<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>8:30 am – 9:00 am</td>
<td>Health Check</td>
</tr>
<tr>
<td></td>
<td>Workshop Check-In</td>
</tr>
<tr>
<td>9:00 am – 10:30 am</td>
<td>Welcome from the Commission</td>
</tr>
<tr>
<td></td>
<td>- Introductions</td>
</tr>
<tr>
<td></td>
<td>- Mission, Core Values, and Intentions</td>
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<tr>
<td></td>
<td>- The Role and Expectation of Accreditation</td>
</tr>
<tr>
<td>10:45 am – 12:15 pm</td>
<td>Application Process/Forms</td>
</tr>
<tr>
<td></td>
<td>- Accreditation Process and Timelines</td>
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<td></td>
<td>- Applications and Self-Evaluation Report</td>
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<td></td>
<td>- On-Site Evaluation</td>
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<td>- Commission Review</td>
</tr>
<tr>
<td>12:15 pm – 1:00 pm</td>
<td>Lunch with ACCSC Staff</td>
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<tr>
<td>1:00 pm – 2:00 pm</td>
<td>Management Standards</td>
</tr>
<tr>
<td></td>
<td>- School Operations</td>
</tr>
<tr>
<td></td>
<td>- Institutional Improvement &amp; Assessment Planning</td>
</tr>
<tr>
<td></td>
<td>- Financial Structure</td>
</tr>
<tr>
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<td>- Physical Facilities</td>
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<tr>
<td>2:15 pm – 3:15 pm</td>
<td>Program Standards</td>
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<tr>
<td></td>
<td>- Design and Review</td>
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<td></td>
<td>- Equipment</td>
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<td>- Program Advisory Committee</td>
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<td>- Learning Resource System</td>
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<tr>
<td>3:15 pm – 4:00 pm</td>
<td>Faculty Qualifications</td>
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<tr>
<td></td>
<td>- Educational Administration</td>
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<td>- Faculty Qualifications</td>
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<td>- Faculty Improvement Planning</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
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<tr>
<td>8:45 am – 9:00 am</td>
<td>Health Check</td>
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<tr>
<td>9:00 am – 10:00 am</td>
<td>Recruitment</td>
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<td></td>
<td>- Catalog</td>
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<td></td>
<td>- Enrollment Agreement</td>
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<td></td>
<td>- Advertising</td>
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<tr>
<td>10:00 am – 10:45 am</td>
<td>Admissions</td>
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<tr>
<td></td>
<td>- Setting the standard</td>
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<tr>
<td></td>
<td>- Documentation</td>
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<tr>
<td>11:00 am – 12:00 pm</td>
<td>Student Services</td>
</tr>
<tr>
<td></td>
<td>- Written Policies and Procedures</td>
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<tr>
<td></td>
<td>- Advising/Counseling</td>
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<td></td>
<td>- Records</td>
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<tr>
<td>12:00 pm – 12:45 pm</td>
<td>Lunch with ACCSC Staff</td>
</tr>
<tr>
<td>12:45 pm – 1:30 pm</td>
<td>Student Progress</td>
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<td>- Student Learning/Assessment</td>
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<td>- Student Progress</td>
</tr>
<tr>
<td>1:30 pm – 3:00 pm</td>
<td>Student Achievement and Third-Party Verification</td>
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<tr>
<td></td>
<td>- Graduation and Employment Chart</td>
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<tr>
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<td>- Documentation and Verification</td>
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<tr>
<td>3:15 pm – 3:45 pm</td>
<td>Parting Thoughts and Starting Shots</td>
</tr>
<tr>
<td></td>
<td>- Key Concepts</td>
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<td>- Resources</td>
</tr>
<tr>
<td></td>
<td>- Do this, don’t do that</td>
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</tbody>
</table>
Initial Accreditation Workshop

December 13-14, 2021
# Workshop Agenda – December 13, 2021

<table>
<thead>
<tr>
<th>Session time (Eastern Standard!)</th>
<th>Topic</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am - 10:30am</td>
<td>Welcome from the Commission Scope&lt;br&gt;Getting off to a Great Start</td>
<td>Michale McComis&lt;br&gt;Lisa Miles&lt;br&gt;Jaye Bishop</td>
</tr>
<tr>
<td>10:45am - 12:15pm</td>
<td>Application Process &amp; Forms</td>
<td>Alicia DeMartini&lt;br&gt;Maurya Sorokes</td>
</tr>
<tr>
<td>12:15pm - 1:00pm</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>1:00pm – 2:00pm</td>
<td>Management Standards</td>
<td>Alicia DeMartini&lt;br&gt;Maurya Sorokes</td>
</tr>
<tr>
<td>2:15pm - 3:15pm</td>
<td>Program Standards</td>
<td>Alanna Marx&lt;br&gt;Lisa Miles</td>
</tr>
<tr>
<td>3:15 - 4:00pm</td>
<td>Faculty Qualifications</td>
<td>Alanna Marx&lt;br&gt;Lisa Miles</td>
</tr>
</tbody>
</table>
## Initial Workshop Agenda – December 14, 2021

<table>
<thead>
<tr>
<th>Session time (Eastern Standard!)</th>
<th>Session Topic</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am – 10:00am</td>
<td>Recruitment</td>
<td>Lisa Miles</td>
</tr>
<tr>
<td>10:00am – 10:45am</td>
<td>Admissions</td>
<td>Lisa Miles</td>
</tr>
<tr>
<td>11:00am – 12:00pm</td>
<td>Student Services</td>
<td>Lisa Miles</td>
</tr>
<tr>
<td>12:00pm - 12:45pm</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>12:45pm – 3:00pm</td>
<td>Student Achievement Outcomes</td>
<td>Sean Forman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lisa Miles</td>
</tr>
<tr>
<td>3:15pm – 3:45pm</td>
<td>Parting Thoughts and Starting Shots</td>
<td>Lisa Miles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jaye Bishop</td>
</tr>
</tbody>
</table>
Welcome from the Commission
Introductions

Michale McComis  
Executive Director

Alicia DeMartini  
Director, Accreditation

Karen Marcinski  
Director, Commission Affairs

Alanna Marx  
Director, Institutional Review & Development
Introductions

Jaye Bishop
Senior Accreditation Coordinator, Accreditation

Sean Forman
Senior Analyst, IRD

Lisa J. Miles
Special Projects

Maurya Scanlon
Manager, Accreditation
Attendee Introductions
Introductions

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

Ask Your Questions
Learn the Process
Mission, Core Values & Intentions
ACCSC’s Mission

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.
ACCSC’s Mission

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.
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)

• Peer Review
• Professional staff of 30
Key Concepts

- Burden to Demonstrate Compliance is on the School
- Subjective and Objective Evidence
- Standards are Best Practices
  - Meet Minimally
  - Exceed Where Possible
- Use Self-Evaluation to Thoughtfully Assess
- Institute Continuous Improvement Efforts
- Quality Matters
- Be Student Centric
Key Concepts

- Diversity of Membership
- Diversity of Methods
- Subjective v. Objective
- Standards are Best Practices
  - Meet Minimally
  - Exceed Where Possible
- Use Self-Evaluation to Thoughtfully Assess
- Institute Continuous Improvement Efforts
- Quality Matters
- Be Student Centric
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 course, 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*

Section II (D)(i)(b), Substantive Standards, Standards of Accreditation

*Unless and until the school has applied for and received Commission approval for such courses to be included within that scope.
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
Getting Off to a Great Start
Do and Do Nots

**Do**

• Contact ACCSC staff with any and all questions you may have
• Utilize ACCSC website resources
• Read and familiarize yourself with the *Standards of Accreditation* prior to preparing and submitting the application
• Have an independent CPA read ACCSC’s *Instructions for the Preparation and Submission of Financial Statements and Related Information* prior to preparing your school’s financial statements.
Accreditation Application

Dos and Don’ts Takeaways

Don’t

• Submit incomplete applications/materials
• Submit compiled or reviewed financial statements
• Have only one person at the school do all things ACCSC
• Be afraid to contact ACCSC with a question, even if you think you may not be in compliance
• Rely solely on a consultant, if utilizing one
• Again, don’t submit compiled or reviewed financial statements
How Long and How Much

Average Time to Complete Accreditation Process: 21 months

Direct Costs to ACCSC for Accreditation Process: $12,100*

*Based on One Program. Excludes indirect costs such as financial audits,
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?
The Application Process
Session B – Part One
Timeline - **maximum** timeframes

- **December 14, 2021**
  - Complete Initial Accreditation Workshop
  - Begin compiling Application for Initial Accreditation – Part I
  - **Begin Self-Evaluation Process**

- **June 14, 2022**
  - Submit Application for Initial Accreditation – Part I
  - Continue Self-Evaluation Process

- **December 2022**
  - ACCSC Application Acceptance Letter

- **June 2023**
  - Submit Application for Initial Accreditation – Part II and Draft Self-Evaluation Report

- **August 2023** - **November 2023**
  - Orientation Evaluation

- **September 2023** - **December 2023**
  - Orientation Report

- **October 2023** - **January 2024**
  - Submit “Official” Application for Initial Accreditation Part II and Self-Evaluation Report
Timeline - **maximum** timeframes

November 2023 – February 2024
- On-Site Evaluation
  - Team Leader
  - Education Specialist
  - Commission Representative
  - Occupation Specialist(s)

February 2024 – May 2024
- On-Site Evaluation Report
  - Findings
  - Observations

March 2024 – May 2024
- School Response to On-Site Evaluation Report

August 2024 or November 2024
- Commission Review
  - On-Site Evaluation Report
  - School response to On-Site Evaluation Report

September 2024 – December 2024
- School Action Letter

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

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Workshop Application</td>
<td>$150</td>
</tr>
<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>Program Type</td>
<td># of Active Programs</td>
</tr>
<tr>
<td>-------------------------------------------</td>
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<tr>
<td>Non-Degree Programs</td>
<td></td>
</tr>
<tr>
<td>1 to 3</td>
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<tr>
<td>4 to 9</td>
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<tr>
<td>10 to 15</td>
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<tr>
<td>16 to 20</td>
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<tr>
<td>Degree Programs – Occupational Associate, Academic Associate, and Baccalaureate</td>
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<tr>
<td>1</td>
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<td>2 to 3</td>
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<td>4 to 9</td>
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<td>10 to 15</td>
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<tr>
<td>16 to 20</td>
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<tr>
<td>Master’s Degree</td>
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<tr>
<td>Each Program will require a separate Application for Approval of a Master’s Degree Program</td>
<td></td>
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</tbody>
</table>

Program Fees to be Submitted with Part II

Application for Initial Accreditation – Part II $2250
### Costs associated with Initial Accreditation Process

<table>
<thead>
<tr>
<th>Institution Category</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>Orientation Evaluation</td>
<td>$2000</td>
</tr>
<tr>
<td>On-Site Evaluation</td>
<td></td>
</tr>
<tr>
<td>Institutions with three or fewer active programs</td>
<td>$7,500</td>
</tr>
<tr>
<td>Institutions with four to nine active programs</td>
<td>$9,000</td>
</tr>
<tr>
<td>Institutions with ten to fifteen active programs</td>
<td>$12,500</td>
</tr>
<tr>
<td>Institutions with sixteen to twenty active programs</td>
<td>$14,000</td>
</tr>
<tr>
<td>Institutions with greater than twenty active programs</td>
<td>$15,000 to $500 for each additional program</td>
</tr>
<tr>
<td>Institutions with more than 500 students</td>
<td>Additional $2,000</td>
</tr>
</tbody>
</table>
• If an Occupation/Subject Matter Specialist travels more than 200 miles to participate in an evaluation, the institution will be assessed additional travel based-fees on a direct cost basis.

• If an evaluation team requires more than two days at the school, then the Commission will assess an additional fee of $600 per evaluator per day.

• If an evaluation requires additional evaluators based up institutional and/or programmatic circumstances the institution will be assessed an addition $2,000 per evaluator.
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
Required Exhibits

1. Non-refundable Processing Fee of $750.

2. If the school’s name includes the term University, the school must submit additional information as required in Appendix A (Of note a corresponding $250 processing fee is required.)

3. Accreditation Workshop Participation Documentation, attendees’ current position(s), and a Staff Personnel Report.

4. A list of the current owners of the school (names, addresses) and the percentages of ownership for each person or organization owning 10 percent or more of the school.

5. As applicable, an outline of all changes of ownership and/or control that have occurred in the previous two years.
Required Exhibits

6. If the school has an OPEID number assigned, provide copies of the most recent three (3) years of final cohort default rates along with the upcoming draft rate, if available.

7. A list of all corporate affiliations with other schools

8. A current Organization Chart listing all school employees.

9. A copy of all the school’s current state(s) license(s)

10. If the school is required to have its programs approved by state licensing agencies, as either clock hour or credit hour programs, attach copies of the approvals.
Required Exhibits

11. If applicable, copies of state authorizations for offering programs via distance education for each state the school recruits in and/or where the school’s students reside

12. If the school is accredited by any other agency, provide a copy of all reports and notices regarding the school’s accredited status issued from the other agency during the school’s last term of accreditation

13. A copy of all other required license(s) and/or approval(s).

If the school is required to have its program(s) approved by a programmatic accreditor or other regulatory agency in order for graduates to be eligible for employment in the field for which training was provided, provide as an exhibit current copies of those approvals.
Required Exhibits

14. A completed ACCSC Program Chart (available on the Commission’s website).

15. A list of all avocational or continuing education course work offered by the institution.

16. If operating a satellite location(s), please submit the Application for a Satellite Location (available on the Commission’s website) for each location along with each corresponding processing fee.

17. Attach the school’s two most recent fiscal year-end audited financial statements prepared in accordance with the ACCSC Instructions for the Preparation and Submission of Financial Statements and Related Information requirements found in the Forms Section of www.accsc.org
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.
Involving the Entire School

Internal and External Validation

Documentation

Ongoing Process

Improvements Due to Internal Efforts

Institutional Assessment and Improvement Planning

Self-Evaluation
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.
Workshop
Application for Initial Accreditation - Part I
Application Acceptance Letter
Application for Initial Accreditation - Part II and SER
Orientation Evaluation
On-Site Evaluation
On-Site Evaluation Report
Response to the On-Site Evaluation Report
Commission Review
School Action Letter
Purpose of the On-Site Evaluation

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
- Program name
- Date of graduation
- 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
- Summary Review
On-Site Evaluation Report

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 on-site 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
Blue Ribbon Response

Precise Documentation

Comprehensive Narrative

ACCSC Resources
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
Accreditation Fundamentals

The Standards of Accreditation:
A Blueprint for Success
Accreditation Fundamentals

- Introduction
- Rules
- Substantive
- Appendices
- By-Laws
ACCSC’s primary purpose of the Commission is to establish and maintain high educational standards and ethical business practices among its accredited institutions.

Participation in the process of accreditation is voluntary.

Accredited schools agree to, and must meet or exceed the Standards of Accreditation throughout the accreditation period.
Accreditation Fundamentals

• The Commission’s deliberations and decisions are made on the basis of the **written record** of an accreditation review.

• A school must supply the Commission with complete **documentation of the school’s compliance** with all accrediting standards if it is to be granted and maintain accreditation.
Accreditation Fundamentals

• The **burden rests with the school** to establish it is meeting the standards.

• A **high level of reliance** is placed upon information, data, and statements provided by the school.

• The **integrity and honesty** of a school are fundamental and critical to the process.
Accreditation Fundamentals

• A fundamental component is **self-evaluation**.

• Self-evaluation is an **assessment** of the **complete** school, conducted by faculty and students, as well as by the school administration.

• The process of self-evaluation is expected to be a **significant and ongoing** experience.
Accreditation Fundamentals

• Each school determines its own educational objectives that are appropriate for a postsecondary educational institution.

• The school is evaluated based on accomplishing its announced objectives, in accordance with the Commission’s standards.
In cases where accrediting standards and federal or state government requirements differ, the more stringent will apply.

*Section II (B)(2)(e), Rules of Process and Procedure*
The Commission has the authority and responsibility to establish and promulgate criteria for the evaluation and accreditation of private career schools and colleges.

These criteria take the form of the Standards of Accreditation which are under continuing review.

Revisions to the Standards of Accreditation are made by the Commission as appropriate and required.
Provides guidance to accredited schools regarding the adoption of additions and revisions to the *Standards of Accreditation* and reflects the Commission’s final adoption of additions and revisions to the *Standards of Accreditation*. 
SCALABLE STANDARDS

Adequate
• As much as is good or necessary for some requirement or purpose

Sufficient
• adequate for the purpose; enough

Appropriate
• suitable or fitting for a particular purpose

Reasonable
• agreeable to reason or sound judgment; logical
Quantitative Assessment

Qualitative Assessment
Session C
Management

Section I, Substantive Standards, Standards of Accreditation
Statement of Purpose

The purpose of this section is to describe the fundamentals of leadership, management, and administrative elements essential to an institution dedicated to student success.
Statement of Purpose

These elements include well-qualified administrators engaged in continuous improvement; clearly written and consistently executed policies and procedures; sufficient numbers of administrators; adequate financial resources for the proper operation of the school; physical facilities that provide an appropriate and safe learning environment; and leadership that engages in ongoing assessment and improvement planning.
Statement of Purpose

These fundamentals provide assurance that the school will be focused on providing quality education to students, engage in ethical, fair, and honest practices, and comply with accrediting standards.
Adequate experience and background to manage and lead a postsecondary educational institution

Administrative staff professional development - ongoing

Ongoing institutional assessment and improvement activities

Financial resources

Physical facilities
Adequate Management

- Qualified
- Full-time On-site
- Sufficient in Number
- Policies and Procedures
• Providing quality education to students
• Ethical, fair, and honest practice
• Compliance
• 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
B. Institutional Assessment and Improvement Activities

✓ Significant

✓ Ongoing

✓ Appropriate to the size and scale

✓ Support the management and administration

✓ Enhance the quality of the education provided
Start with Assessment

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?
Footnote (best practices):

• Obtain information internally (e.g., staff and faculty development and planning, and student input and feedback)

• Obtain information externally (e.g., Program Advisory Committees, employers, community involvement, school graduates, etc.)
Footnote (best practices):

• Assessment validates the school’s educational and administrative practices and documents/improves student learning and achievement.

• Planning that includes goal setting, establishing timelines, and benchmarking is a useful practice in institutional assessment and improvement activities and is encouraged.
With the understanding that results from a thorough assessment, the school can then move forward with improvement activities 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, the school can engage in activities designed to improve retention rates.
The school may decide to implement more rigorous admissions criteria in order to identify applicants that are more capable of benefitting from the training.
Documentation of the process could include:

• Minutes of the meeting in which the new admissions policy was developed
• A copy of the new policy in the school’s policies and procedures manual
• Admissions documentation in each new student’s file
Comparing the academic progress of students who were admitted under the old and new criteria will help to determine if the new strategy is effective in improving rates of student achievement.
Documenting the results of improvement activities allows the school to

• make the necessary adjustments to ensure that its resources are expended on the most effective strategies.

• 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 improvement efforts.

• Demonstrates compliance with ACCSC standards
B. INSTITUTIONAL ASSESSMENT AND IMPROVEMENT ACTIVITIES

In the areas of:

• Management
• Fiscal condition and budget
• Administrative policies and practices
• Emergency preparedness
• Student support services
• Faculty and staff development
• Educational program curricula
• Learning resource system, equipment, and supporting materials
• Facilities
• Student achievement outcomes
C. Financial Stability and Responsibility

- 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
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.
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
• 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.
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.

9. Schools are required to provide to the Commission, on an annual basis, required tuition, fees, and length for each recognized program.
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.
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.
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.
1. A school’s name must be approved by the applicable state agency(ies) in which the school operates.

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 university status; and
     - The school has an established professoriate with a commitment to scholarship.
1. All facilities owned or controlled for administrative, instructional, and housing purposes must meet fire, safety, and sanitation standards required by appropriate regulatory authorities.

2. The school’s physical facilities must be sufficient in size to create an effective and suitable learning environment.
3. The school has a written emergency preparedness plan that is part of the school’s institutional assessment and improvement planning activities, is made available to all staff, faculty, and students, and includes the following elements:

i. Emergency scenario identification and concordant action plans;

ii. Evacuation and lockdown procedures;

iii. Communication protocols for sharing information with appropriate parties during and following an incident;

iv. Orientation for students; and

v. Regular training for staff and faculty.
Section II, Substantive Standards

Program Requirements (updated 02/01/21)
ELEMENTS AND AREAS OF FOCUS:

- Curriculum and assessment
- Learning objectives and outcomes = Skills and employment preparation
- Instructional Material and Equipment
- Learning Resource Materials
- Required approvals (state, board)
- Input from internal and external resources
- Determine the need and viability of a program
- Method of delivery
- Clock and credit hour allocation and appropriate program length
Program Requirements

For each program:

- Detailed and organized instructional outline and course syllabi
- 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

- 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
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 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 – show evidence
Learning Resource System
- Texts;
- Electronic Resources;
- Research Databases
- Sufficient in quantity and scope to meet educational objectives
- Adequately serve the student body (population and education level)
- 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
- Similar 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:
- Award credit based on an assessment of experience acquired outside of educational settings
- Settings such service in the armed forces, employment and on-the-job training, apprenticeships, or similar
- No more than 50% of the total number of clock or credit hours
Program Requirements

Non-Degree Programs
• **80% of program** should be technical and occupationally related courses/20% other – gen education, career prep

Degree Programs
• General Requirements (credit hours; course numbering)
• Technical course and gen education 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 2019; hosted one PAC meeting for the Welding program in 2020; however, only two employers were in attendance at the meeting;
Section III, Substantive Standards
Educational Administration & Faculty Qualifications
Educational Administration

• On-site person (DOE) – lead and manage programs, assessment, faculty
• Program Chair: possess education background equal or exceed 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!
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 **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

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 (credits can come from grad and undergrad level).

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 4** years of related practical work experience and an earned a Masters degree in a related 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.
Standards of Accreditation

Recruitment
Statement of Purpose

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

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

Engaging in activities or using promotional materials or presentations to attract and enroll students. These standards apply to school personnel primarily involved in any way in those activities.
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.
4. 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 IV
• 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 not use the Employment or Help Wanted classifieds for any form of student recruitment.
Endorsements

Endorsements: An endorsement means written and verbal statements given by an individual giving explicit approval or support for the school, its programs, or outcomes.

• A school may only use endorsements in school catalogs, literature, or advertising with the written consent of the authors.

• Any endorsement must be a bona fide expression of the author’s opinions, strictly factual, and a portrayal of currently correct conditions or facts.

• A school may not use endorsements from currently enrolled students in promotional activities or advertisements.
Images

Images: A school may only use student images in school catalogs, literature, or advertising with the written consent of the subjects.
Publicly Shared Media

• A school may use/share an individual’s publicly shared media (e.g., social media) regarding the school so long as the media originated with the individual and is bona fide, factually and contextually accurate, unadulterated, and a faithful representation of the shared information or images.

• Schools may not compensate or provide any or other consideration for such use and the school is responsible for compliance with all advertising standards in such use.
5. 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.
6. 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.
7. Advertising of financial aid and scholarships includes an eligibility phrase (e.g., financial aid available for those who qualify).

8. 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)(l), 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.
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.
Standards of Accreditation
Student Services
Statement of Purpose

The purpose of this section is to ensure that schools remain \textit{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
Student Services

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
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 Assessment Options and Resources, Middle State Commission on Higher Education (2007)
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!
Student Assessment

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
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.
Student Achievement!
The school demonstrates successful student achievement by maintaining acceptable rates of

• Student graduation
• Employment in the career field for which the school provided education
• Acceptable pass rates on licensure/certification exams where required by governmental entities to work in a particular career field
How Does ACCSC Collect Data?

The Graduation and Employment Chart
-the Commission’s mechanism for collecting student achievement data
-information must be provided in accordance with the prescribed requirements and instructions

CREATIVITY
A school demonstrates successful student achievement when graduation, employment and licensure rates meet or exceed the Commission’s established benchmarks.
What is an “Acceptable” Rate

The Commission determines the *established benchmark rates* of student graduation and graduate employment from information collected in Annual Report submissions.
How does ACCSC determine the benchmark, or minimally acceptable rate?
The benchmark is defined as not less than one (1) standard deviation below the mean for comparable schools or programs.
What?!?!
### ESTABLISHED BENCHMARK GRADUATION RATES

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

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

For those programs where a governmental entity requires the attainment of a passing score on a licensure/certification exam in order to work in a particular field, the Commission determines a program’s licensure/certification exam pass rate to be acceptable when at least 70% of the students that take the exam attain a passing score.
For any program that has a graduation or employment rate that is lower than the Commission’s established benchmark rates, a school may still demonstrate with supporting documentation the successful achievement of its students in that program by providing other reliable indicators of successful student learning...
Economic conditions
Location
State and national trends
Student population
Program length
Students who withdraw and are employed in field
Appendix VII
Guidelines for Employment Classification

THESE ARE A FEW OF MY
FAVORITE THINGS!
The school must be able to *justify* the classification of each graduate as employed in a training related field.
• The employment classification is appropriate and reasonable based on the educational objectives of the program.

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

• The employment is directly related to the program from which the individual graduated, aligns with a majority of the educational and training objectives of the program, and is a paid position.
The school must *verify* the employment classification of each graduate as follows:
Verification of Employment Classifications

Regular Employment - Written

- The school secures written documentation from the employer verifying the employment; or
- The school secures written documentation from the graduate verifying the employment; or
Verification of Employment Classifications

Regular Employment – Verbal

The school demonstrates diligent efforts to obtain written documentation AND

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

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

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

✓ The school shows with written documentation from the employer or the graduate that the training allowed the graduate to **maintain the employment position** due to the training provided by the school; or

✓ The school shows with written documentation from the employer or the graduate that the training supported the graduate’s ability to be **eligible or qualified for advancement** due to the training provided by the school.
VERIFIABLE EMPLOYMENT RECORD

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

How Often? • Every Year (Annual Report)

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

Schools Engage a Third Party

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.

The Process

Step One
Choose a Vendor

The third-party procured by the school for this project must meet the following tests to be considered independent.

• The independent third-party, and its employees, is not affiliated with the school or share any part ownership in the school or its 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 defined classifications exactly as stated.
The school must provide – as part of the Self-Evaluation Report – the following:

• A signed attestation by the independent third-party that acknowledges the four points from the previous slide,

• A description of the methodology that the verification agency used for the selection of the 50% sample, and

• A description of the methodology that the verification agency used for the verification process.
Has any owner, employee, or affiliated contractor been directly or indirectly employed or affiliated with any school which has lost or been denied accreditation by any accrediting agency?
Vendor Disclosures

Has any owner, employee, or affiliated contractor been directly or indirectly employed or affiliated with any school that has closed or entered into bankruptcy?
Has any owner, employee, or affiliated contractor been directly or indirectly employed or affiliated with any school that has lost or been denied eligibility to participate in Federal Student Financial Aid (Title IV) programs?
Vendor Disclosures

Is any action pending (e.g. court action, audit, inquiry, review, administrative action), or has action been taken, by any court or administrative body (e.g. federal or state court, grand jury, special investigator, U.S. Department of Education, or any state or federal regulatory or law enforcement agency) with regard to any owner, employee, or affiliated contractor or with regard to any institution with which any owner, employee, or affiliated contractor has previously been affiliated?
Vendor Disclosures

Has any owner, employee, or affiliated contractor been employed at or affiliated with a school where either that individual or the school has been charged or indicted in a civil or criminal forum or proceeding alleging fraud, misappropriation, or any criminal act?
Vendor Disclosures

• The vendor must provide a narrative explanation for YES answers to the questions above.

• If the third-party answered YES to any of the items above in this section, the school must provide an explanation as to why the school chose this vendor despite the vendor’s disclosures and past records. The school must also articulate how this vendor can serve as a reliable source to verify the accuracy of the school’s data.
Step Two

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.
Step Three

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.
The school must provide the full report from the independent third party verification of employment data to the ACCSC on-site evaluation team, as directed by Appendix B of the SER.
Verified As Correct

This happens when the third-party verifier finds:

✓ The same employer as listed in the school’s record;

✓ The start date listed in the school’s record is within 45 days of the verified start date; and

✓ The verified job title is substantively the same as that listed in the school’s record, using the following illustrative guidelines.
Examples from an Automotive Technology Program

- Exact Match - The school employment record matches exactly the verified job title e.g., “Mechanic”;

- Obvious Match - The school employment record states “Mechanic” and the verified job title of, “Auto Mechanic” is an obvious match; or

- Confirmed Match - The school employment record states “Mechanic” but the verified job title is “Technician II” and the employer or graduate confirm that the job responsibilities are substantively the same.
Verified But Different

This happens when the third-party verifier finds:

☑ A start date that is more than 45 days different from the start date in the school’s employment record; or

☑ A substantively different job title from that in the school’s employment record (i.e., any job title that is verified to be different from the school’s employment record and is not an obvious match or confirmed match as described above)
Unable to Verify

This happens when the third-party verifier is:

- Unable to obtain verification of the school’s employment record from either the employer or the graduate.
- Of note, the school must use this category if the employer uses a third-party company, for example The Work Number.
Verified as Not Correct

This happens when the third-party verifier finds any of the following:

- The graduate is not found in employer’s records;
- The graduate’s initial employer is different than the employer listed in the school’s employment record;
- The graduate denies having worked in the position as stated in the school’s employment record;
- The position listed in the school’s employment record is unpaid or an intern/externship; and
- Other discrepancies that render the school’s employment record as incorrect.
The school must provide the following chart in the Self-Evaluation Report with aggregate institutional results across all programs:

<table>
<thead>
<tr>
<th>Independent Third Party Initial Employment Verification</th>
<th>Report Date on Graduation and Employment Chart</th>
<th>Name of Company</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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>
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

• Ask the third-party about the number of calls/emails and the pacing of outreach as to not frustrate your employers/graduates
• Verify the employment **AFTER** the graduate started work. This is the **most common reason** for an invalid placement.

• Consider the use of Third-Party Verification as a regular, on-going process.
• The Guidelines for Independent Third Party Verification are available [here](#).

• 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](http://www.accsc.org).
Parting Thoughts
Tool Kit

• ACCSC Staff
• Webinars
• Monographs
• Blueprints
• Training Center
Key Concepts

Student Success is at the Center

Standards = Best Practices

Ongoing Assessment

Strong Infrastructure/Resources

Continuous Improvement
From Challenges to Plan of Action

Assemble your “assessment and improvement mechanism” and start feeding data into it!
Assessment – where are we now and where are we going?

How do we get there from here?

Do we have enough fuel and snacks (infrastructure, resources)?

Who is going to drive? Who is checking the map?
Getting Off to a Great Start
Common Findings From the Application for Accreditation-Part I

• Financial statements do not meet all three tests for eligibility
• Financial statements not prepared in a comparative format
• Financial statements not audited
• Application fails to show graduates from longest programs
• Application fails to show at least one 300 clock hour program
• Application fails to show continuous enrollment/operation
Do and Don’t Takeaways

Do

• Contact ACCSC staff with any and all questions you may have
• Utilize ACCSC website resources
• Read and familiarize yourself with the Standards of Accreditation prior to preparing and submitting the application
• Have an independent CPA read ACCSC’s Instructions for the Preparation and Submission of Financial Statements and Related Information prior to preparing your school’s financial statements.
Dos and Don’ts Takeaways

Don’t

• Submit incomplete applications/materials
• Submit compiled or reviewed financial statements
• Have only one person at the school do all things ACCSC
• Be afraid to contact ACCSC with a question, even if you think you may not be in compliance
• Rely solely on a consultant, if utilizing one
• Again, don’t submit compiled or reviewed financial statements
## Top Findings From On-site Evaluations From Calendar Years 2018 And 2019

<table>
<thead>
<tr>
<th>Year</th>
<th>Initial Schools</th>
<th>Average Findings per Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>10</td>
<td>9.2</td>
</tr>
<tr>
<td>2019</td>
<td>8</td>
<td>5.75</td>
</tr>
</tbody>
</table>

### Top Areas

#### 2018
- Admissions (8)
- Program Advisory Committee (8)
- Enrollment Agreement (6)
- Faculty Qualifications (6)
- Recruitment (6)

#### 2019
- Faculty Qualifications (5)
- Student Progress (5)
- Institutional Assessment and Improvement (4)
- Management (4)
- Program Advisory Committee (4)
- Student Achievement Outcomes (4)
Parting Thoughts

If you could say one thing to a school considering ACCSC accreditation, what would it be?
Be prepared to constantly use the system you design
Transformation

Understand that accreditation involves a transformation to the accredited school paradigm
Don’t Guess!

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

Rather than “jumping through hoops,” understand the spirit of the standard
More than a Survival Badge

Learn and grow in the process
SLOW DOWN!
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?
Access direct links for forms and instructions related to the accreditation process. It is the school’s responsibility to download the most current form or instructions where applicable.

**FIRST STEPS**

**ACCSC Staff Listing**

**College360 Contact Information**
Complete this form prior to uploading any documents to the College360 portal.

**Instructions for Electronic Submission**
All forms and reports must be prepared in accordance with the requirements in these instructions.

**FORMS AND REPORTS**

**Applications for Initial Accreditation**
- **Part I** due 6 months after attending the accreditation workshop
- **Part II** due 6 months after acceptance of Application Part I

**Program Chart**

**Self-Evaluation Report**
- **Due 6 months after acceptance of Application Part I**

**Graduation and Employment Chart**
Includes instructions and glossary of terms on separate tabs

**Faculty Personnel Report**

**Staff Personnel Report**

**INSTRUCTIONS AND GUIDELINES**

**Catalog Checklist**

**Instructions for the Preparation and Submission of Financial Statements**

**Guidelines for Employment Classification**

**Enrollment Agreement Checklist**

**Instructions for the Advertising of Accredited Status**

**Guidelines for Independent Third Party Verification**

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