

School and Student Characteristics and Student Achievement Outcomes

One of the many ways that ACCSC verifies the effectiveness of its work and that of the programs and services offered by ACCSC-accredited institutions is through detailed analysis of school characteristics and performance data. The Commission recently completed its analysis of the 2021 Annual Report and found once again that its accredited institutions continue to demonstrate significant institutional and student success through their rates of student graduation and graduate employment attainment.

These data are important indicators and are used by ACCSC to better understand its accredited institutions and the trends associated with career education, as well as to develop the Commission's accountability standards.

The information contained in this report is a summary of the key data points from the 2021 ACCSC Annual Report and provides detailed information pertaining to ACCSC school characteristics, student characteristics, program characteristics, and student achievement rates and trends.

Sincerely,

Michale S. McComis, Ed.D.
Executive Director

Summary of School and Student Characteristics

Student Demographics

The analysis of the 2021 Annual Report data shows that the number of schools completing the Annual Report continues to decrease, representing a 9% drop in number of reporting schools (n=610) over the four-year period since 2018 (n=674). Student enrollment steadily increased from 2018-2020 despite fewer schools reporting; however, the student enrollment reported in the 2021 Annual Report reflects a 2% decrease in enrollment, perhaps resulting from the impact of the COVID-19 pandemic during the 2020-2021 school year. Although the student population has decreased, student demographics remain consistent. Based upon data submitted in the Annual Report, ACCSC-accredited institutions and their students show the following characteristics:

- **75%** of the schools had 300 or fewer students as of June 30, 2021. Average enrollment as of June 30, 2021 was 279 students, representing a slight increase (1%) over the previous year.
- The majority of institutions are in metropolitan areas with populations of at least 250,000 or more.
- **45%** of the students are under the age of 25 and **36%** of the students are in the age group 25-34.
- Student population is almost evenly distributed with regard to gender; the percentage of male students (**54%**) is slightly higher than the percentage of female students (**46%**).
- **66%** of classified students represent ethnic minority groups.

ACCSC-Accredited Schools Serve:

- **Metropolitan Areas**
- **Minority Student Populations**
- **Small School Settings**

These figures show that ACCSC-accredited institutions continue to provide training in small school formats and serve a large percentage of non-traditional and ethnic minority students in urban and suburban settings.

Program Characteristics

With respect to the types of programs offered by ACCSC-accredited institutions, schools submitted summary information for 3,644 programs in over 120 different occupational areas. Key characteristics include the following:

- **47%** of ACCSC-accredited institutions offer a degree program, a 3% increase over the previous year;
- **34%** of all programs offered at ACCSC-accredited institutions are degree programs.
- Of the 1,244 reported degree programs, 894 are associate degrees (**72%**), 267 are baccalaureate degrees (**21%**), and 83 are master's degrees (**7%**).

- **59%** of students are enrolled in non-degree programs, **21%** of students are enrolled in associate degree programs, **18%** of students are enrolled in baccalaureate degree programs, and **2%** of students are enrolled in master’s degree programs.

With fewer schools reporting data for the 2021 Annual Report, the total number of programs with reportable enrollments decreased **4.5%** from the prior year. While the proportion of associate degrees and baccalaureate degrees as a percentage of total programs decreased slightly (1% each), the percentage of master’s degrees (2%) remained the same as the previous year. Member institutions continue to assess program offerings and adapt to the changing needs of prospective students and to meet the needs of community employers, often discontinuing programs no longer needed by the local employment community.

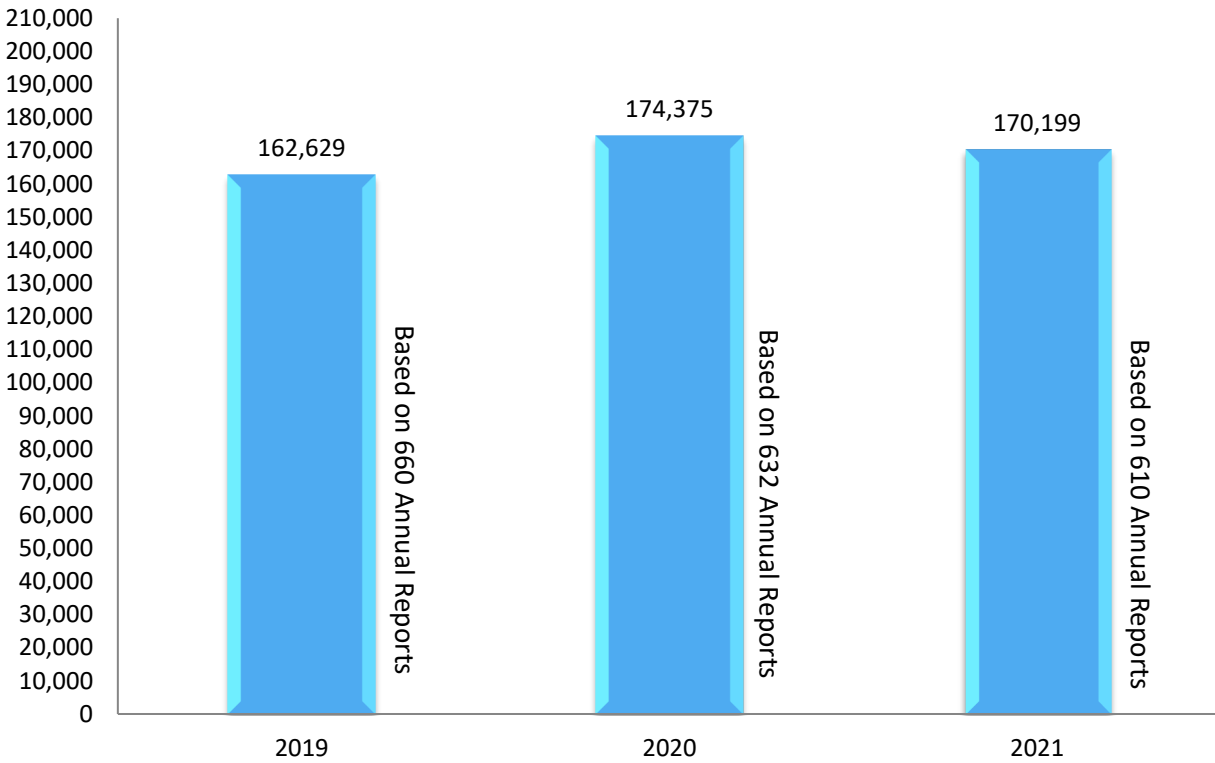
Institutional Characteristics

The number of schools reporting was 610 schools, a **3%** decrease over 2020. Total student enrollment decreased for the first time in three years. The total student enrollment reported in the 2021 AR is 170,199 representing a **2%** decrease in enrollment over 2020.

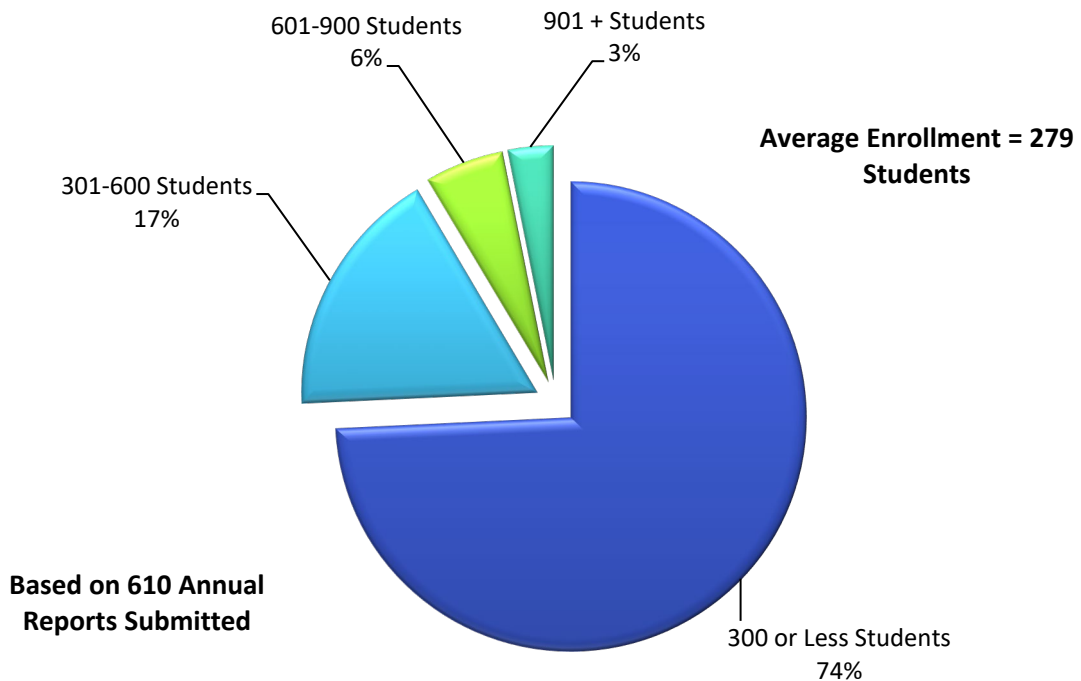
School Information for Fiscal Year 2022	TOTAL
ACCREDITED SCHOOLS (as of June 30, 2022)	
Main Schools	381
Branch Schools	227
TOTAL ACCREDITED SCHOOLS	608
SCHOOL CLOSURES & VOLUNTARY WITHDRAWALS (FY2022)	
Closures	13
Voluntary Withdrawals	1
ADVERSE ACTIONS (FY2022)	
Denials	1
Withdrawal	8*

*Six schools precipitously closed without an approved teach-out agreement.

Enrollment as of June 30, 2021

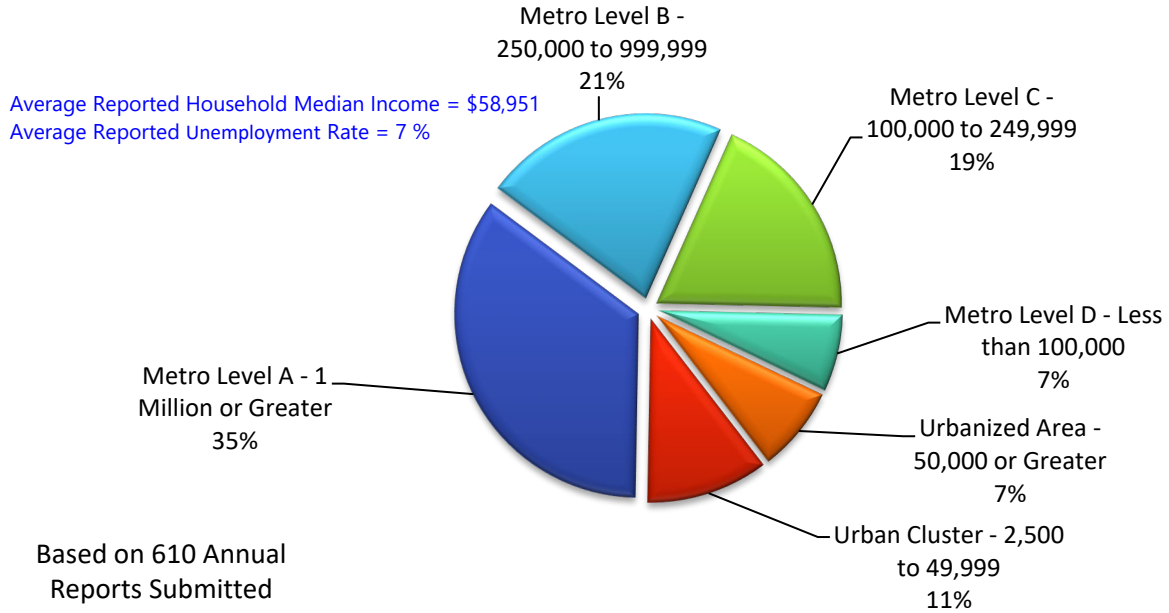


Institution Size By Student Enrollment - All Schools

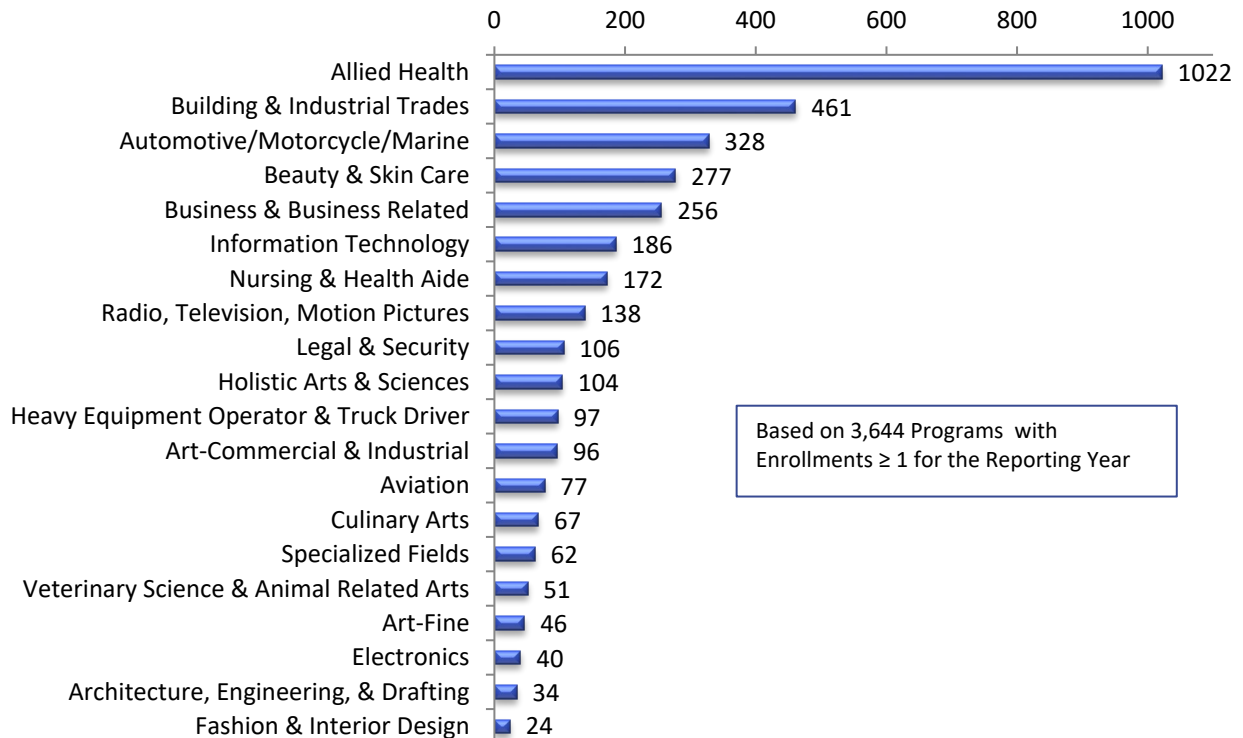


School and Student Characteristics

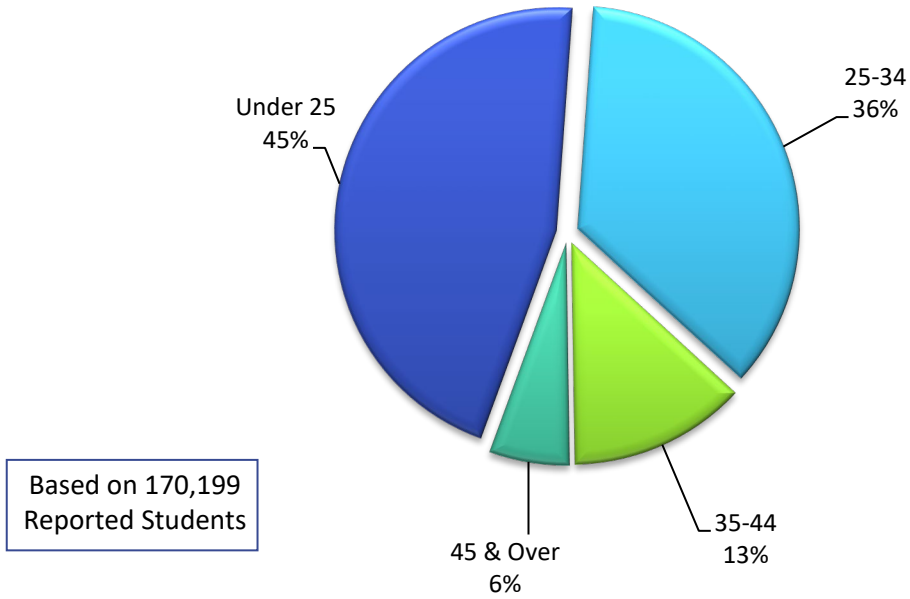
Distribution of All Schools by Population Area



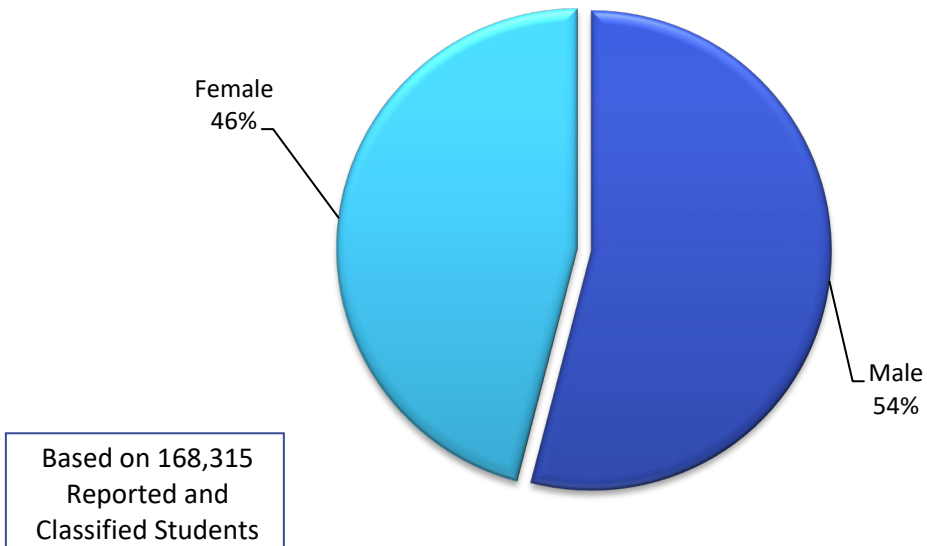
Distribution of Programs by Program Area



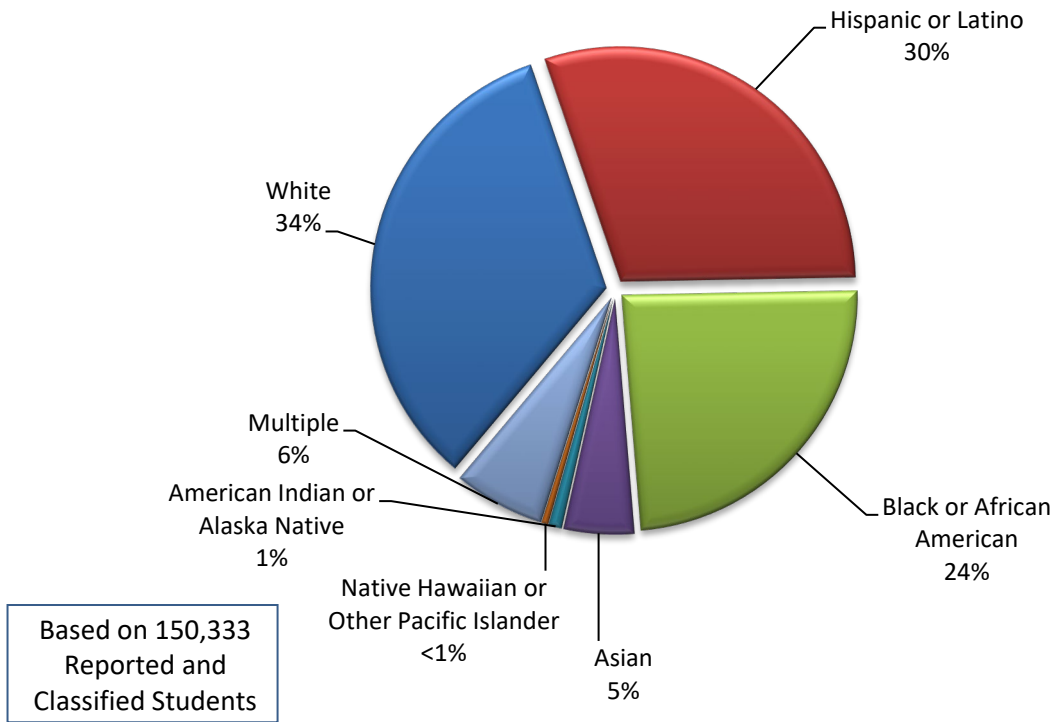
Distribution of Students By Age



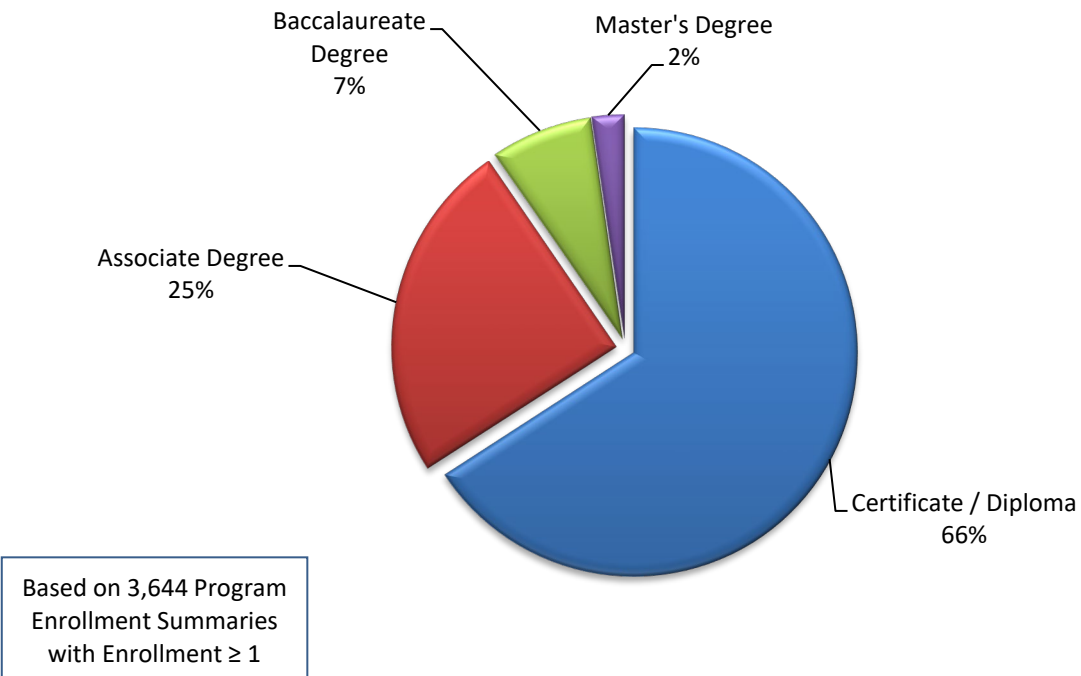
Distribution of Students By Gender



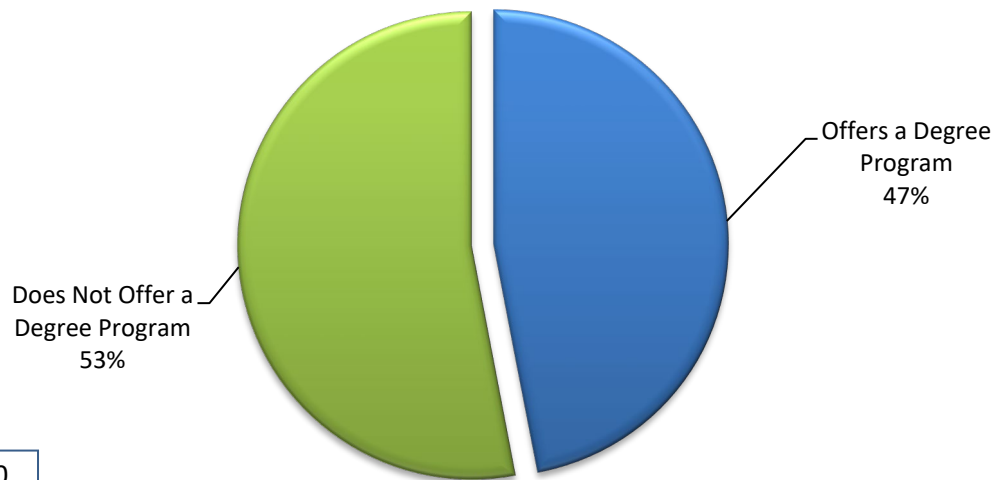
Distribution of Students By Ethnicity



Distribution of Programs By Credential

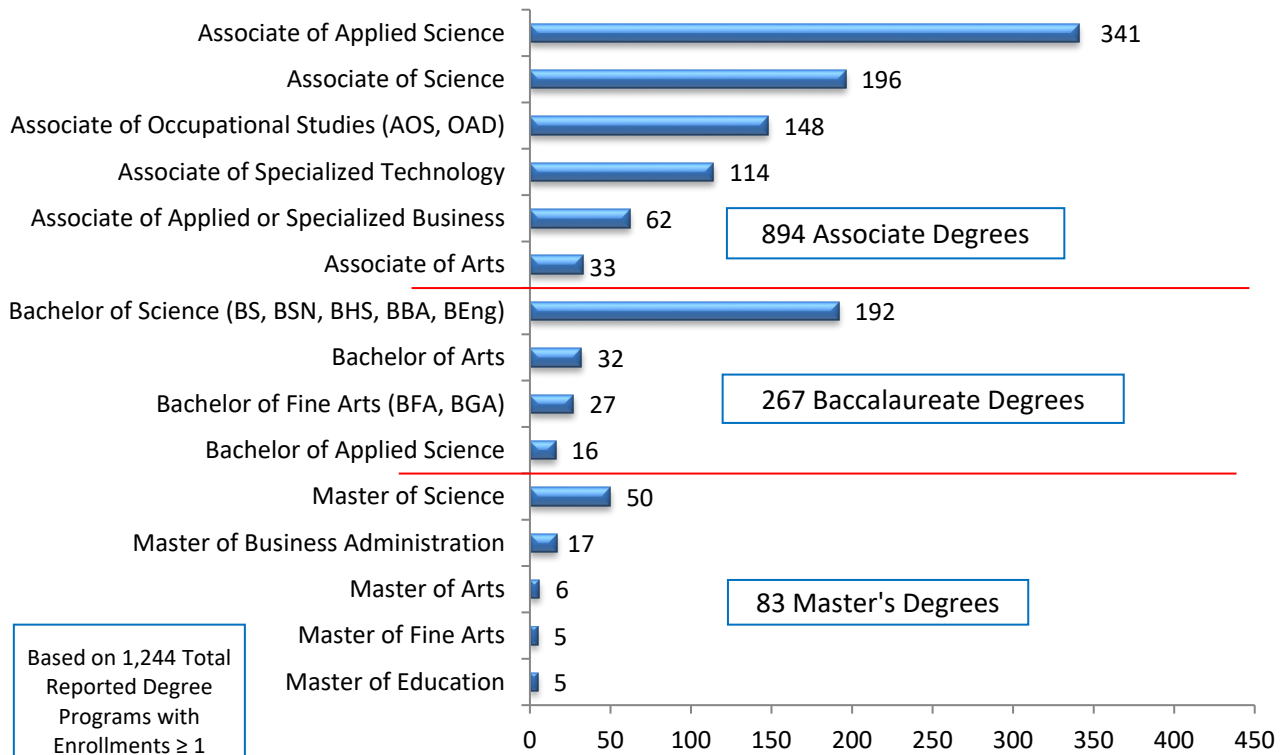


Percentage of Schools Which Offer Degree Programs



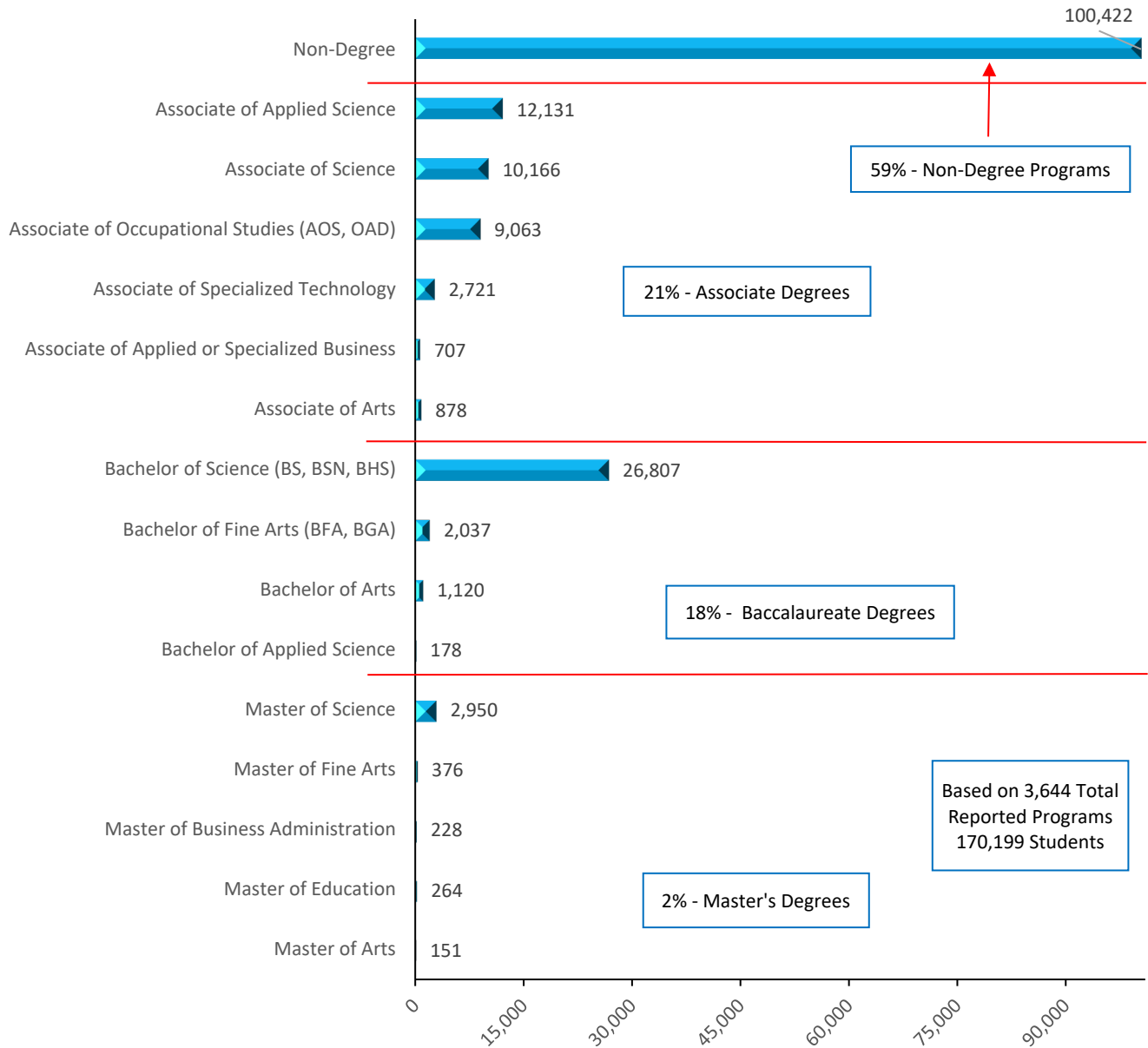
Based On 610 Annual Reports

Distribution of Degree Programs By Credential

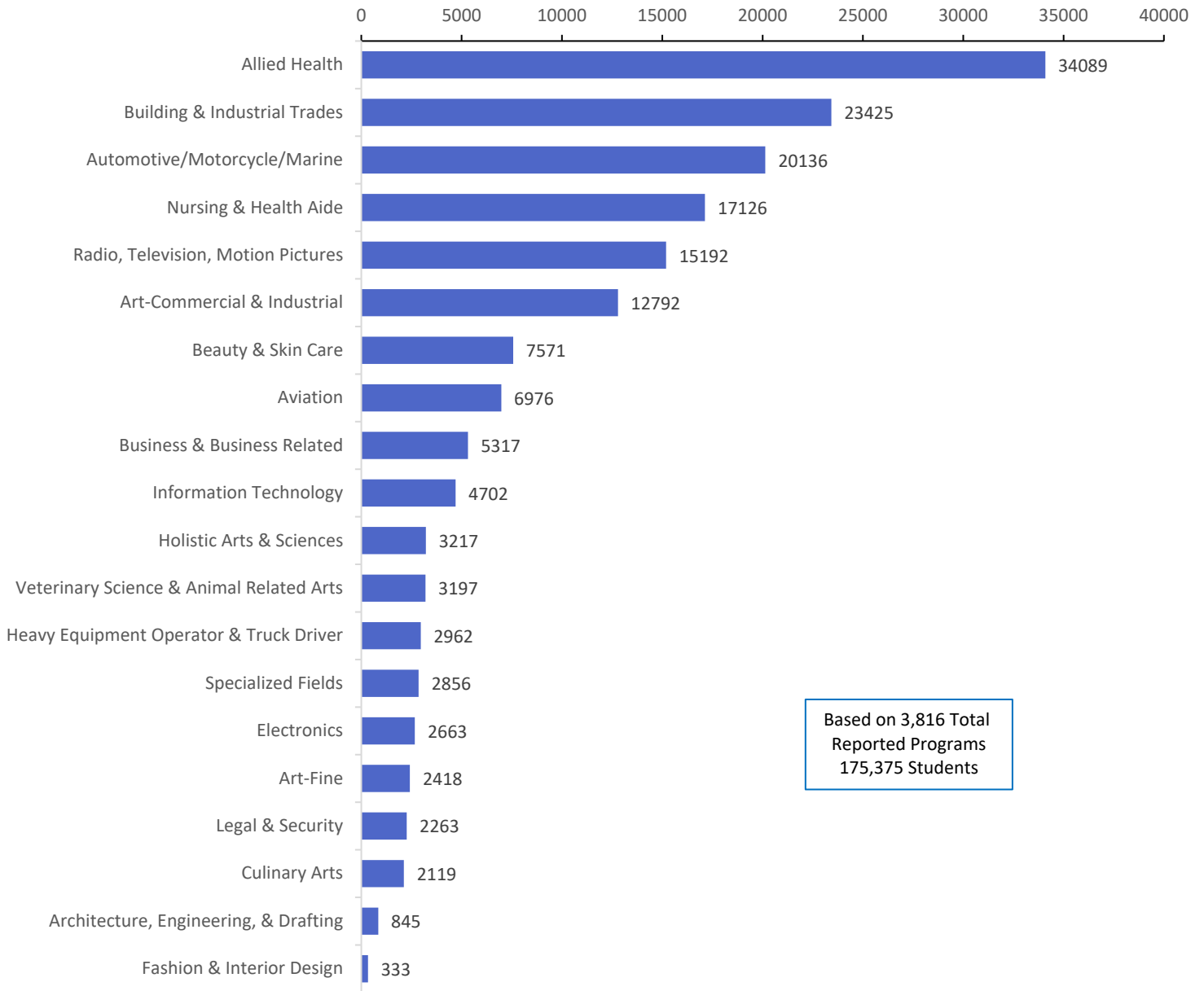


Based on 1,244 Total Reported Degree Programs with Enrollments ≥ 1

Distribution of Student Enrollment By Program Credential



Enrollment by Program Area



Student Achievement Outcomes Benchmarks

Background Regarding the ACCSC Student Achievement Standard

The Commission first promulgated the quantitative student achievement standards in 1998 based upon several studies conducted by the Center on Education and Training for Employment at The Ohio State University. During 2002, the Commission engaged in a comprehensive study of the student achievement requirements promulgated in 1998 and the associated processes of data collection and verification. The Commission continues to review comparative data and make adjustments to the methodology for the analysis of student achievement outcomes in order to ensure sound data collection and analysis.

As part of its ongoing commitment to assessing student achievement in its accredited schools and the tools used to do so, during the 2015 Annual Report year, the Commission conducted an 11-year longitudinal study of the graduation and employment rates reported from 2005 to 2015 in the ACCSC Annual Report. The Commission noted that longitudinal data showed little variation from ACCSC's benchmark review using three-year rolling increments, confirming the stability, predictability, and reliability of the rates used in establishing ACCSC's benchmark rates.

Also, as part of ACCSC's systematic program of review in 2015, the National Center for Higher Education Management Systems reviewed ACCSC's student achievement standards, practices, and the longitudinal study and found that "[t]aken together, these features provide considerable confidence in the soundness and appropriateness of ACCSC's general approach to establishing quantitative performance criteria on selected student outcomes measures."

Previously, the Commission re-calculated student achievement benchmark rates every three years using a rolling average. Because the longitudinal data and study show no significant variation from the current benchmarks (with one exception), the Commission established the results of the 11-year longitudinal study as the basis for its new student achievement rates. The one exception is in programs 24 months in length or longer. This group of programs exhibits the largest variability and range of graduation rate outcomes. Once that variability was controlled for, the rate stabilized at 40%, which the Commission believes is an appropriate trigger for further monitoring longer programs. The established rates are semi-permanent meaning that while the Commission will continue to study and assess the reported rates of student achievement regularly, the Commission does not intend to adjust the rates unless the data suggest that an adjustment is warranted.

With regards to the employment rate, the Commission's 11-year longitudinal data and study yielded a 70% benchmark, which the Commission adopted. The data show that employment rates overall have remained stable, thus maintaining the 70% employment rate is appropriate.

While graduation and employment rates play an integral role in an institution's on-going programmatic and institutional assessment, an additional area that demonstrates student learning outcomes includes pass rates on licensure/certification examinations required for employment. The Commission has collected licensure/certification examination pass rate data through the Annual Report over the 11-year period used in the longitudinal study and now requires schools to demonstrate a minimum 70% pass rate on licensure/certification examinations for those programs

where a governmental entity requires students to pass the examination as a condition of employment.

As a means to assess the impact of the COVID-19 pandemic in 2020 and 2021 on student achievement outcomes, the Commission conducted a three-year comparison (2019-2021) of programs that reported below-benchmark rates of student achievement to determine if any significant trends due to the pandemic could be identified. The study found that the only group of programs affected during that three-year period were programs of 4 to 6 months in length (7% increase of programs not meeting benchmark from 2020 to 2021). The percentage of programs not meeting benchmark for employment showed similar results. While more programs did not meet the employment benchmark across the spectrum (a 2% increase in all programs), the largest difference was again in programs of 4-6 months in length (13% increase over 2020). Programs of 7 to 9 months in length also showed a higher increase in the percentage of programs not meeting benchmark (5% increase over 2020). The Commission determined that the modest downward trends in rates did not warrant modification of the historic graduation benchmark rates without further study. However, the Commission did want to acknowledge the impact of students who withdraw from programs due to the pandemic. Thus, for the 2022 Annual Report, the Commission allowed that the “Medical Condition” exclusion for graduation and employment calculations could include those who withdrew from school or cannot work due to COVID-19. Additional analysis following the 2022 Annual Report will be conducted.

The Commission conducted a three-year data analysis (2019-2021) to assess the impact of the COVID-19 Pandemic on student achievement outcomes data.

The Commission continues to refine protocols intended to give both schools and the Commission a framework for the review and assessment of student achievement rates and to provide a framework for assessing rates that are above benchmarks and above average as well as below benchmark rates.

ESTABLISHED BENCHMARK GRADUATION RATES

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

ESTABLISHED BENCHMARK EMPLOYMENT RATE

Program Length in Months	Average Rate of Employment Demonstrates Acceptable Student Achievement	Standard Deviation	Established Benchmark Employment Rate
All Programs	78%	8%	70%

2021 Annual Report and Fiscal Year 2022 Activities

Analysis of the 2021 Annual Report Data

As the total number of schools reporting data decreased in 2021, the number of programs with reportable graduation and employment rates also decreased from the previous year (-5%). The majority of the decrease in programs with reportable rates is found in programs with lengths of 13-15 months (-12%) and 19-23 months (-19%) and 24 months and (-11%). Nominal differences over the previous year were seen in the remaining program-length categories. The overall graduation rate reported by ACCSC-accredited institutions in the 2021 Annual Report are consistent with the data reported for previous years. Since 2015, the average graduation rate for all programs, regardless of length, held steady at 69%. The analysis of graduation rates continues to show that program length has a strong influence on program graduation, i.e., as length increases graduation rates decline. This correlation is consistently the most substantial and significant relationship found in the Commission's student achievement data and allows the Commission to evaluate programmatic performance within the context of program length comparability. Although graduation rates across all program lengths remained the same as the previous two years (69%), as noted in the prior section, graduation rates for programs of 4-6 months in length and 7-9 months in length dropped by approximately 2% over the previous year. The graduation rates of other program lengths remained consistent over the three-year period, with some programs even reporting a slight increase.

Since 2015, the average graduation rate for all programs, regardless of length, held steady at 69%.

The reported employment rate of 74% is slightly lower than previously seen for the three-year period (76%); however, many of the graduates were seeking employment during the time of the shutdown due to the pandemic.

Analysis of the three-year data for employment rate found the reported rate of 74% is only slightly lower than reported in 2019 and 2020 (76%). It should be noted that many of the graduates reported in the 2021AR were seeking employment during the height of the shutdown due to the pandemic. To assist schools and the Commission with monitoring longer programs, the 2021 Annual Report continued to collect retention data to help schools identify areas or particular points where a student may drop out and allowing for early intervention to increase retention. A more detailed analysis of retention data will be conducted as comparative data become available. The Commission continues to evaluate the long-term impact of the pandemic on graduation and employment rates.

While graduation and employment rates play an integral role in the overall assessment of the effectiveness of an instructional program, pass rates on licensing/certification examinations required for employment also demonstrate student learning outcomes. The Commission collects licensure/certification examination pass rate data through the Annual Report and implemented, effective July 1, 2015, the requirement that schools demonstrate a minimum 70% pass rate on licensure/certification examinations for those programs where a governmental entity requires students to pass the examination as a condition of employment. Review of the major areas requiring licensure for employment such as allied health, nursing, cosmetology, massage therapy, and truck driving found the average pass rate has consistently exceeded 70% for the past three years.

Overall, the student graduation and graduate employment rates demonstrate that ACCSC-accredited institutions graduate a significant number of students and that a significant number of graduates attain training-related employment. Out of 3,761 programs with reportable graduation and employment rates, 82% (n=3,077) meet or exceed benchmark in the respective program length grouping and 74% (n=2795) of the programs meet or exceed the benchmark for graduate employment.

The Commission encourages its institutions to strive for the highest levels of student achievement success and to avoid the pitfall of using benchmark rates as the goal for graduation and employment. The benchmarks are where a higher level of mandated monitoring and assessment begins and are below the average reported rates—one standard deviation in fact. As such, Institutions should focus on on-going assessment and institutional improvement as vehicles to encourage, foster, and promote the highest attainable results with regard to student success.

Other Areas of Analysis

Employment Verification

Effective January 1, 2014, the Commission instituted a requirement that initial and renewal applicants engage an independent third-party auditor to verify at least 50% of the school's most recently reported employment data. The results of the third-party verification are reviewed as part of the accreditation (Initial and Renewal) process. The purpose of the requirement is a) to assess the school's compliance with *Section VII (B)(3), Substantive Standards, Standards of Accreditation* and whether the school has "verifiable" records of employment and b) to ensure that the institution's records can be relied upon in making decisions about a school's compliance with the Commission's student achievement standards and benchmarks. As stated in the *Standards of Accreditation*, the Commission places a high level of reliance on the accuracy of the information and data provided by institutions in the accreditation process and the institution has the burden of demonstrating compliance with accrediting standards. The requirement of the independent third-party audit facilitates further self-evaluation, improvements in operational procedures, and assists schools in meeting the burden of demonstrating on-going compliance with accrediting standards.

For Fiscal Year 2022, there were 71 visits conducted for Renewal of Accreditation or Initial Accreditation where the school had graduates prior to the on-site evaluation (often, a newly established branch may not have graduates from longer programs at the time of the first Renewal of Accreditation). The summary of employment verification results is found in **Table 1**.

Table 1 Employment Verification Results FY2022		
<i>Students Available for Sample</i>	<i>8435</i>	
	Number	Percent
Students Sampled	5781	69%
Verified as Correct	5214*	90%
Verified but Different	202	3%
Unable to Verify	542	9%
Verified as Not Correct	109	2%

*Number includes verification completed by the school's independent 3rd party and other independent verification such as the Work Number which may include some students also identified as Unable to Verify.

The results show that an independent auditor or other third party (such as the Work Number) was able to verify that 90% of the employment records sampled were correct. Employment records that were "Verified but Different" were confirmed to have accurate employer information, however, the third party found some variance in the record, such as a different job title or start date of employment. The 9% classified as "Unable to Verify" may also be employed in field; however, the independent auditor was unable to contact the graduate or the employer after multiple attempts. In such instances, the school has opportunity to provide additional information to the on-site evaluation team. As only 2% of the sample reported are identified as "Verified as Not Correct", it appears that ACCSC member schools continue to be diligent about providing accurate employment statistics. These results also serve to further confirm the efficacy of ACCSC's data and reporting functions and the validity of its student achievement benchmarking.

Student Surveys

On-site evaluation teams conduct student surveys during each on-site evaluation. The student surveys provide important information about the students' experience with processes and procedures, services, faculty, and educational resources. In addition, the surveys seek to determine how students feel about their overall decision to attend the school and if they would recommend the school to a friend. Surveys are administered electronically either in the classrooms while the on-site evaluation team is on campus or via email at the time of the visit. The areas of review include the following: Admissions; Financial Aid; Academic Progress; Student Services; Faculty; Library/Learning Resource System; Facilities; Training and Equipment; and Distance Education (if applicable). For schools offering programs via hybrid distance education or programs offered 100% online, the survey includes questions about the admissions process and information about distance education requirements and expectations, as well as faculty interaction.

In 2021, 141 surveys were administered with 13,032 responses. The results are consistent with the average results over the five-year period of 2017-2021. Over the 5-year period, 891 surveys were administered with 78,245 responses. All areas of evaluation consistently found that the majority of the respondents were very satisfied with each area of review. It is noted that in 2020, fewer surveys were conducted during the restrictions imposed by the pandemic; however, the results were consistent with the results over the five-year period. The number of visits increased in 2021 as

restrictions were lifted. As noted in **Table 2** below, there is little variation in the results for each category over the five-year period.

Average results for the period 2017 through 2021 show that 93% of the students felt good about their decision to attend the school and 90% would recommend the school to a friend. In addition, those same average results show that more than 90% of respondents expressed satisfaction in every other area of the survey, with the exception of training and equipment which yielded an 88% satisfaction rate.

With regards to distance education, overall, the students expressed satisfaction with the admissions process, information provided, and the faculty. It is noted that there was a slight drop in 2020 and 2021; however, as many students were suddenly required to move to an online environment due to the pandemic, that may have impacted the results. ACCSC will continue to monitor student satisfaction in this area. The results of the student surveys show that ACCSC member schools embrace the Hallmarks of Quality and strive to provide students with a pathway to educational achievement.

Table 2 Percentages of Students Expressing Satisfaction with School Services in Selected Areas						
	2017	2018	2019	2020	2021	Average
Admissions	95%	94%	94%	95%	94%	94%
Financial Aid	92%	92%	93%	94%	93%	93%
Academic Progress	95%	94%	94%	94%	93%	94%
Student Services	93%	92%	92%	91%	91%	92%
Faculty	94%	94%	94%	94%	93%	94%
Library/LRS	92%	91%	90%	89%	89%	90%
Facilities	95%	93%	93%	93%	94%	94%
Training/Equipment	91%	88%	88%	89%	88%	89%
Distance Education	92%	88%	91%	88%	87%	89%
Feel Good about Attending	94%	93%	93%	93%	92%	93%
Recommend to a Friend	92%	90%	90%	90%	89%	90%

Community Service

ACCSC member schools recognize the importance of engaging with the local community through service initiatives. Each year member schools report the number of hours that faculty, staff, and students devote to Community Service projects and activities organized by the school as part of the Annual Report. As noted in **Table 3** below, ACCSC member schools support the local community through volunteer hours. Over the five-year period, more than 50% of member schools participated in 946,570 hours of community service. Even during the pandemic, the schools continued to encourage faculty and students to participate in community service.

Table 3 Community Service Hours			
Annual Report Year	Number of Schools Reporting Hours	Percent of Total Schools Reporting	Number of Hours Reported
2017	373	60%	208,766
2018	432	64%	205,799
2019	447	68%	288,308
2020	398	63%	173,737
2021	320	52%	69,960

At the Professional Development Conference, ACCSC recognizes institutions that have made outstanding contributions to their local communities. In selecting a winner for this award, the Commission considers several compelling aspects, such as the scope of community service initiatives; the impact of the service initiatives on the school's education programs; the level of commitment of a school to its community; and a demonstration of how the initiative touched the personal lives of school personnel, students, or community members.

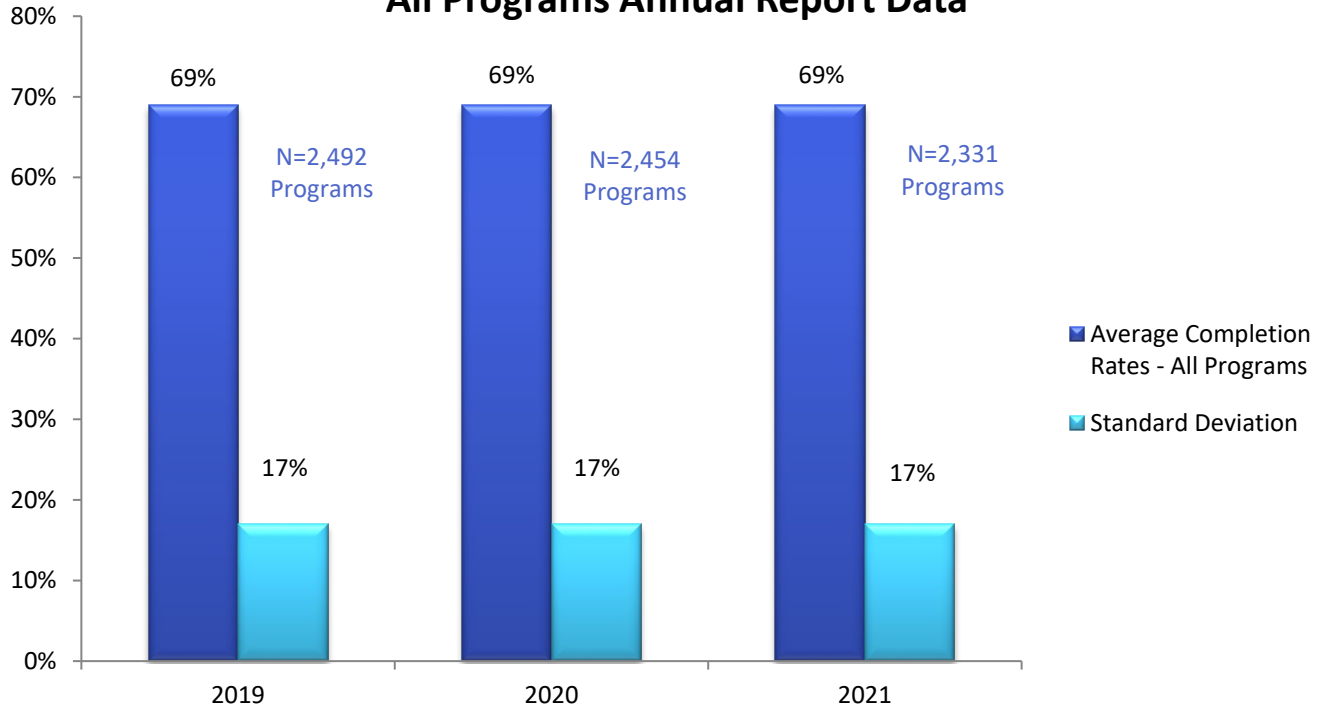
The 2022 Excellence in Community Service award winner is Universal Technical Institute (efforts of multiple locations). Universal Technical Institute (UTI) partnered with Inspiring Girls Now In The Technology Evolution (IGNITE Worldwide) in 2021, whose goal is to get more girls exposed to and involved in STEM. Since the beginning of the partnership, UTI has hosted 8 Women in STEM events at multiple UTI campuses and 1 Virtual Women in STEM Skilled Trades Conference.

***The 2022 Excellence in
Community Service
Award went to
Universal Technical
Institute***

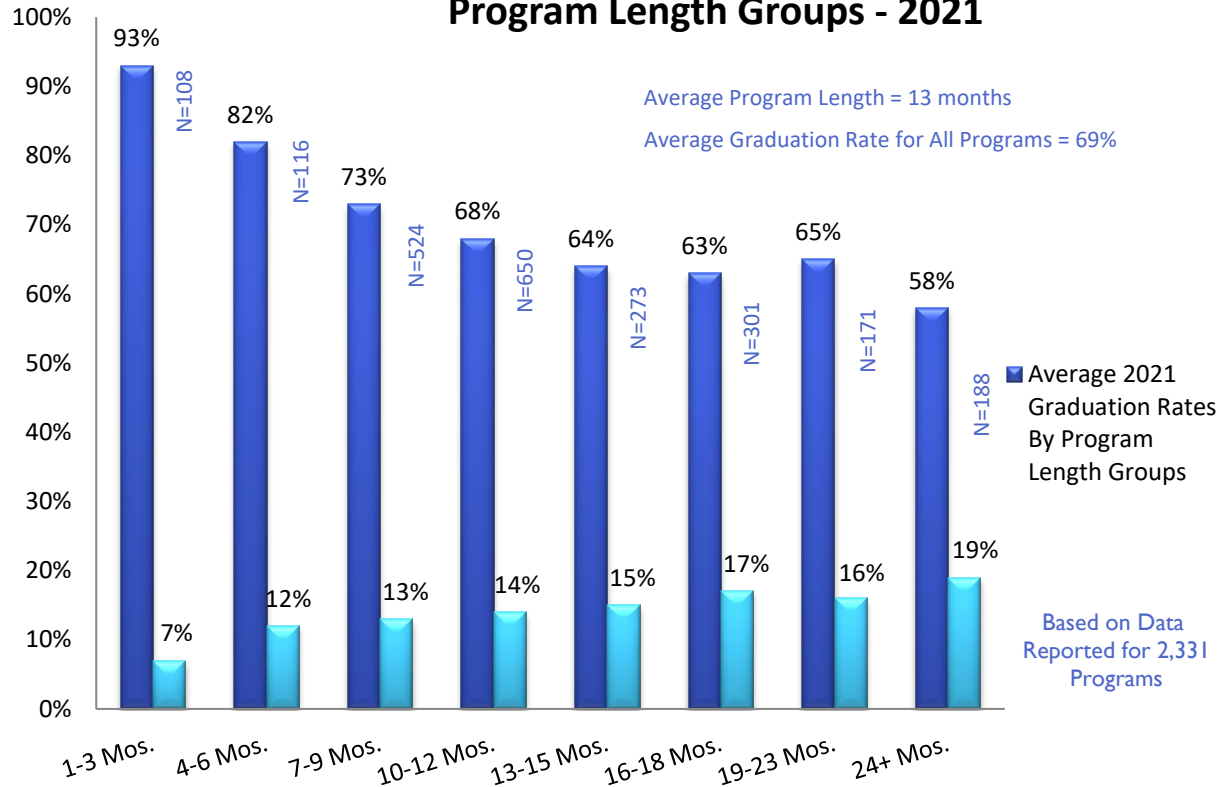
Each event averaged over 100 girls and the event at UTI in Rancho Cucamonga hosted 350 girls. UTI continues to invest time and talent to help educate their communities around STEM careers, specifically the opportunities for girls in tech trades. To that end, the campus president of the Rancho Cucamonga campus was named to IGNITE Worldwide's board of directors. One of the early events was held at NASCAR Technical Institute in Mooresville, North Carolina, and about 100 participants including local high school girls, high school counselors, administrators, and active NASCAR students attended. Participants engaged in a brief presentation on tech careers and a campus tour, with the majority of the event focused on project-based learning workshops. Some of these workshops included an engine teardown led by a NASCAR Tech graduate as well as Pit Crew and Fabrication led by NASCAR Tech instructors. Participants hand fabricated custom-made wrench racks they could take home. All of the events featured a discussion panel with successful women in STEM careers. These panels invoked powerful and inspirational messages that left participants energized, emotional, and filled with a sense of confidence that they could do anything that they set their minds to achieving. One high school sophomore noted about her experience, "Be confident about yourself and about what you can do and you will be able to achieve a lot." A current student at NASCAR noted that, "this event gave me the push I needed to continue my dream and journey at NTI. Females make up about 4% of UTI's total student population and through events like this are starting to see an increase in female student interest. This year, UTI is awarding 22 grants to young ladies wanting to start training for their STEM careers.

Student Achievement

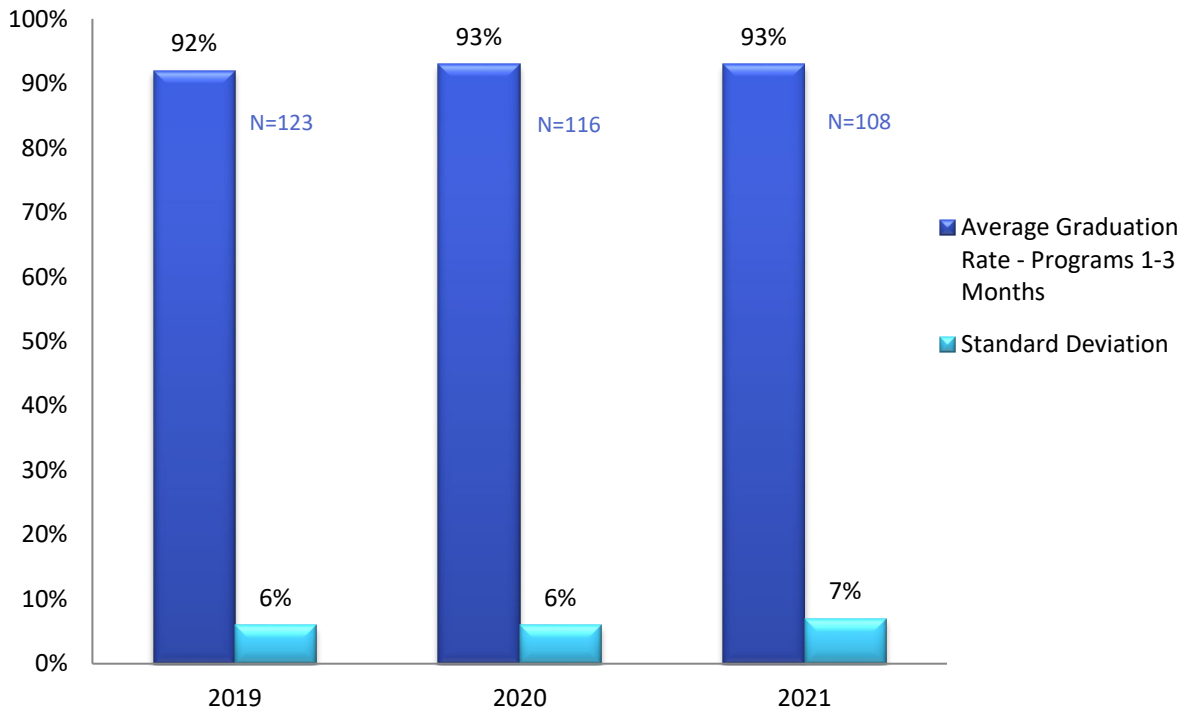
2019-2021 Average Graduation Rates - All Programs Annual Report Data



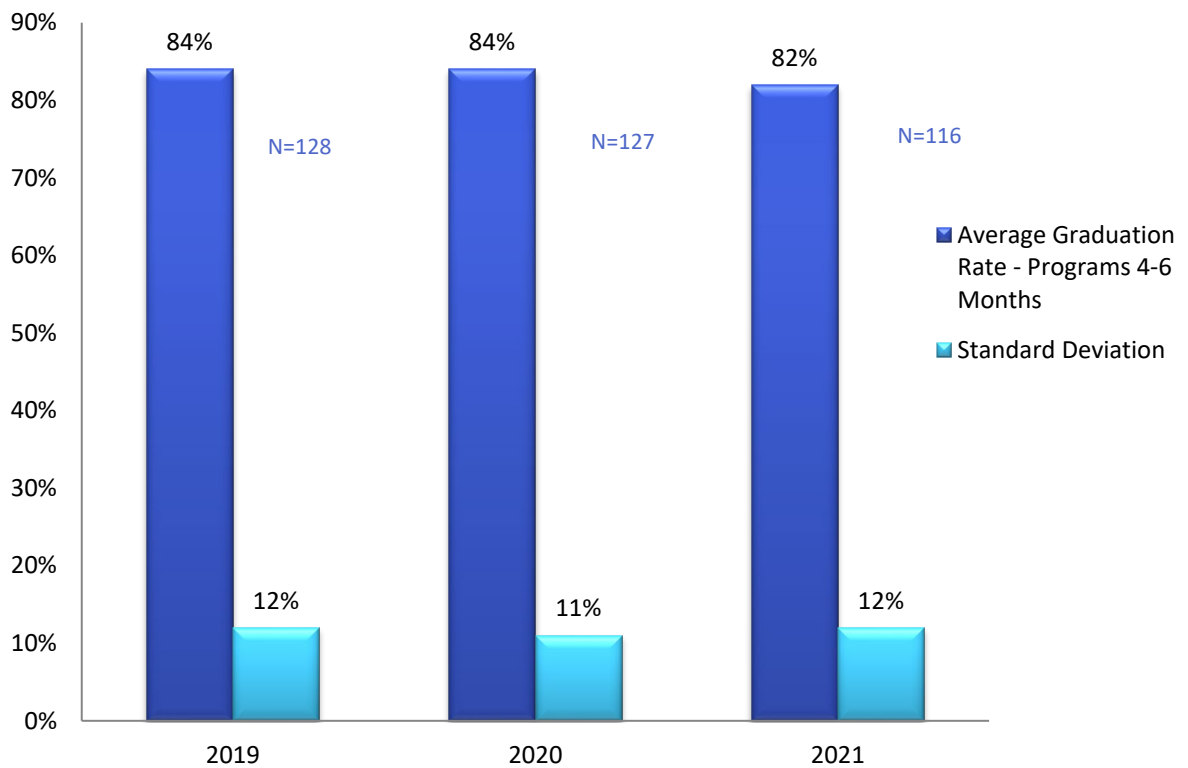
Average Graduation Rates By Program Length Groups - 2021



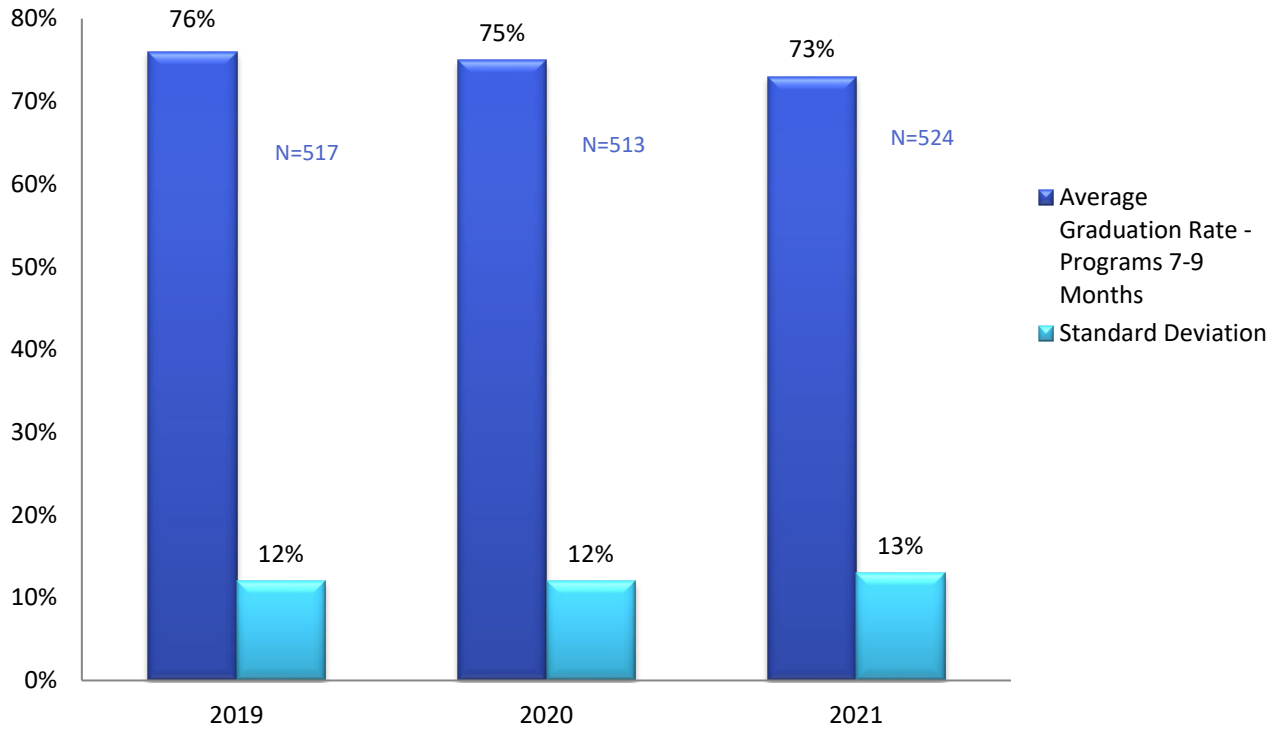
2019-2021 Average Graduation Rates Programs 1-3 Months in Length



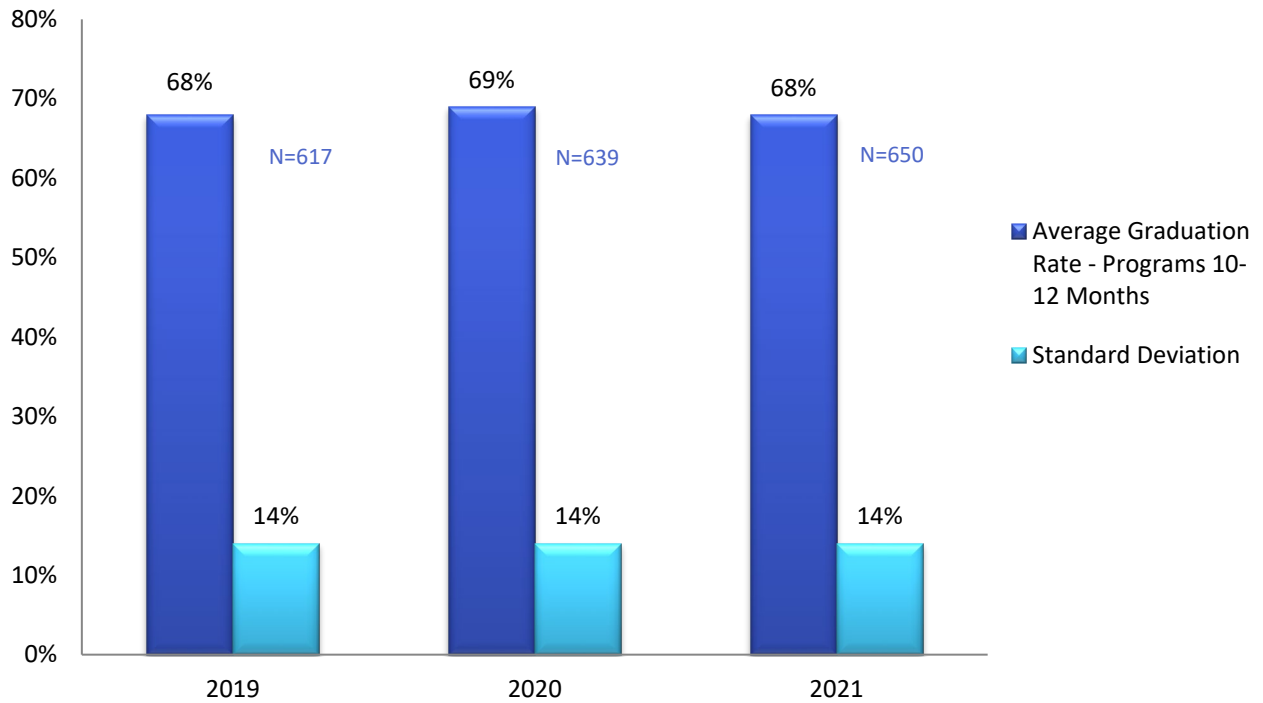
2019-2021 Average Graduation Rates Programs 4-6 Months in Length



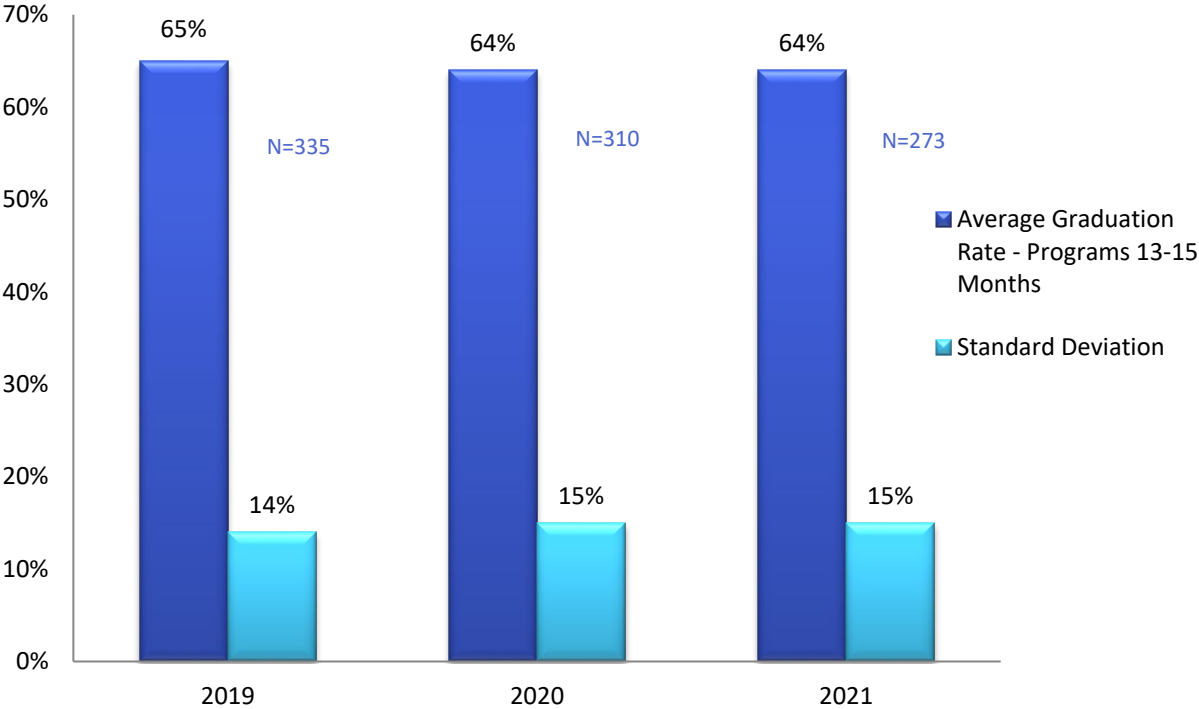
2019-2021 Average Graduation Rates Programs 7-9 Months in Length



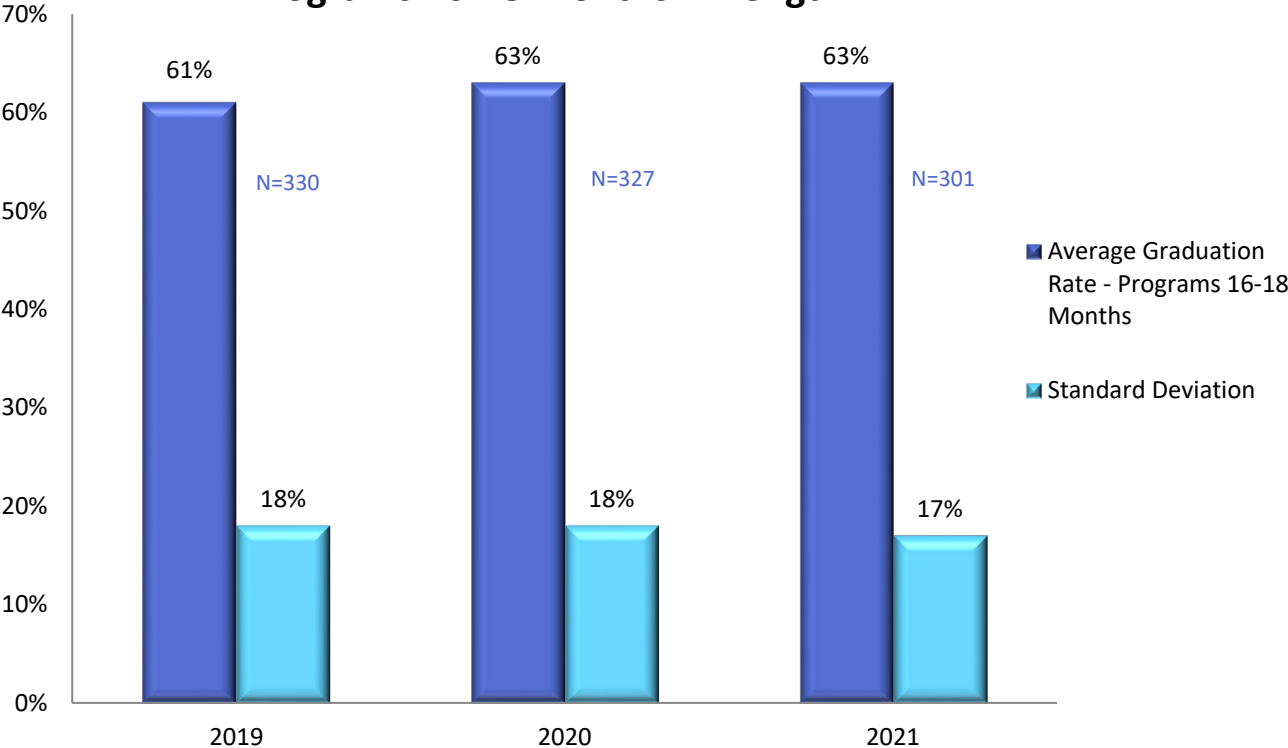
2019-2021 Average Graduation Rates Programs 10-12 Months in Length



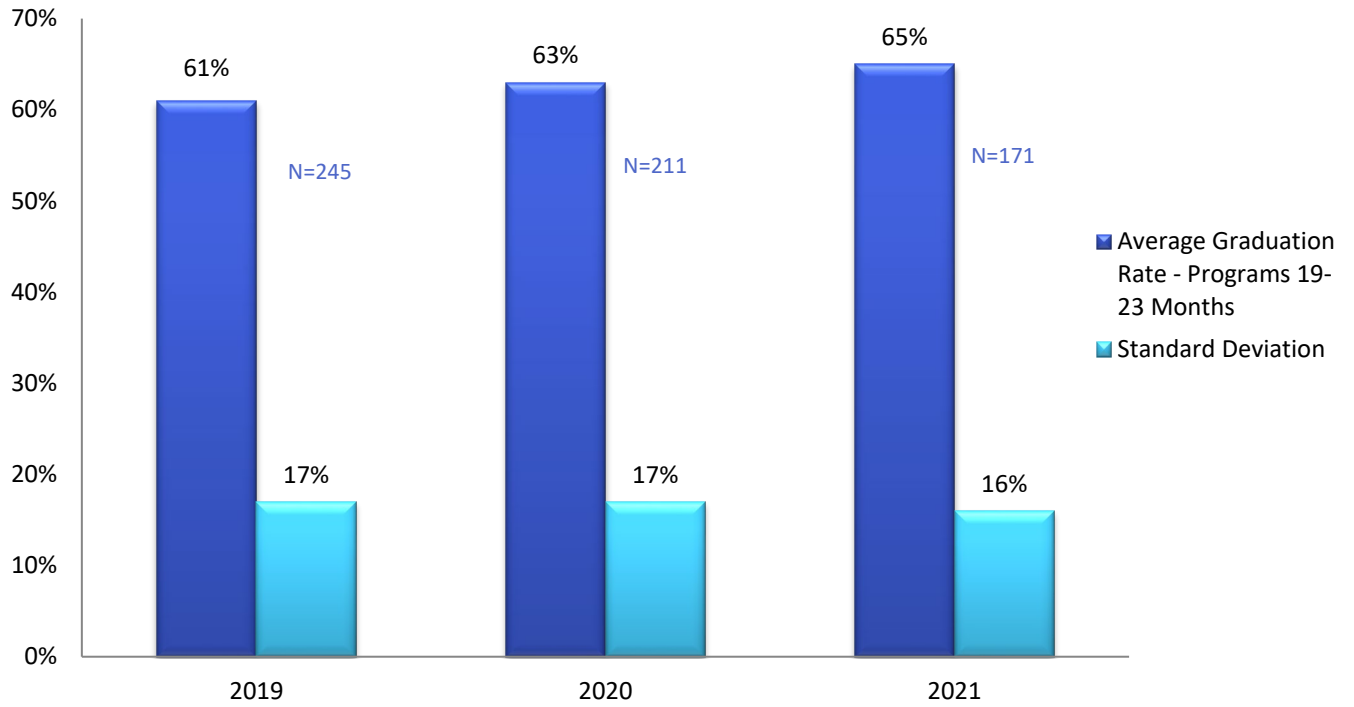
2019-2021 Average Graduation Rates Programs 13-15 Months in Length



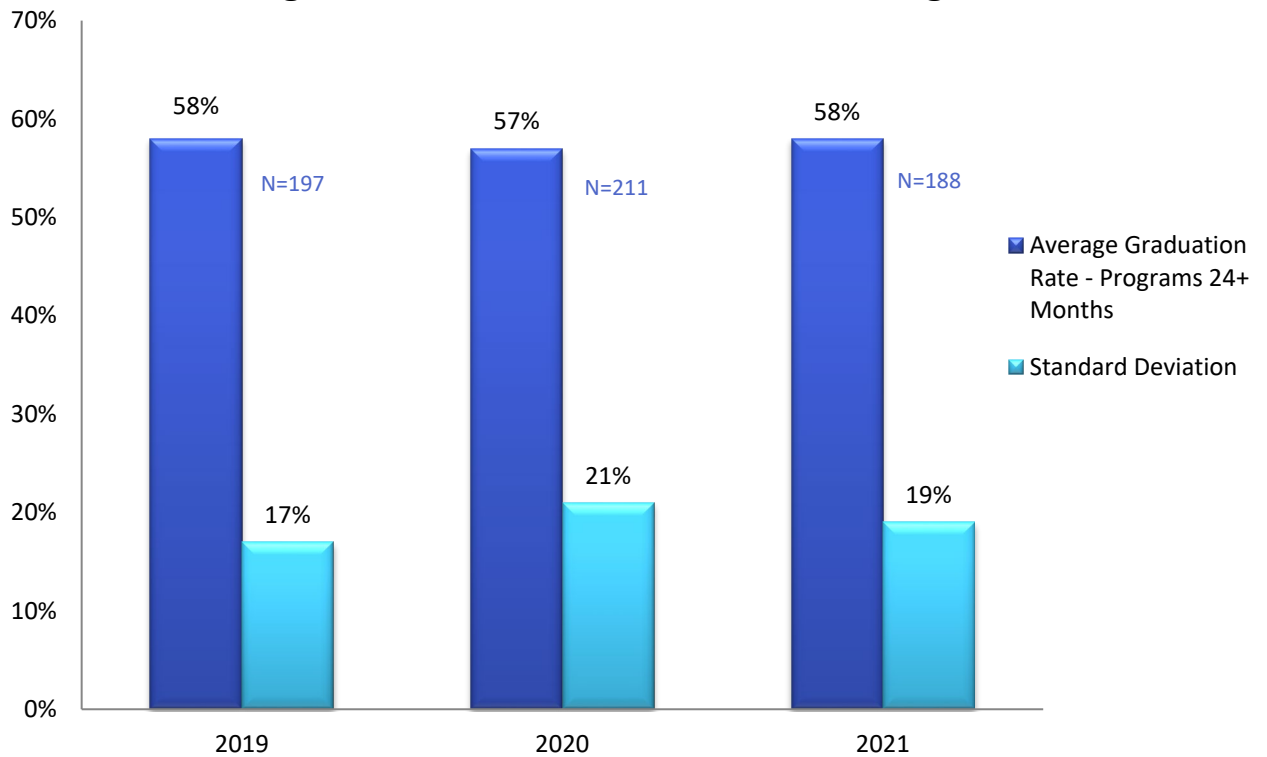
2019-2021 Average Graduation Rates Programs 16-18 Months in Length



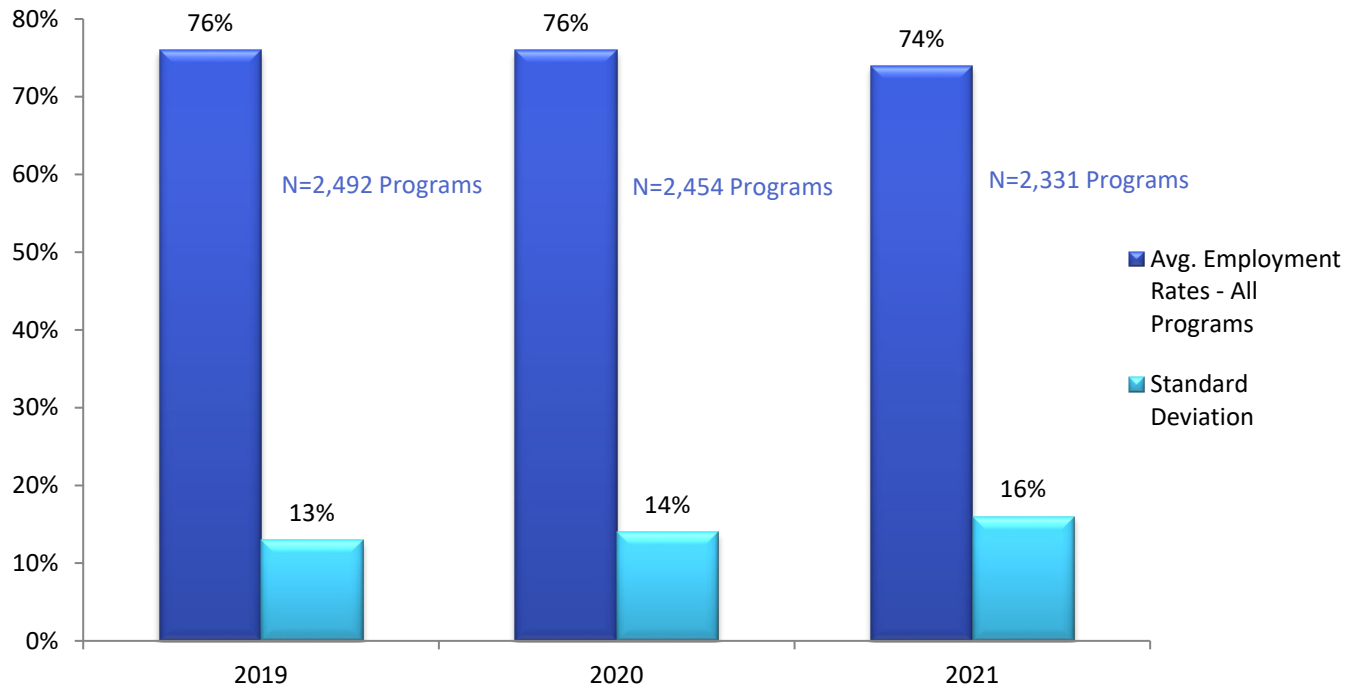
2019-2021 Average Graduation Rates Programs 19-23 Months in Length



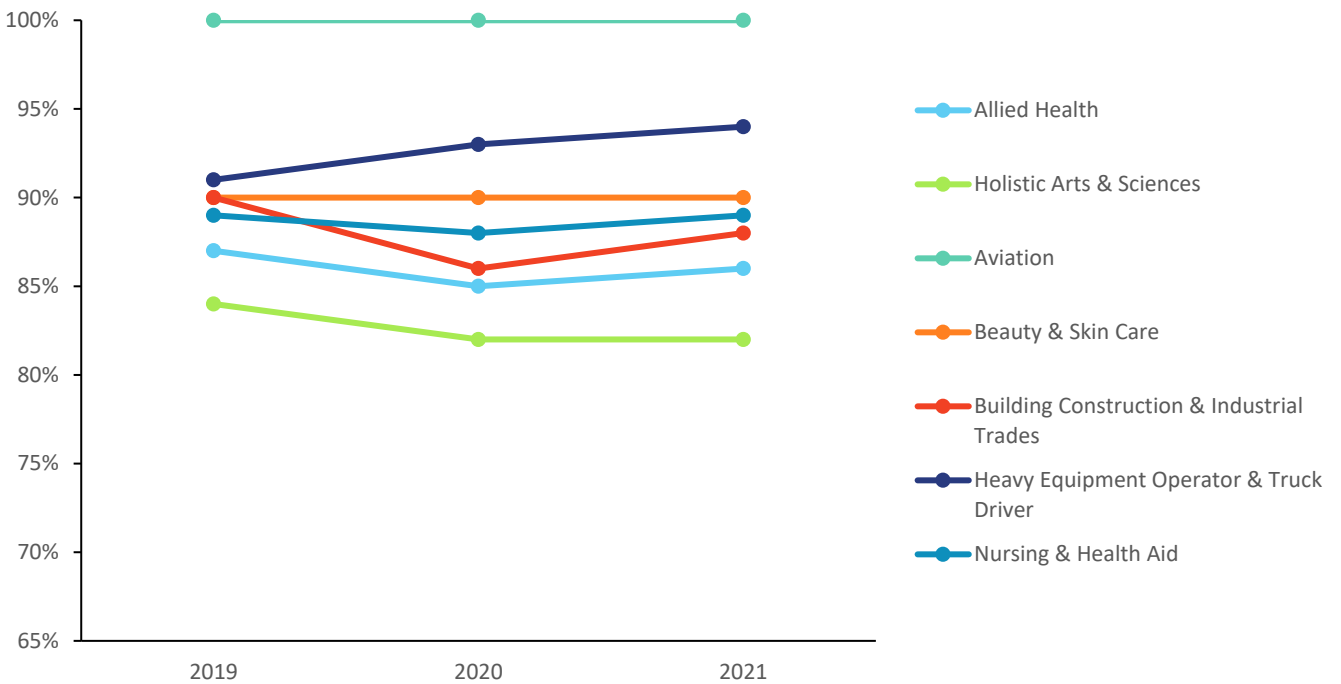
2019-2021 Average Graduation Rates Programs 24 Months and Greater in Length



2019-2021 Average Employment Attainment Rates Annual Report Data



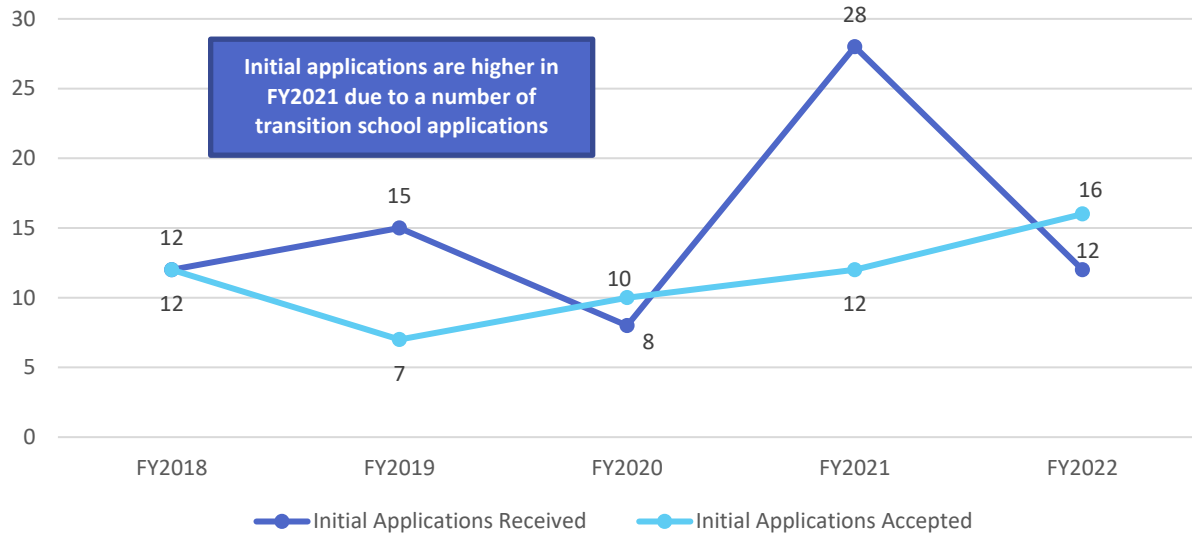
Licensure Pass Rate by Program Area



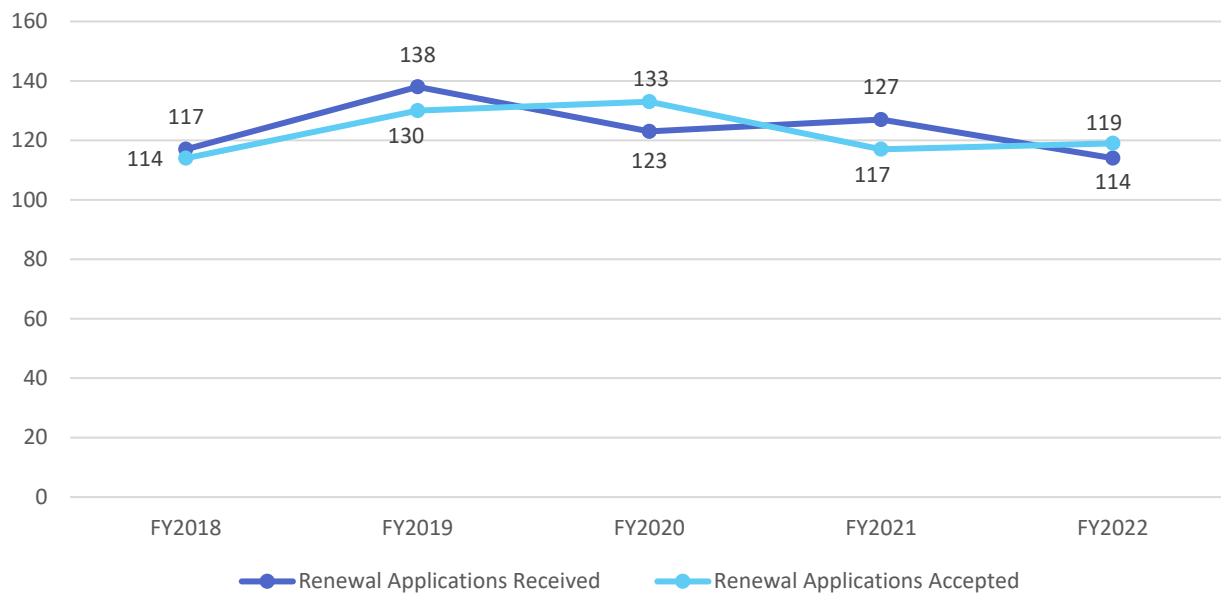
Annual Comparative ACCSC Activity Data FY 2018-FY2022

Accreditation Activities

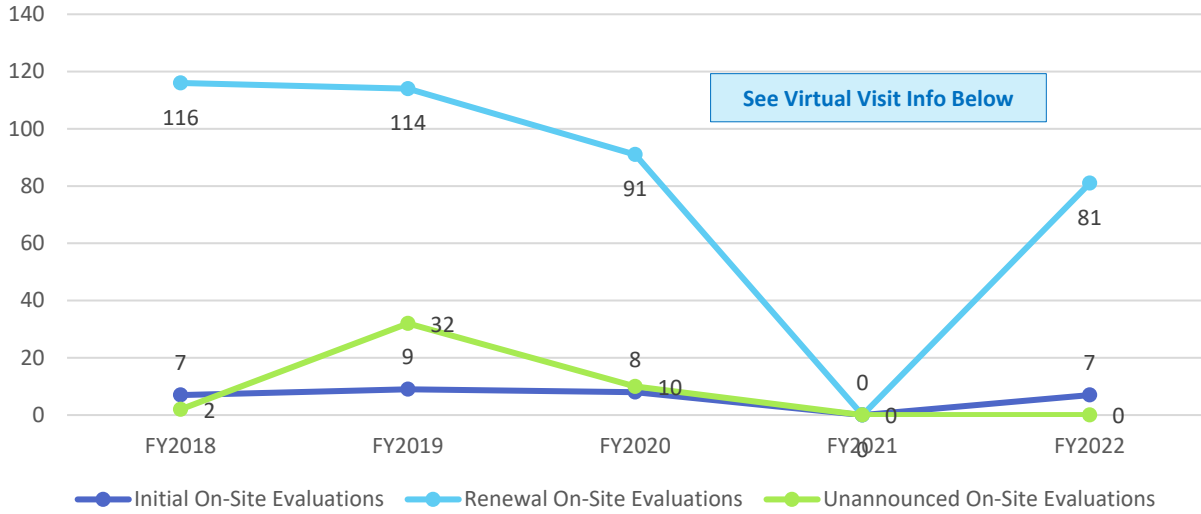
Year-to-Date Comparative Activity Data Initial Applications



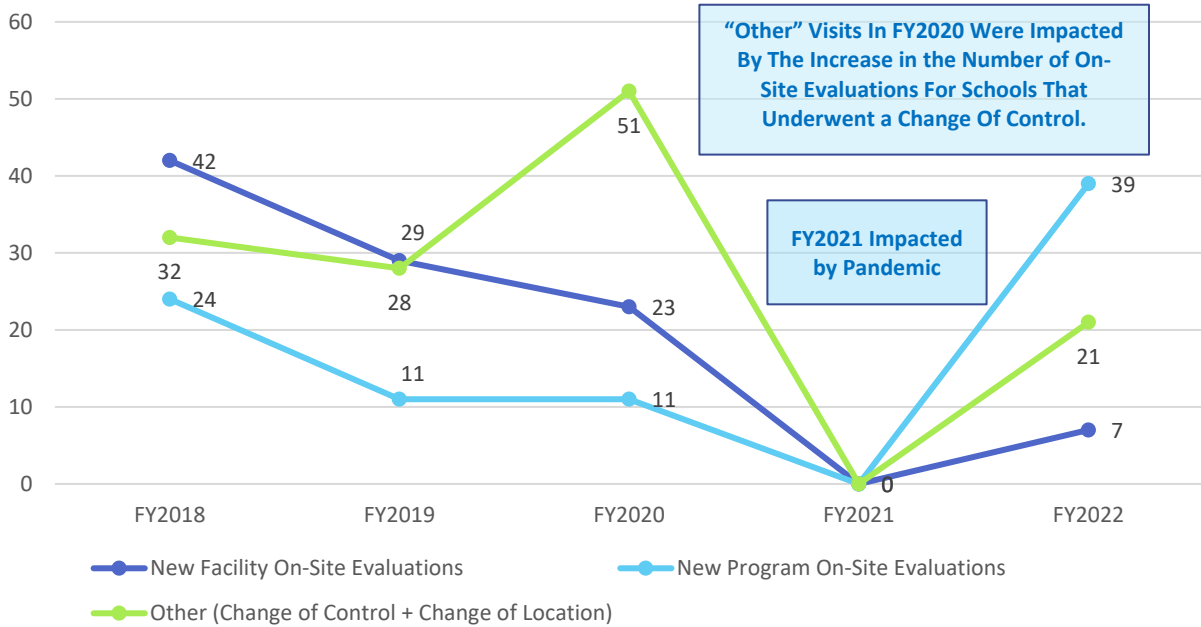
Year-to-Date Comparative Activity Data Renewal Applications



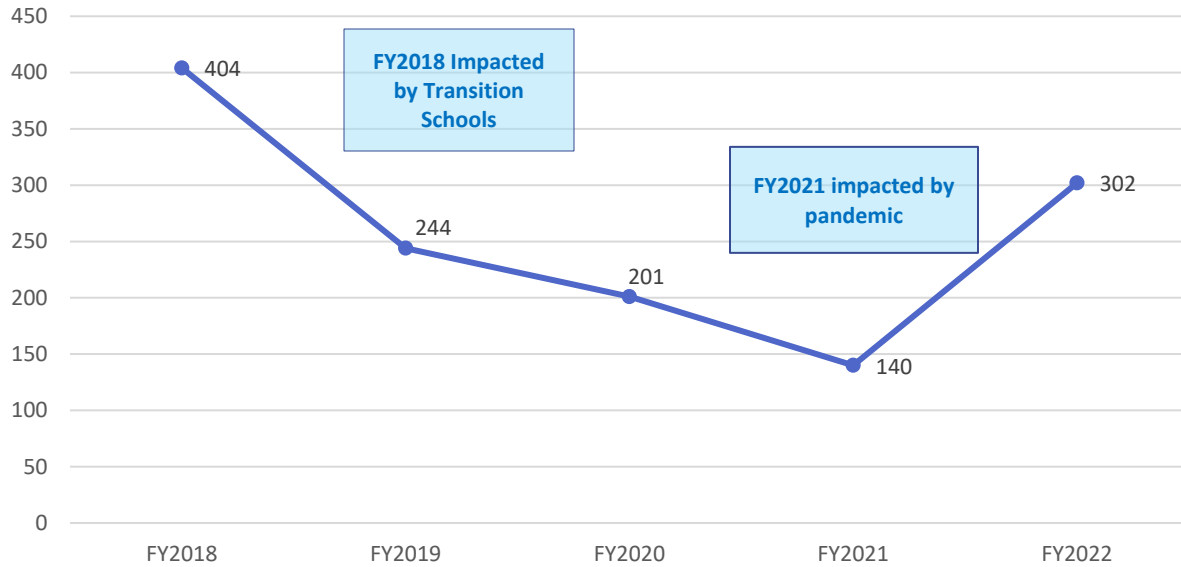
Year-to-Date Comparative Activity Data Accreditaton On-Site Evaluations



Year-to-Date Comparative Activity Data Substantive Change On-Site Evaluations



Year-to-Date Comparative Activity Data Total On-Site Evaluations



*Includes Virtual Visits and COSE's.

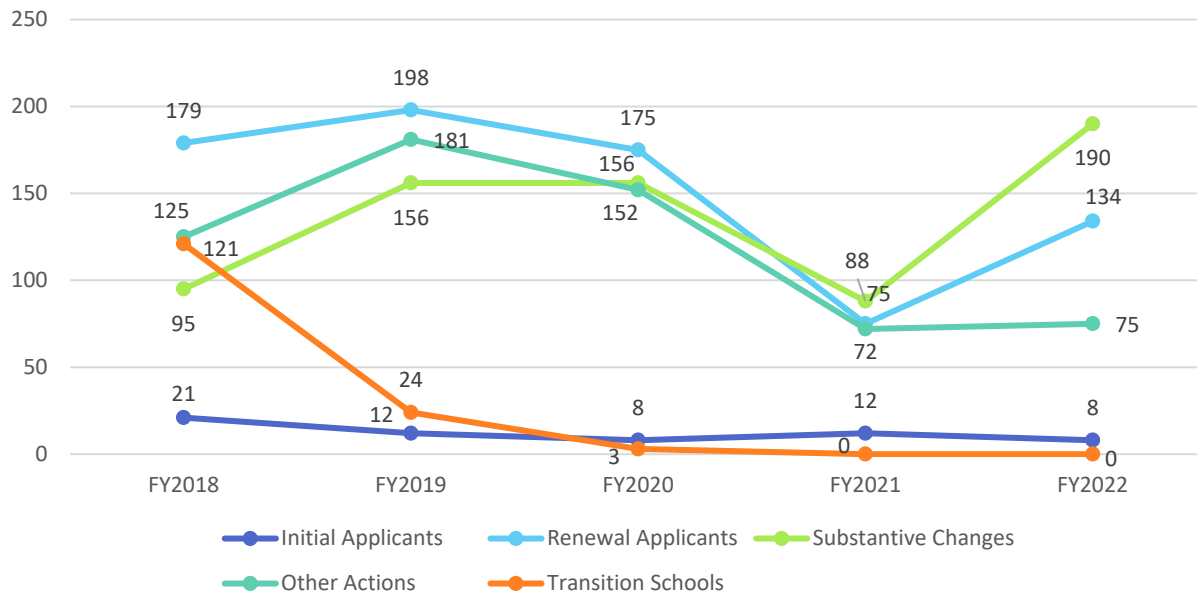
Virtual Visit Activities

Due to restrictions on travel because of the pandemic, all on-site evaluations were cancelled effective March 15, 2020. As such, the Commission approved the process to conduct virtual on-site evaluations with subsequent corresponding on-site evaluations. Below is a table representing the number of Virtual Visits and subsequent Corresponding On-Site Evaluations that have occurred year-to-date in FY2021 and FY2022.

	FY2021 YTD	FY2022 YTD
Virtual Visits	90	35
Corresponding On-Site Evaluations	0	54

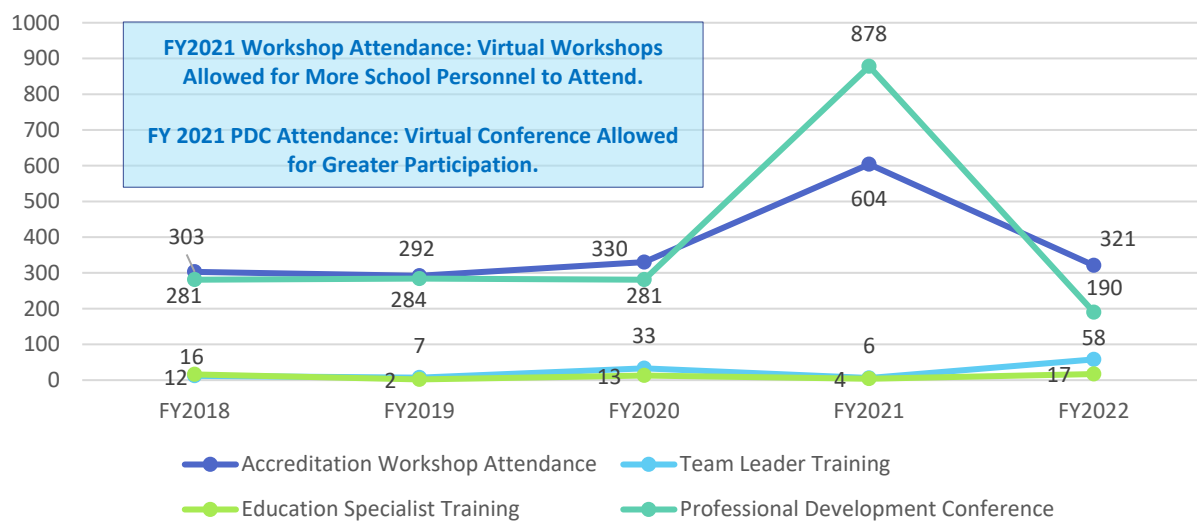
Commission Activities

Year-to-date Comparative Activity Data
Commission Actions

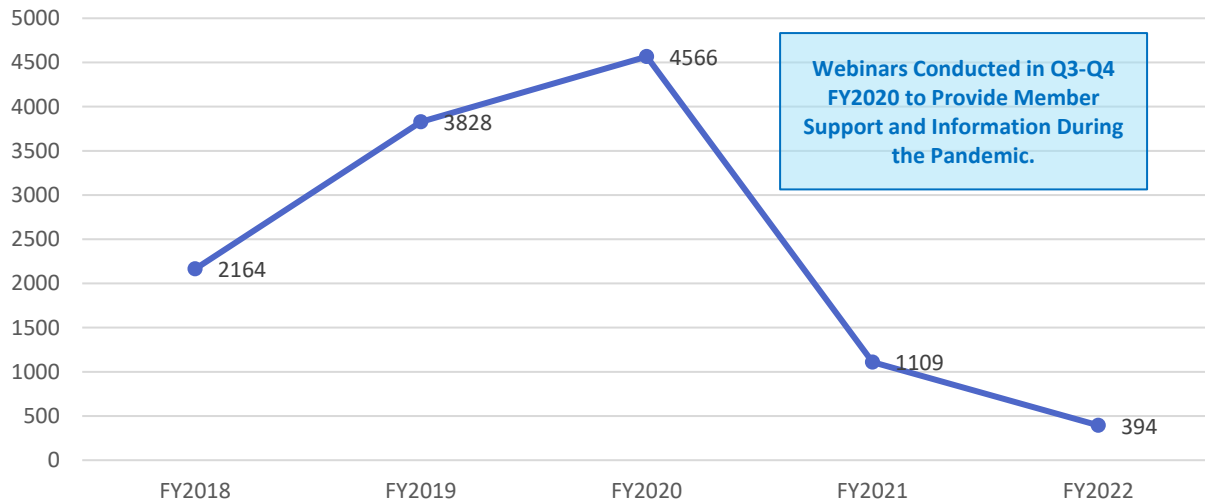


External Relations/Member Services Activities

Year-to-Date Comparative Activity Data
External Relations & Member Services Activities



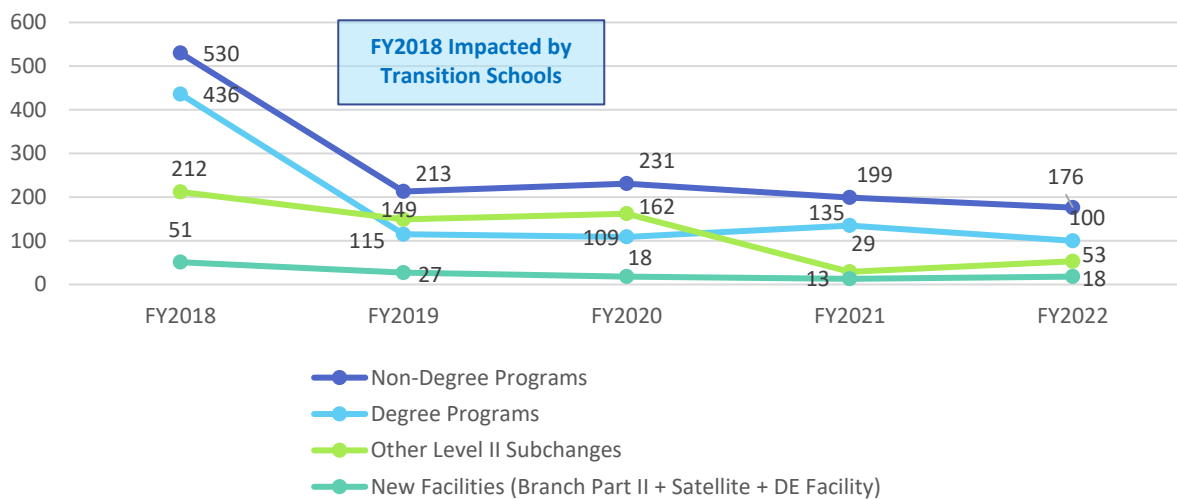
Year-to-Date Comparative Activity Data Webinar Attendance



Institutional Review and Development Activities

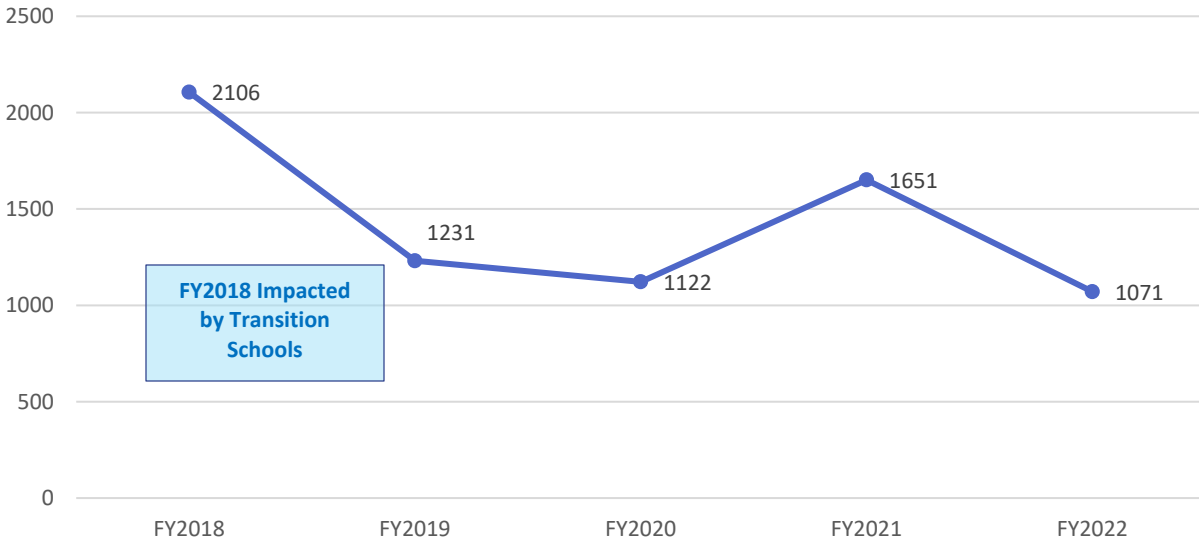
Institutional Development

Year-to-Date Comparative Activity Data Substantive Change Applications Received by Category



* As of July 1, 2020, the U.S. Department of Education regulations changed, allowing the Commission to assign senior staff review of more substantive change applications, thus reducing the number of Level II Subchanges requiring Commission review.

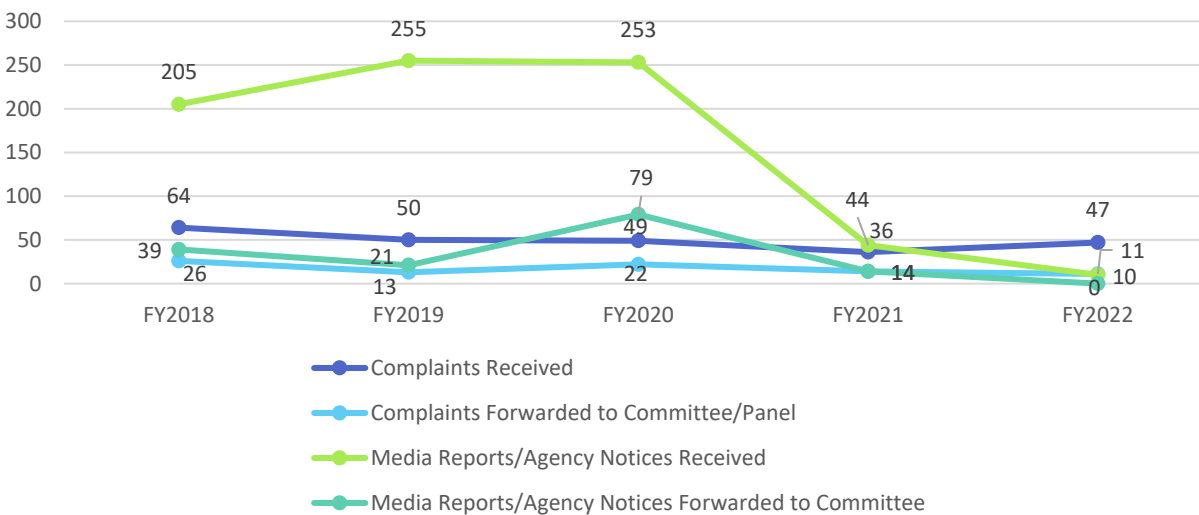
Year-to-Date Comparative Activity Data Total Substantive Change Applications Received*



*FY2021 numbers impacted by the increase in the number of Applications for Initial Distance Education (356) and Applications for Expansion of Distance Education (252) as schools modified delivery modes to accommodate instruction due to the pandemic and planning for change post-pandemic.

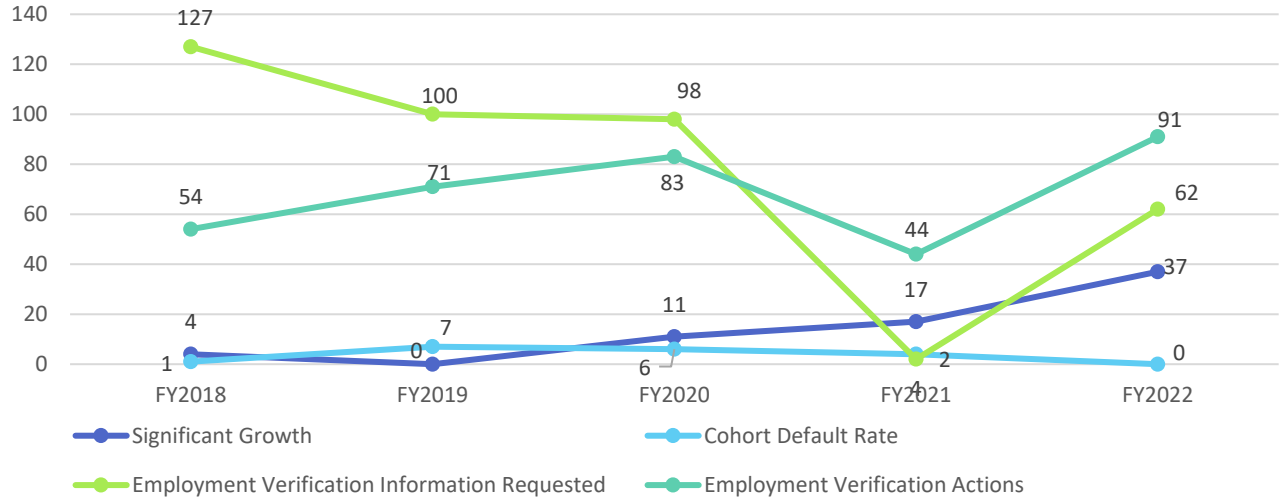
Institutional Review

Year-to-Date Comparative Data Activity External Review*



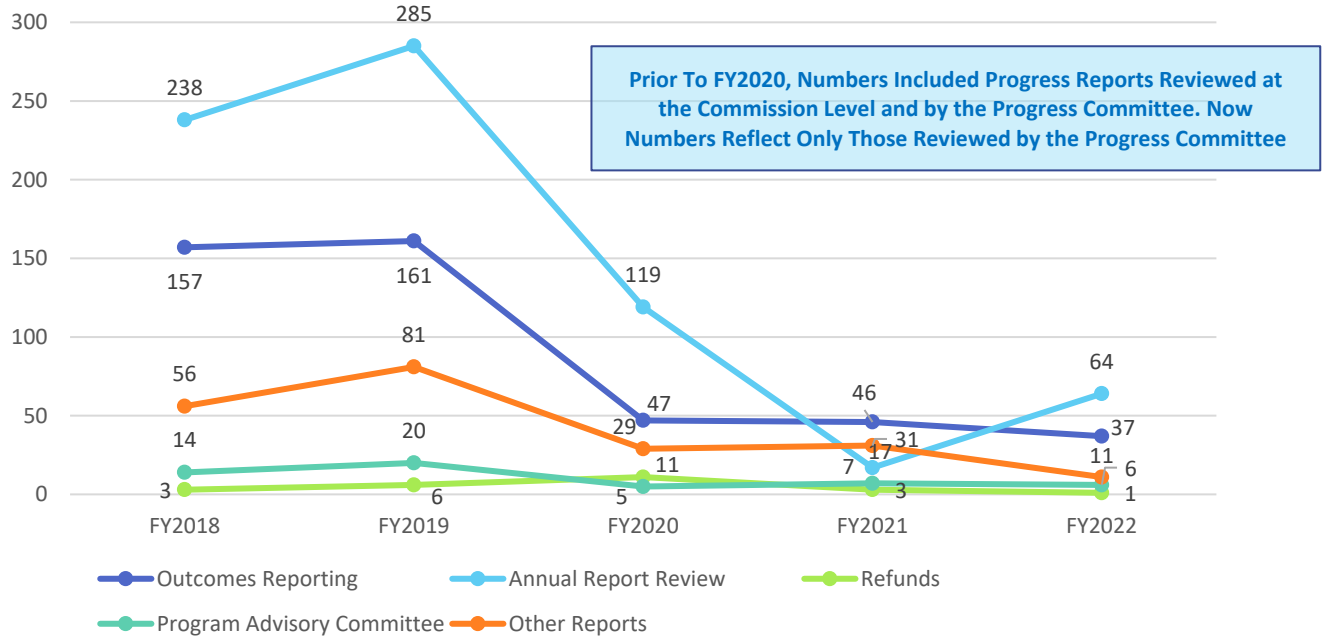
*Increases in Media Reports/Agency Notices Received may occur if ACCSC receives bulk notifications from multiple agencies or if larger school systems receive notices from one or more agencies.

Year-to-Date Comparative Data Activity Internal Review*

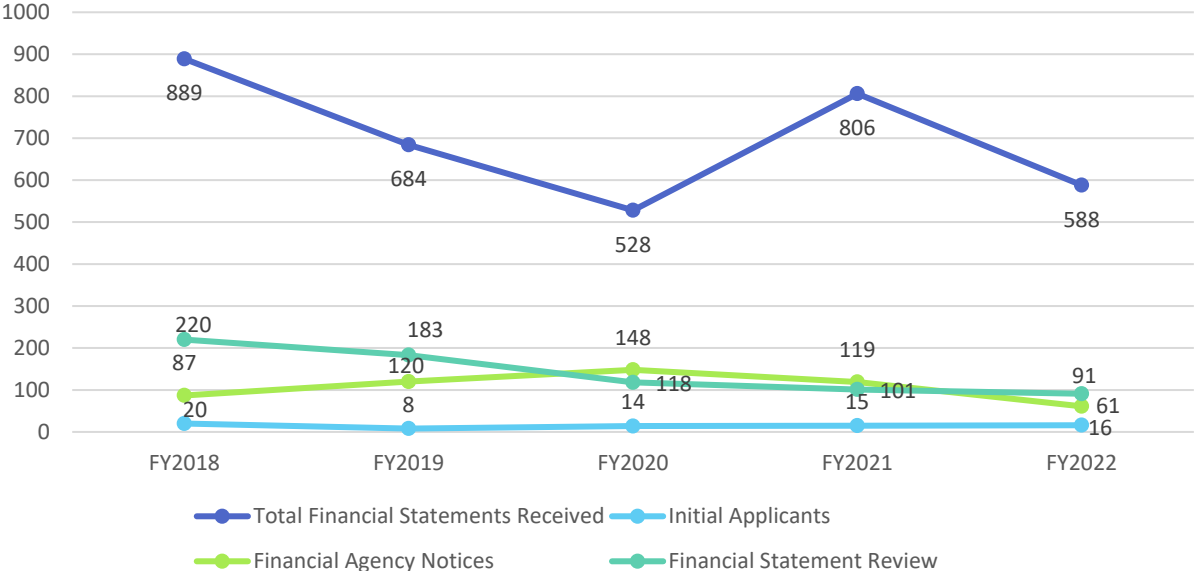


*The variation of Employment Verification Requests are due to the timeframe for review of the random employment verification sample conducted each year. Due to the pandemic, the random employment verification process was suspended in FY2021.

Year-to-Date Comparative Data Activity Progress Committee



Year-to-Date Comparative Data Activity Financial Review*



*The FY2021 number of Total Financial Statements Received is higher as schools who received extensions for statements originally due June 30, 2020 and December 31, 2020 due to the pandemic submitted audits later in the fiscal year.



Accrediting Commission of Career Schools and Colleges

2101 Wilson Blvd., Suite 302

Arlington, VA 22201

Main Telephone: 703.247.4212

Fax: 703.247.4533

www.accsc.org
