



# ACCSC Accreditation Workshop

JULY 10-11, 2024



## WEDNESDAY

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Setting the Stage for Success

9:00 AM –  
11:00 AM

The Standards of Accreditation

11:15 AM –  
1:00 PM

Starting the Renewal Process

2:00 PM –  
4:30 PM

## THURSDAY

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The On-Site  
Evaluation

Response and  
Commission Actions

9:00 AM –  
12:30 PM

# Workshop Agenda

# Timelines



1

**Attend  
Accreditation  
Workshop**

July 10-11, 2024

2

**Upload  
Application for  
Renewal of  
Accreditation**

August 26, 2024

3

**Upload Self-  
Evaluation Report  
and Compile  
Application  
Updates**

January 7, 2025



# Ground Rules

Be curious  
and  
considerate

Be flexible –  
the agenda  
is fluid

Engage!





Accrediting Commission of Career Schools and Colleges

ENSURE QUALITY EDUCATION THAT ENHANCES  
STUDENT SUCCESS IN THE WORKFORCE

# Resources

*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!*

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  
(Currently Under Construction) See [ACCSC Instructions for 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, as well as professional development opportunities for a variety of roles at high performing institutions. More webinars and several PDC Power Sessions are available on ACCSC's [Online Training Center \(OTC\)](#); visit the OTC's [Free Resources](#) to access Virtual Trainings and Webinars including:

- Updates to the Standards of Accreditation
- Initial Distance Education Applications
- Virtual Visits
- The Recognition of Essential Workforce Skills
- Faculty Development Series

Visit [Webinars](#) 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](#)
- [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.

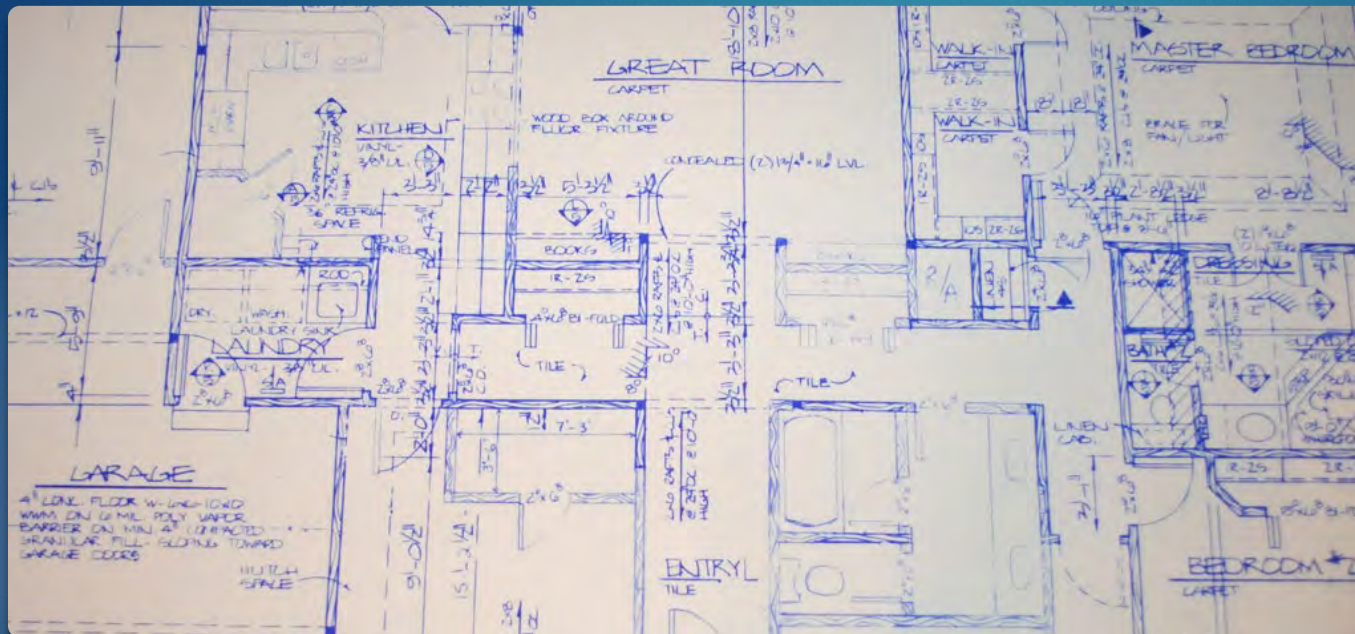
- **New Student** ([Engl.](#) / [Span.](#)) - schools are encouraged to incorporate this letter with any existing orientation packet provided to new students;
- **Graduates** ([Engl.](#) / [Span.](#)) - this letter extends the Commission's congratulations and reminds graduates to stay in touch with their school as a means to provide feedback on the program and the graduate's success in the workplace; and
- **Employer** ([Engl.](#) / [Span.](#)) - 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** highlights innovation and best practices online being implemented by ACCSC-accredited schools to better support today's students. Written by the schools, 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.

## CONNECT WITH ACCSC

[FACEBOOK](#)

[LINKEDIN](#)



# Standards of Accreditation

BLUEPRINTS FOR SUCCESS





Introduction

Rules

Substantive

Appendices

By-Laws

# Fundamentals



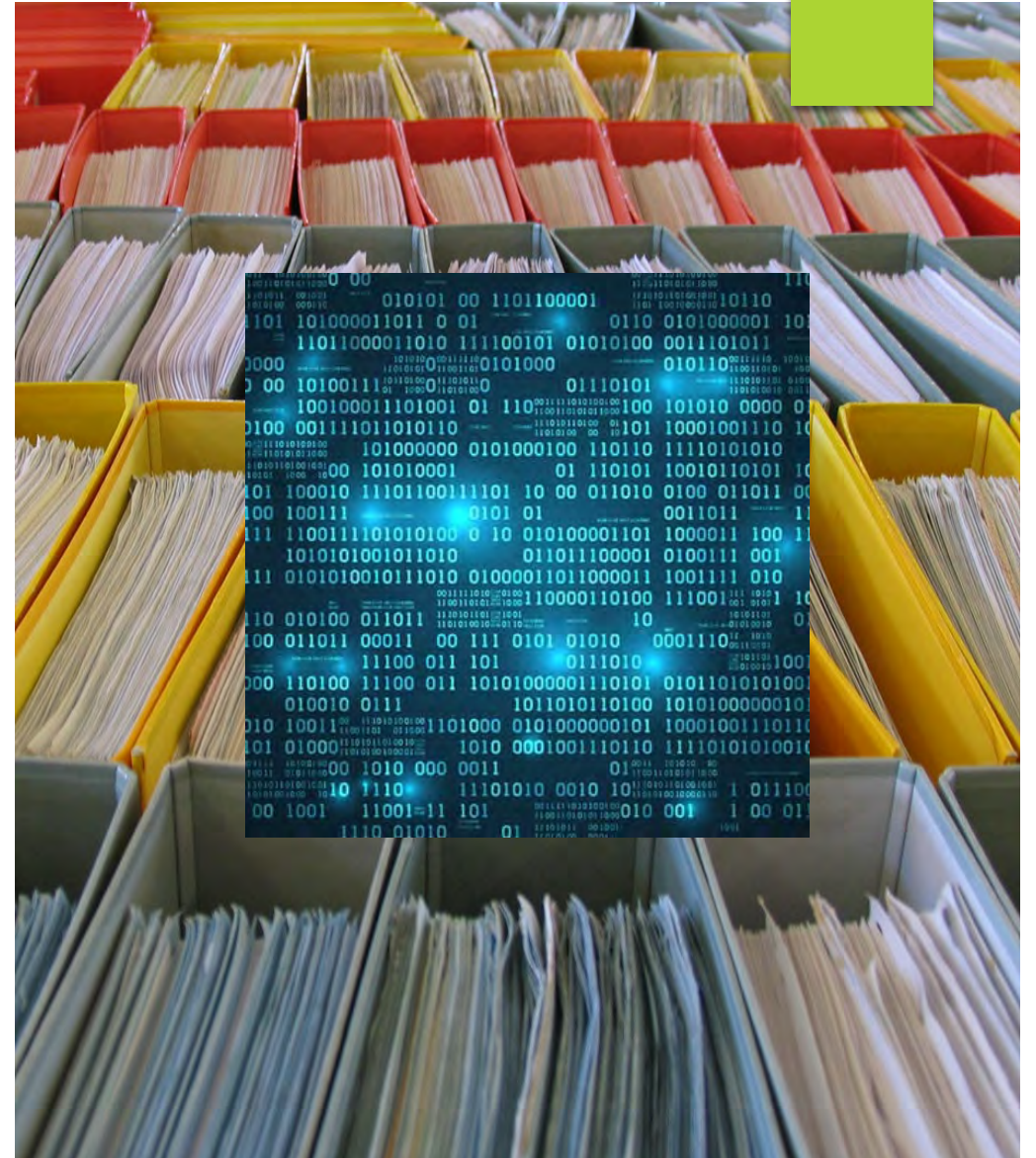
The Commission's deliberations and decisions are based on the **written record**

A school must supply the Commission with complete **documentation of the school's compliance** with all accrediting standards



# Fundamentals

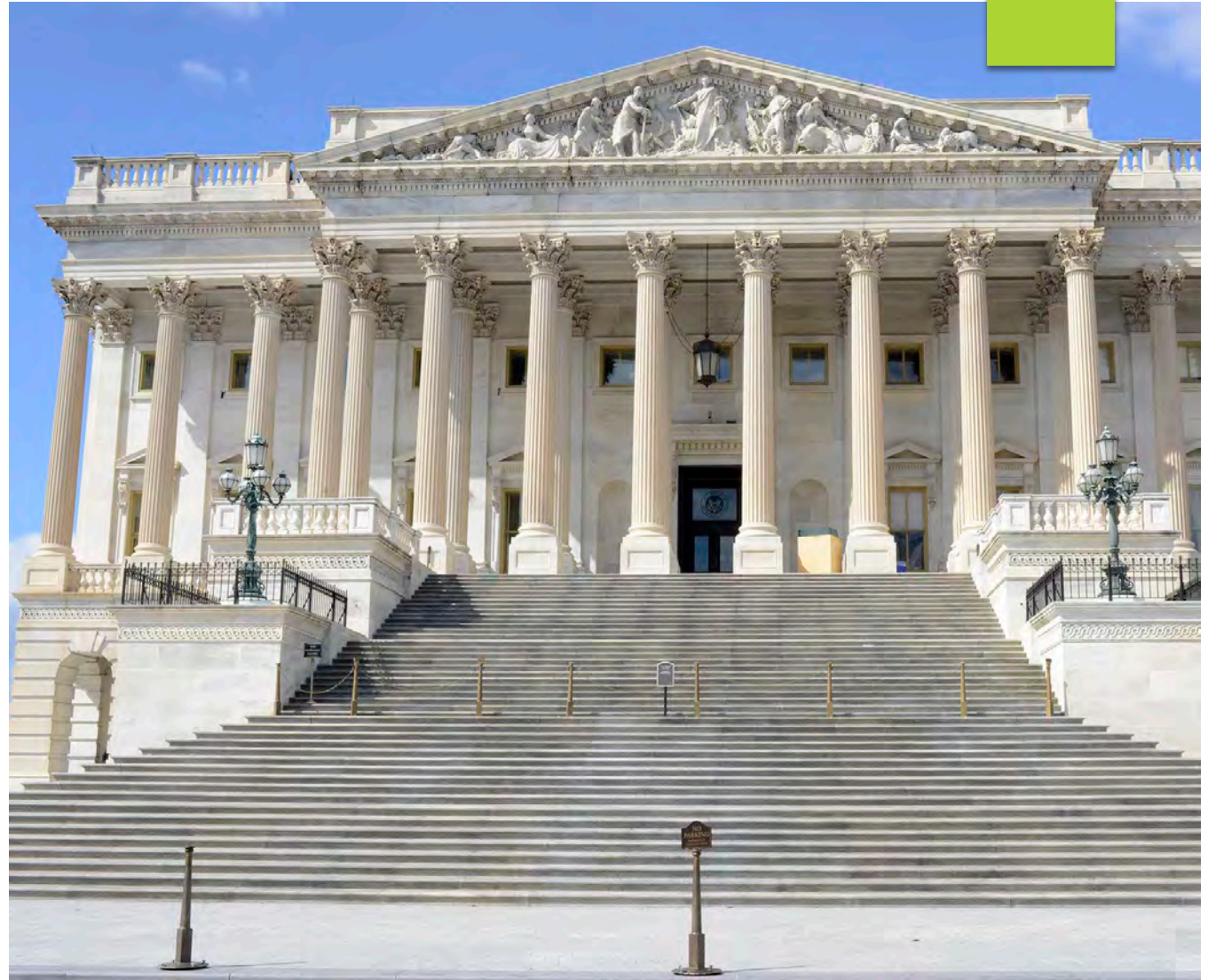
- The burden rests with the school to establish it is meeting the standards.
- A high level of reliance is placed upon information, data, and statements provided by the school.
- The integrity and honesty of a school are fundamental and critical to the process.





# 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

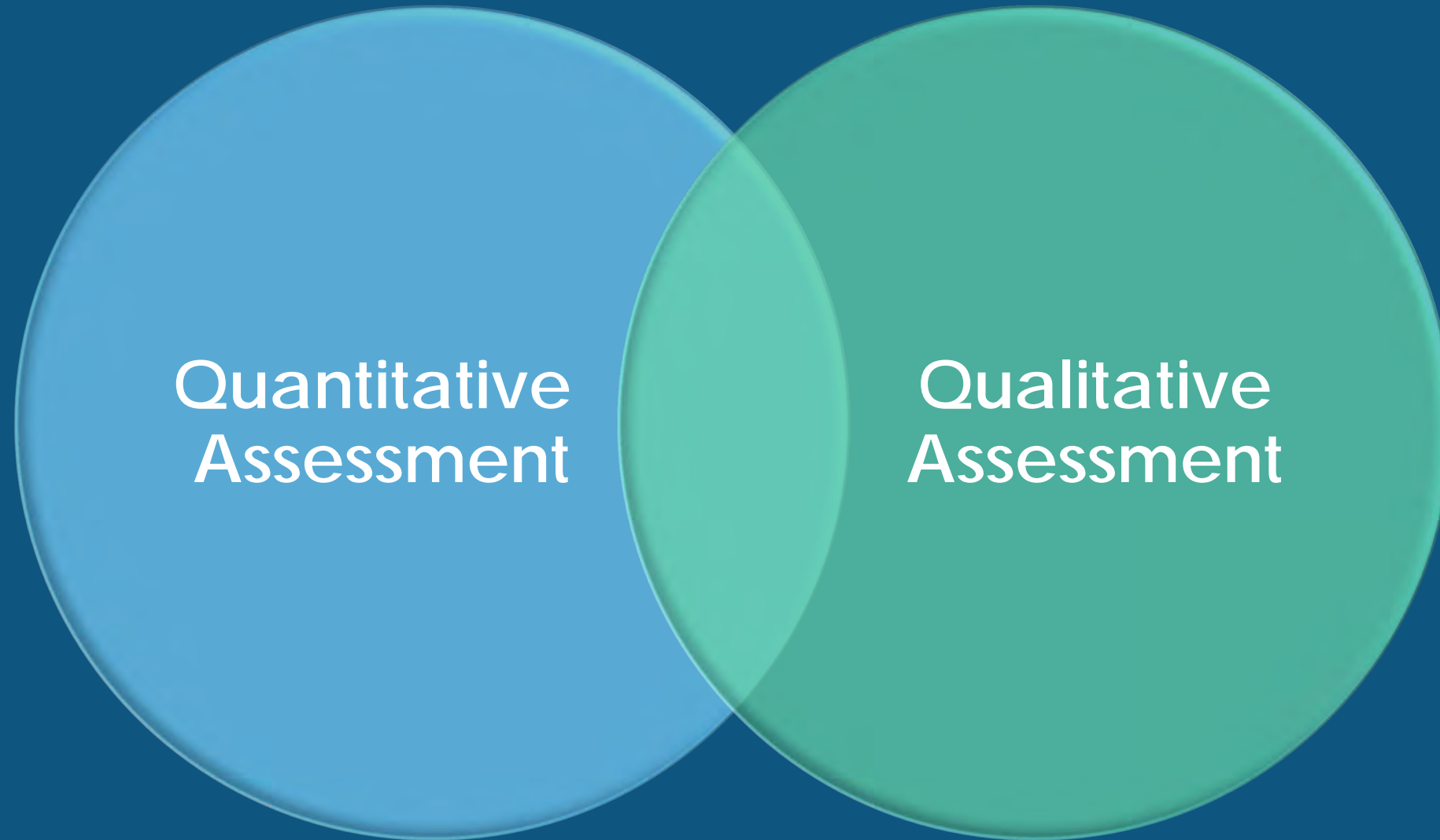
- Adequate for the purpose; enough

Appropriate

- Suitable or fitting for a particular purpose

Reasonable

- Agreeable to reason or sound judgment; logical







# HIGHLIGHTING

CHANGES TO THE  
STANDARDS

# Program Evaluation

Evaluate curriculum and course content

Assess the adequacy of program equipment and supporting resource materials

Assess student achievement outcomes and program viability

Make revisions to the curriculum as deemed necessary





# Program Evaluation

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Comprehensive & Regular

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Conducted by faculty and educational administrators

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Uses input from internal and external sources

# Sources of Input



- Program Advisory Committee
- Student and alumni input
- Other external sources



## Appendix III - PAC Meetings

School must conduct at least one meeting of each PAC annually

If the meeting is not held at the physical campus, the school must provide the committee with a sufficiently detailed description and virtual tour of the equipment and facilities representing current conditions at the school

## Section IV (C)(3)

A school discloses, minimally, the graduation rate, graduate employment rate, and as applicable licensure/certification examination pass rate for each program offered as last reported to the Commission



## Section VII (A)(2)(d)

The school promotes academic integrity and has policies and controls to discourage academic dishonesty (i.e., cheating, plagiarism, etc.) and clearly communicates the consequences of such behavior. The school may utilize its own methods to prevent, detect, document, and take appropriate action in instances of academic dishonesty.

## Appendix VII – Guidelines for Employment Classification

An attestation that any required licensure for employment has been achieved, if applicable - (e.g., this would not apply in cases where the state or regulatory entity would allow an individual to work under a licensed practitioner before obtaining licensure).



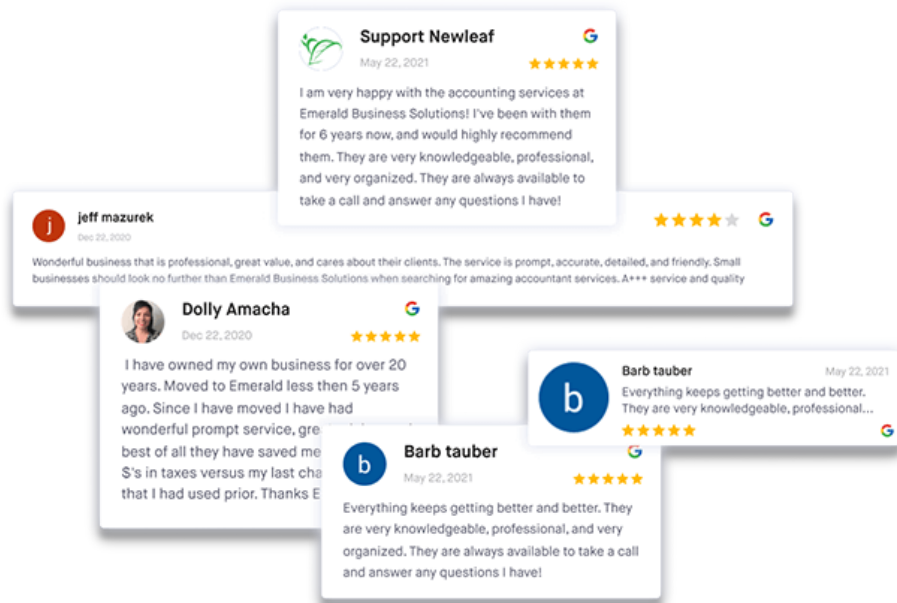
# APPENDIX IV – Guidelines for Advertising



Item #12

Distinction between  
“endorsements” and  
“publicly shared media” is  
**origination**

# ENDORSEMENT



If a school solicits an endorsement for its advertising and the endorser gives such written or verbal statements



# Endorsements

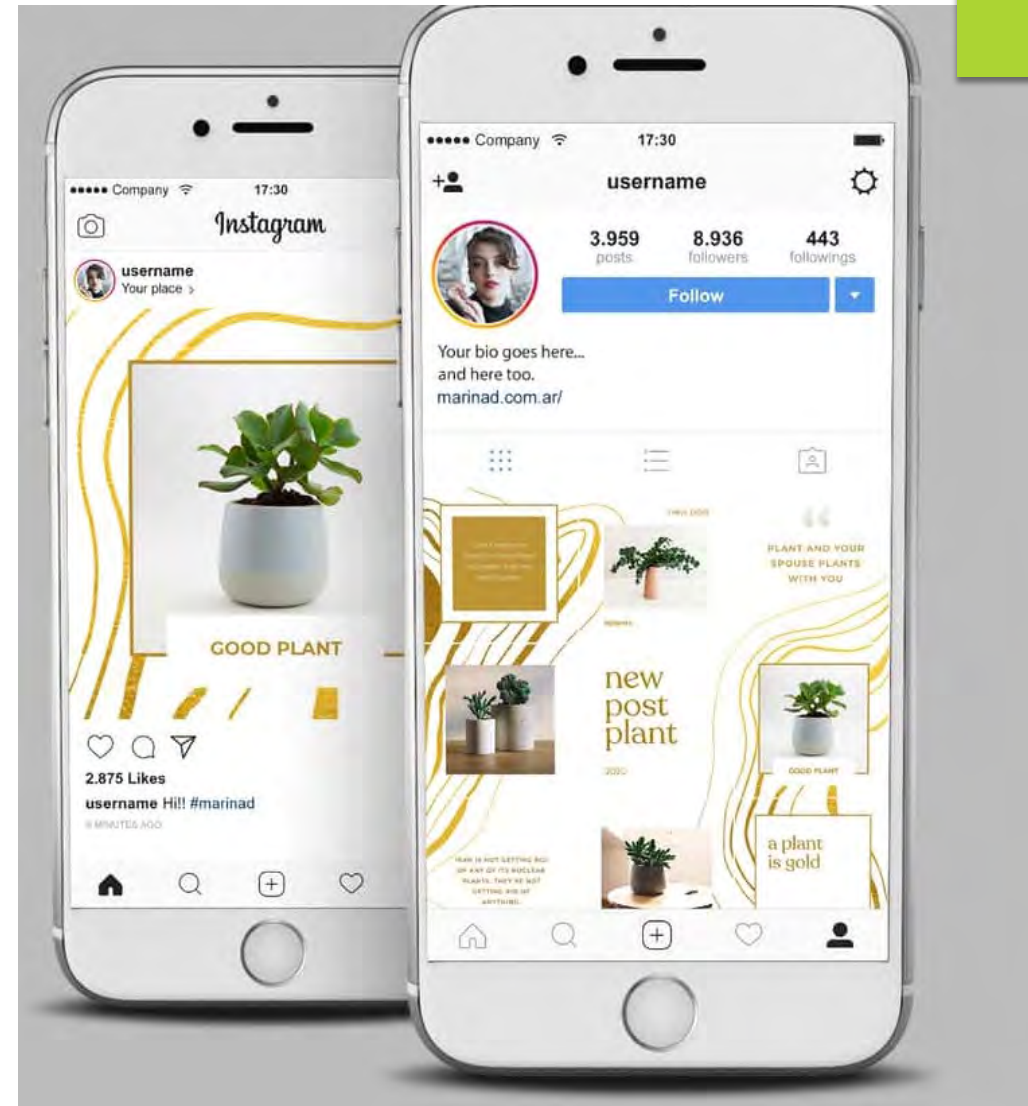
Only use endorsements with the written consent of the authors

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

# PUBLICLY SHARED MEDIA

If “an individual” – including current students – chooses of their own volition to post a comment using publicly shared media (e.g., a social media site), then the school can use/share that post in its own social media and advertising





# Images and Publicly Shared Media

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

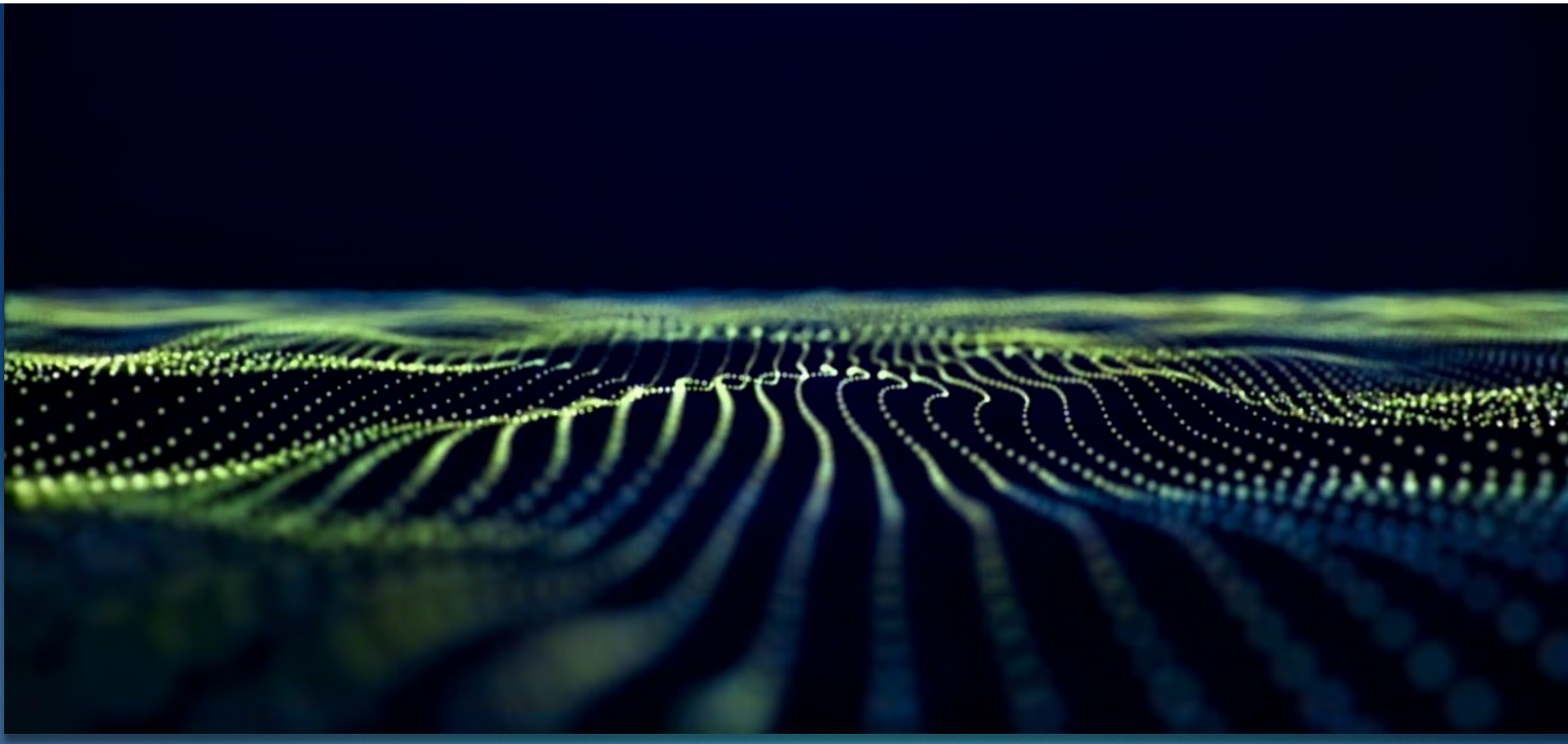
## APPENDIX IV – Guidelines for Advertising

Maintain documentation of the content used as a means to demonstrate context and accuracy


Ensure social media posts reflect current conditions at the school

Remove/ discontinue use of the content at the author's request





# Scenarios




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**Scenario:** A school wishes to post/use in advertising a video it has created of students in action. No comments from students or graduates are shared, only the narrator describing the school's programs and equipment.

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**Guidance:** Pursuant to *Section IV (B)(4)(b)*, the school would need to obtain written consent from the students allowing the school to share their images.





**Scenario:** A school wishes to post/use in advertising a video it has created of students in action that includes current and former student/graduates providing statements about their positive experience at the school and after graduation working in their chosen field.

**Guidance:** Pursuant to Section IV (B)(4)(a-b), the school would need to obtain written consent from the former students/graduates allowing the school to share their endorsements and images. However, the school would be in violation of Section IV (B)(4)(a), if in fact the school uses endorsements from currently enrolled students.





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**Scenario:** A current student posts to a social media account about a Blood Drive hosted by the school and the student's "awesome experience" helping people and practicing new skills. The post thanks the faculty and the school director for "making this happen for our community." The school sees this post and re-posts it to its own social media account with the caption "We are so excited to share our student success stories."

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**Guidance:** Pursuant to Section IV (B)(4)(b), so long as the media originated with the individual (i.e., the current student) and is bona fide, factually and contextually accurate, unadulterated (i.e., not changed), and a faithful representation, then no written consent is required.



July 1, 2024

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**ACCREDITATION ALERT**

## SECTION I – DEFINITIONS, ACCREDITATION OBLIGATIONS, ELIGIBILITY AND PROCESS, AND GENERAL INSTRUCTIONS

### B. Purpose and Scope

- The Commission has the right to promulgate, after notice to and comment from the members of the Corporation, the Standards of Accreditation.
- The Commission also has the right to adopt and apply processes and procedures for accreditation.
- This authority is expressed in the establishment of the Rules of Process and Procedures and the Substantive Standards as well as corresponding forms, applications, reports, time frames, submission requirements, and fees associated with the requirements established herein.



## SECTION V – ANNUAL REPORTING AND REQUIRED NOTIFICATIONS

Changes in a school's Director or Chief Executive Officer must be communicated to the Commission in writing within 10 calendar days of the change.

# SECTION V – ANNUAL REPORTING AND REQUIRED NOTIFICATIONS

## E. Notification Reports

2. Material events or circumstances necessitating such notification include but are not limited to:

- i. Any action ~~against the school~~ **by the U.S. Department of Education** to limit, suspend, or terminate ~~student loan guarantees or~~ **the school's** participation in ~~in external programs by a guaranty agency or the U.S. Department of Education~~ **student federal financial programs; to provisionally certify the school for participation in student federal financial programs; or to place the school on any form of financial monitoring (e.g., Heightened Cash Monitoring);**



## SECTION VII – COMMISSION ACTIONS

### K. Warning

7. *Within a timeframe set forth in the Warning notification,* ~~the~~ Commission may require ~~a~~*the* school ~~subject to a Warning Order~~ *to:*

*a.* Inform current and prospective students in writing that the school has been placed */continued* on Warning and ~~to~~ *provide such notice on the school's website;*

*b.* Provide a summary ~~of~~ *that accurately describes* the reasons for the Warning ~~Order;~~ *and*

*c. Provide the uniform resource locator (URL) where the Commission's summary of the Warning can be obtained from the Commission website.*

## SECTION VII – COMMISSION ACTIONS

### L. Probation

7. ~~A school subject to Probation must w~~ ***Within seven days of receipt of the Probation notification and for the duration of that action, a*** ~~The~~ school must:

***a.*** Inform current and prospective students in writing that the school has been placed/continued on Probation ***and provide such notice on the school's website;***

***b.*** Provide a summary ~~of~~ ***that accurately describes*** the reasons for the Probation; and

***c. Provide the uniform resource locator (URL)*** ~~indicate~~ where that action can be obtained from the Commission's website.



July 1, 2024  
Alert

Section I  
*(A)(18), Rules  
of Process  
and  
Procedure,  
Standards of  
Accreditation*

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The term “sign(ed)/ing/ature)” means agreeing to, attesting to, acknowledging, accepting, or certifying a document/process/action in a physical or electronic form/format.

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Any use of electronic signatures must be enforceable, reliable, and used in accordance with applicable state and federal requirements.

## Section IV (A)(4), Substantive Standards:

The school's code of conduct is in writing, includes, minimally, all elements set forth in *Appendix IV, Substantive Standards, Standards of Accreditation*, is ~~signed~~ **accepted** and dated by the individual employee, and a copy of which is maintained in the individual's personnel file.



## Section VII (A)(3)(c)(i), Substantive Standards

The period of the leave of absence may not begin until the student has submitted and the school has approved a written ~~and signed~~ request for an approved leave of absence except in those cases where unforeseen circumstances would prevent a student from submitting a request in advance.

## Appendix II – Applications, Reports, Forms, & Instructions, Substantive Standards:

Applications, reports, and forms submitted for Commission review must be complete, accurate, ~~signed~~ ***certified*** by the school's chief executive officer, and filed in a timely manner.



## Appendix V – Admissions Documentation, Substantive Standards:

Under these circumstances, the student must ~~sign~~  
~~a statement~~ attesting that he or she in fact  
obtained a high school diploma or its equivalent  
and state the reason(s) why documentation of  
the earned credential cannot be provided.

## Appendix VII – Guidelines for Employment Classification, Substantive Standards

### Regular Employment

iii. In cases where a school can show diligent efforts have been made to secure such written documentation without success, the school maintains documentation of verbal verification that includes the following:

2. An **attestation** ~~signature~~ of school staff ~~attesting~~ **as** to verbal employment verification with the employer and the date of verification; and
3. An **attestation** ~~signature~~ of school staff ~~attesting~~ **as** to verbal employment verification with the graduate and the date of verification.

## Appendix VII – Guidelines for Employment Classification, Substantive Standards

### Self-Employment

The school secures written documentation from the self-employed graduate verifying that the employment is valid including, at a minimum, a statement ~~signed~~ by the graduate which includes the following...



## Section 4.02 – Checks, Notes, and Contracts

The Commission is transitioning to an electronic reimbursement system and payment system and is therefore proposing the following minor revision to allow for electronic or online approval in cases where a “signature” is currently required by the Bylaws.

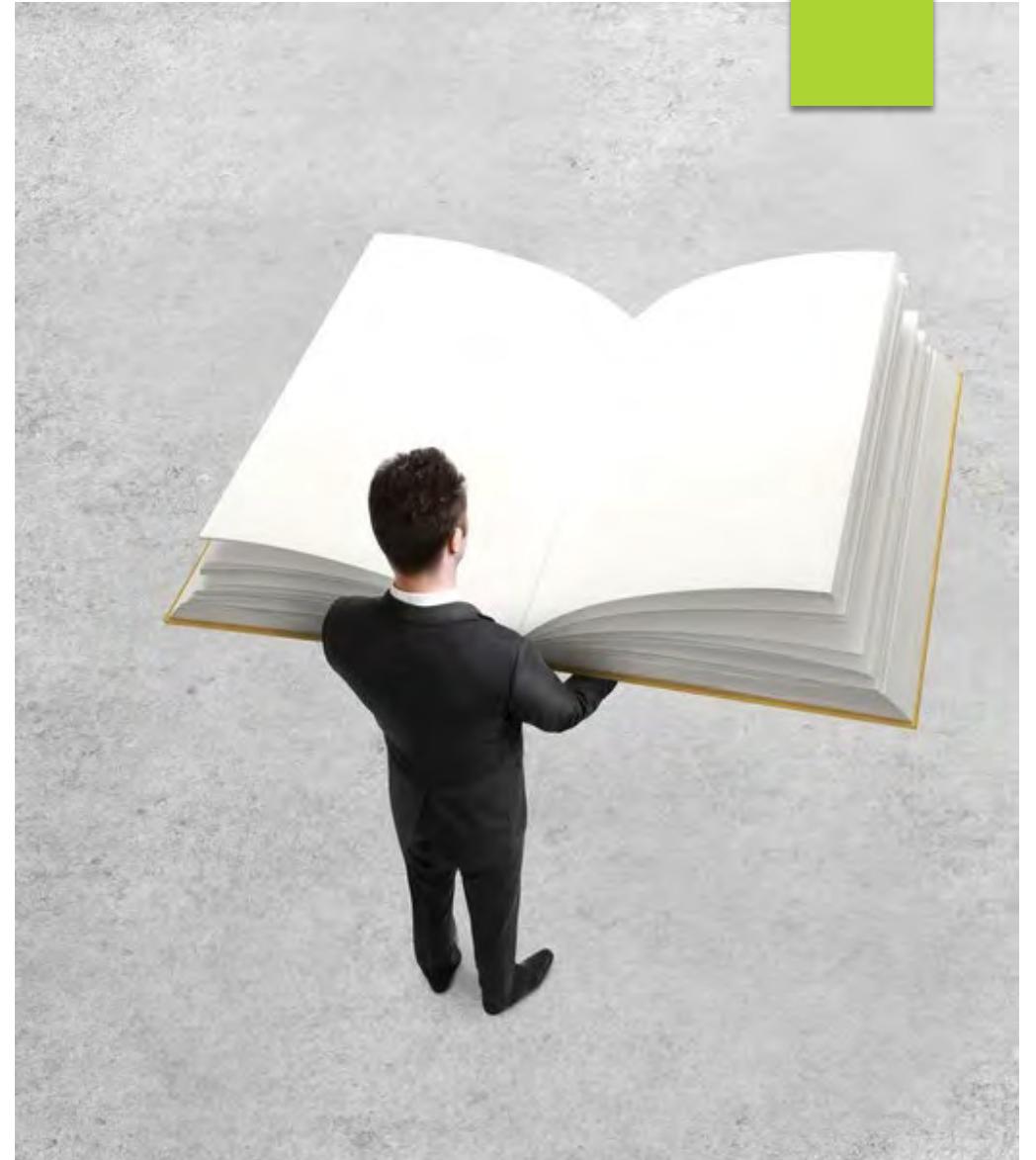
# Latest and Greatest Standards

CLICK [HERE](#) FOR THE JANUARY 2024 ACCREDITATION ALERT

CLICK [HERE](#) FOR THE FEBRUARY 2024 ACCREDITATION ALERT

CLICK [HERE](#) FOR THE JULY 2024 ACCREDITATION ALERT

CLICK [HERE](#) FOR THE JULY 2024 STANDARDS





# Starting the Process





# Process Timelines

1

- Attend Accreditation Workshop  
**July 10-11, 2024**

2

- Upload Application for Renewal of Accreditation  
**August 26 , 2024**

3

- Upload Self-Evaluation Report and Compile Application Updates  
**January 7, 2025**





## Purpose of the Process For the School

Provides an opportunity  
for the school to conduct  
a comprehensive self-  
evaluation and draft  
findings for improvement





# Purpose of the Process For ACCSC

A comprehensive  
evaluation to:

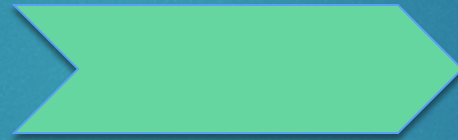
- Verify the information  
provided by the school
- Assess how well the  
school meets its  
educational objectives
- Confirm compliance  
with the *Standards of  
Accreditation*.





## Step One - Workshop

Attend an accreditation workshop prior to submission of the application for accreditation



The full-time, on-site director or appropriate management team representative



# Step Two - Application for Renewal of Accreditation

DUE **AUGUST 26**, 2024



# Section I – SCHOOL INFORMATION

Address

Contact  
Information

Director

Workshop  
Attendance

Name

Ownership



## A 6x6 grid of 36 isometric icons representing various buildings and structures. The icons include houses, schools, hospitals, factories, and other buildings, each on a colored circular base. The icons are arranged in a grid that is 6 rows high and 6 columns wide. The icons are: Row 1: A house with a brown roof on a blue base, a pink house with a red roof on a green base, a green building with a white roof on a yellow base, a red location pin on a blue base, a white house with a brown roof on a grey base, and a red fire truck on a green base. Row 2: A green field with a white fence on a green base, a white house with an orange roof on a green base, a white house with a red roof on a green base, a white house with a red roof on a yellow base, a white house with a brown roof on a green base, and a white house with an orange roof on a grey base. Row 3: A white house with a blue roof on a yellow base, a white house with a blue roof on a green base, a blue house with a grey roof on a grey base, a white house with a blue roof on a yellow base, and a white house with a red roof on a green base. Row 4: A blue house with a white roof on a green base, a green field with a white fence on a green base, a white house with an orange roof on a red base, a white house with a red roof on a green base, and a white house with a grey roof on a yellow base. Row 5: A yellow house with a brown roof on a green base, a white house with an orange roof on a red base, a green field with a white fence on a green base, a white house with a blue roof on a green base, a green house with a white roof on a grey base, and a white house with a red roof on a green base. Row 6: A white house with a red roof on a blue base, a white house with a red roof on a green base, a blue house with a white roof on a green base, a red house with a white roof on a grey base, a red location pin on a green base, and a white house with a purple roof on a green base. Row 7: A green field with a white fence on a green base, a green field with a white fence on a green base, a white house with a blue roof on a grey base, a white house with a blue roof on a red base, a white house with a blue roof on a green base, and a white house with a blue roof on a red base.

## A 6x6 grid of 36 isometric icons representing various buildings and structures. The icons include houses, schools, hospitals, factories, and other buildings, each placed on a circular base of a different color. The buildings are rendered in a simple, stylized 3D style with flat colors and no shading.

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A 6x6 grid of 36 isometric icons representing various buildings and structures. The icons are arranged in a regular grid pattern. Each icon is a 3D-style representation of a building or structure, placed on a circular base of a different color. The structures include houses, schools, factories, farms, and other buildings. The colors of the bases and the structures themselves vary, creating a diverse visual palette. The icons are arranged in a regular grid pattern, with each icon occupying a square cell in the 6x6 grid. The structures are rendered in a simple, clean style, making them easily recognizable. The overall composition is balanced and visually appealing, suitable for use in various design contexts.



## Section IV – SUPPLEMENTAL INFORMATION




Eligibility Criteria

State licensure

Other accrediting body/regulatory  
agency

Programmatic accreditation

## Section V – SUBSTANTATIVE CHANGES



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A chronological list of all substantive changes since the school's last term of accreditation

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Examples are change of ownership; change of location; change of name; addition of a new program; distance education; addition of a separate facility

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Provide a copy of the approval letter from the Commission for all substantive changes



# Section VI

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## REQUIRED EXHIBITS



# Application Exhibits

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graph LR; A((Application Exhibits)) --- B[1. Application Processing Fee - $2,250]; A --- C[2. Accreditation Workshop Certificate]; A --- D[3. Ownership of School (10% or More)]; A --- E[4. OPEID # / 3 Years of Cohort Default Rates (Campus Specific)]; A --- F[5. Corporate Affiliations with Other Schools];
```

1. Application Processing Fee - \$2,250

2. Accreditation Workshop Certificate

3. Ownership of School (10% or More)

4. OPEID # / 3 Years of Cohort Default Rates  
(Campus Specific)

5. Corporate Affiliations with Other Schools



A central white circle with a dark blue outline contains the text 'Licensure, Approval, & Accreditation'. To its right, a vertical line of six white circles is connected by a thin green line. Each white circle is positioned to the left of a horizontal rectangular bar. The bars are colored in a gradient from light blue at the top to light green at the bottom. Each bar contains a number followed by a requirement. The requirements are: 6. Current State License, 7. State Program Approvals (Clock / Credit Hour), 8. Other Accreditations (Notices), 9. Programmatic or Other Regulatory Approval Required for Employment, 10. State Authorization for Distance Education, and 11. Consortium Agreements. The background is a solid dark blue.

## Licensure, Approval, & Accreditation

6. Current State License

7. State Program Approvals (Clock / Credit Hour)

8. Other Accreditations (Notices)

9. Programmatic or Other Regulatory Approval  
Required for Employment

10. State Authorization for Distance Education

11. Consortium Agreements



# Program Information

12. ACCSC Program Chart

13. Allocation of Hours for Clock Hour Programs /  
Outline of a Non-Degree Program / Outline of a  
Degree Program

14. Avocational or Continuing Education List

15. Discontinued Program with Notices to ACCSC  
(Since Last Accreditation)



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graph LR; A((Personnel & Program Advisory Committee)) --- B(16. Organization Chart (All Employees)); A --- C(17. Faculty Listing by Program & Licenses, if applicable); A --- D(18. Program Advisory Committee Membership);
```

Personnel &  
Program  
Advisory  
Committee

**16. Organization Chart (All Employees)**

**17. Faculty Listing by Program & Licenses, if applicable**

**18. Program Advisory Committee Membership**

```
graph LR; A((Physical Facilities)) --- B(( )); B --- C[19. Fire, Safety, Sanitation Documentation]; B --- D(( )); D --- E[20. Certificate of Insurance];
```

# Physical Facilities

**19. Fire, Safety, Sanitation  
Documentation**

**20. Certificate of Insurance**



Disclosure,  
Catalog,  
Enrollment  
Agreement, &  
Advertising

21. Student Achievement Rates Disclosure

22. PDF Cross-Referenced Catalog

23. PDF Cross-Referenced Enrollment  
Agreement

24. Website URL & Current Advertising

# HOMEWORK ASSIGNMENT

- Go to [www.accsc.org](http://www.accsc.org)
- Click on Directory, Search for your School
- Review Institutional Contact Information
- If contact information needs to be updated, go to the ACCSC Annual Report Portal and make change or submit Change of Director Form.
- Review Program Information - Name, Clock Hours, Credit Hours
- If something needs to be updated... let us know!





## Section VII – DISCLOSURES AND CERTIFICATIONS

- Attestations
- “This application is submitted by the chief executive officer of the school for which renewal of 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

Lost or was  
denied  
accreditation

Closed or  
entered into  
bankruptcy

Lost or was  
denied eligibility  
to participate in  
Title IV Funding  
programs

# Disclosures




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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?

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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.



Do's



Don'ts



Words to the Wise...



# Do This

- Ensure consistency (e.g. ACCSC program approvals vs. state approvals)
- Ownership structure matches College360
- OPEID # vs. campus-specific CDR
- What's a corporate affiliation?
- Other accreditation vs. Programmatic/regulatory approval
- Provide links to advertising and social media





# AND this



- State authorization for distance ed for EVERY state in which the school recruits
- Faculty licensure (current)
- Fire, Safety and Sanitation (state regs. vs occupancy permit)
- Student Achievement Disclosures
- Identify the PAC member responsible for Distance Education



# Don't Do This

- Section V: Omit the approval letters
- Assume ACCSC can cash a check from a copy included within the application
- Notify the Commission of the change of ownership through the application
- Create your own forms [[Use ACCSC forms and reports](#)]
- Omit staff names from organizational chart
- Forget to cross-reference the Enrollment Agreement and Catalog







# Step Three – SELF-EVALUATION

DUE JANUARY 7, 2025



## 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

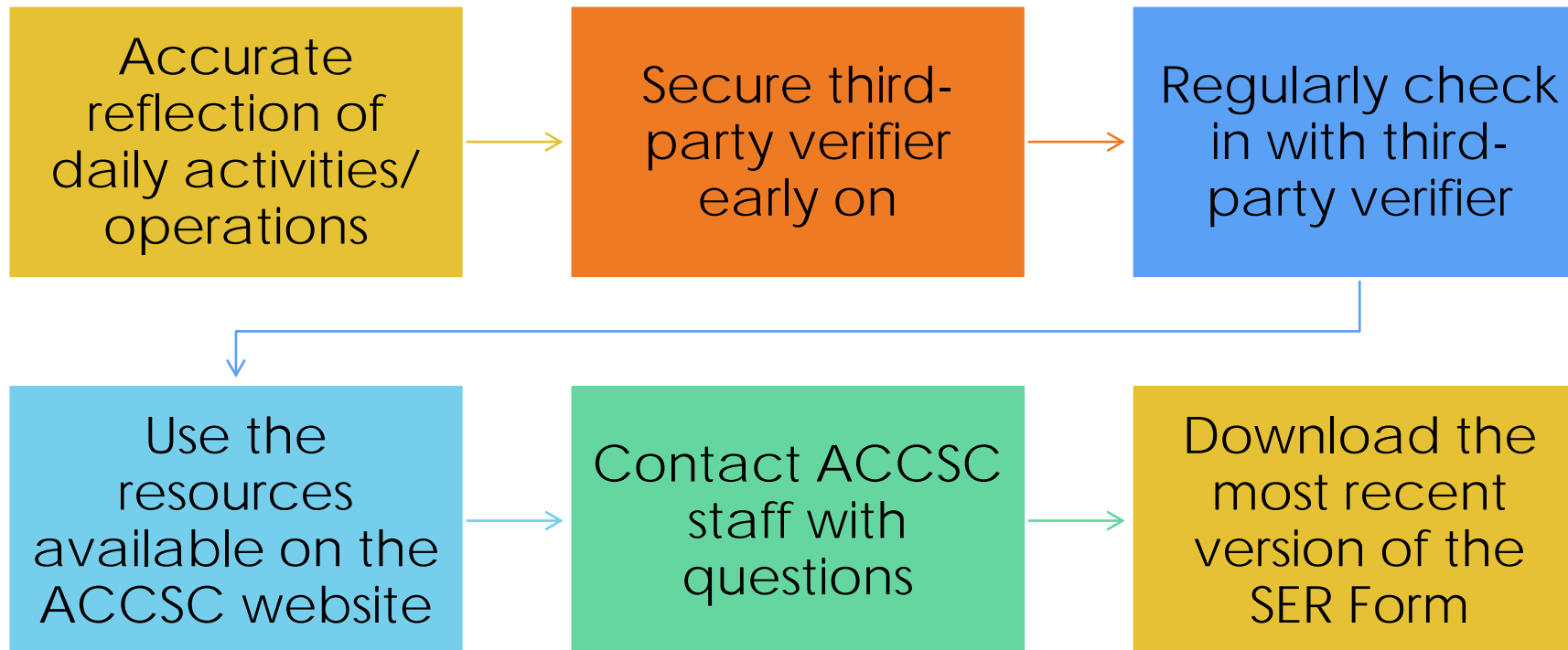
# Do This

- Ensure consistency (e.g. narrative vs. supporting documentation)
- Involve the entire school
- External and Internal validation
- Staff and Faculty Personnel Reports
- Answer the question being asked
- Edit





# And this!



- Print everything out and then scan it
- Include superfluous documentation
- Ramble
- Provide narrative without supporting documentation
- “We will” or “We intend to”
- Submit the same SER as last time
- Label hyperlinks with only section numbers

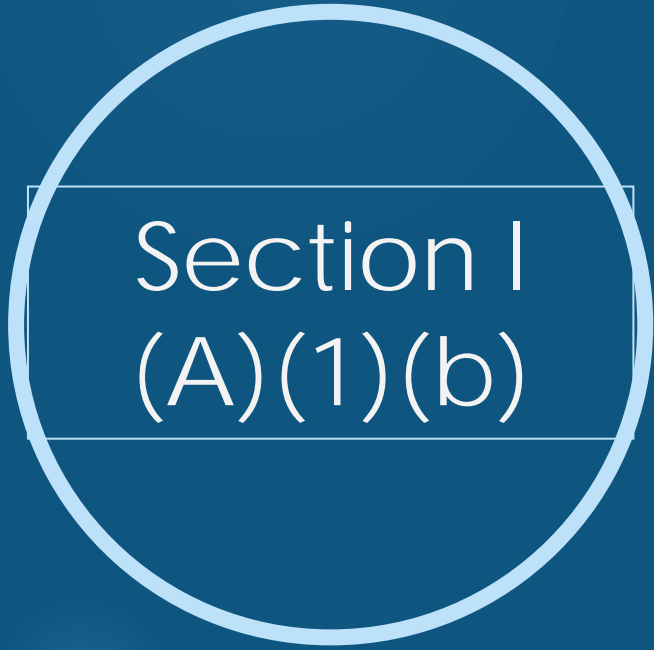






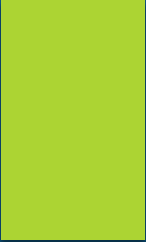
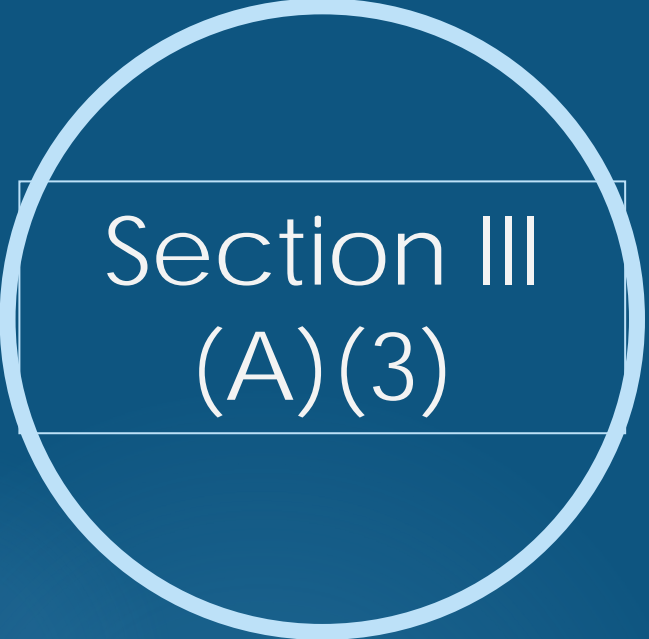
# Sample SER Prompts

- 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 I  
(A)(1)(b)





## 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?





# Third Party Verification



Is this verification of our  
verification?

Yes.

Why?

Because...



# The process provide 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



# Three circumstances in which third party verification is required



---

ACCSC uses 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

---

The Commission may also direct a school to undergo a Third-Party Employment Verification at any time.



# THIRD PARTY VERIFICATION

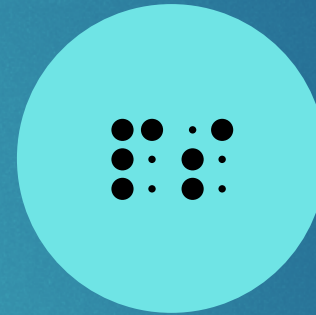
The school must engage an independent third-party to verify the employment data in the Graduation and Employment ("G&E") Chart(s) submitted in the most recently submitted Annual Report at the time of the due date of the SER as follows:

Workshop	Application Due	SER Due	Annual Report to be Third Party Verified
July 2024	August 26, 2024	January 7, 2025	2024

# Step One – Choose an Independent Third Party



Is not affiliated with the school or share any part ownership in the school or its affiliated schools.



Does not provide any other services to the school.



Will only report accurate findings through work conducted in an independent manner.



Understands and applied ACCSC's defined classifications exactly as stated.



# THIRD PARTY VERIFICATION

## With the SER, the school provides



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



A description of the methodology that the verification agency used for the ***selection of the 50% sample***; and



A description of the methodology that the verification agency used for ***the verification process***.

# THIRD PARTY VERIFICATION – 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.



School #: \_\_\_\_\_ Name of School: \_\_\_\_\_ Report Date: \_\_\_\_\_  
 City: \_\_\_\_\_ St: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
 Program Title: \_\_\_\_\_ Program Length in Months: \_\_\_\_\_  
 Beginning Date of 12 Month Reporting Period: **#NUM!** Ending Date of 12 Month Reporting Period: **#NUM!**  
**Please See the Glossary Tab (below) for a Line-By-Line Reference to All Terms Used in this Chart**

																TOTAL	%	%=
1	Class Start Date (month/year)																	
2	Number Started															0	100%	
3	Transfers to Another Program/Cohort															0		3/2
4	Transfers from Another Program/Cohort															0		4/2
5	Total Starts plus/minus Transfers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100%	
6	Unavailable for Graduation															0		6/5
7	Students Available for Graduation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		7/5
8	Withdrawn/Terminated Students															0		8/5
9	Graduates within 150% of Program Length	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		9/7
10	<b>GRADUATION RATE</b>	####	####	####	####	####	####	####	####	####	####	####	####	####	####			9/7
11	Graduates - Further Education															0		11/9
12	Graduates - Unavailable for Employment															0		12/9
13	Graduates - Available for Employment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		13/9
14	Graduates - Employed in Field															0		14/9
15	<b>EMPLOYMENT RATE</b>	####	####	####	####	####	####	####	####	####	####	####	####	####	####			14/13
16	Graduates - Unrelated Occupations															0		16/13
17	Graduates - Unemployed															0		17/13
18	Graduates - Unknown															0		18/13

## Step Two – Records

Provide employment records for each graduate reported on Line 14 in every G&E Chart submitted with the 2023 Annual Report.



# THIRD PARTY VERIFICATION

## Selecting the sample to verify

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

# THIRD PARTY VERIFICATION Conducting the Verification

The independent third-party verifies employment records with the employer or graduate either verbally or in writing

The independent third-party verifies the employment data in a manner independent from the school. The independent third-party conducts the verifications without assistance from the school





# Verification Categories



# Verified as Correct

This happens when the third-party verifier finds:

- The same employer as listed in the school's record;
- The start date listed in the school's record is within 45 days of the verified start date; and
- The verified job title is substantively the same as that listed in the school's record, using the following illustrative guidelines





# Example: Automotive Technology



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



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



**Confirmed** Match - The school employment record states "Mechanic" but the verified job title is "Technician II" **AND** the employer or graduate confirm that the job responsibilities are substantively the same.

# Verified but Different



This happens when the third-party verifier finds:

- A start date that is more than 45 days different from the start date in the school's employment record; or
- A substantively different job title from that in the school's employment record (i.e., any job title that is verified to be different from the school's employment record and is not an obvious match or confirmed match as described above)



# Unable to Verify



This happens when the third-party verifier is:

- Unable to obtain verification of the school's employment record from either the employer or the graduate.
- Of note, the school must use this category if the employer uses a third-party company, for example The Work Number



# Verified as not correct

This happens when:

- ✓ The graduate is not found in employer's records;
- ✓ 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 Four - 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.



## Independent Third-Party Initial Employment Verification Reported Institutional Rates

Report Date on Graduation and Employment  
Chart

Name of Third-Party Company

Total Number of Students Sampled

Total Number of  
Available Students to  
Sample

Sample Size Percentage

Verified as Correct

Verified but Different

Unable to  
Verify

Verified as Not Correct

THE SCHOOL MUST PROVIDE THIS CHART IN THE SELF-EVALUATION REPORT  
WITH AGGREGATE INSTITUTIONAL RESULTS ACROSS ALL PROGRAMS





# Lessons Learned



[illegible]

- 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



- ✓ Begin on the first day of Orientation and continue throughout the program
- ✓ Accreditation Resources: New Student Letter / Graduation Letter



# SET EXPECTATIO NS WITH STAFF

Use the Form

Complete the form



# Employment Record

- ✓ 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

The Independent Third-  
Party Employment  
Verification FAQ is  
available for download  
at [www.accsc.org](http://www.accsc.org).



# THE ON-SITE EVALUATION



# Purpose of the Virtual/On-Site Evaluation

## Verify

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

## Develop

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

## Determine

Determine the extent to which the school complies with the Standards of Accreditation





# ON-SITE EVALUATION

The school will be evaluated according to all available information, including:

- Documentation included in the school's Application and SER;
- 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;



# Focus On

- ▶ Observations of classes, management, and administration of the school; and
- ▶ Documentation of the student achievement data reported to the Commission





# Scheduling the on-site evaluation

## A Commission representative will contact you

- ✓ One to three months after SER due date
- ✓ During “normal” operations
  - Not a start week
  - Not an exam week
  - Majority of students in class
  - Administrators and faculty present



# EVALUATION FEES

*As of July 2021, based on the number of programs offered by the school*

Three or fewer active programs

• \$7,500

Four to Nine active programs

• \$9,000

Ten to Fifteen active programs

• \$12,500

Sixteen to Twenty active programs

• \$14,000

More than twenty active programs

• \$15,000

+ \$500 for each additional program



# Additional Fees

- ▶ Institutions with more than 500 students are assessed an additional \$2,000
- ▶ If an evaluation requires additional evaluators, the school will be assessed an addition \$2,000 per evaluator
- ▶ 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
- ▶ The fee for each combined substantive change evaluation is \$500.
- ▶ 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.





# Composition of the Team

- Team Leader/Management Specialist
- Education Specialist
- ACCSC Staff Member
- Occupation Specialist
- Distance Education Specialist
- State Observer (*invited*)

*Conflict of Interest – Clearing the Team*



A hand is shown placing a white puzzle piece with a blue silhouette of a person in a suit into a larger puzzle. The puzzle consists of many similar pieces, each with a light blue silhouette of a person. The background is a solid dark blue color with a vertical lime green bar on the right side.

# Team Leader/Management Specialist

Responsible for leading the evaluation and ensuring that each team member performs the assigned functions

- Management and Administrative Capacity
- Qualifications of Management and Administrative Personnel
- Institutional Assessment Activities
- Physical Facilities



# Education Specialist

- ▶ Evaluates the educational administration, faculty qualifications and professional development.
- ▶ Evaluates the various program elements that enable a school to meet its objectives:
  - ▶ Program Length
  - ▶ Course Outlines
  - ▶ Learning Objectives
  - ▶ Instructional Materials and Equipment
  - ▶ Availability and Integration of Learning Resource Materials







- Ensure consistency
- Provide technical assistance and interpretive guidance on accreditation standards and rules
- Serve as the liaison between the on-site evaluation team and the Commission

ACCSC Staff Member

# Distance Education Specialist

Evaluates equipment, technology, and other resources and infrastructure associated with distance education in such areas as:

- Admissions
- Student progress
- Student achievement







## State Licensing Agency

A person with direct interest in the licensure or accreditation of ACCSC-accredited schools is invited to accompany an evaluation team as an observer.

## ACCSC Observers

ACCSC Commissioners, staff, and team members will be permitted to accompany an evaluation team as an observer for training purposes.

Observers

A hand is shown placing a white puzzle piece with a blue silhouette of a person in a suit into a larger puzzle. The puzzle consists of many pieces, each with a similar blue silhouette of a person. The background is a solid blue color with a vertical lime green bar on the right side.

# Occupation Specialist

- Instructional materials
- Equipment
- Learning stations
- Safety devices
- Learning resources





- ACCSC on-site evaluation teams are required to include 1 Occupation Specialist to review each training program or group of related training programs
- Limit of 3 programs per Occupation Specialist
- Occupational specialist required for a satellite location if more than 50% of a program is offered at that location

## Occupation Specialist

# Occupation Specialists - Qualifications



Must be a current working professional with **5** years of hands-on experience in the field



Must hold the necessary required certification/license to represent the industry



Cannot be a current or former student or employee of the school;




Cannot be affiliated with the school and has no conflict of interest with the school (i.e., PAC)



# Occupation Specialists – Selection

The school completes Appendix C which provides Information for 3 to 5 candidates per program (or group of related programs)



ACCSC contacts the candidates and makes a selection.



# Occupation Specialists - Materials



- Appendix A of the SER is an instruction guide for assembling Occupation Specialist Information Packages
- Abbreviated version of the SER targeted to the areas of interest to the occupation specialist
- Provide a complete Appendix A for each distinct program or group of related programs. ACCSC will provide guidance via the Application Acceptance Letter.



# PREPARATION IS KEY



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



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



Familiarize your team with the Application for Accreditation and Self-Evaluation Report that will be the foundation of the on-site evaluation team's review

# Prepare a Work Room



## Identify

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

## Ensure

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

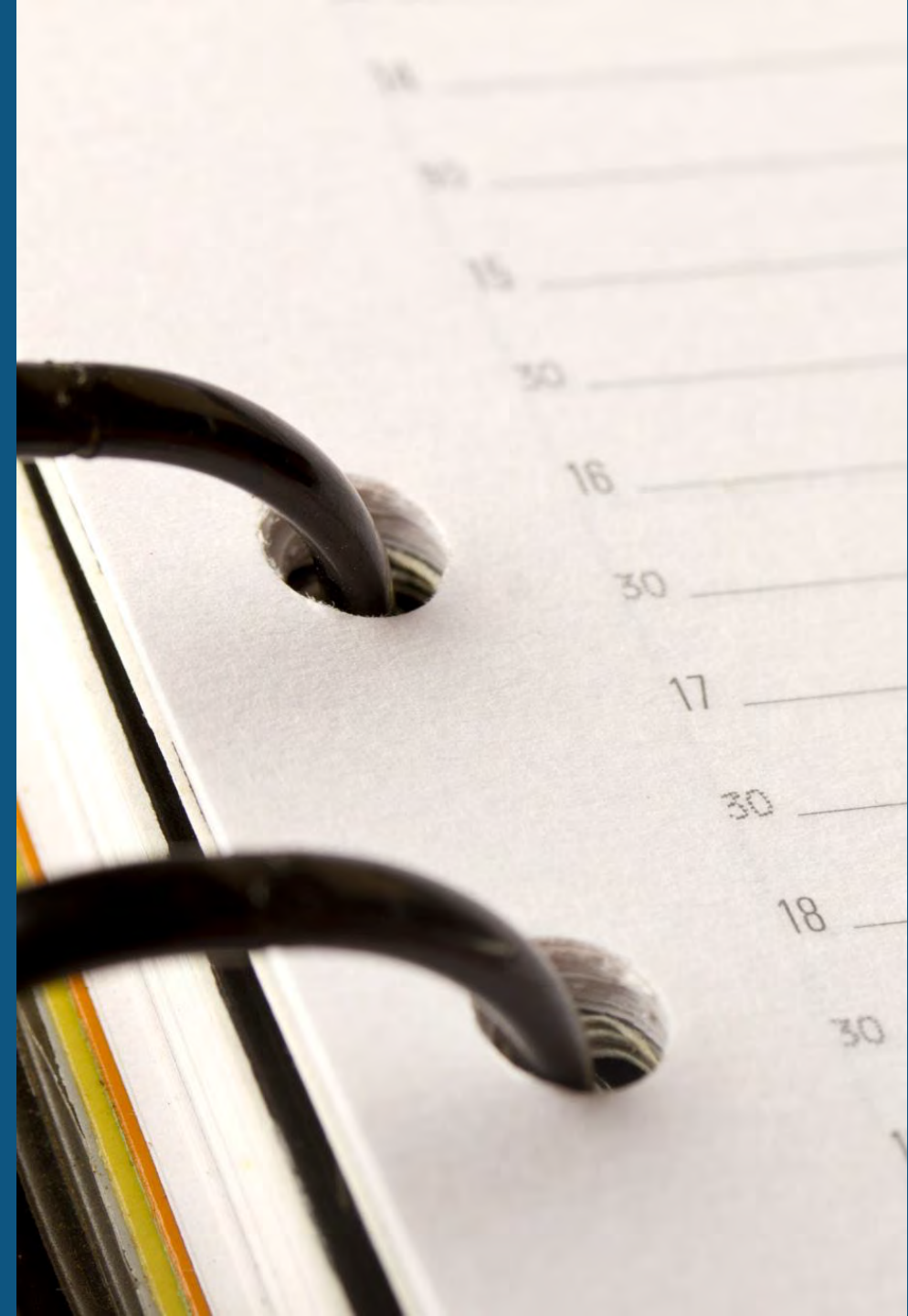
## Access

Access to basic refreshments



# Prepare Materials

- Send Student Survey to all students
- 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

# Organize Documentation



# Appendix B – Upload Materials

## 31 Numbered Items

- Updated Items from Application Acceptance Letter
- Documentation – Fire/Safety, Emergency Preparedness Plan, PAC Minutes; LRS Orientation Materials; Current Budget; Student Complaints; Insurance; etc.
- Catalog, Enrollment Agreement, Organization Chart, Class Schedules
- Advertising
- Current Staff Listing





# Appendix B – Team Room Materials

## 18 Numbered Items

- Lists – Current Students, Graduate, Withdrawals with Refunds Information, DE, LOA, ATB, Transfer Credit, Independent Study, Faculty List
- Catalog, Enrollment Agreement, Organization Chart, Class Schedules
- Annual Report Backup Documentation
- Third-Party Report
- Program Information – Curricula, Syllabi, Textbooks, etc.
- Denied Admissions Information





# Appendix B – Readily Accessible Materials



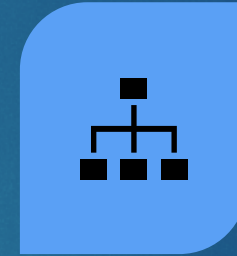
STUDENT FILES



FACULTY FILES –  
FACULTY  
PERSONNEL REPORT



INSTITUTIONAL  
ASSESSMENT ACTIVITIES  
DOCUMENTATION



STAFF FILES – STAFF  
PERSONNEL REPORT  
FOR MANAGEMENT



# File Review

## Current Students, Graduates, Withdrawn

---

Documentation of admissions requirements

---

Fully executed enrollment agreements

---

Satisfactory progress evaluations

---

Advising sessions

---

Transcripts for graduate files

---

Refund calculations

---

Evidence refunds were made

---



# Day One



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



If parking is limited, please have spots available for the on-site evaluation team



Have a member of the school staff at the front door ready to greet the team

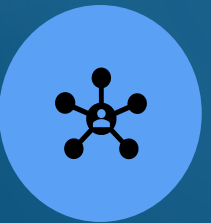
# Day One



Guide the team to the room that you have set aside. They will need 14 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	Team Leader conducts the entrance interview and sets expectations with the school
------	---

---

---

Select	The team will select files for review from the lists of students required by Appendix B of the SER
--------	--

---

---

Review	Review student survey results
--------	-------------------------------

---



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 – Team Activities





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 One



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



Evaluation Review Summary

# Day Two



# Evaluation Review Summary

At the conclusion of an evaluation, the team will convene with the school's leadership team, and will present its PRELIMINARY findings in relation to the school's compliance with accreditation standards

# General Tips and Tricks

BRIEF tour  
rehearsal

Parking

Front Door  
address/ Google  
Directions

Access to  
potable water

Team Room  
placement

Point person/  
people

Administrative  
access to online  
learning platform

Internet  
monitoring

Safety  
equipment for  
the team, if  
necessary

Include team on  
emergency  
communications

Electronic  
documentation  
(upload, flash  
drive, etc.)



# On-Site Evaluation Report

A 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 record** of the on-site evaluation

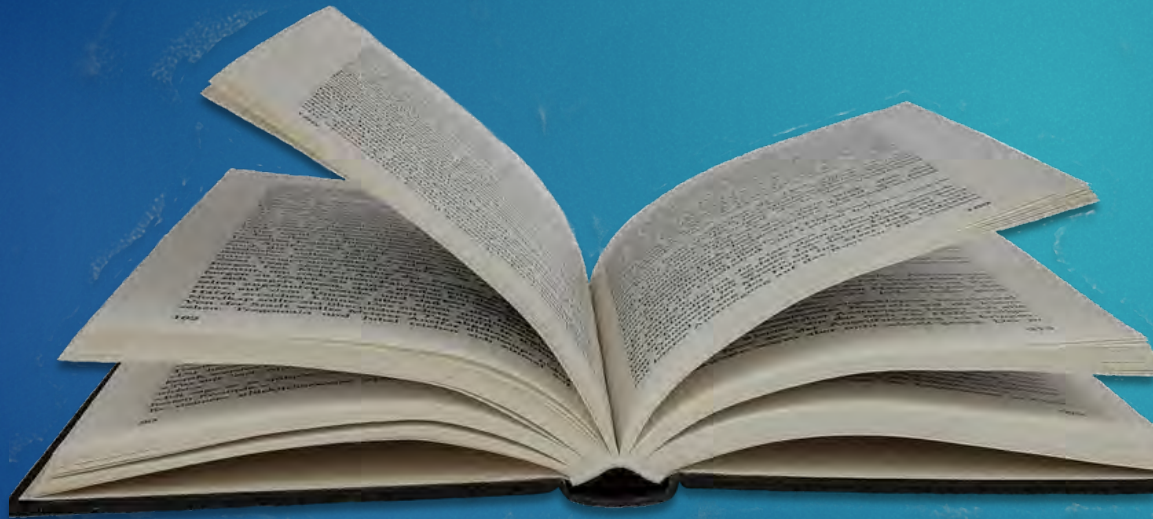
# THE ON-SITE EVALUATION REPORT

- Cover letter
- On-Site Evaluation Team Record
- Informational Dashboard
- Population information
- Program approvals and G&E rates
- Third-party verification rates
- Accreditation and Substantive Change history





# THE ON-SITE EVALUATION REPORT



- School Mission and History
- Reports, Heightened Monitoring, and PIEs/IEEs
- Team Observations
- Evaluation Review Notes
- Student Satisfaction Data
- Team Findings
- Additional Information Required
- Response Submission Information





# Commission Review

ACCREDITATION DECISIONS ARE BASED ON THE WRITTEN  
RECORD



# Responding to the OER

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



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





When pieces of  
the picture are  
missing

THE SCHOOL IS GIVEN  
AN OPPORTUNITY TO  
RESPOND AND PROVIDE  
A COMPLETE PICTURE





Arrange the pieces to show  
the big (compliant) picture

# Successful Responses

Comprehensive  
narrative

TELL

Supported by  
documentation

SHOW



# Introductory Statement

A narrative explanation regarding the overall response

Describe the school's process for addressing compliance findings

# Comprehensive Narrative for Each Area

**Past:** Explain the factors that contributed to the gap in compliance



```
graph TD; A[Past: Explain the factors that contributed to the gap in compliance] --> B[Present: Demonstrate current compliance with standards]; B --> C[Future: Explain efforts to ensure ongoing compliance];
```

**Present:** Demonstrate current compliance with standards

**Future:** Explain efforts to ensure ongoing compliance



# Tips

- Stay focused, don't let your story get derailed by extraneous information
- Don't skip important details
- Avoid cavalier responses
- Avoid disparaging the team, Commissioners, or standards





# Documentation

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







Comprehensive.  
Precise.  
Documentation

- Illustrate your point
- Avoid the Avalanche



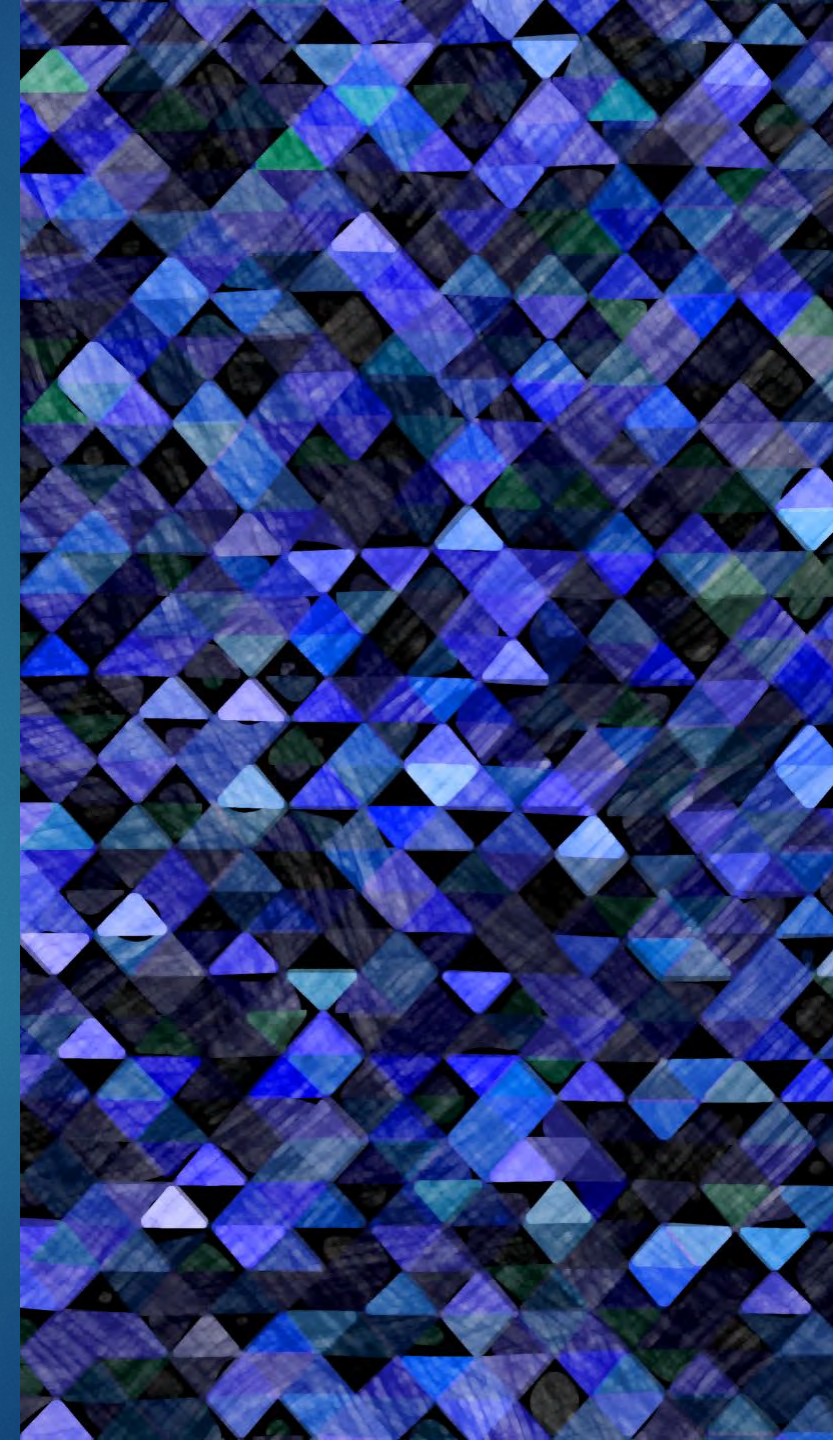
# Policy - Fix

- ✓ Updated P&P
- ✓ Revised catalog or addendum
- ✓ Memo showing distribution of new policy/effective date
- ✓ Documentation of implementation of new policy
- ✓ Oversight mechanisms to ensure consistent application of new policy



# The FIX: Execution

- ✓ Training session
- ✓ Documentation of current compliance of operations
- ✓ Results of audits
- ✓ Results of performance evaluations







# The FIX: Documentation

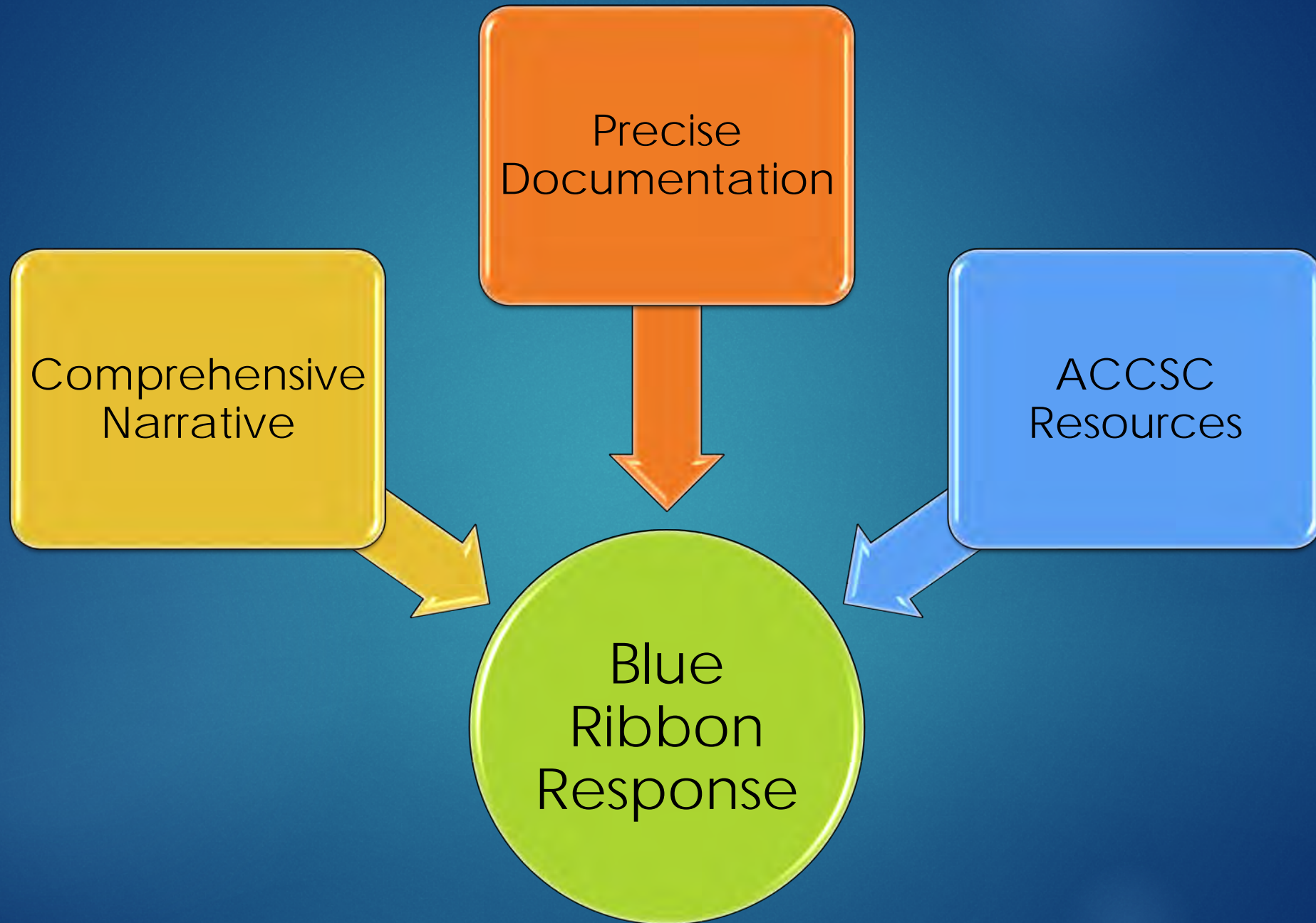
- New internal P&P
- Training Session
- Documentation of current compliance of operations
- Results of performance evaluations
- Results of audits



# The FIX: Management

- Oversight mechanisms
- Results of audits
- Results of performance reviews
- Documentation of current compliance
- Results of metrics assessment







# Instructions For Electronic Submission

Compile into one Portable Document Format ("PDF") file



Prepared using Adobe Acrobat software (version 8.0 or higher) and which has a .pdf extension as part of the file name



Submitted via upload to the School Submission Center

UNIDENTIFIED  
OBJECTS IN  
LIGHT MOVING  
LIGHT WAS A SATELLITE NOT AN  
QUENTLY IDENTIFIED AS AT LEAS  
S (NFI) ONE WAS A  
R, MOVING, LIGHTS CROSSED PA  
WAS AT AN ALTITUDE OF APP

## Remove or redact

Personal or confidential student or staff information that is not required for the Commission's review (e.g., social security numbers, dates of birth, etc.)



What will happen if  
you ask ACCSC  
Staff a question?

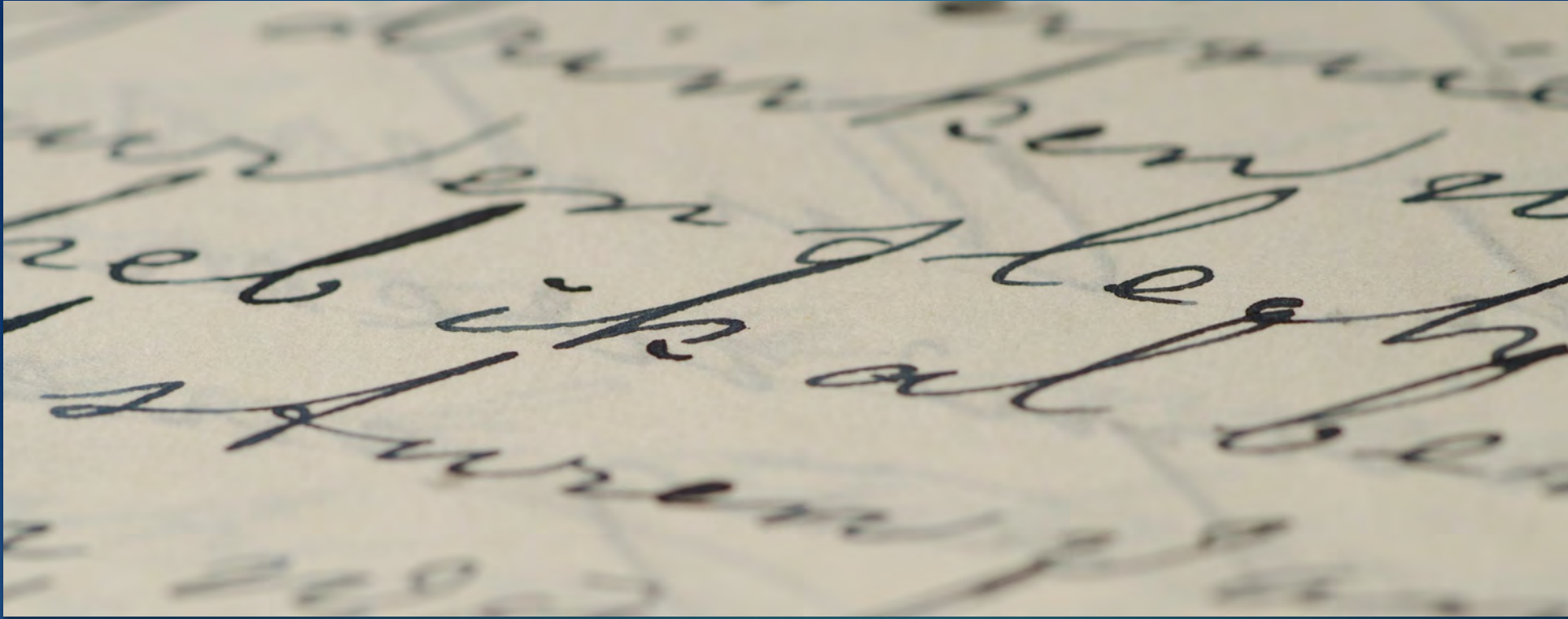






Reality...!  
Just Waiting to be Helpful





# Commission Actions

# 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 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.



## Accredit with Stipulations

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 **Interim Report** in order to demonstrate compliance with accrediting standards, such as:

- Outcomes Reporting
- Refund Reporting
- Management Retention Reporting
- Program Advisory Committee Reporting



# Deferral

Additional information is required from the school to **demonstrate compliance**.

- Whether the necessary **information** for the Commission to render a decision is lacking
- The extent to which the school can make **significant progress** towards demonstrating compliance within a short period of time



# Warning

In cases where the Commission has reason to believe that a school is not in compliance with accreditation standards and other requirements, the Commission may at its discretion, place the school on **Warning**.

A school that receives a **Warning** will be required to demonstrate corrective action and compliance with accrediting standards.

- No substantive changes while the school is under a **Warning**.
- Commission has the discretion to direct the school to notify students of **Warning** status.



## **Probation**

In cases where the Commission has made a determination that a school is out of compliance the Commission may place a school on Probation.



# Probation

- ▶ The **Probation** Letter is made public in accordance with *Section X, Rules of Process and Procedure, Standards of Accreditation*.
- ▶ A school subject to a **Probation** must inform current and prospective students in writing that the school has been placed on **Probation**
- ▶ The Commission will not consider substantive changes, a change of location/relocation, or additions to a school or its separate facilities while the school is on **Probation**.



## Withdrawal of Accreditation

Following the due process required by these *Rules*, the Commission may withdraw the accreditation of a school any time a school fails to demonstrate compliance with accrediting standards

*This action is subject to appeal.*





ACCSC

Accrediting Commission of Career Schools and Colleges

Parting  
Thoughts

# Recognize the Deadlines

Upload Application  
for Renewal of  
Accreditation

**August 26,  
2024**

Upload Self-  
Evaluation Report  
and Compile  
Application Updates

**January 7, 2025**

Financial Statements  
and Sustaining Fees

**December 31,  
2024 and  
June 30, 2025**



# Make a Realistic Plan



Make Staff Assignments



Establish Realistic Deadlines

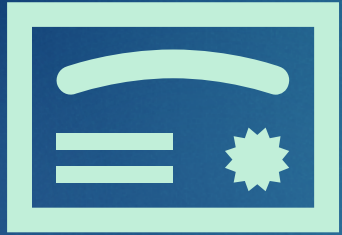


Keep the Work Moving Forward



Take Advantage of Every Opportunity to Show Your Success

# ENGAGE in the Accreditation Process



Reference the  
Standards of  
Accreditation



Use ACCSC's  
Resources

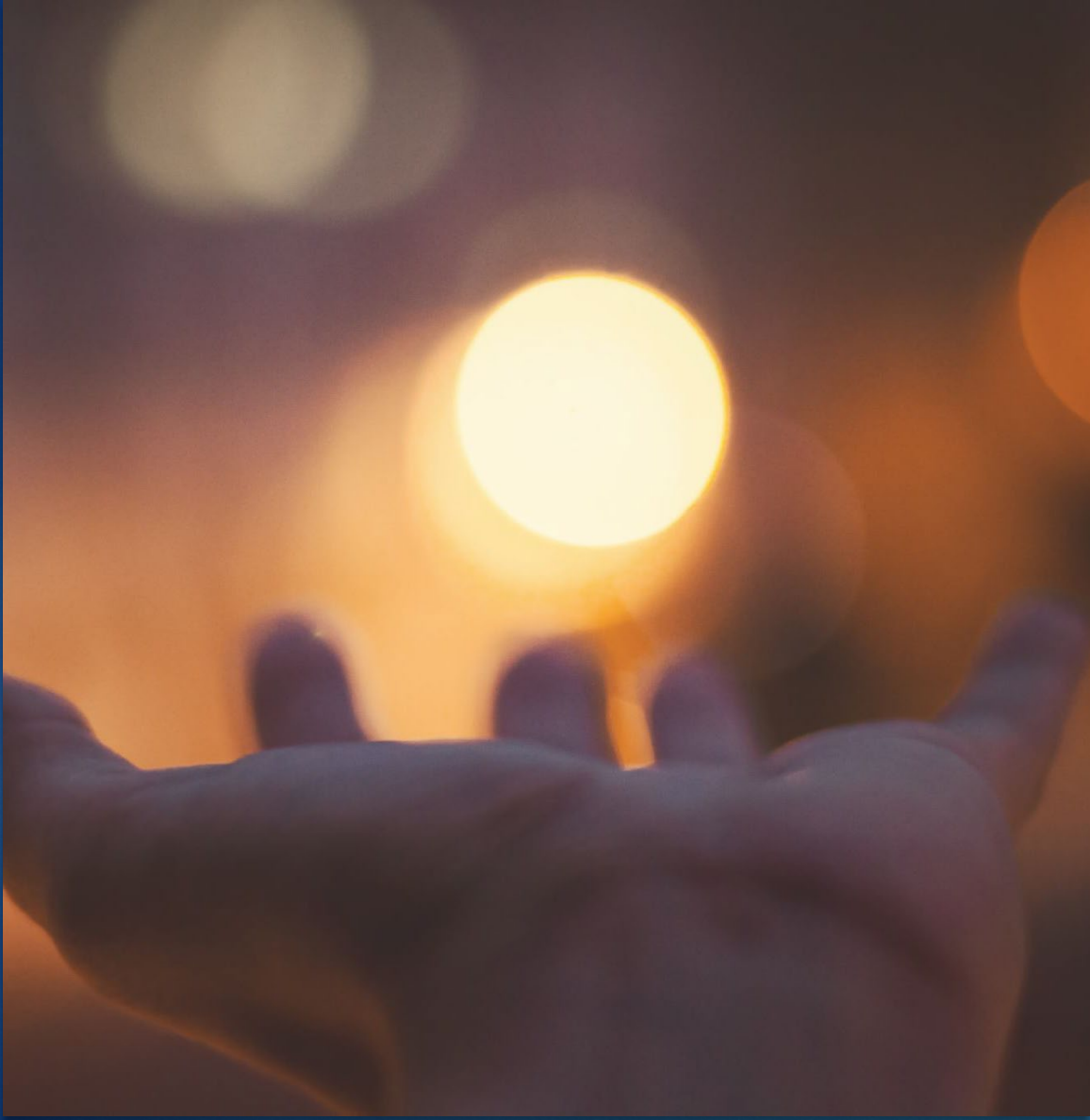


Contact Your  
Designated  
Staff Liaison



Be Realistic, Be  
Ready





# More Than Anything Else

**REMEMBER THE GOOD  
THAT YOU DO**