



April 10 – 11, 2025

# ACCSC Accreditation Workshop

## THURSDAY

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Setting the Stage for Success

9:00 AM – 11:00 AM

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The Standards of Accreditation

11:15 AM – 1:00 PM

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Starting the Renewal Process

2:00 PM – 4:30 PM

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## FRIDAY

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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**
- April 10-11, 2025

2

- **Upload Application for Renewal of Accreditation**
- May 27, 2025

3

- **Upload Self-Evaluation Report and Compile Application Updates**  
October 8, 2025

# Ground Rules

Be curious and considerate

Be flexible – the agenda is fluid

Engage!





# Standards of Accreditation

BLUEPRINTS FOR SUCCESS



Introduction

Rules

Substantive

Appendices

By-Laws

ACCSC Accreditation

# FUNDAMENTAL CONCEPTS



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

- 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.





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





# Standards Paradigm

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Adequate	As much as is good or necessary for some requirement or purpose
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Sufficient	Adequate for the purpose; enough
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Appropriate	Suitable or fitting for a particular purpose
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Reasonable	Agreeable to reason or sound judgment; logical
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# Standards Group Exercise

- What does this standard reference?
- Why is this standard important / assist students?



**Quantitative  
Assessment**

A Venn diagram consisting of two overlapping circles. The left circle is a darker teal color and contains the text 'Quantitative Assessment'. The right circle is a lighter teal color and contains the text 'Qualitative Assessment'. The overlapping area in the center is a medium teal color.

**Qualitative  
Assessment**

# HIGHLIGHTING

CHANGES TO THE STANDARDS



# Institutional Assessment & Improvement Activities -- Section I (B)

Focus on Doing rather than Planning

Assessment & Improvement



# Program Evaluation – Section II (A)(4)

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Evaluate curriculum and course content

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Assess the adequacy of program equipment and supporting resource materials

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Assess student achievement outcomes and program viability

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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



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)

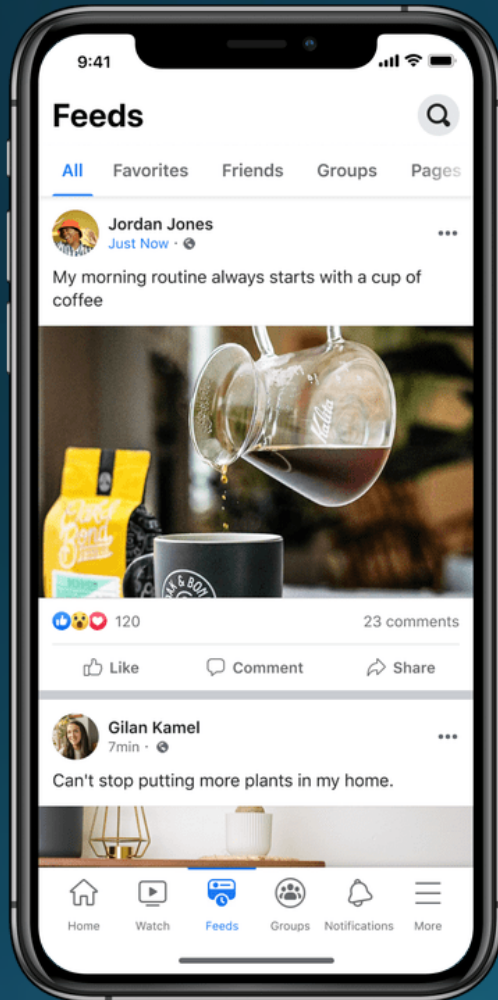
The school promotes academic integrity and has policies and controls to discourage academic dishonesty (i.e., cheating, plagiarism, etc.) and clearly communicates the consequences of such behavior. The school may utilize its own methods to prevent, detect, document, and take appropriate action in instances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



**Support Newleaf**



May 22, 2021



I am very happy with the accounting services at Emerald Business Solutions! I've been with them for 6 years now, and would highly recommend them. They are very knowledgeable, professional, and very organized. They are always available to take a call and answer any questions I have!



professional, great value, and cares about their clients. The service is prompt, accurate, detailed, and friendly. Smaller than Emerald Business Solutions when searching for amazing accountant services. A+++ service and quality.

**Dolly Amacha**



Dec 22, 2020



I owned my own business for over 20 years. I moved to Emerald less than 5 years ago. Since I have moved I have had excellent prompt service, great value, and they have saved me a lot of money versus my last accountant I used prior. Thanks E



**Barb tauber**

Everything keeps getting better and better. They are very knowledgeable, professional, and very organized. They are always available to take a call and answer any questions I have!



**Barb tauber**



May 22, 2021



Everything keeps getting better and better. They are very knowledgeable, professional, and very organized. They are always available to take a call and answer any questions I have!

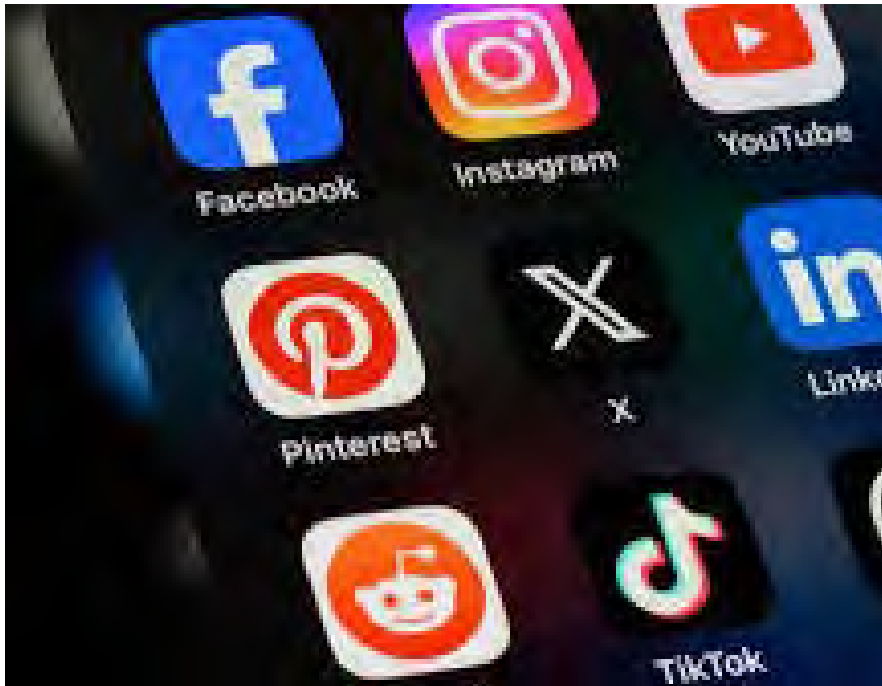
# Endorsements

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.

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**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.

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**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.



Accreditation alert

July 1, 2024

## 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 –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.



## E. Required Notification Reports

- 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 ~~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);*

# STUDENT COMPLAINTS

## SECTION VI – STUDENT SERVICES

1. The school *must have and adhere to* utilizes a policy and procedure for *fairly and consistently* handling *and addressing* student complaints ~~and inform students in writing of the policy and procedure.~~
2. The school's complaint policy and procedure *must*:
  - a. *Be* published in the school's catalog; ~~and~~
  - b. include a reference to the school official(s) responsible for the complaint policy and procedure;
  - c. *Fully and fairly review the complaint; and*
  - d. *Communicate the status of complaint to the student in writing.*

# COMPLAINTS

3. *The school may not:*

*a. Retaliate against a student for lodging a complaint*

*b. Require a complainant to complete the school's complaint process before filing a complaint with ACCSC or any other regulatory or oversight entity; or*

*c. Attempt to prevent a student from making a complaint to ACCSC or any other regulatory or oversight entity.*

42. The school *must also* publishes in its catalog the ACCSC Student Complaint/Grievance Procedure contained in the ACCSC Complaint Review Process Form.

53. The school *must* maintains a complete record of all written student complaints for at least the last years.

# SECTION VII – COMMISSION ACTIONS

## WARNING

7. *Within a timeframe set forth in the Warning notification,* ~~the~~ 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

### 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 /  
(A)(18)  
*Rules of  
Process and  
Procedure*

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.

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

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, Verbal Verification of 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, 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



## 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.

A man in a dark suit is seen from behind, holding a large, open book that is as wide as his arms. The book's pages are white and appear to be blank. He is standing on a light-colored, textured surface. The right side of the image is a solid dark blue background with white text.

# 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

# Timelines

1

- **Attend Accreditation Workshop**
- April 10-11, 2025

2

- **Upload Application for Renewal of Accreditation**
- May 27, 2025

3

- **Upload Self-Evaluation Report and Compile Application Updates**  
October 8, 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

- 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

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

## Step Two - Application

- Application for Renewal of Accreditation
- Due **May 27, 2025**



# Section I – SCHOOL INFORMATION

Address

Contact  
Information

Director

Workshop  
Attendance

Name

Ownership

# BRANCH/SEPARATE FACILITY INFORMATION

## ➤ Section II:

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

## ➤ Section III:

Information about any additional locations (branch, satellite, facility expansion) associated with the school applying for renewal of accreditation



# Section IV – SUPPLEMENTAL INFORMATION



Eligibility Criteria



State licensure



Other accrediting  
body/regulatory agency



Programmatic  
accreditation

# SUBSTANTIVE CHANGE HISTORY

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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 – REQUIRED EXHIBITS





# Application Exhibits



The diagram features a central circle on the left containing the text 'Application Exhibits'. To its right, five horizontal bars are stacked vertically, each containing a numbered exhibit title. A vertical line of five white circles connects the central circle to the first bar, and a diagonal line connects the last bar back to the central circle, forming a loop.

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 circle on the left contains the text 'Licensure, Approval, & Accreditation'. To its right, a vertical line of six white circles is connected by a thin line. Each white circle is positioned to the left of a horizontal teal bar. The bars have varying shades of teal. The text on the bars is white and lists six requirements, numbered 6 through 11.

## 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]; A --- D(( )); D --- E[20. Certificate of Insurance];
```

# Physical Facilities

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

**20. Certificate of Insurance**

Disclosure,  
Catalog,  
Enrollment  
Agreement, &  
Advertising

The diagram features a central circle on the left with a light blue border, containing the text 'Disclosure, Catalog, Enrollment Agreement, & Advertising'. To its right, four white circles are arranged vertically, each connected to a horizontal teal bar. The bars contain numbered items 21 through 24. The connections between the central circle and the numbered items are represented by thin lines that branch out from the central circle to each of the four numbered circles.

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	Acknowledge that the school must be consistently described to all agencies
Grant	Grant permission for ACCSC to contact other agencies appropriate to the review of the application
Acknowledge	Acknowledge the requirement for a third-party audit of employment records
Certify	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 October 8, 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!



Accurate reflection  
of daily activities/  
operations



Secure third-party  
verifier early on



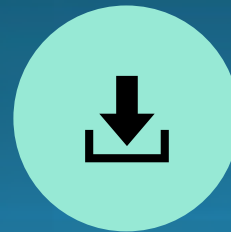
Regularly check in  
with third-party  
verifier



Use the resources  
available on the  
ACCSC website



Contact ACCSC staff  
with questions



Download the most  
recent version of the  
SER Form

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

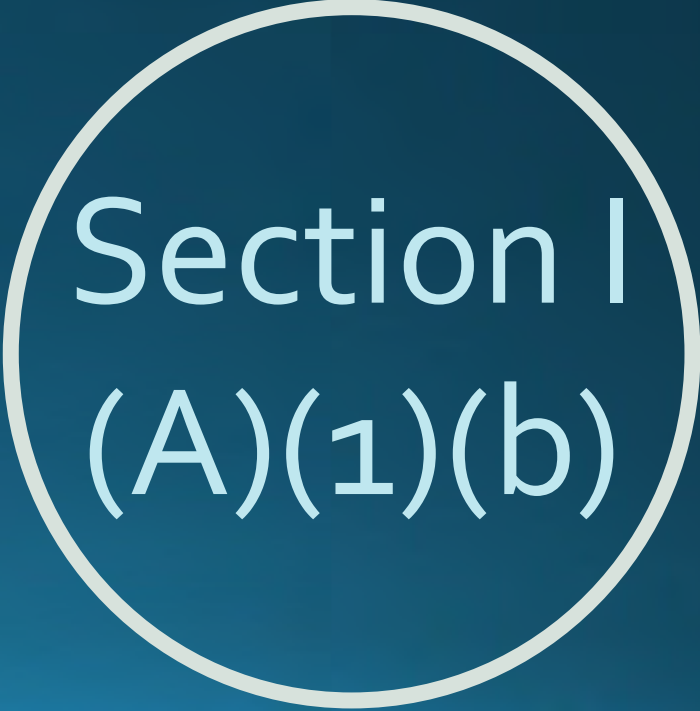




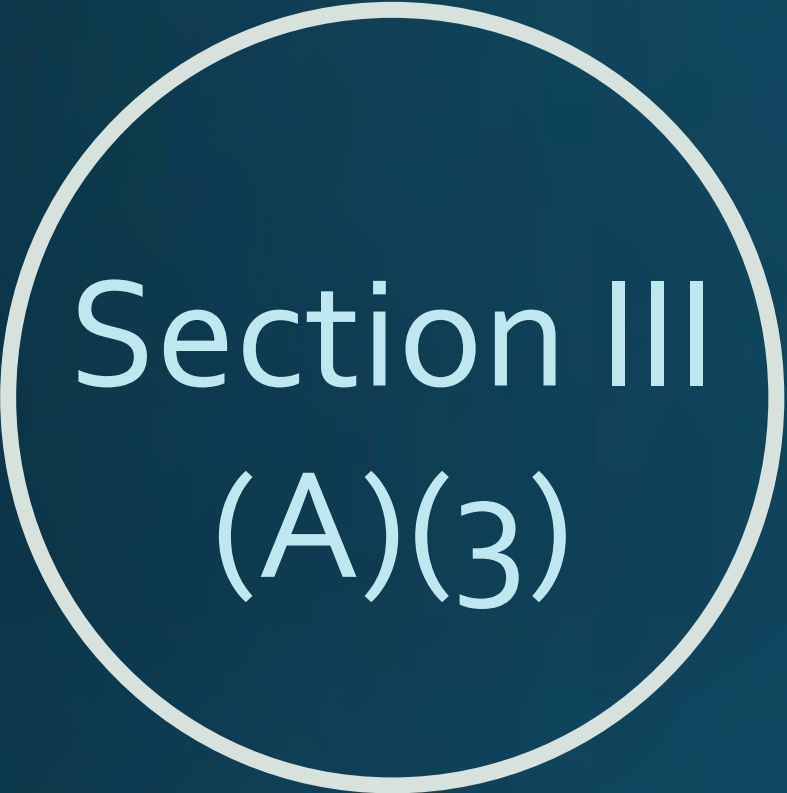


# Sample SER Prompts

- 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...



# Provides an assessment of

---

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

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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
April 2025	May 27, 2025	October 8, 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



# 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	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		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		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		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 2024 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

## 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

- The verified start date that is more than 45 days different from the start date in the school's employment record; or
- The verified job title is substantively different 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

- ✓ 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

- ✓ 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



# Maximize your relationship with the third party

- Get weekly reports while the project is underway
- Ask for the option to update incorrect emails or wrong telephone numbers while the project is underway
- Ask the third-party about the number of calls/emails and the pacing of outreach as to not frustrate your employers/graduates



# POLISH YOUR PROCESSES



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



# SET EXPECTATIONS WITH STUDENTS

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



# SET EXPECTATIONS WITH STAFF



Use the Form



Complete the form

# 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



Independent Third-  
Party Employment  
Verification FAQ



Standards of  
Accreditation in  
Focus: Employment  
Verification





# THE ON-SITE EVALUATION



# Purpose of the Virtual/On-Site Evaluation

Verify	Develop	Determine
Verify data in the school's reports, applications, responses, and any other information	Develop an understanding and perform an assessment of how well the school meets its objectives	Determine the extent to which the school complies with the Standards of Accreditation





# 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

- ✓ 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***



# Team Leader/Management Specialist



- Responsible for leading the evaluation and ensuring that each team member performs the assigned functions
- Areas of Review include:
  - ✓ 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

# ACCSC Staff Member

- ✓ 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

# Distance Education Specialist

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

- ✓ Admissions
- ✓ Student progress
- ✓ Student achievement



# Observers

## **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.

# Occupation Specialist

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



# Occupation Specialist



- 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 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)
--------	--

---

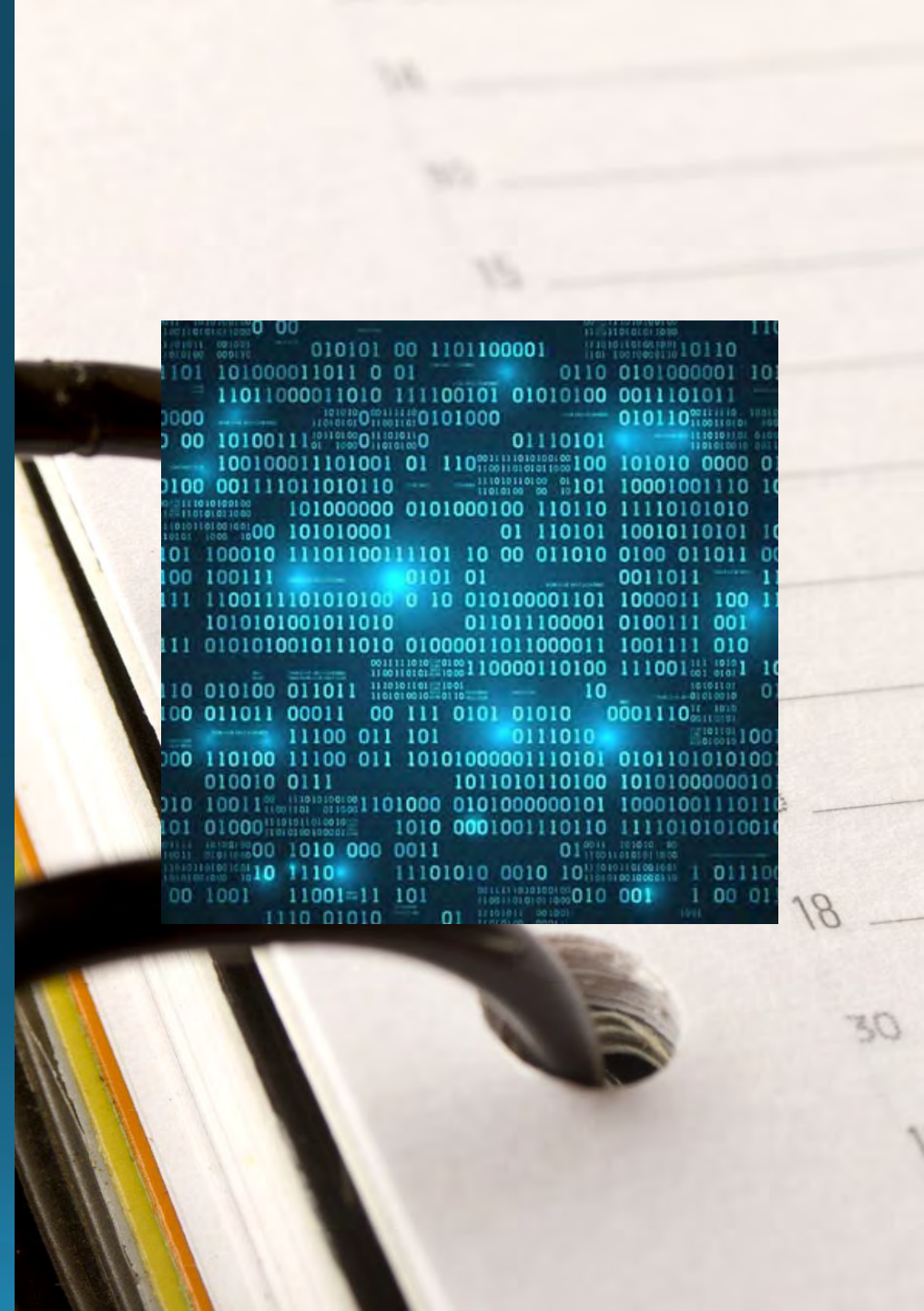
Access	Provide access to basic refreshments, including potable water
--------	---

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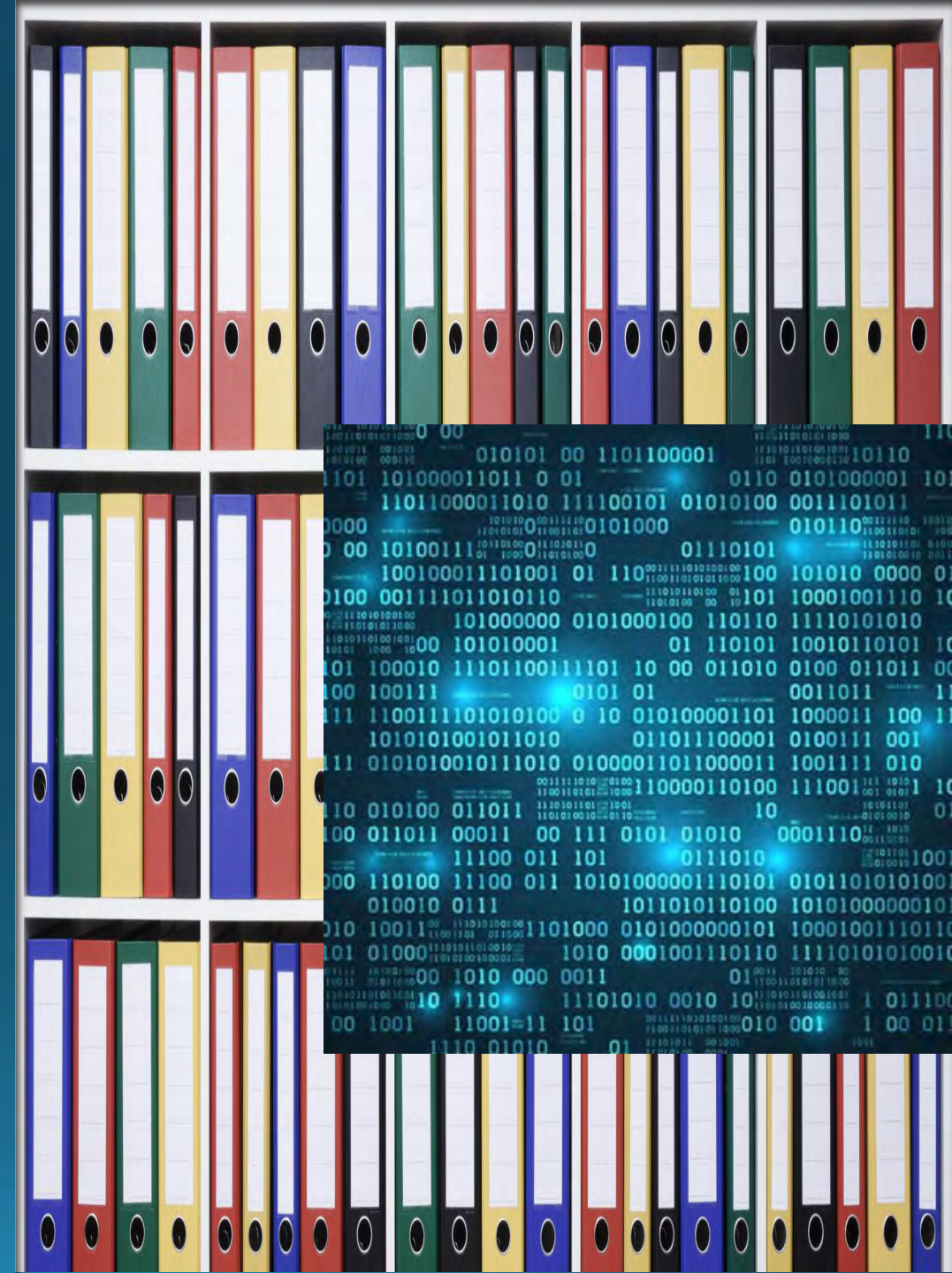
# Prepare Materials

- 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



## 30 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



## 20 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



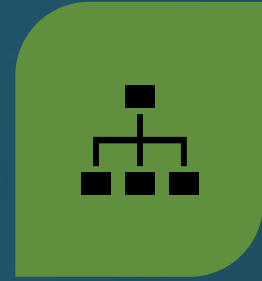
STUDENT FILES



FACULTY FILES –  
FACULTY PERSONNEL  
REPORT



INSTITUTIONAL  
ASSESSMENT ACTIVITIES  
DOCUMENTATION



STAFF FILES – STAFF  
PERSONNEL REPORT  
FOR MANAGEMENT

## Appendix B – Readily Accessible Materials

# ***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

# Day One



Occupation Specialists depart after the completion of their reviews



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



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



At the conclusion of Day One, the Team Leader will meet with school officials to provide a "debrief" of the day's activities and to outline areas of focus for Day Two

# Day Two



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



Team members address outstanding issues and complete their notes and observations



Evaluation Review Summary





# 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

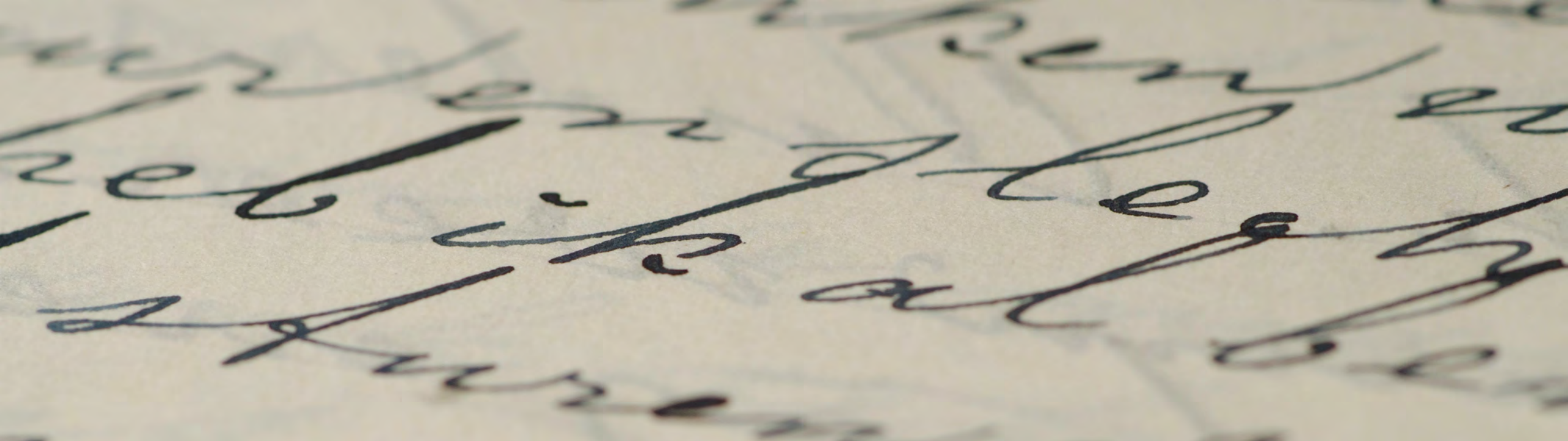
- Cover letter
- On-Site Evaluation Team Record
- Informational Dashboard
- Population information
- Program approvals and G&E rates
- Third-party verification rates
- Accreditation and Substantive Change history



# 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





ACCREDITATION DECISIONS ARE BASED ON THE WRITTEN RECORD

# Commission Review



# 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 provide a complete picture of compliance



Who makes  
the decision  
about  
compliance?

*Answer: It is ALWAYS the  
Commission*





what is the basis for the  
commission's decisions?

*Always and only, the "written"  
record*

# The Written Record Consists of

---

Application for accreditation

---

Self-Evaluation Report

---

On-Site Evaluation Report

---

School's response

---

Team Leader comments and the school's response if any

---

Additional information collected about the school, which may include reports from government and private agencies



# You have one job

*Demonstrate current  
compliance with ACCSC  
standards*

**The Accrediting Commission of  
Career Schools and Colleges  
(ACCSC)**

## **STANDARDS OF ACCREDITATION**

**July 1, 2024**

# Step One: Start with the goal in mind



The letter or report includes a standard citation.



Make sure you understand the requirements of that standard



Your presentation (response) must demonstrate that the school is operating in current compliance with this standard.

# Step Two: Identify the Gap

- The letter or report includes a description of how the school's documentation has yet to demonstrate compliance with standards.
- Make sure you understand what caused the apparent gap.
- Your presentation (response) must address the issue and demonstrate that the school is operating in current compliance with the standard.



## STEP THREE: THINK FIRST

A successful response is based on a thorough assessment. The next step is to assess the school's policies, procedures, and operations relative to the standard.

Knowing  
what  
happened  
informs  
the fix



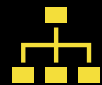
Policy



Execution



Documentation



Management/Oversight



Not your fault



## Step Four: Plan Of Action

Based on your assessment -  
Point A, map  
out a plan of  
action to  
demonstrate  
compliance –  
Point B



And now, step five:  
hit the keyboard



# Successful responses

- Are not this long
- Strong narrative for every item
- Documentation to show corrective action
- Organized in an easy-to-understand manner



# NARRATIVE (TELL)



- Explain circumstances that impacted the school's ability to demonstrate compliance (Past)
- Describe corrective action and provide documentation to show current compliance (Present)
- Describe the school's plan to ensure compliance in the future (Future)

# Why address the future?

---

Continuous compliance is an eligibility criteria

---

Ability to lead/manage in compliance is part of the management standards

---

Shows how believable, reliable, and trustworthy is your plan of action





# 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 (SHOW)

- ✓ Proves the narrative is reality (not just a fairytale)
- ✓ Shows consistent execution of policies
- ✓ Demonstrates systematic compliance over time





# Comprehensive. Precise. Documentation

- ✓ Illustrate your point
- ✓ Avoid the Avalanche

Did the  
school's  
response...

---

Satisfy most of the findings?

---

Demonstrate an understanding  
of the issues?

---

Demonstrate an ability to assess  
and implement changes?

# The Issue

Upon review of the information submitted to support the data, the Commission noted that the response does not make clear, based on the job titles, how the following graduates are employed in a position that aligns with a majority of the educational and training objectives of the program.

Student ID	Program	Job Title	Employer
JACK-078	Master Carver	Stem Trimmer	Polly's Pumpkin Patch
JACK-982	Journeyman Carver	Cashier	Jill's JackOLantern Jackpot
JACK-438	Journeyman Carver	Customer Service Representative	Gary's Gourd Gallery

# Your turn



---

What is the standard?

---

What is the problem (compliance gap)?

---

What is the school's response?

---

Are there unanswered questions?

---

Did the school demonstrate compliance with standards?



# The Standard

The school must be able to justify the classification of each graduate as employed in a training related field. One requirements is that the employment is directly related to the program from which the individual graduated and aligns with a majority of the educational and training objectives of the program (*Appendix VII Guidelines for Employment Classification, Substantive Standards, Standards of Accreditation*).

# The Issue

Upon review of the information submitted to support the data, the Commission noted that the response does not make clear, based on the job titles, how the following graduates are employed in a position that aligns with a majority of the educational and training objectives of the program.

Student ID	Program	Job Title	Employer
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JACK-438	Journeyman Carver	Customer Service Representative	Gary's Gourd Gallery

# Response #1

The school provides a narrative that explains that the pumpkin carving industry has taken a hit from the COVID-19 pandemic, as more families are carving their own Jack O'Lanterns at home rather than investing in the luxury of designer Jack O Lanterns.

# Response #2

---

The school's narrative explains that the school has hired a new Career Service representative, who mistakenly classified the graduates as employed in field based on the place of employment.

---

The school has now fired the previous Career Services representative and has hired a new Career Services representative who has 15 years experience in the field, and personally knows someone who works for ACCSC. See attached resume.

# Response #3

- The school's narrative acknowledged that there was a lack of understanding at the leadership level, about the definition of "employed in field." The team has written a new policy, copy attached, which includes definitions of reasonable and sustainable.
- The leadership team explained the new policy at a general staff meeting on April 22, 2024 and followed up with a hands-on training with the Career Services Representative to practice application of the new policy (see minutes of both meetings attached).



# The Standard

The school is attentive to its students' educational and other needs as a means to support retention (*Section VI (A)(1), Substantive Standards, Standards of Accreditation*)

# The Issue

Of the students surveyed during the on-site evaluation, 48% were dissatisfied with student services; 47% were dissatisfied with the training equipment; 27% were dissatisfied with the facilities; and 50% would not recommend the school to a friend.

# Response #1

The school's narrative indicates that there is a group of students that are a bunch of jerks who don't want to work hard. They don't know what they are talking about when it comes to equipment and are never satisfied with anything. We've got the best equipment we can afford. Also, they expect to have their hands held every minute of the day. In order to be successful in this field, they need to get their act together and act like adults.

## Response #2

---

The school's narrative describes how the school solicits input from students, including student surveys and a suggestion box.

---

As documentation, the school submits a copy of the student surveys that were conducted prior to the on-site evaluation.

# Response #3 (part one)

The school's narrative that the school's leadership met to evaluate the underlying cause of student dissatisfaction. It appears that the COVID-19 pandemic negatively impacted faculty and staff retention. There was a vacancy in the student services position, which the school attempted to fill by having the remaining staff "pitch in" to cover student services. The patchwork nature of coverage resulted in student feeling a lack of support. In addition, due to supply chain issues, the school has had difficulty getting certain supplies replenished.

# Response #3 (Part two)

- The school has hired a new student services coordinator (resume attached)
- The school has been able to received backordered items, and has established a new procedure for ensuring extra stock on hand (see PAC review of current equipment, and a copy of the new policy)
- A re-survey of students after the on-site evaluation, showing all satisfaction levels have risen above 80% (copy of survey instrument, and survey results attached)





# The Standard

The school demonstrates successful student achievement by maintaining acceptable rates of student graduation and employment in the career field for which the school provided education as well as acceptable pass rates on licensure/certification exams where required by governmental entities to work in a particular career field (*Section VII (B)(1)(b) and Appendix VI, Substantive Standards, Standards of Accreditation*).



# Expectation

- Conduct a realistic assessment of the viability of program offerings and the factors impacting student achievement.
- It is expected that a school will take appropriate and responsible action regarding any program offering that is not meeting expectations.

# Student achievement context

- ✓ History
- ✓ How many programs
- ✓ How many students
- ✓ Actions taken
- ✓ Trend Data



# The Issue

- The school reported student graduation rates in its 2024 Annual Report that do not meet ACCSC's minimum benchmarks. Using a July 2024 Report Date, the school reported the following student achievement information:

Program Title	Program Length in Months	Reported Graduation Rate	Benchmark Graduation Rate
Basic Pumpkin Carving	2	75%	84%
Advanced Pumpkin Carving	12	40%	55%

## Response #1

The school provided a narrative indicating that the poor economy has hit the local geographic area particularly hard, resulting in several plant and company closures. The school has received an influx of students that received state funds to spend for training for new careers; however, those students don't seem ready to take on the rigors of the school's programs and require an inordinate amount of the faculty's time in remediation. The school intends to hire additional recruiters to try to find cash-paying students.

# Response #2a

---

The school conducted a study of student drops in the last six months and found that students do not seem adequately prepared for the rigor of the program.

---

The leadership team met and considered two options: increasing admissions requirements and implementing an extended orientation program to address the deficiencies in study skills, fundamental math and English, as well as create a connection to the school community (see minutes of the leadership team meeting).



# Response #2b

---

The leadership team decided to implement the extended orientation program first and to assess after three starts. If retention rates do not indicate a likelihood of acceptable graduation rates, the school will implement more rigorous admissions criteria (see orientation curriculum attached, as well as documentation for the first class start to take the extended program).

---

A description of the school's new peer mentor program, which pairs high-performing upper-level students with new students to facilitate integration into the student community.

## Response #2C

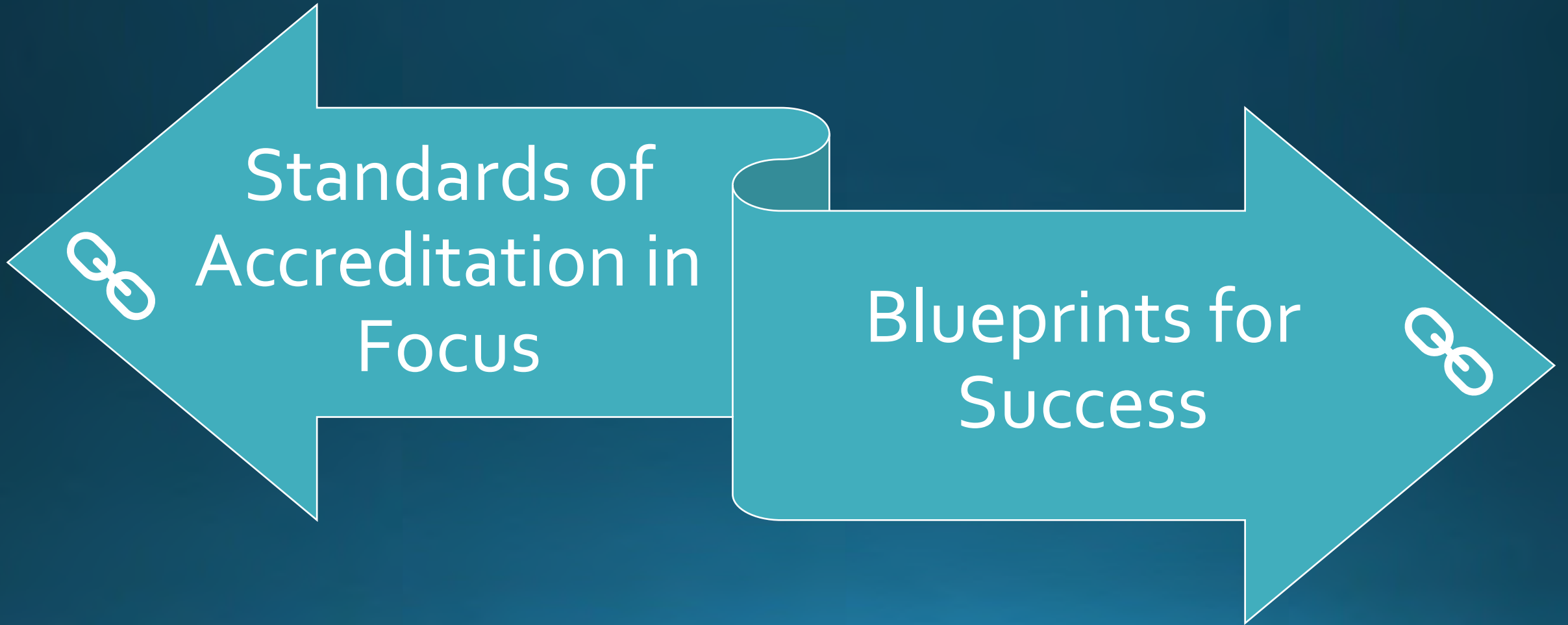
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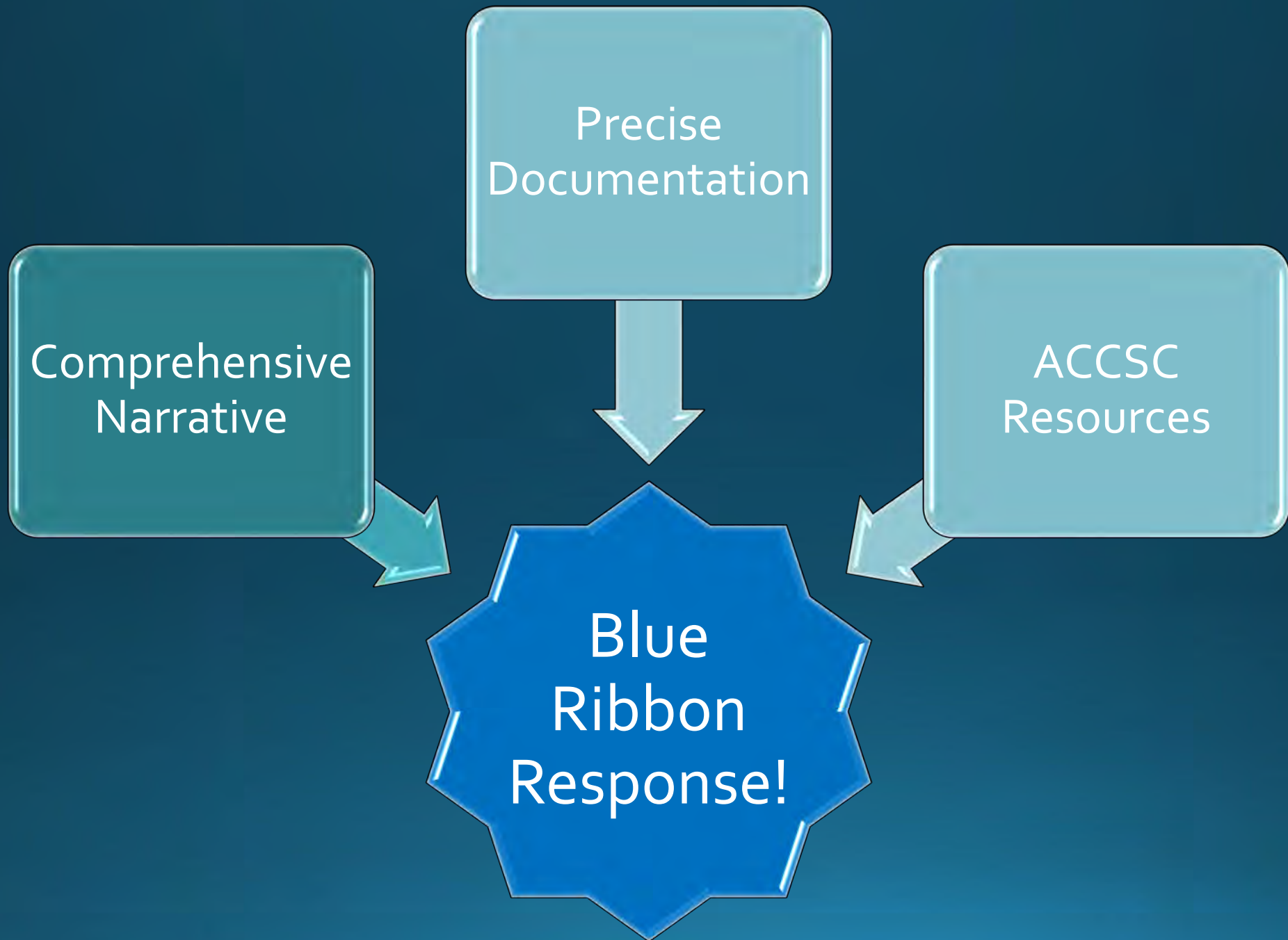
Updated G&E Charts, showing the graduation rates have not improved over the benchmark (see attached, with supporting documentation).

---

Retention charts for the two programs, showing the most recent starts, which are indicative of an upward trend in rates of student graduation.

# *Resources for Creating an Effective Response*





# Instructions For Electronic Submission



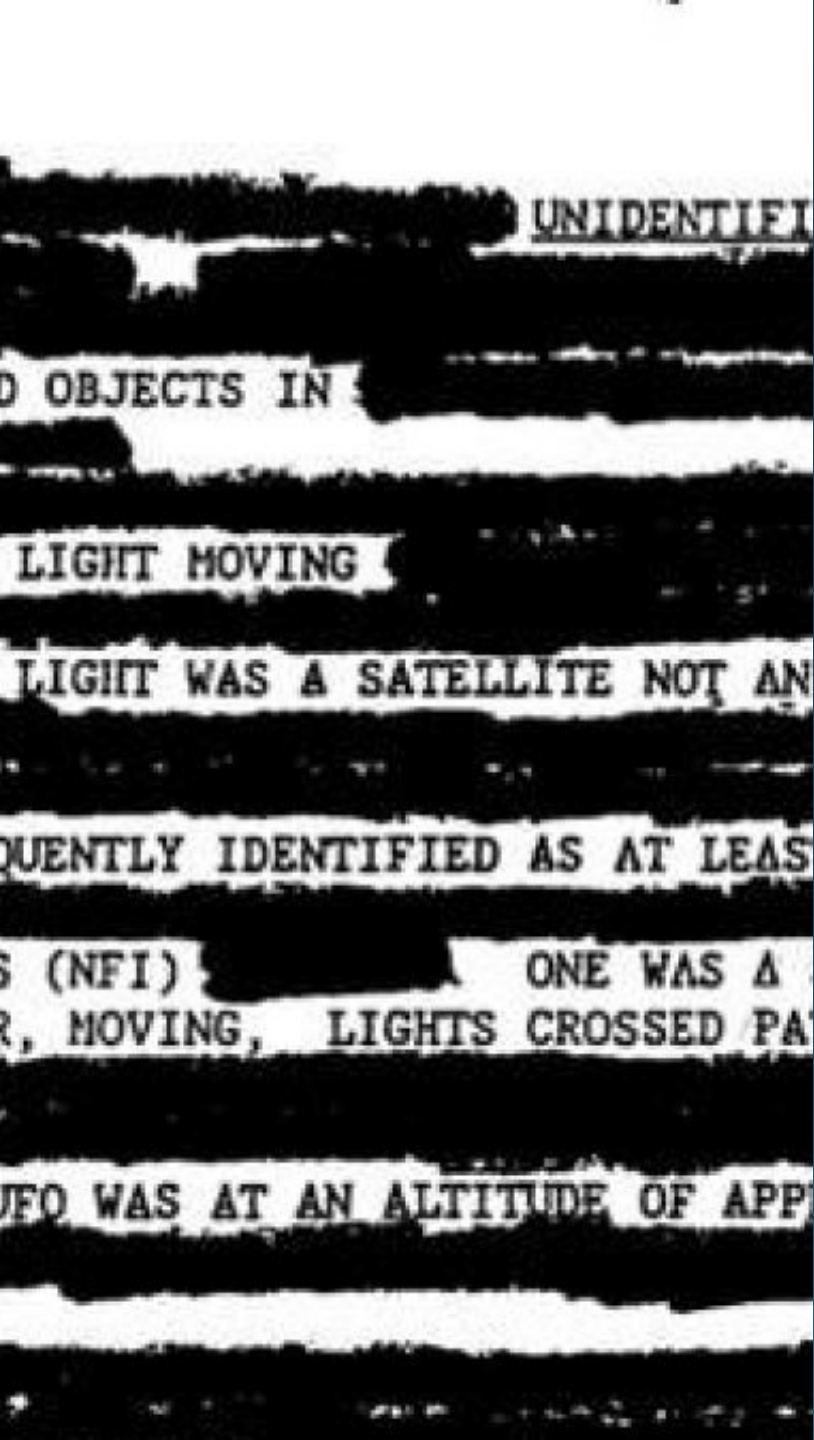
Compile into one Portable Document Format ("PDF") file



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



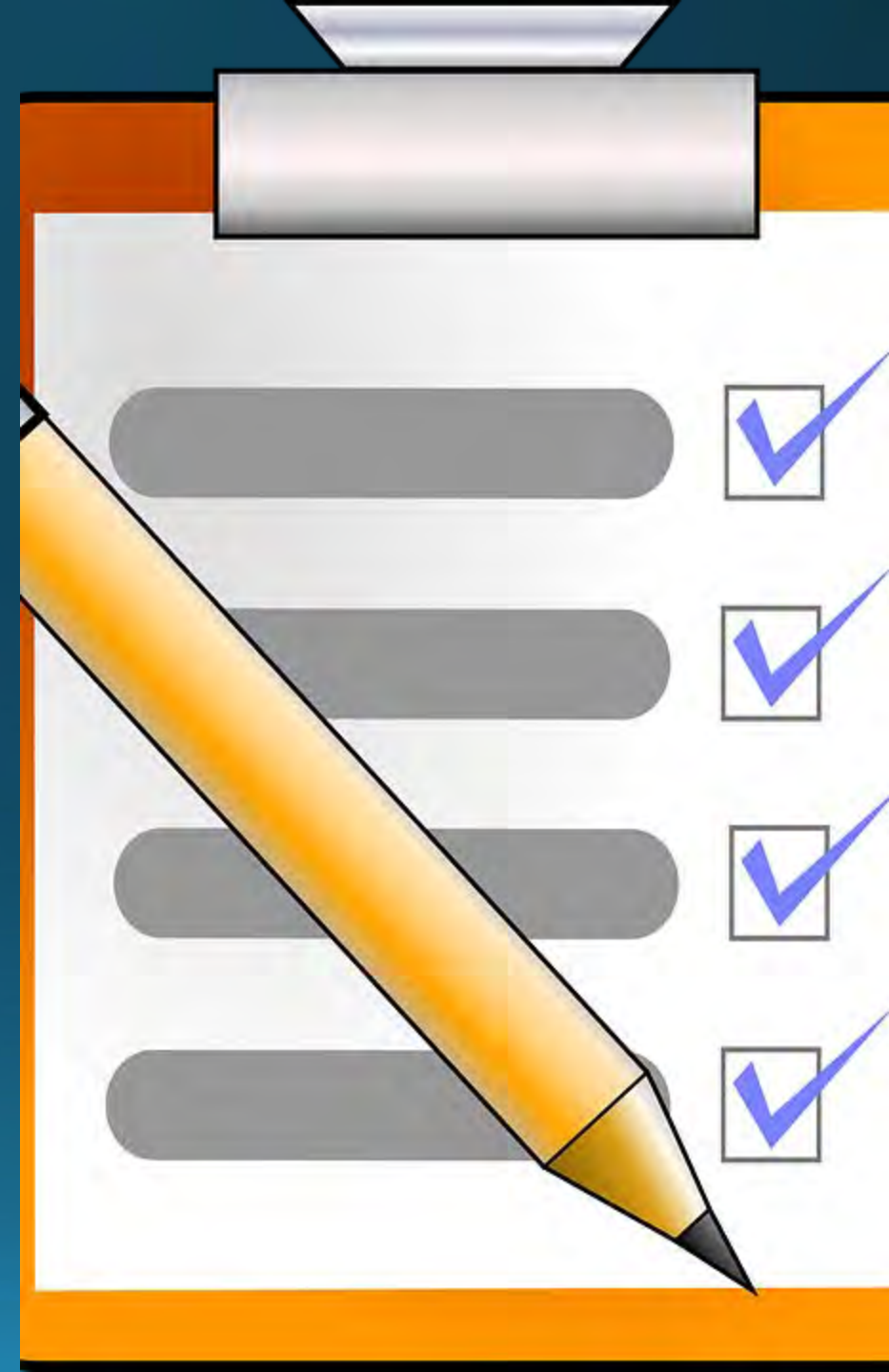
# Remove or redact

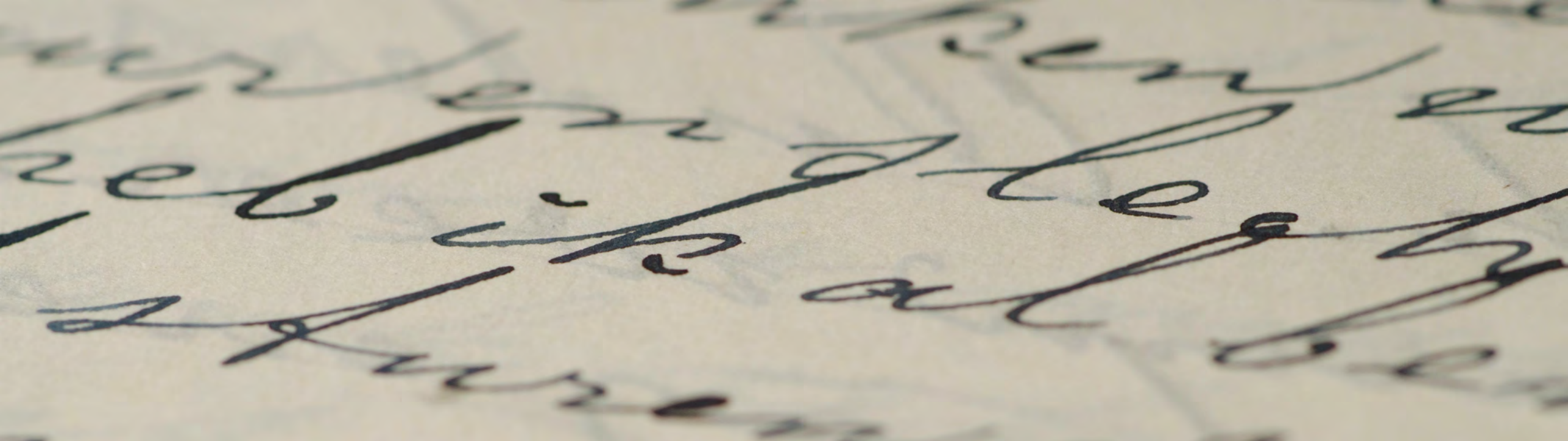
Personal or confidential student or staff information that is not required for the Commission's review (e.g., social security numbers, dates of birth, etc.)



# Include

- A cover letter identifying the institution by name, address, ACCSC school number; an explanation of the content and the title of the document(s); and a name, phone number, and e-mail address for a point of contact at the school
- A bookmarked Table of Contents
- A copy of the Commission letter
- A signed Certification Statement attesting to the accuracy of the data contained in the response.





# 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.

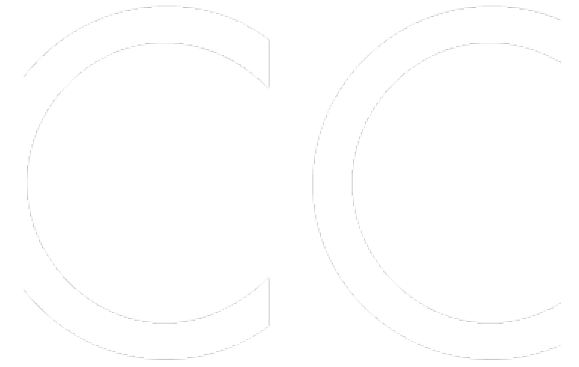
# Probation

- 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.*



Commission of Caree

# Parting Thoughts



# Recognize the Deadlines

1

- **Attend Accreditation Workshop**
- April 10-11, 2025

2

- **Upload Application for Renewal of Accreditation**
- May 27, 2025

3

- **Upload Self-Evaluation Report and Compile Application Updates**  
October 8, 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

REMEMBER THE GOOD THAT YOU DO

More Than  
Anything Else

