduates.
What is on the “Diploma?”

The credential document should identify the graduate’s name, school’s name, location, program of study, and date of graduation in an accurate manner.
Performance by Program

**Student Graduation**

**Graduate Employment in the Career Field**

**Pass Rates on Licensure/Certification Exams**
(where required to work in a particular career field)
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
The Commission determines the established benchmark rates of student graduation and graduate employment from information collected in Annual Report submissions.
A school demonstrates successful student achievement when graduation and employment rates meet or exceed the Commission’s established benchmarks.
Benchmark:
Not less than one (1) standard deviation below the mean for comparable schools or programs.
See Appendix VI – Student Achievement 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...
Appendix VII
Guidelines for Employment Classification
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.
Regular Employment

- 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 Verification

- 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.
Session D:
Third Party Verification
Independent Third-Party Verification: Random Sampling

ACCSC

**How Often?**
- Every Year (Annual Report)

**How Many?**
- 10% of ACCSC-Accredited Schools
Independent Third-Party Verification

Schools

How Often?

• Initial Accreditation and Every Renewal Cycle (1-6 Years)

How Many?

• 50% Sample of all Programs
The school must engage an independent third-party to verify the employment data reported to ACCSC on Graduation and Employment Charts submitted with the Self-Evaluation Report.
Instructions for Third-Party Verification

The school must provide the following:

- A signed attestation from the independent third-party that it is not affiliated with the school or shares any part ownership in the school or affiliated schools.
- The independent third-party does not provide any other services to the school.
- The independent third-party will only report accurate findings through work conducted in an independent manner.
- The independent third-party understands and applied ACCSC’s classifications exactly as stated.
- A description of the methodology that the verification agency used for the selection of the 50% sample.
- A description of the methodology that the verification agency used for the verification process.
Independent Third Party Verification of Employment

The independent third-party must select minimally a 50% sample of employed graduates (classified as “Graduates - Employed in the Field”) on line 14 of each G&E Chart and report the results from that sample.

P.S. Once the 50% sample has been selected by the independent third-party, for the purposes of this application, the independent third-party may not alter the sample in an effort to get better results.
The independent third-party must verify employment records from the employer or graduate either verbally or in writing.

The independent third-party must verify the employment data in a manner independent from the school. The independent third-party must conduct the verifications without assistance from the school, with the exception of the school’s provision of records to be verified.
Same Employer
as listed in school record

Job Title
exact, obvious or confirmed match

Start Date
within 45 days of verified start date

Verified as Correct
A completed employment record for a graduate from the Automotive Technology program indicates the graduate is employed in field as a **Mechanic**.

- **Exact Match**
  - Mechanic

- **Obvious Match**
  - Auto Mechanic

- **Confirmed Match**
  - Confirmed by Employer or Graduate as **substantively similar** job responsibilities
Verified but Different

Not an OBVIOUS MATCH or CONFIRMED MATCH

Verified but Different

Start Date is MORE THAN 45 Days Different
Unable to Verify

Unable to obtain verification of the school’s employment record

From either the Employer

Or the Graduate

Work Number
Verified as Not Correct

- Graduate Record Not Found in Employer’s Records
- Position is unpaid/intern
- Different Employer
- Graduate denies working in position
The school must provide the following chart in the Self-Evaluation Report with aggregate institutional results across all programs:

<table>
<thead>
<tr>
<th>Report Date on Graduation and Employment Chart</th>
<th>Name of Company</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Number of Students Sampled</th>
<th>Total Number of Available Students to Sample</th>
<th>Sample Size Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verified as Correct</th>
<th>Verified but Different</th>
<th>Unable to Verify</th>
<th>Verified as Not Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Aggregate Institutional Results Across ALL Programs
Maximize Your Relationship with Your Designated Third-Party

• Get weekly reports while the project is underway

• Ask for the option to update incorrect emails or wrong telephone numbers while the project is underway

• Require the third-party to use the revised contact information

• Ask the third-party about the number of calls/emails and the pacing of outreach as to not frustrate your employers/graduates
Start Early!

• **Real Time Verifications** – Do not wait six months to begin the verification process. Older employment data proves to be more difficult to verify.

  HOWEVER

• Verify the employment **AFTER** the graduate started work. This is the **most common reason** for an invalid placement.

• **Incorporate** Third-Party Verification into regular, on-going processes.
• The PDF version of the Webinar Slides will link directly to the resources provided.

• A live recording of the 90-minute webinar is available at:
  • Online at ACCSC.org under Events/Webinars

• The slides from the webinar presentation are available at:
  • Best Practices and Lessons Learned

• The Independent Third-Party Employment Verification FAQ is available for download at www.accsc.org.
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.
Schools must observe ethical practices and procedures in the recruitment of students.
Ethical practices and procedures include, at a minimum, the following:

1. A school’s recruitment efforts focus on attracting students who are qualified and likely to complete and benefit from the education and training provided by the school and not simply obtaining enrollments.
2. A school’s recruitment efforts describe the school to prospective students fully and accurately and follow practices that permit prospective students to make informed and considered enrollment decisions without undue pressure.
3. A school **only uses its own employees** to conduct student recruiting activities and is **prohibited from engaging employment agencies** to recruit prospective students.
A school is responsible to its students and prospective students for the actions and representations of its recruiters and representatives and, therefore, selects these individuals with the utmost care and provides adequate training and proper supervision.
A school has 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.

- In writing
- Includes all elements set forth in Appendix V
- Signed and dated by the employee
- Maintained in the individual’s personnel file
5. A school’s personnel are trained and qualified to engage in recruiting activities and may only use a title that accurately represents the individual’s primary duties.

6. A school complies with applicable federal and state laws and regulations pertaining to student recruitment.
7. A school approves all promotional materials used by school personnel in advance and accepts full responsibility for the materials used.
8. A school has in place policies and procedures and takes reasonable steps to ensure that its personnel do not make false, exaggerated, or misleading statements about the school, its personnel, its training, its services, or its accredited status and to ensure that its personnel do not make explicit or implicit promises of employment or salary prospects to prospective students.
9. A school internally reviews and evaluates its recruiting policies and procedures and the performance of personnel involved in recruiting activities for compliance with accrediting standards and applicable law and regulation at least once annually, and maintains documentation of the review and evaluation.
The Commission, at its discretion, may require a school to audit its recruiting activities for compliance with accreditation standards or applicable law and regulation using a qualified independent third-party that is approved by the Commission prior to the verification review being conducted.
10. A school shall not permit its personnel to engage in recruiting activities in settings where prospective students cannot reasonably be expected to make informed and considered enrollment decisions such as in or near welfare offices, unemployment lines, food stamp centers, homeless shelters, or other similar settings.
A school may, however, engage in recruiting activities at employment opportunity centers operated under government auspices, provided that the school has permission to do so and that all other recruitment and admissions requirements are met.
11. A school shall not permit the payment of cash or other similar consideration to any prospective student as an inducement to enroll.

12. A school shall not permit its personnel whose primary responsibilities include recruiting and admissions activities to assist prospective students in completing application forms for financial aid.
13. A school shall not permit personnel whose primary responsibilities include recruiting and admissions activities to become involved in admission testing or admission decisions, including signing and accepting the enrollment agreement.
14. A school clearly identifies itself in all advertising, promotional materials, and contacts made with prospective students.

15. A school must provide the applicant with a receipt for any money collected.
16. School personnel do not discredit other schools or influence any student to leave another school by: falsely imputing to another school dishonorable conduct, inability to perform contracts, or questionable credit standing; making other false representations; falsely disparaging the character, nature, quality, value, or scope of another school’s program of instruction or services; or demeaning another school’s students.
B. Advertising and Promotion

1. A school’s advertising and promotional materials are truthful and accurate and avoid leaving any false, misleading, or exaggerated impressions with respect to the school, its location, its name, its personnel, its training, its services, and its accredited status.
2. A school’s advertising and promotional materials clearly indicate that education, and not employment, is being offered. No overt or implied claim or guarantee of individual employment is made at any time and any references to employment or salary prospects must be accurate and sourced.
3. A school may use the term “University” in its name only when such use has been approved by the Commission and appropriate state authorities.

4. A school may not use the Employment or Help Wanted classifieds for any form of student recruitment.
5. A school may only use endorsements in school catalogs, literature, or advertising with the written consent of the authors, which is kept on file and subject to inspection. Any such endorsement is to be a bona fide expression of the author’s opinions, strictly factual, and a portrayal of currently correct conditions or facts. Under no circumstances may currently enrolled students provide endorsements on behalf of a school.
6. School personnel, advertisements, and promotional materials may only provide information pertaining to potential salary that accurately portrays the normal range and starting salaries in the occupation for which training is provided. Salary information must also include the source of the information, which is valid.
7. A school may only use the term “accredited” if it indicates by what agency or organization it is accredited. Publication of accreditation must comply with the Advertising of Accredited Status form.
8. Advertising of financial aid and scholarships includes an eligibility phrase (e.g., financial aid available for those who qualify).

9. A school may not describe in its catalog, advertise, or promote new programs, substantive changes, or degree programs prior to receiving written Commission approval.
C. Disclosures

1. Catalog

a. A school publishes a catalog that accurately portrays the school; its educational programs, resources and facilities; and policies and procedures and that includes, at a minimum, all items listed on the ACCSC Catalog Checklist.
b. A school’s catalog is designed and written in such a manner so as to convey an accurate, comprehensive, and dignified impression of the school. The catalog’s narrative and any illustrations and photos pertain directly to the school and sources of illustrations and photos are clearly identified.
c. A school provides each applicant with a current and complete catalog and an opportunity to review the catalog prior to signing the enrollment agreement so that each potential student may make an informed decision relative to the school’s educational programs, institutional policies, and procedures.
A school may provide either a printed and bound copy of the catalog or a read-only format electronic copy that cannot be altered (e.g., portable document format (PDF), etc.). In either case, all versions of the catalog are identical and students that receive an electronic copy of the catalog are able to receive a printed and bound copy of the catalog upon request.
2. Enrollment Agreement

a. A school utilizes an enrollment agreement that includes, at a minimum, all required items listed on the ACCSC Enrollment Agreement Checklist and that clearly states the obligations of both the student and school.
b. A school executes an enrollment agreement for all enrolled students.

c. A school ensures that each applicant has an opportunity to review the enrollment agreement and is fully informed of the rights, responsibilities, and obligations of both the student and the school under the enrollment agreement before it is signed by the applicant.
d. A school furnishes a copy of the enrollment agreement to the applicant at the time the applicant signs. A school must furnish to the student prior to the student starting class a final copy of the enrollment agreement signed by both parties.

e. No enrollment agreement is binding until it has been signed by the student and accepted by the appropriate school official.
3. Graduate Employment

A school discloses, minimally, the graduation and graduate employment rate as last reported to the Commission. The public notice of a graduate employment rate is accurate, not intended to mislead, and includes the school’s graduate population base and time frame upon which the rate is based.
4. Accreditation and Approval

   a. A school discloses its ACCSC institutional accreditation and the Commission’s contact information (i.e., address, phone number, and website address).

   b. In accordance with Section VII (L)(7), Rules of Process and Procedures, a school subject to a Probation Order must inform current and prospective students that the school has been placed on probation and that additional information regarding that action can be obtained from the Commission’s website.
c. Where a program requires accreditation (institutional or programmatic) and/or approval by a third-party regulatory agency (e.g., state agency, licensing agency, oversight board, national certification entity, etc.), for the purpose of licensure, certification, or employment, a school discloses to students whether such accreditation and/or third-party recognition has been achieved and is in good standing.
Standards of Accreditation

Admissions
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.
A. General Requirements

1. A school develops admissions criteria that are designed to admit only those students who are reasonably capable of successfully completing and benefiting from the training offered.
2. A school publishes in its catalog and informs, prior to admission, each applicant for enrollment of the program’s admission requirements, process, and procedures; the nature of the training and education provided; and the program’s responsibilities and demands.

3. A school consistently and fairly applies its admission requirements.
4. Prior to enrollment a school:
   a. Determines that an applicant meets the school’s admissions requirements;
   b. Secures documentation to demonstrate that each applicant meets all admission requirements;
   c. Documents that applicants rejected did not meet admissions requirements;
Appendix V

Admissions Documentation
Section V (A)(4)(b), Substantive Standards, Standards of Accreditation requires that a school “secures documentation to demonstrate that each applicant meets all admission requirements.” Because of the importance of admissions requirements and the role those requirements play in allowing schools to make informed admissions decisions, the Commission believes that a school’s diligence in requiring documentation is a key component to institutional success.
Therefore, the Commission does not consider a self-certification by a student that he or she has a high school diploma or equivalent to be “documentation” that the student has met this admissions requirement. The standard contemplates that a school will support its admissions decisions with independent documentation such as transcripts and copies of diplomas or other documentation of equivalency.
Admissions documentation for students from foreign countries is to be translated and certified to be at least equivalent to the credential required by the school in its admissions criteria (e.g., a U.S. high school diploma). In all cases, it is the responsibility of the school to determine whether the credential is appropriate and meets the school’s admissions criteria.
For those ACCSC-accredited institutions that require that an applicant must possess a high school diploma or its equivalent for admission, the Commission recognizes that in rare instances students may not be able to provide documentation required by a school’s admissions criteria due to issues beyond their control (e.g., loss of records due to fire or flood, inability to obtain records, home schooled students, etc.).

In these rare cases, a school may use an admissions test in lieu of documentation of a high school diploma or its equivalent.
Under these circumstances, the student must sign a statement attesting that he or she in fact obtained a high school diploma or its equivalent and state the reason(s) why documentation of the earned credential cannot be provided. The admissions test used under these circumstances must be reviewed by a qualified, independent, third party and certified as to the appropriateness of the instrument and required score levels (i.e., equivalent to a high school diploma). If a school chooses to use such a test for these unusual circumstances, this should be stated in the school’s admissions policies.
The admissions test used under these circumstances must be reviewed by a qualified, independent, third party and certified as to the appropriateness of the instrument and required score levels (i.e., equivalent to a high school diploma). If a school chooses to use such a test for these unusual circumstances, this should be stated in the school’s admissions policies.
The Commission understands that other regulatory agencies may have different requirements. Please be advised that in instances where these differences exist, the more stringent requirements shall apply (Appendix V and Section I (D)(3), Rules of Process and Procedure, Standards of Accreditation).
5. A school maintains documentation covering the last five years that demonstrates that admission requirements have been met or that explains the basis for any denial of admission.
6. A school neither denies admission nor discriminates against students enrolled at the school on the basis of race, religion, color, gender, sexual orientation, genetic information, age, disability, or national origin. Schools must reasonably accommodate applicants and students with disabilities to the extent required by applicable law.
7. A school may not enroll or admit any person of compulsory school age or any person attending a school at the secondary level, unless the school has established through contact with properly responsible parties that pursuit of the training will not be detrimental to the student’s regular school work.
8. The Commission, at its discretion, may require a school to conduct a study to document the effectiveness of its admission requirements for all students.
B. Non-Degree Programs

If the school enrolls a person who does not possess a high school diploma or recognized equivalency certificate (non-degree programs only)... the school must determine the applicant’s ability to benefit from the training offered.
1. Documented through the applicant’s achievement of an approved score on a test or tests that have been reviewed by a qualified, independent third party for appropriateness of the instrument and specific score levels required for admission.
2. The acceptable score ensures that students will benefit from the training provided and that a substantial number of students will complete the training and be employed in the field for which training was provided.
C. Degree Programs - Undergraduate

The school must use appropriate techniques to assess whether applicants have the skills and competencies to benefit from the training provided at the undergraduate level. Students admitted to associate or baccalaureate degree programs must have earned at least a high school diploma or recognized equivalency certificate prior to starting class.
D. Degree Programs - Graduate

1. A student admitted to a master’s degree program must possess an earned baccalaureate degree from a recognized higher education institution (e.g., accredited by an agency recognized by the U.S. Department of Education or the equivalent).

2. For graduate level courses or master’s degree programs, standardized or national examinations may be required (e.g., GRE or GMAT). The school may utilize other entrance tests that have been reviewed by a qualified, independent third party for appropriateness of the instrument and specific score levels required for admission.
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.
Advising and Counseling

1. School is attentive to student educational and other needs

2. Adequate student services and resources that support
   ✓ Satisfactory progress
   ✓ Knowledge and Skill Attainment
   ✓ Retention, Graduation, and Employment
   ✓ Employment
   ✓ Making informed decisions concerning training and employment
3. **Student Services Program**

- Takes into account the number of programs, and size and mix of the student body
- Coordinated by an individual with appropriate professional and educational qualifications
The Student Services Program Must Address:

- relevant coping skills (e.g., life, career development, budget, and personal financial planning skills)
- general development appropriate to higher education students
- student retention strategies suited to the school’s programs
- academic advising
- testing and tutoring services
- supervision and monitoring of attendance records and leaves of absence
- graduate employment assistance
- information concerning housing, transportation, and child care
Schools must have *counseling services* available to students when warranted and necessary based on the student population and circumstances

- An individual providing counseling services must have an appropriate license, credential, or training and work experience in the area of counseling
- A school may contract with or refer students to an individual or service that is able to provide such counseling services
- Unless so qualified, an advisor may not perform the functions of a counselor and may not be referred to as a counselor
4. Maintain comprehensive documentation of student advising sessions

5. Continually monitors and addresses the students’ needs for services as a means to assist students achieve successful educational and student achievement outcomes
Student Records

Currently enrolled students

- Admissions
- Transcript
- Academic Progress
- Tuition and Fee Payments
- Refunds
- Financial Aid
- Information upon which a student’s initial and continued enrollment is based
Student Records

Currently enrolled students

The school maintains these records during the student’s enrollment AND

For five years post the student’s withdrawal, or termination date
• **FORMERLY** enrolled students - official transcript
  
  ✓ Program of study
  ✓ Date of program entry
  ✓ Date of graduation, termination or withdrawal
  ✓ Clock and/or credit hours
  ✓ Grades earned
Official Transcripts

• Made available to students upon request and in accordance with the school’s policies
• Physical or electronic
• Securely maintained and protected against damage or loss
Financial Records

• Maintain student financial records for a minimum of five years
  ✓ Financial aid
  ✓ Tuition and fee payments
  ✓ Tuition refunds

• State or federal regulation or law may require these records to be maintained for a longer period of time
Graduate Employment Assistance and Records

• Graduate employment assistance available to students
• Extent and nature aligns with claims made by the school
Graduate Employment Assistance and Records

• Verifiable records are maintained for five years
• Statements regarding employment rates must be based on these records
Student Complaints – School Policy

• Policy and procedure
• Inform students in writing of the policy and procedure
• Published in the school’s catalog and include a reference to the school official(s) responsible for the complaint policy and procedure
Student Complaints – ACCSC Policy

• Publishes the ACCSC Student Complaint/Grievance Procedure contained in the ACCSC Complaint Review Process Form
• Maintain a complete record of all written student complaints for at least the last five years
The Big Finish!
Tool Kit

- Webinars
- Monographs
- ACCSC Staff
Key Concepts

Standards = Best Practices

Ongoing Assessment

Comprehensive Planning

Strong Infrastructure/Resources

Continuous Improvement
From Challenges to Plan of Action

Assessment – where are we?
Goal - where do we want to be?
How are we going to get there?
Benchmarks – how are we going to measure success?
Timelines – when?
Parting Thoughts

If you could say one thing to a school considering ACCSC accreditation, what would it be?
Ask...

Why do we want to be accredited?

Be prepared to constantly use the system you design
Transformation

Understand that accreditation involves a transformation from the business model to the accredited school model.
Don’t Guess!

Pick up the phone... or keyboard
Focus on Excellence

Rather than just barely meeting the standard, understand the “spirit” of the standard
Assessment/Comparison

Look to external sources for information and guidance
Don’t Focus on the Passing Grade

Learn how to grow through the process of accreditation
SLOW DOWN!
It is not about US,

It is about YOU
Building the Airplane...

In the Air
Questions from Day One

What changes will I need to make?

Do I have the resources to be successful?

Is this a good fit?
Tool Box
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LINKS TO FORMS REFERENCED IN THE INITIAL ACCREDITATION WORKSHOP

Application for Initial Accreditation Part I
Application for Initial Accreditation Part II
Catalog Checklist
Enrollment Agreement Checklist
Faculty Personnel Report
Graduation and Employment Chart
Guidelines for Employment Classification
Guidelines for Independent Third Party Employment Verification
Instructions for Electronic Submission
Instructions for the Preparation and Submission of Financial Statements
Program Chart
Self-Evaluation Report
Staff Personnel Report
Instructions for activating the self-calculating beginning and ending dates into the Graduation & Employment (“G&E”) Chart:

a. Use the **File** menu **Save As** function to save each chart separately under a **different** name.

b. Click on the **G&E Chart** tab at the bottom of the screen.

c. Once in the **G&E Chart** tab, calculate the Reporting Period:
   - Enter the required **Report Date** as provided or directed by the Commission in the following format: 7/1/17, then
   - Enter the **Program Length in Months** (round up to the nearest whole number). The Beginning and Ending dates of the 12-month Reporting Period will automatically be filled in on the chart.

If the dates do not appear, go to **File, Options, Add-Ins**. From the Add-Ins available list, select **Analysis ToolPak**. The Analysis ToolPak function is automatically loaded and you are now ready to proceed with completing a chart for each approved program.

Please note when completing the G&E Chart, under “Class Start Date,” use the full four digit year (ex. Jul-2017 or 7/2017). enter student starts within the 12-month reporting period by For any questions or additional information, please contact Sean Forman at **703-247-4505** or **sforman@accsc.org**.
<table>
<thead>
<tr>
<th>G&amp;E Chart Line #</th>
<th>All Data Included in the Graduation and Employment Chart Must Be Verifiable Through Appropriate Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Class Start Date:</strong> The month and year each student cohort, or groups of student cohorts started (a group of student cohorts occurs when there are multiple class starts within a single month).</td>
</tr>
<tr>
<td>2</td>
<td><strong>Number Started:</strong> The number of students who started in the program for each start date in the period, including students entering with advanced placement. <strong>Start:</strong> Students are considered to have been in attendance for reporting purposes (Start) if, as a result of their attendance, they incur a tuition/fee or other financial obligation as specified by the institution’s refund policy. Fees or other obligations (i.e., uniforms, tools, etc.) are only those associated with actual attendance; not those considered part of the application for admission or enrollment process. In any event, any student enrolled 15 days from the scheduled start date of the program must be classified as a “start” for the purpose of reporting students on the Graduation and Employment Chart.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Transfers to Another Program:</strong> The total number of students who transferred out of this program and into another ACCSC-approved program at the school.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Transfers from Another Program:</strong> The total number of students who transferred into this program from another ACCSC-approved program at the school, and whose progress in the program is concurrent with the students in this class start date.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Total Starts plus/minus Transfers (Line 5 = 2-3+4):</strong> The total number of students who started, minus those who transferred out, plus those who transferred in. This is the total number of students on which graduation will be based.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Unavailable for Graduation:</strong> This category removes from the graduation rate calculation students who fall into one of the following classifications: death, incarceration, active military service deployment, or the onset of a medical condition that prevents continued enrollment.</td>
</tr>
<tr>
<td>7</td>
<td><strong>Available for Graduation (Line 7=5-6):</strong> The total number of students available for graduation from the program.</td>
</tr>
<tr>
<td>8</td>
<td><strong>Withdrawn / Terminated Students:</strong> The number of students who withdrew or were terminated, within 150% of the program length, from the program. This number does not include the student classified as &quot;Unavailable for Graduation&quot; (Line 6).</td>
</tr>
<tr>
<td>9</td>
<td><strong>Graduates within 150% of Program Length:</strong> The number of students who graduated from the program within 150% of the stated program length.</td>
</tr>
<tr>
<td>10</td>
<td><strong>GRADUATION RATE:</strong> The school's official graduation rate for each cohort and for the program for the reporting period (Line 10 = 9/7).</td>
</tr>
<tr>
<td>11</td>
<td><strong>Graduates - Further Education:</strong> The number of graduates that continue on with education in an accredited postsecondary institution on at least a half-time basis.</td>
</tr>
<tr>
<td></td>
<td><strong>Graduates - Unavailable for Employment:</strong> This category removes from the employment rate calculation graduates who fall into one of the following categories: death, incarceration, active military service deployment, the onset of a medical condition that prevents employment, or international students who are enrolled on the basis of a student or work visa and are ineligible for sustainable employment in the United States post graduation. If international students as defined here represent a majority (i.e., more than 50%) of the Total Starts for the program (Line 5), then the school may not use the “international student” exclusion.</td>
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<tr>
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</tr>
<tr>
<td>12</td>
<td><strong>Available for Employment (Line 13 = 9-11-12):</strong> The total number of students available for employment.</td>
</tr>
<tr>
<td>13</td>
<td><strong>Graduates - Employed in Field:</strong> The number of graduates employed in jobs for which the program trained them. NOTE: Graduates classified as employed must be supported by documentation showing position obtained, date employed, employer, and employer contact person, address, and phone.</td>
</tr>
<tr>
<td>14</td>
<td><strong>EMPLOYMENT RATE:</strong> The school's official rate of graduate job attainment for each cohort and for the program for the reporting period (Line 15=14/13). The school's official rate of employment is that which is used to determine compliance with accreditation requirements.</td>
</tr>
<tr>
<td>15</td>
<td><strong>Graduates in Unrelated Occupations:</strong> The number of graduates employed in jobs not related to the training obtained from the school’s program.</td>
</tr>
<tr>
<td>16</td>
<td><strong>Graduates Unemployed:</strong> The number of unemployed graduates.</td>
</tr>
<tr>
<td>17</td>
<td><strong>Graduates Unknown:</strong> The number of graduates for which no information about employment or unemployment is available.</td>
</tr>
<tr>
<td>18</td>
<td><strong>Non-Graduated Students Who Obtained Training Related Employment:</strong> The number of withdrawn/terminated students from Line 8 who obtain employment in a field related to the program in which the student was enrolled and based upon the training provided by the school.</td>
</tr>
<tr>
<td>19</td>
<td><strong>Employment Rate with Non-Graduated Students Who Obtained Training Related Employment:</strong> The school's supplemental employment rate which calculates the total number of graduated and non-graduated students who obtained training related employment.</td>
</tr>
</tbody>
</table>