

PROCESS

- Chairs are given 5 business days to edit each report. After the report has been formatted and edited for content, it is to be e-mailed to the ACICS staff member with a copy (cc) to visitreports@acics.org.
- Do not hesitate to reach out to staff if questions occur while editing.



RENEWAL OF ACCREDITATION VISIT REPORT

Select visit type from drop down

ERICKSON COLLEGE
 321 Main Street
 Phoenix, AZ 85040
 ACICS ID Code: 00099998

All caps

Mr. Scott Erickson Campus President (scott@erickson.edu)
ACICSinfo@erickson.edu

On-site admin e-mail

Campus e-mail

One space
 Center justify

LEARNING SITE
 Erickson College
 123 Rock Road
 Tempe, AZ 85281
 ACICS ID Code: 00123456

No longer shading

MAIN CAMPUS
 Erickson College
 Albuquerque, NM
 ACICS ID Code: 00012345

January 15, 2014

Include a title for each team member

Dr. Gerri Wu	Chair	Harper University Online	Miami, FL
Dr. Brenda Harris	Student-Relations Specialist	Markersburg College	Florence, SC
Dr. Kwaku Boateng	Educational Activities, Library, and Information Technology Specialist	The University of North Capitol Street	Greensboro, NC
Mr. Richard Denman	Audio Production and Game Production Specialist	RBC 84, Las Vegas	Las Vegas, NV
Ms. Sharon Nguyen	Film and Video Production and Graphic Design Specialist	Cumin University	Salt Lake City, UT
Mr. Aaron Baker	Fashion Design and Merchandising Specialist	International Academy of Fashion and Arts	Los Angeles, CA
Ms. Erin Peabody	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
ERICKSON COLLEGE
TUCSON, ARIZONA**

Numerals only, do not include "full" or "part"

Do not include program name. Credential name only.

Enter credential level as approved by ACICS

Name of program as approved by ACICS, as stated on the CAR, with the exception of a new program Confirm w/ Coordinator

Template says "Sem./Qtr. Hrs." delete the non-applicable selection

Numerals only, do not include "%"

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	1150	92	Enroll: Full time/Part-time	CAR Retention & Placement (%)			
						2014		2013	
						Ret.	Pla.	Ret.	Pla.
Associate of Science	Academic Associate's Degree	Information Technology	1150	92	3/3	67	57	85	60
Associate of Science	Academic Associate's Degree	Graphic Design	1150	92	2/3	60	77	68	64
Associate of Arts	Academic Associate's Degree	Digital Video Production**	1100	92	0	67	23	64	28
Bachelor of Fine Arts Audio Production	Bachelor's Degree	Audio Production++	2140	180	18/2	32%	N/A	49.5	N/A
Bachelor of Science	Bachelor's Degree	Game Production	2160	180	28/5	66	67	67.2	N/A
Bachelor of Arts	Bachelor's Degree	Film and Video Production++	2190	180	22/5	66	58	76	54
Bachelor of Fine Arts	Bachelor's Degree	Fashion Design and Merchandising	2120	180	15/3	65	63	58	100
Bachelor of Science	Bachelor's Degree	Information Technology	2250	180	6/2	68	100	78.3	N/A
Bachelor of Fine Arts	Bachelor's Degree	Graphic Design	2240	180	11/2	68	88	68	84.2
Bachelor of Arts	Bachelor's Degree	Visual Arts-Game Art**	2020	180	0	100	0	80	50
Bachelor of Arts	Bachelor's Degree	Game Design**	2300	180	0	70	33	88	41
Bachelor of Fine Arts	Bachelor's Degree	Interior Design**	2130	180	0	56	100	65	N/A

TOTAL ENROLLMENT

130

Ensure total is correct

Notes: Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 in length) and any placement rates below 70 percent.

** All programs with 0 enrollments have been taught out and are no longer offered.

++ For program in which some but not all of the courses are taught at a Campus Addition Learning Site

DELETE ANY NOTES THAT DO NOT APPLY

Delete all template instructions highlighted in yellow

INTRODUCTION

[Please use this page to give a narrative introduction of the campus.]

Delete all template instructions highlighted in yellow

Erickson College is owned and operated by The Academy of Merchandising and Design, Ltd., which is wholly owned by United Education Concepts (UEC). UEC is a Virginia based corporation with principal offices located at 123 Morningstar Drive, Fairfax, Virginia 20170. The campus was founded in February of 1994 and was originally named NoVA Graphic Design School. It was acquired by UEC and underwent a name change to Erickson College in 2001.

The campus has two separate locations. The main building is located at 4750 South 44th Place in Phoenix, Arizona. This location is a professional corporate complex and borders the neighboring city of Tempe. The learning site has 70,000 square feet with ample offices, classrooms, and parking for students and staff. The campus is located at 1425 W. 14th Street in Tempe, Arizona and has 25,000 square feet. This campus is less than 5 miles away and about a five minute drive from the Phoenix campus. Courses for two programs are housed at the learning site -- Audio production and Film and Video Production. Mr. Leron Witherspoon, department chair for both programs, is housed at the Tempe learning site and maintains his office at the site. Additionally, two staff members teach core classes at the Tempe classes.

Student services are accessible to students at the oversight campus in Phoenix. These include tutoring, financial aid, career services, library and other services documented in the student relations report. A career services staff member is available to students in the Tempe location each day for dedicated hours. The campus has a shuttle available to students who prefer not to drive between the two campuses. The shuttle can be requested via call or text. The learning site does not currently have a learning resource center, but the faculty has initiated plans to develop a mini library to encourage the further use of library resources in core courses. There are ample classrooms, office space, lounge areas, auditorium, labs, and parking for students and staff at both locations. The locations also have security on grounds.

On December 3, 2012, Erickson College announced to its staff and students, the campus would no longer accept new student enrollments and the campus was entering into the teach-out phase of operations. The campus teach-out is scheduled for completion April 30, 2016.

Be sure that numbers listed in the intro are consistent with page 2.

At the time of the visit there were 130 students enrolled. This campus offers bachelor's degrees in audio production, game production, film and video production, fashion design and merchandising, information technology and graphic design. The campus offers associate degrees in information technology and graphic design. The following programs are not offered and have been taught out: bachelor's degree in visual arts-game art, bachelor's degree in game design, bachelor's degree in interior design, and academic associate's degree in digital video production. The team was advised all degree programs will end in 2016. All remaining classes are in teach out and no additional students are being accepted or recruited.

Based on the most recent data available to the team, the Campus Effectiveness Plan reports the student population as 75 percent male and 25 percent female. The ethnicity of the student population is 33 percent Caucasian, 10 percent African American, 15 percent Hispanic or Latino, 6 percent Native American, 1 percent Asian, and 35 percent non-disclosed.

The campus submitted retention plans for the following programs; audio production, fashion design and merchandising, and graphic design. Placement plans were submitted for game production, fashion design, film and video production, information technology, and graphic design.

Be sure that if there is critical information about the campus it is included in the report.

Left justify throughout report (except page one)

REPORT QUESTIONS

1. MISSION

Section headers should be bold

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
 The campus mission statement is located on page three 3 of the 2013-2014 Erickson College catalog, effective January 2013.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No
- 1.03 Are the objectives devoted substantially to career-related education?
 Yes No
- 1.04 Are the objectives reasonable for the following?
 (a) The programs of instruction
 Yes No
 (b) The modes of delivery.
 Yes No
 (c) The facilities of the campus.
 Yes No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No
- 1.06 Is the campus committed to successful implementation of its mission?
 Yes No

Use numerals for page numbers

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.08 If the campus is an branch, does the branch have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable
- 1.09 Does the CEP describe the following?
 (a) The characteristics of the programs offered.
 Yes No
 (b) The characteristics of the student population.
 Yes No
 (c) The types of data that will be used for assessment.
 Yes No
 (d) Specific goals to improve the educational processes.
 Yes No

(e) Expected outcomes of the plans.

Yes No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes No

(b) Student placement.

Yes No Not Applicable (new branch only)

(c) Level of graduate satisfaction.

Yes No Not Applicable (new branch only)

(d) Level of employer satisfaction.

Yes No Not Applicable (new branch only)

(e) Student learning outcomes.

Yes No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

The campus CEP utilizes the following student learning outcomes: final course grades, which are being tallied and analyzed at the end of each term; GPAs which are analyzed at the end of each term; quarterly student, graduate, and employer surveys; and quarterly project and portfolio reviews.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes No Not Applicable

(b) The data used by the campus to assess each outcome.

Yes No Not Applicable

(c) How the data was collected.

Yes No Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes No Not Applicable

TIP: Means of assessment of the outcomes should be included in the descriptions of the SLOs.

1.13 Has the campus published annual placement and retention goals in its CEP that ~~take into account its rates from the last three Campus Accountability Reports and that~~ demonstrate its ability to maintain or improve retention and placement outcomes?

Yes No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes No

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The specific activities that the campus will undertake with regard to retention include:

- increasing the number of student events;
- implementing proactive academic advising and early intervention plans;
- providing students with additional access to the building and campus services;
- continuing to assist students with shuttle service between both locations; and

For extensive or detailed lists, use bullets, rather than running the list into a sentence.

The bullets should be written to complete a sentence in present tense and be lower case.

- reviewing financial stability and responsibility practices with students.

The specific activities that the campus will undertake with regard to placement include:

- extending office hours for all advisors from 8:00 a.m.-7:00 p.m.;
- inviting industry professionals to campus portfolio shows and other campus events;
- continuing weekly off-site employer outreach goals;
- introducing career management topics into the classrooms; and
- improving campus involvement in off-site visits, professional association involvement, and participation in multi-industry networking functions.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes No

(b) That specific activities listed in the plan have been completed.

Yes No

(c) That periodic progress reports have been completed.

Yes No

The acronym for Campus Effectiveness Plan (CEP) has already been spelled out in Question 1.07, so there is no need to do so again throughout the remainder of the report.

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Mr. Scott Erickson is the campus director and responsible for implementing and monitoring the Campus Effectiveness Plan (CEP). He is assisted with the CEP by a team consisting of the manager of student services, learning resource center specialist, business operations manager, director of career services, registrar, program chairs, and general education lead instructor.

Mr. Erickson began his employment with Erickson College in 2002 and in December 2013, he became campus president. He holds a bachelor's degree in financial services from Roger Williams University and an MBA from Texas A&M University. He brings to the campus over 12 years of proprietary education experience.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes No Not Applicable (new branch or initial applicant only)

GENERAL COMMENTS:

The CEP provided to the team meets Council expectations for CEP content.

TIP: Make sure general comments are useful. Information that is broad and/or obvious is not needed.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(a) Governance, control, and corporate organization.

Yes No

(b) Names of the trustees, directors, and/or officers.

Yes No

(c) Names of the administrators.

Yes No

- 2.02 Does the campus:
- (a) Adequately train its employees?
 Yes No
- (b) Provide them with constant and proper supervision?
 Yes No
- (c) Evaluate their work?
 Yes No
- 2.03 Is the administration of the campus efficient and effective?
 Yes No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?
 Yes No
- (b) Know the person to whom they report?
 Yes No
- (c) Understand the standards by which the success of their work is measured?
 Yes No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
 Yes No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
 Yes No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?
 Yes No
- 2.08 Does the campus catalog or the student handbook contain an appendix that includes the name and address of ACICS?
 Yes No Not Applicable (initial applicants)
- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
 Mr. Scott Erickson is responsible for financial oversight of the campus. As stated above, Mr. Erickson ~~began~~ has been campus president since December 2013. He holds a bachelor's degree in financial services and an MBA. He has over 12 years of experience in proprietary education experience.

Summarize previously discussed information to use throughout the report. Don't copy and paste full descriptions. Be sure description is consistent throughout.

GENERAL COMMENTS:

Team interviews with faculty, staff, and students, promotes a spirit of cooperation and open communication.

← Use double spaces between the end of one section and the beginning of the next.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes No

3.02 Are all staff well trained to carry out administrative functions?

Yes No

3.03 Who is the on-site administrator, and what are this person's qualifications?

Mr. Scott Erickson is responsible for financial oversight of the campus. As stated above, Mr. Erickson began has been campus president since December of 2013. He holds a bachelor's degree in financial services and an MBA. He has over 12 years of experience in proprietary education experience.

3.04 Does the campus list degrees of staff members in the catalog?

Yes No

If Yes, is appropriate evidence of the degrees on file?

Yes No

3.05 Is there evidence that the campus keeps adequate records to support operations?

(a) Financial aid activities.

Yes No Not Applicable (campus does not participate in financial aid)

(b) Admissions.

Yes No

(c) Curriculum.

Yes No

(d) Accreditation and licensure.

Yes No

(e) Guidance.

Yes No

(f) Instructional resources.

Yes No

(g) Supplies and equipment.

Yes No

(h) The school plant.

Yes No

(i) Faculty and staff.

Yes No

(j) Student activities.

Yes No

(k) Student personnel.

Yes No

3.06 Does the campus admit ability-to-benefit students?

Yes No (Skip to Question 3.11.)

**Everyone in the report should have a title.
Mr., Ms., Dr.**

TIP: Be sure to correct this at read through, as it may be difficult to determine the accurate title once the visit is over.

TIP: It is unnecessary to continue to repeat someone's name once they have been introduced. The use of "he" or "she" should be implemented.

- 3.11 Do student files contain evidence of graduation from high school or the equivalent?
 Yes No
- 3.12 Are appropriate transcripts maintained for all students?
 Yes No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
 Yes No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?
 Yes No
- 3.15 Does the campus maintain transcripts for all students indefinitely?
 Yes No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
 Yes No

GENERAL COMMENTS:

The campus administrative functions are coordinated to achieve the educational mission. Records relative to administrative operations are maintained appropriately.

4. RELATIONS WITH STUDENTS

Be sure that the description of student file review is well detailed, with regard to the number and type of files reviewed.

- 4.01 How many student files were reviewed during the evaluation?
 There were twenty-one student files reviewed by the team. The files were classified on the 2012-2013 CAR as 5 graduates, 11 withdrawals and still 5 enrolled. Of the files, four of the files were students who received transfer credit, 1 of the files was a student who had been on probation due to satisfactory academic process (SAP) issues, 1 of the files was a student who had an approved SAP appeal, 2 of the files were students who had been on warning due to SAP issues, 1 of the the files was a student who had been dismissed due to SAP issues, and 4 of the files were students who had changed programs. In addition, the financial ledger cards for all files were reviewed.

TIP: When a paragraph contains a number over 10, use numerals for all numbers in the same paragraph.

- 4.02 Does the campus ensure that its student relations reflect high ethical standards?
 Yes No

If No, insert the section number in parentheses and explain:

Remove all empty 'If No,' fields

- 4.03 Does the campus have appropriate admissions criteria?
 Yes No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?

Yes No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

Yes No

4.06 Does the admissions policy conform to the campus's mission?

Yes No

4.07 Is the admissions policy publicly stated?

Yes No

4.08 Is the admissions policy administered as written?

Yes No

4.09 Does the campus use an enrollment agreement for each enrolled student that:

(a) Clearly outlines the financial obligations of both the institution and the student?

Yes No

(b) Outlines all program related tuition and fees?

Yes No

(c) Has a signature of the student and the appropriate school representative?

Yes No

Is there evidence that a copy of the agreement has been provided to the student?

Yes No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

At the time of the visit, Erickson College did not have a student recruitment department in place because they have not been accepting any new students since December 3, 2012.

4.11 Describe the recruiting process the for new students.

The team was able to review student files, review internal recruitment materials, and conduct interviews with the admissions and financial aid staff, as well as three current students to verify that the campus followed a consistent recruitment process. The campus is able to accomplish its educational objectives by confirming that each prospective student is well-informed about the nature of the education provided through an extensive recruitment interview conducted by an admissions representative. The recruitment interview incorporates a questionnaire that assists the campus with identifying the students' strengths and weaknesses, and the educational and career expectations of the student. In addition, the prospective student receives a copy of the college catalog, which contains program and course descriptions for each curriculum. The admissions requirements for each program are developed to ensure that students entering the programs are prepared for the demands of the coursework and can benefit from the career training that focuses on the knowledge and skills required to succeed in the specialized art focused programs offered at the campus.

Use a comma in front of "and" or "or" in a list. (also known as Oxford Comma)

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?

Yes No

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

Yes No

(b) Services.

Yes No

(c) Tuition.

Yes No

(d) Terms.

Yes No

(e) Operating policies.

Yes No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?

Yes No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

Yes No Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes No

4.19 Is there evidence that the campus properly awards transfer of credit?

Yes No Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

Yes No

4.21 Has the campus established articulation agreements with other institutions?

Yes No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

If *Yes*, has the campus published a list of institutions with which it has established the agreements?

Yes No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

Yes No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress (SAP) policy is found on pages 27-30 in the Erickson College 2013-2014 course catalog, effective January 2013 and in the 2013-2014 Erickson College catalog addendum number 3, effective May 6, 2014.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes No

(c) Procedures for re-establishing satisfactory academic progress.

Yes No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes No

Incomplete grades.

Yes No

Repeated courses.

Yes No

Non-punitive grades.

Yes No Not Applicable (campus does not offer)

Non-credit or remedial courses.

Yes No Not Applicable (campus does not offer)

A warning status.

Yes No Not Applicable (campus does not use)

A probationary period.

Yes No

An appeal process.

Yes No

An extended-enrollment status.

Yes No Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes No Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes No Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes No

4.26 Does the campus apply its SAP standards consistently to all students?

Yes No

4.27 Are students who are not making satisfactory academic progress properly notified?

Yes No Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?

Yes No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?

Yes No Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

Yes No Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?

Yes No

4.32 Are students allowed to remain on financial aid while under warning or probation status?

Yes No Not Applicable (campus does not participate in financial aid)

If Yes, is the student informed of this policy?

Yes No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?

Yes No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
 Yes No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Ms. Biannca Regis, regional registrar, is responsible for the administration of satisfactory academic progress. She holds a bachelor's degree in sociology from Roosevelt University, in Chicago, Illinois. She is a certified registrar and has also been certified to administer SAP. She is assisted on-site by Ms. Ariel Woodward, who has 22 years of

The report will no longer include the city and state when describing a U.S. institution from which a faculty or staff completed their education. The country (state and city if appropriate) should be included when describing a non-U.S. institution.

4.39 Does the campus encourage and :
 in their programs?
 Yes No

satisfactorily

4.40 Does the campus finance any of the following? (Mark all that apply.)
 (a) Scholarships.
 (b) Grants.
 (c) Loans.
 (d) The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?
 Yes No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
 Yes No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
 Yes No

4.43 Are tuition and fees clearly stated in the catalog?

Yes No

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes No Not Applicable

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes No

(b) Dates for the posting of tuition.

Yes No

(c) Fees.

Yes No

(d) Other charges.

Yes No

(e) Payments.

Yes No

(f) Dates of payment.

Yes No

(g) The balance after each transaction.

Yes No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes No Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus's refund policy published in the catalog?

Yes No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes No

4.48 Is the campus following its stated refund policy?

Yes No

4.49 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Brandy DeRocco, business operations manager, is responsible for administering student financial aid. Ms. DeRocco holds a bachelor's degree in business administration from DeVry University. She is a member of the National Association of Student Financial Aid Administrators (NASFAA). Ms. DeRocco has worked in the financial aid department at Erickson College for six years.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes No

Ensure associations/organizations are spelled out and capitalized before the acronym

- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
 Yes No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
 Yes No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Ms. DeRocco stays current with regulation and policy changes in financial aid by holding a membership in NASFAA. She receives regular e-mails from NASFAA concerning policy changes that affect student financial aid. Financial aid advisors receive training in governmental regulations, institutional policies, and procedures on a regular basis. Ms. DeRocco participates in bi-weekly trainings and teleconferences led by Workforce Education Corporation (WEC). Information is disseminated to the financial aid staff via e-mail, one-on-one interaction, and during weekly staff meetings.
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
 Yes No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
 Yes No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
 Yes No (*Skip to question 4.58.*)
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The student services offered by the campus include new student orientation, which is an opportunity for all new students to become familiar with campus personnel and procedures (no longer offered, but the team was able to verify current and past students participated); academic counseling offered by the staff and faculty; financial aid, provided by the student finance office; free tutoring, available to all students with faculty and student peers; and employment counseling, offered by the manager of student services.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus's graduates?
 Yes No Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Kerri Eto, campus director of career services, is responsible for the oversight of counseling students on employment opportunities. She holds a bachelor's degree in history from Albright College. She has

worked in career services at Erickson College for four years. She also has two years of prior experience as a college career services advisor.

- 4.61 Does the campus offer employment assistance to all students?
 Yes No Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 654. The ending enrollment reported on the previous year's CAR is 654.
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
 Yes No Not Applicable
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
 Yes No Not Applicable (campus does not participate in financial aid)
- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The students are counseled concerning student loan repayment obligations through:

- facilitating discussions of repayment during the admissions process;
- entrance counseling, which is conducted during the first financial aid appointment;
- exit counseling, which occurs before graduation;
- providing instructions on how to access a financial literacy portal, which includes repayment calculators, modules on managing finances, loan repayment and general financial literacy; and
- providing access, after they have left school, to a dedicated HELP team which provides ongoing support during their grace period and student loan payment.

Students are encouraged to contact the campus financial aid office with questions and concerns.

- 4.67 Describe the extracurricular activities of the campus (if applicable).
 Students were encouraged to participate in the following documented 2013-2014 extracurricular campus activities: chili cookoff, tricked-out trike race, student appreciation events, Halloween Erickson murder mystery costume party, la mode fashion showcase, portfolio showcase, career service week, maker's faire crafts, and game jams.

FOR MASTER'S DEGREES ONLY

- ~~4.68 Do all students enrolled in master's degree programs possess a bachelor's degree?
 Yes No~~

~~If No, insert the section number in parentheses, list student names, and explain:~~

~~_____~~

Remove all sub sections of the report that deal with credentials that were NOT reviewed

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Mr. Scott Erickson is responsible for financial oversight of the campus. As stated above, Mr. Erickson has been campus president since December of 2013. He holds a bachelor's degree in financial services and an MBA. He has over 12 years of experience in proprietary education experience. He works collaboratively with the program chairs of audio, film, and information technology, Mr. Leron Witherspoon, and the department chair of the design school, Mr. Jerry Blankenship.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The authority and responsibility for the development and administration of programs on this campus was delegated to program administrators with this oversight. Program administrators are responsible for providing expertise to corporate curriculum committees, faculty evaluations, developing and monitoring faculty development plans, and facilitating instructors with necessary resources to fulfill the curricular objectives of the programs, among other duties.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

Yes No

(b) Selection of course materials, instructional equipment and other educational resources.

Yes No

(c) Systematic evaluation and revision of the curriculum.

Yes No

(d) Assessment of student learning outcomes.

Yes No

(e) Planning for institutional effectiveness.

Yes No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
 Yes No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
 Yes No (*Skip to question 5.10*)

FOR RENEWAL OF ACCREDITATION VISITS ONLY

5.10 Does the campus have any programs with current accreditation?
 Yes No (*Skip to question 5.14*)

Do NOT remove sub headers for reviewed programs. Keeping these headers in the report helps makes sense of missing questions

FOR ALL CAMPUSES

FOR ALL

Make adjustments for widows and orphans. (return/enter OR insert page break)

Orphan: word, line of text, heading, or caption at the bottom of a page while the remainder of the text unit continues on the next page.

Widow: word, line of text, heading, or caption that extends to the top of the next page.

5.14 Are the educational programs consistent with the campus's mission and the needs of its students?
 Yes No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
 Yes No

Incorporate how the team gathered this information, be it through interviews or documentation.

5.16 What provisions are made for individual differences among students?

Faculty interviewed by the team indicated that several unique factors assisted them in their efforts to provide for individual differences among students. Tutoring is available for students who need it, and students have access to an array of learning resources in the classrooms and additional learning educational resource spaces, e.g. equipment and computers.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.

Curriculum is revised regularly by UEC, the corporate entity that owns the campus. During curriculum revision cycles, corporate curriculum writing teams elicit input and feedback from program chairs at UEC campuses, including Erickson College, Phoenix, Arizona. Program chairs in turn elicit input and feedback from program instructors at regularly scheduled meetings to create a reciprocal curriculum development system. In addition, curriculum revisions and suggestions can be directed to the corporate level through campus chairs at other times.

5.18 Does the faculty participate in this process?
 Yes No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
 Yes No

- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

Yes No Not Applicable (campus does not award such credit)

If *Yes*, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

Yes No Not Applicable (no student has made such a request)

- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

- 5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes No

- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

Yes No

- 5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes No

- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes No

- 5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

Yes No Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?

Yes No

TIP: This question is often overlooked. Make sure the answers to both parts are completed during read through.

If Yes, how is this documented?

Evidence of systematic in-service training is documented in faculty files. Faculty files include dates of in-service activities, in-service topics, and certificates of participation.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes No

If No for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:

Sections should be BOLD

(Section 3-1-543 and Glossary): [SUMMARY: Five faculty members: Mr. Sam Kettering, Ms. Janice Thomas, Dr. Teresa Samms, Mr. Joel Tims, and Ms. Samantha Faith, lack evidence of implementation of professional growth activities as outlined in their faculty development plans.] [DETAILS: The faculty members had a range of activities listed in the plan for completion within the 2013-2014 year, but they all lacked evidence of completion. For example, Mr. Kettering was scheduled to attend a session of the International Conference on Digital Audio but did not go. There were no activities listed on the 2014 plan.]

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes No

Findings start with a summary statement of the area requiring an explanatory response... followed by a description of the issue.

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes No

If Yes, do the contracts and/or agreements comply with all requirements of the applicable criterion?

Yes No

FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, AND BACHELOR’S DEGREES ONLY

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
 Yes No
- 5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory, not on practical applications associated with a particular occupation
 Yes No
- 5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

FOR BACHELOR'S DEGREES ONLY

- 5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
 Yes No
- 5.40 Do the program's general education courses meet Council standards?
 Yes No
- 5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation, and any other pertinent information).
The main campus is a 70,000 square-foot facility located at 4750 South 44th Place in Phoenix, Arizona. The campus has ample parking for students and staff, and is located on a central bus transportation route. The building is comprised of 39 classrooms, a student lounge, student store, learning resource center, laptop helpdesk, sewing lab, drawing studio, pattern-making lab, motion capture lab, tabletop photo area, faculty and staff lounge, production center, materials resource center, file room, faculty and staff workspace area, conference room, and main reception. One classroom is equipped with a collapsible wall which can provide a large auditorium-style room and two studios provide specialty equipment for film and video production. Seating capacity for each room varies from as few as 12 seats to as many as 40. A dedicated motion-capture room is utilized by the game production program. The learning site, located at 1425 W. 14th Street in Tempe, Arizona, contains 25,000 developed square feet out of 45,000 total square feet of space. The building features 6 classrooms, a theatre, film stage, live production stage, studio, faculty and staff lounge, and faculty and staff workspace area. The 100+ seat theater allows for

student work to be presented and reviewed along with film history classes and general assemblies. The campus provides shuttle service for student and staff between both locations.

6.02 Does the campus utilize any additional space locations?

Yes No

6.03 Does the campus utilize ~~campus additions~~ learning sites

Yes No

If Yes, list the name and address of each ~~campus addition~~ learning site and identify any administrative services offered at the site. (Please see section 13 for additional information)

The Tempe campus is located at 1425 W. 14th Street in Tempe, Arizona. The campus is less than five miles away and about a five-minute drive from the Phoenix campus. Courses for two programs are housed at the learning site, audio production and film and video production. Mr. Leron Witherspoon, department chair for both programs, is housed at the Tempe ~~campus addition~~ learning site and maintains his office at the site. Additionally, two faculty members teach core classes at the Tempe classes.

Student services are accessible to students at the oversight campus in Phoenix. These include tutoring, financial aid, career services, library, and other services documented in the student relations report. A career services staff member is available to students in the Tempe location each day. The campus has a shuttle available for transport between the two campuses. The shuttle can be requested via call or text. The learning site does not currently have a learning resource center, but the faculty has initiated plans to develop a mini library to encourage the further use of library resources in core courses.

6.04 Are all facilities (including additional space and ~~campus additions~~ learning sites) appropriate for the size of the student population and the programs offered?

Yes No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and ~~campus additions~~ learning sites)?

(a) Equipment

Yes No

(b) Instructional tools

Yes No

(c) Machinery

Yes No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

Yes No Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The catalog used during the evaluation was the 2013-2014 version, effective January 2013, and addendum 3, effective May 6, 2013. The cataog supplement was updated while the team was on-site.

- 7.02 Does the self-study or branch application part II accurately portray the campus?
 Yes No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
 Yes No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.
 Yes No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.
 Yes No
- (c) The names and titles of the administrators.
 Yes No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
 Yes No
- (e) A statement of accreditation
 Yes No Not Applicable (initial applicant)
- (f) A mission statement.
 Yes No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
 Yes No
- (h) An academic calendar.
 Yes No
- (i) A full disclosure of the admission requirements.
 Yes No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
 Yes No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
 Yes No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
 Yes No
- (m) A definition of the unit of credit.
 Yes No Not Applicable (The campus does not award credit)
- (n) A complete explanation of the standards of satisfactory academic progress.
 Yes No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes No

(p) The transfer of credit policy.

Yes No

(q) A statement of the tuition, fees, and any other charges.

Yes No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes No Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes No

(t) A statement describing the student services offered.

Yes No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes No Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes No

If *Yes*, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

Yes No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes No

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes No Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

Yes No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes No (*Skip to Question 7.08.*)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes No

7.08 Is the catalog available online?
 Yes No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?
 Yes No

7.09 Does the campus utilize a multiple-school catalog?
 Yes No (*Skip to Question 7.10.*)

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
 Yes No

If *No*, insert the section number in parentheses and explain:

The campus only maintains public disclosures and addresses for both the campus and learning site on the website at www.Ericksoncollege.edu. The campus is in teach out and does not advertise to prospective students. The campus stopped advertising after the announcement of its closure in December 2012. The website and catalog clearly state that the campus is no longer enrolling students into its programs.

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
 Yes No

7.12 Where does the campus advertise (publications, online, etc.)?

As previously stated, the campus maintains public disclosures and addresses for both the campus and learning site on the website at www.Ericksoncollege.edu. The campus is in teach out and does not advertise to prospective students. The campus stopped advertising after the announcement of its closure in December 2012.

Are all print and electronic advertisements under acceptable headings?
 Yes No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
 Yes No (*Skip to Question 7.14.*)

7.14 Does the campus utilize services funded by third parties?
 Yes No (*Skip to Question 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
 Yes No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?
 Yes No Not Applicable (campus does not participate in financial aid)

The campus does not advertise, as it is in teach out.

7.17 What institutional performance information does the campus routinely provide to the public?

The campus provides campus-level placement rates and graduation rates and cumulative multicampus on-time completion rates.

Where is this information published and how frequently is this information being updated?

The performance data is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?

Yes No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The campus learning resource center (LRC) provides request forms for instructors and students to make formal requests for library resources and information services. Additionally, the learning resource center specialist, Mr. Ryan Knowlton, informally surveys instructors and students to assess their continuing needs for library resources.

Are these methods appropriate?

Yes No

8.06 Is the library staff adequately trained to support the library?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Is the campus's established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is \$18,000.

8.09 What portion of the current year's library budget has been spent?

Of the annual \$18,000 library budget, \$3,410.45 has been spent in the current year.

How has the money been allocated?

Of the money spent, \$1,750.00 was allocated to renew a subscription to Lynda.com (professional development tutorial web resource) and the remainder was used to purchase magazines, journals, books, DVDs, and video games.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes No

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources.

In interviews with the team, faculty shared that they encourage students to utilize on-site library resources for research projects and other classroom assignments. Also, the LRC specialist, Mr. Knowlton, facilitates student helpers in the LRC who assist students with library and information resources. At the Tempe learning site, instructors have initiated a plan to bring library resources from the main campus to facilitate student research there. The school provides transportation between the main and learning sites to facilitate student access to library and information resources.

Are these methods appropriate?

Yes No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

Yes No Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.

Full-text online collections available to students include Academic Search Premier, Art & Architecture, Berg Fashion Library, Business Source, Chronicle of Higher Education, Credo Reference, Criminal Justice with Full Text, DTech Cybrary Databases, Ebsco eBooks, Education Research, eMarketer

Features, ERIC, First Research, GreenFile, Hoovers, IEEEExplore, Library Information Science & Technology, Master File Premier, Newsstand, Opposing Viewpoints, Oxford Art Online, Regional Business News, Safari eBooks, and Stylesight Brochure.

- 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No
- 8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
 Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- 8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
The librarian is Ms. Shalonda Meeks, UEC's regional director of library services for this area. Ms. Meeks holds a bachelor's degree in mass communication from Texas State University, and a master's degree in library science from Texas Woman's University. Mr. Jerrod Rayburn is the learning resource center specialist on-site. Mr. Rayburn has been trained by Ms. Meeks to facilitate the library needs of students and faculty on-site at the main Erickson College Phoenix, Arizona campus and its learning site located at 14th Street. Mr. Rayburn's hours are Monday-Friday, 9:00 a.m. to 6:00 p.m. The library is open from 8:00 a.m.-10:00 p.m. on Monday-Thursday; 9:00 a.m.-5:00 p.m. Friday; and 9:00 a.m.-4:00 p.m. on Saturday. During the hours that Mr. Rayburn is not available, two trained student workers are responsible for library oversight.

Does this individual:

- (a) Supervise and manage the library and instructional resources?
 Yes No
- (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
 Yes No
- (c) Assist students in the use of instructional resources?
 Yes No
- 8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
 Yes No
- 8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
 Yes No Not Applicable (staff do not hold foreign credentials)
- 8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

Yes No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

Yes No

9. PROGRAM EVALUATION

Bachelor's Degree in Fashion Design and Merchandising

ACICS credential should match the listing on page 2.

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Leronica Spokes is the lead instructor for the fashion design and merchandising program. She reports to Mr. Jerry Blankenship, the program chair of graphic design. Ms. Spokes received her bachelor's degree from Northern Arizona University in speech communication and received an associate's degree in fashion design from the Fashion Institute of Design.

Mr. Jerry Blankenship, holds a BFA in graphic design from Michigan University and a master's degree in visual communications from Arizona State University.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Branch Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Branch Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?

Yes No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The program utilizes several forms of community resources that contribute to the enrichment of the student experience. Field trips and guest speakers are the most significant activities. During Fashion Week, industry professionals reviewed student projects and fashion portfolios and gave individual feedback and recommendations. The Quantum Initiative (QI) center hosts guest speaker events on a variety of cross departmental topics, including topics on how to start a business and how to use social media for business. Students have attended fashion events administrated by the Fashion Group International of Arizona (FGI). Ms. Spokes is also the regional director for the FGI-Arizona, and she is closely involved in organizing these field trips. In January 2014, the students were taken to Professional Business Practices for Fashion Design.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

Yes No

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards

Yes No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?

(a) Title and course descriptions

Yes No

(b) Course numbers

- Yes No
(c) Course prerequisites and/or corequisites
 Yes No
(d) Instructional contact hours/credits
 Yes No
(e) Learning objectives
 Yes No
(f) Instructional materials and references
 Yes No
(g) Topical outline of the course
 Yes No
(h) Instructional methods
 Yes No
(i) Assessment criteria
 Yes No
(j) Method of evaluating students
 Yes No
(k) Date the syllabus was last reviewed
 Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Branch Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
 Yes No Not Applicable (Branch Inclusion OR clock hour program)
- 9.16 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No
- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
 Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were five calls attempted to employers or graduates.

How many calls to employers or graduates were successful?

Of the five calls attempted, two calls resulted in successful contact.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed employment of the graduates as reported on the 2013 CAR.

- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable

FOR RENEWAL OF ACCREDITATION AND INITIAL GRANT VISITS ONLY

- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to question 9.24*)
- 9.21 Does the campus’s written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team reviewed fashion portfolios provided by the lead instructor, Ms. Leronica Spokes. The portfolios contained homework covering fashion collections illustrated as colored sketches and flat technical sketches. Additional homework assignments reviewed by the team included activities in which students prepared self-promoting materials and linked-in profiles. The team was able to verify that out of class work is graded and included in evaluation of the course by reviewing online grade books on the Engrade system.

FOR ALL VISITS

TIP: It is important that this answer not only confirms that assignments and grades were reviewed, but also that the grade was being incorporated in the students’ final grade.

- 9.23 Are the following appropriate to adequate evaluation?
 (a) Facilities.
 Yes No
 (b) Instructional equipment.
 Yes No
 (c) Resources.
 Yes No
 (d) Personnel.
 Yes No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
 (a) Systematic planning.
 Yes No
 (b) Well-defined instructional objectives.
 Yes No
 (c) The selection and use of appropriate and current learning materials.
 Yes No
 (d) Appropriate modes of instructional delivery.
 Yes No
 (e) The use of appropriate assessment strategies.
 Yes No

(f) The use of appropriate experiences.

Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER' DEGREES ONLY

9.29 Are teaching loads reasonable?

Yes No

FOR BACHELOR'S DEGREES ONLY

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

Yes No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

Yes No Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes No

9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes No Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?

Yes No

9. PROGRAM EVALUATION

Academic Associate's Degree in Graphic Design

Bachelor's Degree in Film and Video Production

Bachelor's Degree in Graphic Design

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Jerry Blankenship is the graphic design program chair. Mr. Blankenship has been at the Erickson College campus for 14 years. For his first 7 years, he served as an instructor of graphic design and then he was program chair of the graphic design program for 5 years. Since 2012, Mr. Blankenship has served as chair of all design programs at the campus. He holds a bachelor's degree in graphic design from Michigan State University and a master's degree in visual communication design from Arizona State University. Previously, Mr. Blankenship worked as an advertising agency art director and designer for varied corporate print clients such as Ford Motor Company and General Motors at the J. Walter Thompson advertising agency. As a participant in the Creative Connection, he interfaces with other design professionals in the area. In his position as program chair, he supervises three adjunct instructors and currently teaches approximately 10 hours per week.

Mr. Leron Witherspoon serves as program chair for the film and video production program at the campus. He has been at Erickson College for four years and in his current position for approximately 18 months. Mr. Witherspoon holds a bachelor's degree in sculpture and art history from Florida State University and has completed 21 hours in graduate study in art history at the University of Arizona. He also has other specialized training in script and story writing as well as acting and scene study. Mr. Witherspoon has an extensive professional history of many years in video/film production working as a director, producer, and consultant. His clients have included Coca-Cola, McDonald's, ESPN, Sears, Showtime, and several episodic television productions. He is a member of the Director's Guild of America (DGA) as well as Arizona Producer's Association (APA). In the film and video program, he oversees one full-time instructor and three adjunct instructors.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Branch Inclusion only)
(b) Student placement rate of 70 percent?
 Yes No Not Applicable (Branch Inclusion only)
- If *No*, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
 Yes No
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
Professionals in the design industry participate in portfolio reviews on a regular basis for the purposes of both critique and job placement possibilities. Students visit design studios and print houses to further acquaint themselves with the professional work environment. The campus brings in local professional designers and filmmakers to further broaden the students' learning experience. Past speakers have included producers, directors, print designers, filmmakers, such as local documentary filmmaker Mr. Cody Skoren, and art directors, such as Ms. Melissa Brenneman, who spoke to students about potential careers in advertising design. Field trips also are conducted to area design studios or production venues such as the Phoenix Suns Arena. The campus hosts Phoenix Fashion Week events, where design departments collaborate to produce a high profile community fashion show.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Branch Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Branch Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
 Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Academic Associate's degree program in Graphic Design: 10

Bachelor's degree program in Graphic Design: 10

Bachelor's degree program in Film and Video Production: 10

How many calls to employers or graduates were successful?

Academic Associate's degree program in Graphic Design: 4

Bachelor's degree program in Graphic Design: 3

Bachelor's degree program in Film and Video Production: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?
 Please explain any discrepancy between the number of successful contacts and confirmations.

All successful calls in all programs confirmed the employment of the graduate as reported on the CAR.

There were graduates in the interior design and digital video production, but no enrollment at the time of the visit.

- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable

FOR RENEWAL OF ACCREDITATION AND INITIAL GRANT VISITS ONLY

- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to question 9.24*)

- 9.21 Does the campus’s written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)

- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team was presented with homework assignments and the resulting homework turned in by the students. The homework had a grade assigned to it which was then recorded on a grade score sheet that could be viewed by the students online.

FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
 (a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.29 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
 Yes No
- 9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (institution offers all four years of the degree)
- 9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)
- 9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

GENERAL COMMENTS:

The team was presented with student graphic design portfolios that were found to be suitable and competitive for job interviews and freelance consideration by potential employers. The team also reviewed demo tape reels by video/film students that showed a student's collected work while enrolled at the campus. These demo tapes were also found to be appropriate to showcase a student's talents and capabilities.

9. PROGRAM EVALUATION**Bachelor's Degree in Audio Production****Bachelor's Degree in Game Production****FOR ALL PROGRAMS**

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Jerry Blankenship is the design school program chair and administers the game production program with the assistance of Mr. Benjamin Roth, lead instructor.

Mr. Blankenship holds a bachelor's degree from Michigan State University and a master's degree in visual communications design from Arizona State University. Mr. Blankenship has 25 years of continuous experience in the graphic design field as a layout artist, graphic designer, freelance art and design, art director, program chair, and department chair. Mr. Roth is the lead instructor for the game design program and reports to Mr. Blankenship. Mr. Roth holds a bachelor's degree in computer animation from Full Sail University and a master's degree in computer animation from Full Sail University.

Mr. Leron Witherspoon is the program chair for the audio, video, and information technology departments and administers the audio production program with the assistance of Mr. Sam Kettering, lead instructor.

Mr. Witherspoon holds a bachelor's degree in creative art from Florida State University. He holds a 2014 membership and serves as a director in the Directors Guild of America (DGA). As a director, Mr. Witherspoon attended the 66th Annual DGA Awards for 2013 Feature Films, Commercials, and Documentaries. This responsibility included access and viewing the video interviews with all the nominees. He is also a member of the American Society of Cinematographers. This afforded him access to and viewing of the interviews with the nominees for Best Cinematography. Mr. Kettering is the program lead instructor for the audio program. Mr. Kloth holds a bachelor's degree in film production and audio from Columbia College. Mr. Kloth holds an Avid Pro Tools Operator Certificate. Mr. Kloth has 23 years of experience as an audio engineer working for Trackwork Orange Recording Studio, Novaster Digital Sound Services, and Smart Post Sound.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Branch Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Branch Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The audio, video, and game production programs utilize a program advisory board made up of representatives of companies in the Phoenix, Arizona area. The team was provided minutes and sign-in sheets of numerous guest speakers in either the classrooms or a Quantim Initiative (QI) uniquely designed room specifically dedicated to guest speakers and graduates of Erickson College. Other activities include a visit to the Phoenix Art Museum, a two-day seminar on screen writer productions, an audio visual seminar featuring PSAV, Inc. personnel, and a feature film location shoot.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

Yes No

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards

Yes No

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Branch Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Branch Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Academic Associate's degree program in Digital Video Production: 3

Bachelor's degree in Game Production: 10

How many calls to employers or graduates were successful?

Academic Associate's degree program in Digital Video Production: 2

Bachelor's degree in Game Production: 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

Please explain any discrepancy between the number of successful contacts and confirmations.

All successful contacts confirmed employment of graduates as reported on the 2013 CAR.

There were graduates in the bachelor's degree in game design program and academic associate's degree program in audio production, but no enrollment at the time of the visit.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No Not Applicable

FOR RENEWAL OF ACCRDITATION AND INITIAL GRANT VISITS ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 9.24*)

9.21 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team reviewed existing homework documents confirming the grading as representative of the requirements identified on the syllabi and in the Erickson College catalog.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.29 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes No

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes No Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

Yes No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

Yes No Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes No

9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes No Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?

Yes No

GENERAL COMMENTS:

The programs are well-conceived, directed, and taught.

COMMENDATIONS:

This is a well-run campus with competent, caring faculty, administration, and staff, who are all dedicated to the single goal of student success.

9. PROGRAM EVALUATION**Academic Associate's Degree in Information Technology****Bachelor's Degree in Information Technology****FOR ALL PROGRAMS**

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Leron Witherspoon is the program chair for information technology. As previously noted, Mr. Witherspoon holds a BFA from Florida State University and his experiential qualifications include working as an instructor and as chairman of the film department and program chair for Erickson College.

Mr. Robert Dryer is the assigned lead instructor for the information technology program. Mr. Dryer holds an associate's degree in business administration from Orange County Community College, a bachelor's degree in business administration from Syracuse University, and an MBA from Fordham University. In addition, Mr. Dryer holds the following industry certifications: System Administrator Microsoft Windows Server 2003, Microsoft Certified Professional (MCP) Windows 2000 Workstation, Microsoft Windows Server 2012, CompTIA Security+, Network+ and A+.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Branch Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Branch Inclusion only)

The 2013 CAR lists the placement rate for the associate's in Information Technology program at 57 percent. Since the number of graduates reported in the 2013 CAR in this program is less than 10, an improvement plan in the CEP is not required.

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
These programs utilize a Program Advisory Committee (PAC) composed of local industry professionals that provide recommendations and feedback on the needs of local industry. The PAC meets annually. Documentation shows there was a PAC meeting last held on July 26, 2013 where discussion centered on facilitating student employment. In addition, the team was provided documentation for guest speakers, a part of the campuses ongoing Brown Bag Lunch Speaker Series. These speakers have covered topics that include business networking, entrepreneurship, use of social media in a business startup and other similar topics.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
 Yes No
(b) Course numbers
 Yes No
(c) Course prerequisites and/or corequisites

- Yes No
 (d) Instructional contact hours/credits
 Yes No
 (e) Learning objectives
 Yes No
 (f) Instructional materials and references
 Yes No
 (g) Topical outline of the course
 Yes No
 (h) Instructional methods
 Yes No
 (i) Assessment criteria
 Yes No
 (j) Method of evaluating students
 Yes No
 (k) Date the syllabus was last reviewed
 Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Branch Inclusion OR clock hour program)
 (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
 Yes No Not Applicable (Branch Inclusion OR clock hour program)
- 9.16 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No
- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
 Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Academic Associate's degree program in Information Technology: 4

Bachelor's degree program in Information Technology: 4

How many calls to employers or graduates were successful?

Academic Associate's degree program in Information Technology: 1

Bachelor's degree program in Information Technology: 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?
 Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed employment of the graduates as reported on the 2013 CAR.

- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable

FOR RENEWAL OF ACCREDITATION AND INITIAL GRANT VISITS ONLY

- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to question 9.24*)
- 9.21 Does the campus’s written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team reviewed instructor gradebooks showing graded out-of-class work assignments in active classes.

FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.
 Yes No
 - (b) Instructional equipment.
 Yes No
 - (c) Resources.
 Yes No
 - (d) Personnel.
 Yes No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
 Yes No
 - (b) Well-defined instructional objectives.
 Yes No
 - (c) The selection and use of appropriate and current learning materials.
 Yes No
 - (d) Appropriate modes of instructional delivery.
 Yes No
 - (e) The use of appropriate assessment strategies.
 Yes No
 - (f) The use of appropriate experiences.
 Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 9.29 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
 Yes No
- 9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (institution offers all four years of the degree)
- 9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)
- 9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

GENERAL COMMENTS:

Information technology instructors interviewed by the team indicated that the information technology programs would be taught-out by the end of the current year.

Students interviewed by the team were pleased with the education they are receiving at the campus. Students were complimentary of their instructors and felt they were being well prepared for a career in the information technology field.

LEARNING SITE REPORT QUESTIONS

1. Who has responsibility for the administration of the learning site? Describe the individual's academic credentials and professional experience.
Mr. Scott Erickson, campus president, is responsible for the administration of the learning site. As previously stated, he has a bachelor's degree in financial services and an MBA. He brings the campus over 12 years of experience in proprietary education.
2. What is the distance (i.e. driving or walking distance) between the learning site and the campus that has administrative oversight of it?
The Tempe learning site is located at 1425 W. 14th Street in Tempe, Arizona. The campus is less than five miles away and about a five minute drive from the Phoenix campus.
3. Describe how appropriate provisions have been made for supervision and monitoring of the learning site

by the administration of the campus that is administratively responsible for the learning site. Courses for two programs are offered at the learning site: audio production and film and video production. Mr. Witherspoon, department chair for both programs, maintains his office at the site. Additionally, two faculty members teach core classes at the Tempe learning site.

4. Describe how students at the learning site are provided with access to student services, identifying if services are provided at the learning site or the oversight campus.
Student services are accessible to students at the oversight campus in Phoenix. These include tutoring, financial aid, career services, library, and other services documented in the student relations report. A career services staff member is available to students in the Tempe location each day for dedicated hours. The campus has a shuttle available to students who prefer not to drive between the two campuses. The shuttle can be requested via call or text. The learning site does not currently have a learning resource center, but the faculty has initiated plans to develop a mini library to encourage the further use of library resources in core courses.
5. List the staff members employed only at the learning site, if applicable.
There are no staff members employed only at the learning site.

There is one department head at the learning site, Mr. Witherspoon, information technology chair, and two faculty members, Mr. Sam Kettering and Ms. Erykah Simmons.

6. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the learning site location. Are full programs offered at the learning site or only courses? Please specify.
Students were informed at enrollment that some of their courses would be taken at the Tempe campus and this information is included on the signed enrollment agreement. There are no full programs offered at the learning site.
7. Cite evidence that the learning site employs a sufficient number of faculty members for the number of courses offered and the size of the student population.
The learning site delivers only core classes for the two aforementioned programs. The three previously mentioned faculty cover courses with an average class size of about 5 students. All of the faculty are qualified in their field and equipped to manage the specialized equipment on site.
8. List the instructional equipment available for faculty and student usage at the learning site.
The campus has, within its classrooms, theaters and studios, a sufficient selection of equipment including: desktops, copiers, printers, Vicon MX40+ Motion Capture Cameras, Aruba Wireless, Access Points, Portable Whisper Recording Booths, Lights, Misc. Batteries, Video Cameras, Stands, Film Cameras, Tripods, Video Monitors, Dolly, Video, Decks, Studio Control Center, Grip Carts, Equator 5" and 10" Monitor, PA System – Audio Program, Film and Video Upgrades (batteries, lenses), overhead projectors, audio equipment, and accessories.
9. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the learning site?
The team was able to verify that the building is comprised of six classrooms, a theatre, film stage, live production stage, a large green screen, studio with mixing boards, faculty and staff lounge, faculty staff

workspace area, and a student lounge. The 100+ seat theater allows for student work to be presented and reviewed along with film history classes and general assemblies. The team found that the facility is adequate and appropriate to support the education programs courses offered and the current enrollment.

10. Describe how the learning site is referenced in all advertising, including the catalog of the oversight campus.

The campus is in teach-out and is not doing external advertising to prospective students. The campus website does list the address of the learning site as does the enrollment agreement signed by all current students. The catalog lists the learning site in the addendum.

SUMMARY

Insert a page break for the summary page. The summary page should start on a separate page.

~~Based on the team's review, the campus does not need to provide any additional information for the Council's review.~~

Delete the non-applicable option.

~~OR~~

Based on the team's review, the following areas require an explanatory response:

No.	Section	Summary
1.	3-1-543 and Glossary	There is no evidence of professional growth activities for five faculty members (page 20).

Section should be bold. Multiple findings should be listed in order of section number.

List page numbers after each finding on the summary page.

RECOMMENDATION(S)

Any recommendation(s) provided in this report are not included in the report seen by the Council:

Educational Activities

With regard to the closing of the school in approximately two years, the faculty should make a concerted effort to continue to maintain the energy and effort to have guest speakers and field trips to heighten the students' educational experience.