<table>
<thead>
<tr>
<th>Session time (Eastern Standard!)</th>
<th>Topic</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am - 10:15 am</td>
<td>Welcome from the Commission</td>
<td>Michale McComis</td>
</tr>
<tr>
<td></td>
<td>Getting off to a Great Start</td>
<td></td>
</tr>
<tr>
<td>10:30 am – 12:00 pm</td>
<td>Application Process and Forms</td>
<td>Alicia DeMartini, Maurya Sorokes</td>
</tr>
<tr>
<td>12:00 pm – 12:45 pm</td>
<td>LUNCH</td>
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</tr>
<tr>
<td>12:45 pm – 2:15 pm</td>
<td>Management Standards</td>
<td>Alicia DeMartini, Lisa Miles</td>
</tr>
<tr>
<td>2:30 pm – 3:30 pm</td>
<td>Program Standards</td>
<td>Alanna Marx</td>
</tr>
<tr>
<td>3:30 pm – 4:00 pm</td>
<td>Faculty Qualifications</td>
<td>Alanna Marx</td>
</tr>
<tr>
<td>Session time (Eastern Standard!)</td>
<td>Session Topic</td>
<td>Facilitator</td>
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<tr>
<td>9:00 am – 9:45 am</td>
<td>Recruitment</td>
<td>Lisa Miles</td>
</tr>
<tr>
<td>9:45 am – 10:30 am</td>
<td>Admissions</td>
<td>Lisa Miles</td>
</tr>
<tr>
<td>10:45 am – 12:00 pm</td>
<td>Student Achievement and Third-Party Verification</td>
<td>Sean Forman</td>
</tr>
<tr>
<td>12:00 pm - 12:45 pm</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>12:45 pm – 1:30 pm</td>
<td>Student Services</td>
<td>Lisa Miles</td>
</tr>
<tr>
<td>1:30 pm – 2:30 pm</td>
<td>On-site Evaluation &amp; Commission Review</td>
<td>Alicia DeMartini</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maurya Sorokes</td>
</tr>
<tr>
<td>2:30 pm – 3:15 pm</td>
<td>Accreditation Matters</td>
<td>Michale McComis</td>
</tr>
<tr>
<td>3:15 pm – 3:45 pm</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>
Ground Rules

- Agenda – Fluid!
- Ground Rules – Be Curious and Considerate!
- Instructional Materials
Getting to Know You

- Who are you?
- Where are you from?
- What is your school?
- What are your programs?
- How many students?
- Why are you here?
Workshop Objectives

- ACCSC mission and values
- Principle steps in the accreditation process
- Institutional Success
  - Standards are a blueprint
  - Outcomes measure success
  - Strong leadership is critical
  - Assessment and Improvement... to infinity and beyond!
Mission

ACCSC'S mission is to ensure quality education that enhances Student Success in the workforce
Mission

Students First

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

- Integrity
- Accountability
- Continuous improvement
- Community
Principles

- Peer Review
- Self-Evaluation
- Continuous Improvement
- Quality
- Accountability
Intentions

- Mission, Vision, Values
- Students First
- Excellence
- Member Support
- Leadership
Structure

• 13 member board / 4 year terms
  – 5 Public Commissioners (appointed)
  – 7 School Commissioners (elected by membership)
  – 1 School Commissioner (appointed by the Commission)

• Professional staff of 24
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
Institutional Accreditation
All Programs Within the Commission’s scope must be approved by the Commission through the accreditation application or program approval process.
Educational Objectives
What the learner will know or be able to do as a result of having attended an educational program
Educational Objectives and Scope

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

Schools primarily directed toward AVOCATIONAL OR GENERAL EDUCATION objectives are ineligible for ACCSC accreditation.
Secondary Objectives

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

Secondary educational objectives may not have greater priority within the school’s mission and operations than its career-oriented educational objective.
In certain circumstances...

- Schools have the option of including courses with secondary educational objectives as within the school’s institutional scope of accreditation
  - Less than 300 clock hours
  - Related to an ACCSC-approved vocational career-oriented program for that school
Questions to Consider

Is ACCSC a good fit for my school?

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?
Starting the Process
Process Overview – First Leg

- **Workshop** (Dec. 2022)
- **Application Part I** (June 2023)
- **Application Acceptance Letter** (Dec. 2023)
- **Self-Evaluation Report + Application Part II** (June 2024)
- **Orientation Evaluation** (Sep. 2024)
- **Orientation Report** (Nov. 2024)
Process Overview – Victory Lap

- Final Materials for the On-Site Evaluation (revised Application Part II and Self-Evaluation Report)
- Dec. 2024
- Feb. 2025
- On-Site Evaluation
- Apr. 2025
- On-Site Evaluation Report
- Aug 2025
- Commission Review
- Sep 2025
- School Action Letter
Plan for 18-33 months in the process
## 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>Application for Initial Application – Part II</td>
<td>$2,250 + Program Fees</td>
</tr>
<tr>
<td>Program Type</td>
<td># of Active Programs</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Non-Degree Programs</td>
<td>1 to 3</td>
</tr>
<tr>
<td></td>
<td>4 to 9</td>
</tr>
<tr>
<td></td>
<td>10 to 15</td>
</tr>
<tr>
<td></td>
<td>16 to 20</td>
</tr>
<tr>
<td>Degree Programs – Occupational Associate,</td>
<td>1</td>
</tr>
<tr>
<td>Academic Associate, and Baccalaureate</td>
<td>2 to 3</td>
</tr>
<tr>
<td></td>
<td>4 to 9</td>
</tr>
<tr>
<td></td>
<td>10 to 15</td>
</tr>
<tr>
<td></td>
<td>16 to 20</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>Each Program will</td>
</tr>
<tr>
<td></td>
<td>require a separate</td>
</tr>
<tr>
<td></td>
<td>Application for</td>
</tr>
<tr>
<td></td>
<td>Approval of a Master's Degree Program</td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>
## Costs associated with Initial Accreditation Process

<table>
<thead>
<tr>
<th>Institution Description</th>
<th>Fee</th>
</tr>
</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 and $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.
How much is this going to cost me?

- The total process for a single program school would be a minimum of $13,300 in Commission-related fees.
- This total does not account for any fees charged by other parties such as any financial institutions which audit the school’s financial statements or fees associated with employment verification.
First Steps

GROWING IN THE PROCESS
Attend an accreditation workshop prior to submission of the application for accreditation

The individual or team with authority to make changes at the institution
Within Six Months
Application for Initial Accreditation – Part I

Collects information about the school and its programs, and determines compliance with ACCSC eligibility criteria
Section I – SCHOOL INFORMATION

- Address
- Contact Information
- Director
- Workshop Attendance
- Name
- Ownership
SEPARATE FACILITY INFORMATION

- Section II:
  Information about the main campus, if the school applying for renewal of accreditation is a branch

- Section III:
  Information about any additional locations (branch, satellite, facility expansion) associated with the school applying for renewal of accreditation
Section IV – SUPPLEMENTAL INFORMATION

- Eligibility Criteria
- State licensure
- Other accrediting body/regulatory agency
- Programmatic accreditation
Section V

REQUIRED EXHIBITS
1. Application Processing Fee - $2,250
2. Additional information If the school’s name includes the term University
3. Accreditation Workshop
4. Ownership of the School and list of current owners
5. Outline all changes of control in the previous two years
Licensure, Approval, & Accreditation

6. 3 Years of Cohort Default Rates (Campus Specific)
7. Corporate Affiliations with Other Schools
8. Current Organizational Chart
9. Current state license
10. State Program Approvals (Clock / Credit Hour)
11. State Authorization for Distance Education
Program Information

12. Other Accreditations (Notices)
13. Programmatic or Other Regulatory Approval Required for Employment
14. ACCSC Program Chart
15. Avocational or Continuing Education List
16. Application for a Satellite Location (if applicable)

17. Financial Statements
Section VII – DISCLOSURES AND CERTIFICATIONS

- Attestations
- “This application is submitted by the chief executive officer of the school for which accreditation is sought, and that official hereby attests to the following”
Sample attestations

- The school has every opportunity to present itself in its best light and to respond to any concerns.
- The school is postsecondary with vocational objectives.
- The school is voluntarily seeking accreditation.
- School officials have read the standards and attended a workshop.
- School officials fully accept and support the concept of accreditation.
## Disclosures

Have owners or managers been directly or indirectly employed or affiliated with any school during the individual’s period of employment or affiliation?

<table>
<thead>
<tr>
<th>Lost or was denied accreditation</th>
<th>Closed or entered into bankruptcy</th>
<th>Lost or was denied eligibility to participate in Title IV Funding programs</th>
</tr>
</thead>
</table>
Disclosures

Is any action pending, or has action been taken by any court or administrative body with regard to any owner, manager, or any institution with which any owner/manager has been affiliated?

Has any owner or manager served in a similar capacity in any other 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?
If the answer is “YES” to any disclosure, the school is given the opportunity to provide an explanation of the facts and circumstances surrounding the situations reported in the disclosure section.
CERTIFICATIONS

- Acknowledge that the school must be consistently described to all agencies
- Grant permission for ACCSC to contact other agencies appropriate to the review of the application
- Acknowledge the requirement for a third-party audit of employment records
- Certify that the information herein and attached hereto is correct.
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
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
Within Six Months
Application Part II

- 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.
Self-Evaluation Report

- Involve the Entire School
- Improvements due to internal efforts
- Significant and on-going process
Self-Evaluation Report

- Includes an introduction, nine sections, and three appendices
- The sections parallel the Standards of Accreditation.
- The three appendices describe additional information the school will need to prepare for the on-site evaluation.
Self-Evaluation Report

- Quantitative data, such as number of managers, faculty qualifications, student achievement rates
- Qualitative reflection: what does the data mean? Are the policies and procedures effective? Is the school successfully meeting its mission?
- External and internal validation
Sample SER Prompts
• List all individuals responsible for full-time on-site management of the school (including campus-based and corporate oversight) and include as an exhibit a Staff Personnel Report for each individual listed.

• Provide a detailed description of how each member of the management team is qualified for his or her particular role, including education, training, experience, and demonstrated ability to lead and manage a post-secondary educational institution.
Section III (A)(3)

• What is the average tenure (in years) of the current faculty members?
• What impact has this level of tenure had on educational delivery?
Review your SER responses and ask...

- Does the response answer the question being asked?
- Is the response complete and clear?
- Does the response accurately reflect day-to-day operations?
- Is necessary documentation available to support the response?
- Is supporting documentation complete, clear, and concise?
Orientation On-Site Evaluation

A consultative review conducted by an experienced accreditation staff member providing feedback regarding compliance with standards and readiness to continue through the accreditation process.
Good to Go...

- Update processes
- Implement new procedures
- Secure documentation
- Revised Materials
Standards of Accreditation

BLUEPRINTS FOR SUCCESS
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.
Call for Comment

- Persons, institutions and organizations affected by, or with an interest in, the Commission's standards and policies are advised of proposed standards and of the date they will be given consideration by the Commission.

- After distribution of proposed standards, interested persons, institutions and organizations are given a minimum of 30 days to file written comments with the Commission.
Accreditation Alert!

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.
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.
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.
Fundamentals

In cases where accrediting standards and federal or state government requirements differ, the more stringent will apply.
| **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
Standards of Accreditation

SECTION I - MANAGEMENT
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 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.
Section I (A)

OWNERSHIP, MANAGEMENT, AND ADMINISTRATIVE CAPACITY
What is adequate management?

- **Full-time on-site** supervision by an individual or team with the appropriate combination of education, experience, and
- **Demonstrated ability to lead and manage** a post-secondary educational institution in compliance with accrediting standards.
QUALIFIED for their particular roles and who possess the appropriate education, training, and experience commensurate with the level of their responsibilities

SUFFICIENT NUMBER necessary to support the school’s operations, student services, and educational programs

Appropriate administrative and operational POLICIES AND PROCEDURES to which the school adheres and reviews and updates
Past Records that Show Commitment to:

- Providing quality education to students;
- Ethical, fair, and honest practice; and
- Compliance with accrediting standards and applicable federal, state, and local requirements
Considerations

- 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 judicial, law enforcement, or administrative body;
- Any other information related to the performance of or commitment to providing quality education to students; ethical, fair and honest practice; and compliance with accrediting standards and applicable federal, state, and local requirements.
Management Matters

- Ongoing development and training activities
- Continuity of management through reasonable retention
Section I (B) INSTITUTIONAL ASSESSMENT AND IMPROVEMENT
Key Concepts

- Significant
- Ongoing
- Appropriate to the size and scale of the school operations
- Support the management
- Enhance the quality of the education
Assessment - Analyze the Effectiveness and Compliance of Each Area of School Operation

ACCSC’s Self-Evaluation Report

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

- What is our current process?
- Why are we doing it this way?
- Has it been successful?
- What would make it better?
With the understanding that results from a thorough assessment, the school can then move forward with improvement activities.
Best Practices Footnote

**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.)

**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.
By examining its annual report outcomes data, the school finds that its graduation rates for this year are lower than last year. The school then engages in assessment and improvement activities designed to improve retention rates.
Assessment and Improvement Activities

Assessment: The school conducts a study of the reasons for student withdrawals and finds that most students drop due to academic reasons.

Strategy: The school decides to implement more rigorous admissions criteria in order to identify applicants that are more academically capable of being successful.
Measuring Effectiveness

Comparing the academic progress of students who were admitted under the old and new criteria.

Over time, the school can also use retention data to determine the effectiveness of the new admissions criteria.
Documenting the Process

- Helps the school make the necessary adjustments to ensure that its resources are expended on the most effective strategies.
- Creates a historic record that provides valuable insight for future managers.
- Demonstrates compliance with ACCSC standards.
Documenting the Example

- Graduation data showing the lower rate
- A copy of the “reason for withdrawal” study
- Minutes of the meetings in which the new admissions policy was proposed, discussed, and developed
- A copy of the new policy in the school’s policies and procedures manual
- Admissions documentation in each new student’s file
- Comparison of academic success between previous admissions criteria and new admissions criteria
- Retention data for students admitted under the new criteria
What are the Required Areas of Assessment?

- 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
Section I (C)

FINANCIAL STABILITY AND RESPONSIBILITY
Key Requirements

- 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.
- Demonstrated through financial statements prepared in accordance with ACCSC’s instructions.
- The school prepares a financial budget for each fiscal year AND monitors budgetary projections in relation to actual income and expenses.
- Insurance that provides adequate protection.
Section I (D)

TUITION
CANCELLATION
REFUND
PAYMENT
Tuition Policies

- All charges must be as published in the catalog, enrollment agreement, and accompanying addendum.
- All costs must be fully, clearly, and accurately described.
- All costs must be fairly applied.
- 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.
Discounts and Scholarships

**TUITION DISCOUNT**
Must be a bona fide reduction in the tuition that would otherwise be charged.

**GRANT OR SCHOLARSHIP**
- Funds are applied toward a qualified student’s costs
- Be issued for recognized and acceptable purposes
- Include specified criteria that a student must meet in order to be eligible for and receive the grant or scholarship
Cancellation Policies – Before Class Start

- **Within three days** of signing the enrollment agreement = return all monies paid

- If applicant has not visited the school prior to enrollment, **within three days** following a tour of facilities and inspection of equipment = return all monies paid

- **More than three days** after signing the enrollment agreement and before school starts = return 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
REFUND POLICY

DETERMINES HOW MUCH TUITION TO CHARGE WHEN A STUDENT CEASES ENROLLMENT BEFORE COMPLETING A PROGRAM OR PAYMENT PERIOD

- The school may be required to follow a policy that complies with state or third-party requirements.
- In the absence of such requirements, the school must follow a policy that aligns with generally accepted practices.
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
Refund Policies

Written notification of withdrawal from the student shall not be required for refund payment.

A school may not 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.

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

Requirements for student tuition and fee payments must be as described;

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; and

Methods used by a school in requesting or demanding payment are in good taste and follow sound and ethical business practices.
Section I (E) STUDENT LOAN REPAYMENT
What’s the Why?

Accredited schools have an obligation to encourage and facilitate repayment of financial obligations, including guaranteed loans, used to finance students’ education and training.
Factors Schools CAN address

- Willingness to pay: provide information and advice
- Ability to pay: provide training and skills that enhance the value of their graduates to employers.
The program must address areas such 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.
The Commission’s Role

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 this is the case, the Commission will review available information to determine whether the school is in compliance with accrediting standards.
Use of “University” in the School Name

- Only when approved by the appropriate state authorities and
- The Commission’s determination of the following elements:
  - At least one graduate-level degree program
  - Diverse schools of study
  - Comprehensive learning resource system
  - Comparable to other schools with University status
  - An established professoriate with a commitment to scholarship
Section I (G)

PHYSICAL FACILITIES
AND EMERGENCY
PREPAREDNESS
Physical Facilities

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

- The school’s physical facilities must be sufficient in size to create an effective and suitable learning environment.
Emergency Preparedness Plan

- Emergency scenario identification and concordant action plans;
- Evacuation and lockdown procedures;
- Communication protocols for sharing information with appropriate parties during and following an incident;
- Orientation for students; and
- Regular training for staff and faculty.
Program Requirements

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
Program Requirements

FOR EACH PROGRAM:

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

- Once Per year (on-site) (NOTE! When the meeting is not held at the physical campus, school must provide the commission with a detailed description and virtual tour of the equipment and facilities representing current conditions at the school)

- 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: External to school, description of members, details and commentary, and detailed commentary made by members

- 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
Program Requirements

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 as 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 (Appendix II, 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 2020 and 2021 and hosted one PAC meeting for the Welding program in 2022; however, only two employers were in attendance at the meeting;
Section II, Substantive Standards
Program Requirements
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 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 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

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 2020 or 2021; and less than 30% of faculty have participated in professional development activities to date in 2022.
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

SECTION IV 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.
WHAT DOES RECRUITMENT MEAN?

ENGAGING IN ACTIVITIES OR USING PROMOTIONAL MATERIALS OR PRESENTATIONS TO ATTRACT AND ENROLL STUDENTS.
Ethical Recruitment Practices

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.
Ethical Recruitment Practices

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.
A school only uses its own employees to conduct student recruiting activities and is prohibited from engaging employment agencies to recruit prospective students.
A school is responsible to its students and prospective students for the actions and representations of its recruiters and representatives and, therefore, selects these individuals with the utmost care and provides adequate training and proper supervision.
Code of Conduct for recruitment/admissions personnel

- In writing
- Includes all elements in Appendix IV
- Signed and dated by the employee;
- Maintained in the individual’s personnel file
Ethical Recruitment Practices

- 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.

- Comply with applicable federal and state laws and regulations.
Ethical Recruitment Practices

A school approves all promotional materials used by school personnel in advance and accepts full responsibility for the materials used.
Ethical Recruitment Practices

Ensures that its personnel do not make false, exaggerated, or misleading statements about the school, its personnel, its training, its services, or its accredited status.

Ensures that its personnel do not make explicit or implicit promises of employment or salary prospects to prospective students.
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.
Personnel Whose Primary Responsibilities Include Recruiting and Admissions Activities

Cannot assist prospective students in completing application forms for financial aid.

Cannot become involved in admission testing or admission decisions, including signing and accepting the enrollment agreement.
Ethical Recruitment Practices

Clearly identified in all advertising, promotional materials, and contacts made with prospective students.

Provide the applicant with a receipt for any money collected.
Ethical Recruitment Practices

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.
Advertising

SCHOOLS MUST OBSERVE ETHICAL PRACTICES AND PROCEDURES WITH REGARD TO ADVERTISING, PROMOTION, STATEMENTS, AND CLAIMS AND MUST ADHERE TO THE STANDARDS
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.
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.

References to employment or salary prospects must be accurate and sourced.

May not use the Employment or Help Wanted classifieds for any form of student recruitment.
Endorsements

Written and verbal statements given by an individual giving explicit approval or support for the school, its programs, or outcomes.

Only use endorsements with the written consent of the authors.

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

May not use endorsements from currently enrolled students in promotional activities or advertisements.
Images and Publicly Shared Media

- Images may be used in advertising only with the written consent of the subjects.
- The school may use/share an individual’s publicly shared media regarding the school
  - The media must originate with the individual and is bona fide
  - The media is actually and contextually accurate, and unadulterated
- Schools may not compensate or provide any or other consideration for such use
Information pertaining to potential salary 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.
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.
Financial Aid Availability

Advertising of financial aid and scholarships includes an eligibility phrase (e.g., financial aid available for those who qualify).
CATALOG

- Accurately portrays the school; its educational programs, resources and facilities; and policies and procedures
- Includes, at a minimum, all items listed on the ACCSC Catalog Checklist
Representative

- Designed and written in such a manner so as to convey an accurate, comprehensive, and dignified impression of the school.

- Narrative and any illustrations and photos pertain directly to the school and sources of illustrations and photos are clearly identified.
Provide 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.
FORMAT

- A printed and bound copy of the catalog
- A read-only format electronic copy that cannot be altered (e.g., portable document format (PDF), etc.)
- All versions of the catalog are identical
- A printed and bound copy of the catalog upon request.
ENROLLMENT AGREEMENT

- Clearly states the obligations of both the student and school
- Includes, at a minimum, all required items listed on the ACCSC Enrollment Agreement Checklist and
### Enrollment Agreement Checklist

**REQUIRED ITEMS:**

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Enrollment Agreement Checklist Item</th>
<th>Page Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Title of agreement</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Name and address of school</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Program title</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Number of clock hours (or credit units, if applicable), including the number of weeks or months required for graduation.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Type of document (certificate, diploma, or degree) awarded upon graduation.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Tuition period which the agreement covers (e.g., quarter, semester, etc.) and the length and length of each period required for graduation must be clearly disclosed.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Tuition and other student charges related to the enrollment, such as deposits, fees, books, supplies, tools, equipment, transportation, and any other &quot;tuition&quot; (e.g., meals, on-site work, special training, equipment, late charges, or other school services for which a student may be responsible)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Payment method and terms of payment</td>
<td></td>
</tr>
</tbody>
</table>

**CONDITIONAL ITEMS:**

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Enrollment Agreement Checklist Item</th>
<th>Page Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Items as may be required by any regulatory or governmental bodies (such as state licensing and approval agencies)</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>The name and location of the main school or branch, and a clear disclosure that defines the relationship between a branch campus and its main school or between a satellite location and its branch campus or main school oversight entity, where applicable.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Reasons and maximum period for possible delay of scheduled meeting date with list of alternatives and effect on the refund policy.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Nature and extent of possible changes in program content, materials, or schedule and extra expenses to the student.</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Special graduation conditions or requirements must be listed.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Compliance with appropriate state and local enrollment requirements (e.g., type size notice to buyer, comparison box, etc.), as well as compliance with Federal Truth-in-Lending requirements ( Regulation 222 if more than four payments are scheduled (e.g., mention of interest rates) must be outlined. The school’s enrollment agreement must contain a statement if there is a separate retail sales contract and, at a minimum, incorporate that document in the enrollment agreement by reference.</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>If the school reserves the right to adjust tuition rates before completion of the program, specific points in the program at which tuition changes may occur (school year, quarter, etc.) and the amount of reasonable advance notice to students must be outlined.</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Requirements that student (and financial sponsors, if any) authorize the sale, discount or transfer of agreement or promissory notes and statement that the refund policy continues to apply.</td>
<td></td>
</tr>
</tbody>
</table>
A school executes an enrollment agreement for all enrolled students.

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.
STUDENT COPIES

- 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.
No enrollment agreement is binding until it has been signed by the student and accepted by the appropriate school official.
Graduation and Employment Rates

As last reported to the Commission

Public notice of a graduate employment rate is accurate, not intended to mislead

Includes the school’s graduate population base and time frame upon which the rate is based
Accreditation and Approvals

A school discloses its ACCSC institutional accreditation and the Commission’s contact information (i.e., address, phone number, and website address).
The school discloses to students whether such accreditation and/or third-party recognition has been achieved and is in good standing.
Standards of Accreditation

SECTION V ADMISSIONS
Statement of Purpose

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 school develops admissions criteria to admit only those students who are reasonably capable of successfully completing and benefiting from the training offered.

Through the catalog, the school informs students of admissions requirements, process, and procedures.

The school consistently and fairly applies the admissions criteria.
Prior to Enrollment

- The school determines the applicants meets the admissions requirements
- Secures documentation that the applicant meets the admissions requirements
- Documents that any applicants rejected did NOT meet the admissions requirements.
Admissions Documentation is Key

- Admissions requirements are critical to student success, particularly as reflected in graduation rates.
- Diligence in requiring documentation is a key component.
- Self-certification by a student that he or she has a high school diploma or the equivalent is NOT considered to be “documentation” that the student has met this admissions requirement.
Documentation from Foreign Countries

- Translated into English
- 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).
Rare Circumstances

- An admissions test may be used in lieu of documentation of high school graduation
- Student must sign a statement attesting to graduation and explaining why the documentation is not available
Five Years

- Maintain documentation that admissions requirements were met
- The reason for denial
The school does not deny admission or discriminate.
Reasonably accommodate applicants and students with disabilities.
The school does not admit any person of compulsory school age or attending a school at the secondary level if the pursuit of training will be detrimental to the student’s regular schoolwork.
Admissions Study

The Commission, at its discretion, may require a school to conduct a study to document the effectiveness of its admission requirements for all students.
Ability-to-Benefit

- Applicant did not graduate from high school
- May only be admitted into non-degree programs
- Ability to benefit must be confirmed by achievement of an approved score on an appropriate test
- Test instrument and score have been reviewed by an independent third party for appropriateness
Associate or Baccalaureate Degree Programs

HIGH SCHOOL DIPLOMA REQUIRED FOR ADMISSION
Graduate Degree Programs

Applicant must possess an earned baccalaureate degree from a recognized higher education institution.

Standardized or national examinations may be required (e.g., GRE or GMAT) or

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

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

The school is attentive to its students’ educational and other needs.

Adequate services and resources to support students.

Student services program takes into account the number of programs, the composition of the student body, and responds to individual student needs.

The student services program must be coordinated by an individual with the appropriate qualifications.
Student Services Program

- 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 childcare
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

- Maintain comprehensive documentation of student advising sessions
- Continually monitors and addresses the students’ needs for services as a means to assist students achieve successful educational and student achievement outcomes
Student Records
Records for 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
How long to keep records for currently enrolled students?

During the student’s enrollment

For five years post the student’s withdrawal, or termination date
Official Transcript
Withdrawn/ Graduated/ Terminated

<table>
<thead>
<tr>
<th>Student’s name and unique identifier;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and address of the school;</td>
</tr>
<tr>
<td>Program of study;</td>
</tr>
<tr>
<td>Name and date/term of courses taken;</td>
</tr>
<tr>
<td>Clock or credit hours and grades earned for each course;</td>
</tr>
<tr>
<td>Credits accepted for transfer;</td>
</tr>
<tr>
<td>Cumulative grade point average;</td>
</tr>
<tr>
<td>Date of program entry; and</td>
</tr>
<tr>
<td>Date of graduation, termination or withdrawal.</td>
</tr>
</tbody>
</table>
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
Official Transcripts

- Maintained indefinitely
- 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
Maintain student financial records for a minimum of five years

- Financial aid
- Tuition and fee payments
- Tuition refunds
Graduate Employment Assistance

- Graduate employment assistance available to students
- Extent and nature aligns with claims made by the school
Verifiable records are maintained for five years

Statements regarding employment rates must be based on these records
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
Student Learning Outcomes

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

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.
Example:

- What makes a “good” welder?
- What skills must the welder be able to do?
- How will competencies be measured?

A graduate must successfully complete 10 consecutive welds using the backhand and forehand technique. The welds must meet the minimum standards as defined by American Welding Society.
Reminder – share objectives; outcomes; competencies with your students- don’t leave them guessing!
The school has a developed and structured process to assess and evaluate the defined student learning outcomes of the education.

Tidbit: Use Assessment of Learning Outcomes to Improve Program
Student Assessment

- Criteria to assess a student’s academic progress such as 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
Satisfactory Academic Progress

- 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.
- Include processes and procedures for notifying students of probation
- Include the school’s policies and procedures for how a student can return to normal status or re-enter school if terminated
Attendance Policy

• 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.
Probation and Termination Policies

- The school must have probation and termination policies that are defined and published in its catalog.
- 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.
Leaves of Absence

If the school allows leaves of absence:

- 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 timeframe shall not exceed 1.5 times the normal duration of the program
- Credit hour program - the credit hours attempted cannot exceed 1.5 times the credit hours required to complete the program
Remember!

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

BUT

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

- Graduate's name,
- School's name,
- Location,
- Program of study, and
- Date of graduation
Standards of Accreditation

SECTION VII STUDENT ACHIEVEMENT
How Does a School Demonstrate 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
And What is Acceptable?
Benchmarks

When graduation, employment and licensure rates meet or exceed the Commission’s established benchmarks.

The Commission determines the benchmark rates from information collected in Annual Report submissions.

The benchmark is defined as not less than one (1) standard deviation below the mean for comparable schools or programs.
Appendix VI

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

<table>
<thead>
<tr>
<th>Program Length in Months</th>
<th>Average Rates of Employment</th>
<th>Standard Deviation</th>
<th>Established Benchmark Employment Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>78%</td>
<td>8%</td>
<td>70%</td>
</tr>
</tbody>
</table>
Licensure/Certification Exam Pass Rates

- For programs where a governmental entity requires the attainment of a passing score on a licensure/certification exam in order to work
- The pass rate is acceptable when at least 70% of the students that take the exam attain a passing score
So how do I calculate these graduation and employment rates?
Instructions for activating the self-calculating beginning and ending dates into the Graduation & Employment (“G&E”) Chart:

a. Use the File menu Save As function to save each chart separately under a different name.
b. Click on the G&E Chart tab at the bottom of the screen.
c. Once in the G&E Chart tab, calculate the Reporting Period:
   - Enter the required Report Date as provided or directed by the Commission in the following format: July 2021, then
   - Enter the Program Length in Months (round up to the nearest whole number). The Beginning and Ending dates of the 12-month Reporting Period will automatically be filled in on the chart.

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

Please note when completing the G&E Chart, under “Class Start Date,” use the full four digit year (ex. Jul-2019 or 7/2019).

enter student starts within the 12-month reporting period by For any questions or additional information, please contact Sean Forman at 703-247-4505 or sforman@acses.org.
GLOSSARY
LINE BY LINE INSTRUCTIONS
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.
Mitigating Circumstances

- Economic conditions
- Location
- State and national trends
- Student population
- Program length
- Students who withdraw and are employed in field
Guidelines for Employment Classification

Justification of “Employed in Field”

Documentation of Verification
Verifiable Employment Record
Include

- Program Name
- Date of Graduation
- Date of Initial Employment
- Place of Employment
- Employer Address
- Employer Contact
  Person/Supervisor and direct contact information
- Descriptive Job Title (please also provide job duties if the job title is insufficient to demonstrate alignment with program name)
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.
Verification

Regular

Self-Employed

Career Advancement
Regular Employment – Written Documentation

- The school secures written documentation from the employer verifying the employment

OR

- The school secures written documentation from the graduate verifying the employment
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.
What is Career Advancement?

Pertains to students that are employed in a training related field prior graduation.

The intent of this provision does not apply to employment toward the end of the program but prior to graduation, where the employment is based on the near anticipated completion of the program (e.g., externship to hire prior to graduation).
Career Advancement - Attestation

Written documentation (attestation) from the employer OR the graduate that the training allowed the graduate to support or maintain the employment position.

Written documentation (attestation) from the employer OR the graduate that the training supported the graduate’s ability to be eligible or qualified for advancement.
Third Party Verification Of Employment Records

SECTION VII STUDENT ACHIEVEMENT
IS THIS VERIFICATION OF OUR VERIFICATION?

Yes.

Why?

Because...
The process provides an assessment of:

- The school's compliance with Section VII (B)(1)(b), Substantive Standards, Standards of Accreditation and whether the school has “verifiable” records of employment.

- The extent to which the institution’s records can be relied upon in making decisions about a school’s compliance with the Commission’s student achievement standards.
ACCSC engages an independent third party to verify a random sample of employment data submitted with each year’s Annual Report.

Initial and renewal applicants engage an independent third party to verify the school’s most recently reported employment data that will be used for the on-site evaluation process.

The Commission may also direct a school to undergo a Third-Party Employment Verification at any time.
What does INDEPENDENT mean?

- Is not affiliated with the school or share any part ownership in the school or its affiliated schools.
- Will only report accurate findings through work conducted in an independent manner.
- Does not provide any other services to the school.
- Understands and applied ACCSC’s defined classifications exactly as stated.
THIRD PARTY VENDOR – DISCLOSURES

- The same disclosures that apply to owners and managers of the school
- Apply to owners or managers or affiliated contractors of the third-party verifier
THIRD PARTY VERIFICATION IF THE VENDOR ANSWERS “YES”

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

- 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.
The third party verifier will provide the following for the school to include in the SER:

1. A signed attestation by the independent third-party that acknowledges the four points from the previous slide,
2. A description of the methodology that the verification agency used for the *selection of the 50% sample*; and
3. A description of the methodology that the verification agency used for *the verification process*.
Step Two – Records

Provide employment records for each graduate reported on Line 14 in every G&E Chart submitted with the Self-Evaluation Report.
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.

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 FOUR – THIRD PARTY VERIFICATION

The independent third-party must verify employment records with the employer or graduate or in writing.
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.
Verification Categories
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.
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)
The third-party verifier is:

✓ Unable to obtain verification of the school’s employment record from either the employer or the graduate.

**NOTE:** the school must use this category if the employer uses a third-party company (i.e. The Work Number)
Verified as Incorrect

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
Step Five - Report

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.
<table>
<thead>
<tr>
<th>Report Date on Graduation and Employment Chart</th>
<th>Name of Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students Sampled</td>
<td>Total Number of Available Students to Sample</td>
</tr>
<tr>
<td>Verified as Correct</td>
<td>Verified but Different</td>
</tr>
</tbody>
</table>
Lessons Learned
Maximize your relationship with the 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
Polish your Processes

- Have students sign a release form that permits the school to obtain employment information.
- Signed and dated upon graduation, not start, as frequently employers that require a signed release want it to be signed within 12 months of the request.
- Verify the employment AFTER the graduate started work.
SET EXPECTATIONS WITH STUDENTS

- Help students to understand their role in the accountability framework
- Begin on the first day of Orientation and continue throughout the program
- Accreditation Resources: New Student Letter / Graduation Letter
Set Expectations with Staff

Use the form

Complete the form
Graduate Name
Program Name
Job Title
Descriptive Job Responsibilities
Date of Initial Employment
Employer Email Address
Employer Contact Person
Employer Direct Dial
Graduate Phone Number
Graduate Email (not the school’s assigned email address)
Miscues to Avoid

- Incomplete forms
- Poor description of job duties
- Insufficient information that demonstrates the connection between the educational objectives of the program and the vocational outcomes.
EXAMPLE: PHARMACY TECHNICIAN PROGRAM

Pharmacy Technician...!

Designated Hitter...?
INCLUDE EMPLOYERS

- Work proactively with employers
- Set expectations, get feedback
- Batching Verification
- Avoid the temptation to “scrub” data
- Accreditation Resources:
  Employer Letter – (English / Spanish)
RESOURCES

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).
Crossing the Finish Line!
The Rest of the Story

Final Materials for the On-Site Evaluation (revised Application Part II and Self-Evaluation Report)

Dec. 2024
- On-Site Evaluation

Feb. 2025
- On-Site Evaluation

Apr. 2025
- On-Site Evaluation Report

Aug 2025
- Commission Review

Sep 2025
- School Action Letter
ON-SITE EVALUATION
Purpose of the 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
The school is evaluated according to:

- Documentation included in the school’s reports, applications, responses, and any other information submitted to the Commission required for the specific on-site evaluation;
- Information provided by the school to demonstrate compliance with accreditation standards;
- Interviews and surveys of the administration, instructors, other school employees, students, graduates, and employers of graduates;
- Observations of classes, management, and administration of the school; and
- Documentation of the student achievement data reported to the Commission.
SCHEDULING

• 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
Composition of the 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)
Evaluation Team Members

Evaluation team members do not recommend action to the Commission; this function is reserved to the Commission.

Team members volunteer as experienced professionals, not as representatives of their institutions or businesses.

Evaluate independently and to verify: the information submitted by the school, the school’s success in meeting announced objectives and demonstrating successful student achievement, and the school’s compliance with the Standards of Accreditation.
Clearing the Team

- The school will be promptly provided with the names of appointed team members.
- If any conflicts of the types prohibited by the ACCSC Evaluator Code of Conduct exist, the school must notify ACCSC’s Executive Director in writing.
- If the Executive Director determines good cause exists, the team member will be replaced.
Preparation

THE KEY TO A SUCCESSFUL ON-SITE EVALUATION
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 Workspace for the Team

- Set aside a secure room that will provide a comfortable workspace for the number of team members that will be reviewing your institution
- The room/space must afford privacy in which the team may conduct its review and deliberations
- Ensure there are adequate outlets or power strips, and Internet access (provide required access codes)
Prepare
Documentation

- 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
- 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 Documentation

- 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

- 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 Files

- Documentation of admissions requirements
- Fully executed enrollment agreements
- Satisfactory progress evaluations
- Advising sessions
- Transcripts for graduate files
- Refund calculations
- Evidence refunds were made
ACCSC’s Student Survey is a crucial part of gathering student input. The Commission aims for surveying at least 25% of the current student population. ACCSC uses an app-based survey form to facilitate student participation.

About one week prior to the on-site evaluation, the Commission staff person will send the school liaison a link to the student survey. Please distribute this to your whole current student body.
And... action!
Day One - Arrival

- 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 – Setting Up

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.
Day One – The Work

- Review student survey results and 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

• At the conclusion of the on-site evaluation, the team conducts a Summary Review

• A summary of its preliminary report in relation to the school’s compliance with accreditation standards
On-Site Evaluation Report

The Official Record of the On-Site Evaluation
On-Site Evaluation Report (OER)

Factual report and summary of the on-site evaluation team’s findings as to the school’s compliance with accrediting standards

Serves as the official written record of the on-site evaluation
Commission Review

ACCREDITATION DECISIONS ARE BASED ON THE WRITTEN RECORD
The Written Record Consists of

- Application for accreditation,
- Self-Evaluation Report
- On-Site Evaluation Report
- School's response,
- Team Leader comments and the school's response if any,
- Additional information collected about the school, which may include reports from government and private agencies
Responding to the OER

It is **NOT** the number of findings in the OER

It **IS** whether the response demonstrates current compliance with standards
Explain

Explain circumstances that impacted the school’s ability to demonstrate compliance.

Act

Describe corrective action and provide documentation to show current compliance.

Plan

Describe the school’s plan to ensure compliance in the future.
Documentation

- Shows consistent execution of policies
- Demonstrates systematic compliance over time
Avoid

Don’t simply respond with a “will do” response that promises future action; answer with a “have done” response.

Don’t just provide exhibits with no narrative to explain what the exhibits are intended to demonstrate.

Don’t simply provide copies of newly created blank forms.
Accredit - Maximum Grants

- 3 Years Initial
- 5 Years for Renewal
- 5 Years for Institutions Accredited by another Accrediting Agency
- 6 Years for Institutions Recognized as an ACCSC School of Excellence
Accredit

- The response demonstrates compliance with accrediting standards
- Applicants for initial accreditation will be granted accreditation for up to three years
Accredit with Stipulations

Stipulations are generally those questions that can be answered with documentation within a relatively short period of time, such as:

- Copy of revised catalog
- Copy of revised advertisement
- Documentation to show implementation of a compliance initiative.

All stipulations must be met before a Commission decision to grant renewal of accreditation becomes effective.
Accredit with Reporting

The Commission grants accreditation to a school but requires the submission of an \textit{Interim Report} in order to demonstrate compliance with accrediting standards, such as:

- Outcomes Reporting: Student Achievement
- Refund Reporting
- Management Retention Reporting
- Program Advisory Committee Reporting
Deferral

Additional information is required from the school to **demonstrate compliance**. Generally, in reaching a decision to defer action, the Commission will consider:

- The extent to which the school can make **significant progress** towards demonstrating compliance within a short period of time;
- Whether there is insufficient **information** about the school; and
- Whether the necessary **information** for the Commission to render a decision is lacking.
Following the due process required by the *Rules of Process and Procedure*

The Commission may deny a grant of accreditation to an initial applicant when the Commission determines from the record that the school does not meet the requirements specified in the *Standards of Accreditation*.
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
The Finish and the Start!

- Obligations of an accredited member of ACCSC
- Maintain compliance
- Continuous operation
- Fulfill reporting requirements
- Maintain state authorization
- Pay all fees
Parting Thoughts
Getting Off to a Great Start
DO THIS!

- 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 your 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.
Don’t Do This!

• 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, ESPECIALLY if you think you may not be in compliance
• Rely solely on a consultant, if utilizing one
DO NOT DO NOT DO NOT DO NOT DO NOT

Submit compiled or reviewed financial statements
Common Miscues on the Application for Initial Accreditation Part I

- 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
- Financial statements not audited
- Financial statements not prepared in a comparative format
- Financial statements do not meet all three tests for eligibility
Most Common On-Site Evaluation Team Findings 2018

10 Initial schools
Average 9.2 findings per report

- Admissions (8)
- Program Advisory Committee (8)
- Enrollment Agreement (6)
- Faculty Qualifications (6)
- Recruitment (6)
Most Common On-Site Evaluation Team Findings 2019

8 Initial schools
Average 5.75 findings per report

- Faculty Qualifications (5)
- Student Progress (5)
- Institutional Assessment and Improvement (4)
- Management (4)
- Program Advisory Committee (4)
- Student Achievement Outcomes (4)
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
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?
GOING ON A ROAD TRIP

EXPECTATION vs REALITY

PACKING THE CAR
Parting Thoughts

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

Be prepared to constantly use the system you design
Don’t Guess!
Pick up the phone… or keyboard
Transformation

Understand that accreditation involves a transformation to the accredited school paradigm.
Focus on Excellence

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

LEARN AND GROW THROUGH THE PROCESS
SLOW DOWN!
Building the Airplane

In the Air
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 (see 12/21/21 Alert)

**Faculty Personnel Report**

**Staff Personnel Report**

**INSTRUCTIONS AND GUIDELINES**

**Catalog Checklist**

**Enrollment Agreement Checklist**

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

**Instructions for the Advertising of Accredited Status**

**Guidelines for Employment Classification**

**Guidelines for Independent Third Party Verification**

Revised 12/2022
Did you know that the Commission regularly publishes research, brochures, and newsletters designed to support ACCSC-accredited institutions and enhance the student educational experience? These free resources are all available on the ACCSC website—click the links below for more information!

**Resources**

The **Blueprints for Success** series provides a framework that can help a school gain a better understanding of the expectations and rigor of the accreditation process, as well as sample documentation that a school might consider in order to demonstrate compliance with accrediting standards.

- **Module I:** Preparing a Comprehensive Response for Commission Consideration
- **Module II:** Organizing an Effective Electronic Submission
- **Module III:** Preparing for the On-Site Evaluation
- **Module IV:** The Graduation and Employment Chart

ACCSC’s **Webinars** provide an opportunity to hear updates on recent initiatives, revisions to standards, and professional development. Webinars and PDC Power Sessions presented in 2020 are available on ACCSC’s [Online Training Center (OTC)](https://www.acccsc.org); visit the OTC’s [Free Resources](https://www.acccsc.org) to access Virtual Trainings and Webinars including:

- Updates to the Standards of Accreditation
- Initial Distance Education Applications
- Virtual Visits
- Celebrating the 2020 Schools of Excellence and Distinction
- 2020 PDC Celebration

Visit [Webinars](https://www.acccsc.org) on ACCSC’s website for more past webinars, presentations, and certificates.

The **Monograph Series** is designed to provide guidance to ACCSC-accredited schools in the cycle of continuous performance improvement, self-evaluation, and self-improvement processes and practices.

- Completing a Successful Degree Application
- Maximizing Program Advisory Committees
- Learning Resource Systems
- Faculty Improvement Planning/Implementation
- Self Evaluation Processes and Practices
- Institutional Assessment and Improvement Planning/Implementation
- **NEW in 2022!** Assessing Student Learning Outcomes

The Commission has created a series of **Letters for Students, Graduates, and Employers**, designed to provide useful information regarding the role ACCSC plays in supporting and enhancing the educational experience.

- **New Student** ([Engl.](https://www.acccsc.org) / [Span.](https://www.acccsc.org)) - schools are encouraged to incorporate this letter with any existing orientation packet provided to new students;
- **Graduation** ([Engl.](https://www.acccsc.org) / [Span.](https://www.acccsc.org)) - this letter extends the Commission’s congratulations and reminds graduates to stay in touch with their school as a means to provide feedback on the program and the graduate’s success in the workplace; and
- **Employer** ([Engl.](https://www.acccsc.org) / [Span.](https://www.acccsc.org)) - this letter is designed to help schools partner with employers in order to assess and verify how successful students are in obtaining employment in the field of study after

The **Spotlight on Excellence** is an [online publication](https://www.acccsc.org) highlighting innovation and best practices being implemented by ACCSC-accredited schools to better support today’s students. Written by the schools for our publication, the Spotlight on Excellence provides an opportunity for schools to share best practices with each other in the ACCSC community as a means to support student success in the workforce.

Resources from ACCSC on challenges for schools from **COVID-19** are available on the [Commission’s website](https://www.acccsc.org) to include guidance on various accreditation matters as well as webinars focusing on best practices and practical advice.