

# EVALUATION PROCEDURES AND GUIDELINES



## ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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This publication is designed to prepare evaluators for their vital role in the accreditation process. Please review it carefully and contact the ACICS staff member coordinating the visit if you have any questions.

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## **CANONS OF ETHICAL RESPONSIBILITY FOR ACICS EVALUATORS**

The continued existence and acceptance of privately administered accreditation presumes the recognition that the aggregate of the system is based upon the singular integrity of all those individuals charged with the adoption of policies, procedures, and standards and with the evaluation and measurement of institutional performance. A member of an evaluation team plays a vital role in the maintenance and preservation of the system. Therefore, the fulfillment of this role requires an understanding by evaluators of their relationship with and function in the accreditation process.

In fulfilling accreditation responsibilities, an evaluator encounters a variety of issues and situations that require the exercise of fair and impartial judgment. Although the specifics of these issues and situations cannot be foreseen with particularity, fundamental ethical principles are available for guidance. Within the framework of such ethical principles, these Canons of Ethical Responsibility are set forth:

1. An evaluator shall uphold the integrity of the accreditation process.
2. An evaluator shall avoid impropriety and the appearance of impropriety in all activities.
3. An evaluator shall perform all specific duties impartially and diligently.
4. An evaluator shall refrain from any business activity inappropriate to accreditation responsibilities, including the offering of any materials or information pertinent to the institution's operation or services.
5. An evaluator shall decline to serve on any evaluation team that is responsible for evaluating any institution or branch of any institution with which he or she has been, is currently, or presently intends to be directly or indirectly involved.
6. An evaluator shall preserve the confidentiality of the institutional information to which he or she is privy.
7. An evaluator shall, in representing ACICS, subscribe to the ACICS policy on Discrimination and Harassment in his or her dealings and interaction with the ACICS staff, other members of evaluation teams, or any person affiliated with an institution being evaluated. An evaluator is obligated to report to the ACICS Executive Director any action that he or she perceives to be discrimination or harassment. (The ACICS Policy on Discrimination and Harassment is disclosed on the following page.)

In the final analysis, it is the desire for the respect and confidence of peers and of the educational institutions served that should provide an evaluator with the incentive for the highest possible degree of ethical conduct. The possible loss of that respect and confidence is the ultimate sanction.

## ACICS POLICY ON DISCRIMINATION AND HARASSMENT

- A) ACICS does not condone sexual harassment, which includes the promise or threat, explicit or implicit, that an employee's job status will be affected favorably or unfavorably unless the employee agrees to demands of a sexual nature; unwelcome physical contact or verbal comments; or other activities that create a hostile environment in the workplace. If you believe that you have been subject to sexual harassment, you should report the incident according to the complaint procedures outlined below. No retaliatory action will be taken against any employee who files a complaint.
- B) ACICS is committed to providing a work environment that is free of discrimination and harassment. Actions, words, jokes, pictures, or comments that are based on an individual's sex, race, ethnicity, age, religion, or any other legally protected characteristic or that are obscene will not be tolerated. Sexual harassment, whether overt or subtle, is a form of misconduct that is demeaning to another person, undermines the integrity of the employment relationship, and is strictly prohibited.
- C) Any employee who wants to report an incident of sexual or other harassment should report the matter to his or her supervisor promptly. If the supervisor is unavailable, or if the employee believes that it would be inappropriate to report the matter to the supervisor, the employee should contact the Executive Director immediately. Employees can raise concerns and make reports without fear of reprisal.
- D) Any employee who becomes aware of possible sexual or other harassment of another employee should advise the Executive Director promptly. The Executive Director will handle the matter in a timely and confidential manner.
- E) The Executive Director or his designee will investigate the complaint promptly. The investigation will include interviews with persons identified by the complainant as having direct knowledge of the harassment. The alleged harasser also will be interviewed. After a thorough investigation, the Executive Director will prepare a written determination regarding the allegations, and copies of the determination will be provided to the complainant and the alleged harasser. Either party may appeal either the decision or the disciplinary action or both to the Executive Director, who will have the final authority.
- F) Any individual found to have engaged in harassment is subject to disciplinary action, including discharge where appropriate.

## CHAIR RESPONSIBILITIES

The chair and the ACICS staff representative (“staff”) shall organize and conduct a meeting of the team (see Previsit Team Meeting) prior to the visit to review the self-study and Update Report, the purpose of the visit, the role of each team member, the role of the staff, and the assignment of responsibilities during the visit. It is recommended that a brief meeting between the chair and staff be held prior to the full team meeting.

The chair and the staff shall maintain regular communication with the institution’s chief on-site administrator throughout the evaluation process regarding any areas of concern or potential findings of noncompliance. As appropriate, the chair and staff shall give the institution’s chief on-site administrator the opportunity to respond to the areas discussed. Further, the institution’s chief on-site administrator is to be informed of all areas of noncompliance prior to the exit conference.

The chair should ensure that the evaluation team conducts its review of the institution in compliance with Council policy that all sections of the team report have been completed, and that information is reported in a detailed and accurate manner. The chair and staff should check with team members periodically to ensure that the visit is progressing on schedule. The chair is responsible for conducting the exit conference and preparing the final report according to the ACICS team report guidelines.

## TEAM MEMBER RESPONSIBILITIES

*Team members:* Team members work independently on the sections assigned to them but are encouraged to request assistance as needed from the chair and the ACICS staff representative (“staff”). When each team member has gathered the necessary information, a draft of the evaluation report is written. The report should be detailed and accurate, with all general statements supported by specific evidence. The report is to be thorough, covering all aspects of the institution’s operations and including strengths and areas in which the institution does not meet Council standards. All sections of the report will be read and discussed by all members of the team prior to departure.

*Subject specialist:* Each program offered by an institution must be evaluated by a subject specialist. Ordinarily, one person will be chosen to evaluate each new program being offered by the institution. The evaluator will be accompanied by staff that will coordinate the visit and assist the team member as described above. The report will be read and discussed by the team prior to departure. If the visit is not conducted in conjunction with a full team visit, the subject specialist is responsible for conducting the exit conference and preparing the final report using the appropriate report outline (Distance Education, New Program, Readiness, and/or Credential Inclusion). During a reevaluation visit, a subject specialist(s) will be invited to serve on the team for each specialized program.

*ACICS Staff Representative (“staff”):* During the visit, the primary role of the staff is to interpret the ACICS Accreditation Criteria. Staff will provide team members with guidance in understanding and applying the *Criteria* and may assist team members with gathering information as time provides. Staff is not to be assigned sole responsibility for the writing of any section of the team report with the exception of the publications section. Staff also will ensure that all areas of the institution’s operation are properly reviewed by the team members.

In addition, staff will provide institutional representatives with guidance in understanding the Council’s accreditation standards. As stated above, staff and the team chair shall maintain regular communication with the institution’s chief on-site administrator throughout the evaluation process regarding any areas of concern or potential findings of noncompliance. As appropriate, the chair and staff shall give the institution’s chief on-site administrator an opportunity to address these areas prior to the exit conference. Further, the institution’s chief on-site administrator is to be informed of all areas of noncompliance prior to the exit conference.

# PREVISIT TEAM MEETING

The following topics are to be covered by the team chair and/or the ACICS staff representative:

1. Introductions of all team members and academic/experiential background.
2. Purpose of the visit and review of institution's application, Update Report, and history.
3. Materials sent to team members, including follow-up evaluation forms.
4. Evaluator expense and reimbursement procedures.
5. The "Canons of Ethical Responsibility" and proper conduct during the visit.
6. Evaluation visit time schedule.
7. Format for report writing and team report writing assignments.
8. Format and structure of the opening session with institution's director including any questions to be asked during that session.
9. Format and structure of the exit session.

## REPORT WRITING GUIDELINES

1. The questions contained in this publication are to be used by each team member in preparing the draft version of the report. The final narrative report prepared by the chair will not identify each question number.
2. All questions must be answered in complete sentences. Answers to several related questions may be combined into one paragraph. Single-sentence paragraphs should be avoided.
3. At no time should evaluators write their recommendations or suggestions in the body of the report. The recommendations section at the end of the report should be used for these comments.
4. Areas of noncompliance must be referenced with a section number from the *Accreditation Criteria*. If an area of concern does not relate to a specific criteria section, it may not be an area of noncompliance and should be discussed with the ACICS staff representative. Strengths of the institution should be incorporated into the overall report.
5. Areas of noncompliance on the summary page should be written in the negative, using language from the *Accreditation Criteria*. The explanation of the areas of noncompliance should be explained in the body of the report, not on the summary page. For example:

### Summary page of report

3-1-303(e)      The grading system is not correctly explained on the student transcript and in the catalog (page 6).

### Body of the report

The grading scale in the catalog is different from the grading scale on the student's transcript. In the catalog, A = 90-100, but on the transcript, A = 95-100 (**Section 3-1-303(e)**).

## USE OF COMPUTERS ON VISITS

It is strongly recommended that reports be typed while the team is onsite. It is preferred that evaluators use the most efficient method in order to complete team assignments. However, when utilizing computers, team members should consider the following:

1. Do not become overly focused on entering information into the computer and thereby neglect your responsibility outside the team room. When students, staff, and faculty are onsite, team members should be interviewing, observing, and collecting information needed to complete the written report.
2. The chair is responsible for the final report, including formatting and editing all sections that team members have entered into the computer. During the visit, time should be spent creating complete sentences and making sure all necessary information is included.
3. If printer compatibility is a problem and cannot be quickly resolved, the report may need to be handwritten or saved onto disks and hard drives for later printing, with multiple editions saved as insurance against possible loss.
4. Team members are not required to type their portion of the report, unless the legibility of their writing is a major concern. The chair is responsible for preparing the final report following the visit, including the typing of any handwritten sections.
5. The ACICS representative will bring a laptop on the visit and the institution will be asked to have computers and printers available for the team.

## FINAL REPORT

The chair is responsible for preparing the final evaluation report for submission to the Council office. The report should reflect the unanimous opinion of the team, with the chair assuming final authority over content. If, at the conclusion of the visit any disagreements remain, a minority report may be filed at the Council office by the dissenting team member(s). The minority report will be provided to the institution for consideration and response.

The chair will edit the draft of the team report and submit the final copy to the Council office. A copy of the report is then forwarded to the institution for its written response. Team chairs must prepare and submit team reports on computer disk. Acceptable word processing software includes Microsoft Word and compatible software such as WordPerfect versions no older than 5.0. Team chairs should be aware of the potential for the sharing of computer viruses and take appropriate precautions to avoid the spread of such viruses through their computer system. Team reports are to be submitted within 10 days of the conclusion of the site visit.

Each area of noncompliance listed on the summary page should include the page number in the report where the detailed explanation can be found. In addition, the explanation of an area of noncompliance in the body of the report should contain the *Criteria* number in bold and in parenthesis at the end of the explanation. This method of cross-referencing enables everyone who reviews the report (institution, commissioners, staff) to locate information easily. Page number references should be added after the final report has been prepared to ensure accuracy.

*It is imperative that the chair review the report in its entirety before submission to the Council office. The chair should review the report carefully for typographical and grammatical errors and consistency in report format. Staff members are not responsible for these activities and compliance with Council team report guidelines.*

After preparing the team report on the computer, please submit to the Council office via email, retaining copies for your files. ACICS will provide a disk upon request to assist teams with acceptable formatting and style.

## TRAVEL AND HOTEL ARRANGEMENTS

Team members are responsible for making their own transportation arrangements. Team members are asked not to schedule return transportation that would require them to leave the institution's premises before 5:00 p.m. on the last day of the visit unless advised otherwise. Rental cars should not be secured by individual team members unless approved in advance by the ACICS staff representative. Normally, hotel reservations will be made by the staff representative, but in most cases payment is the responsibility of each team member. For convenience, all team members will stay at the same hotel. The staff representative will notify each team member of the name and address of the hotel. Changes made to hotel reservations by team members may create a rate change. Any rate increases due to change made by team members will be the responsibility of the team members.

## REIMBURSEMENT INFORMATION

Team members will be reimbursed for all appropriate expenses, including travel, lodging, meals, and other expenses supported by original receipts. A "Request for Travel Reimbursement" form is available on the ACICS Web site. Requests for reimbursement must be submitted within 60 days of the evaluation visit; requests submitted after that date will not be honored. Expense reimbursements for team chairs will be made after receipt of the completed team report. **Receipts should not be paper-clipped or stapled to the reimbursement form but should be taped to a full-sheet of paper to ensure that they are not lost during the reimbursement process at the Council office.**

An honorarium of \$350 per actual visit day is paid to the chair of the evaluation team. The honorarium covers all telephone calls, mailing expenses, etc., incurred by the chair for team coordination and report preparation. Separate reimbursement will not be provided for these items.

An honorarium of \$250 per actual visit day is paid to non-chair evaluators for participating as a team member.

An evening school visit, when coupled with a one- or two-day visit, does not qualify an evaluator for an additional day's honorarium. Honoraria are based on the number of full days scheduled for the visit. Each honorarium covers travel time, time on the premises, and time involved in preparing the formal report to the Council.

Payment for honoraria and reimbursement of expenses will be paid by the Council upon completion of the visit and receipt of reimbursement request forms with receipts documenting expenses incurred. All requests for reimbursement are to be sent to the Council office in Washington, D.C., not to the institution visited. Payment should normally be sent within 15 business days of the date the request form is received in the ACICS office, assuming the request is for only approved expenses and appropriate documentation/receipts are included.

Evaluators are protected from individual lawsuits through the Council professional liability insurance coverage.

## TYPES OF EVALUATION VISITS

### Initial and Reevaluation

An initial evaluation visit is the first full opportunity for the Council to receive information about an institution interested in accreditation. Many initial applicants will have a small number of students with financial support coming primarily from community agencies and contracts with business and industry. An institution undergoing an initial evaluation visit usually does not have the authority to participate in federal financial aid programs. Some initial applicants may be currently accredited by another agency.

Reevaluation visits are required for continued accreditation. Self-study materials are sent to institutions seeking to renew their accreditation in the spring of the year prior to the year of expiration of the current grant of accreditation. The maximum grant of accreditation is eight years.

### Branch Inclusion

When an institution initiates a branch campus, a branch verification visit is conducted by a staff member within the first six months of operation. The Council also requires the report of a full evaluation team approximately twelve to eighteen months after the branch begins operation. These institutions are required to provide a modified version of the self-study to the evaluation team.

### New Program

Institutions initiating new programs that include subjects outside the institution's current scope of operation (i.e., a institution with secretarial programs initiating an allied health curriculum) must have such programs reviewed onsite by an appropriate subject specialist. Team members are provided with a copy of the institution's new program application to utilize during the evaluation visit. These visits are usually conducted by one team member who is accompanied by an ACICS staff member and are normally one day in length.

### Readiness

Institutions initiating new programs at a higher credential level than previously offered by the institution must submit a transition plan in addition to the new program application. Prior to the initiation of the program, the institution must undergo an evaluation visit to determine the institution's preparedness (or readiness) to begin the program. These visits are usually conducted by one team member who is accompanied by an ACICS staff member and are normally one day in length.

### Credential Inclusion

A second visit is conducted when the institution has offered the new program at a higher credential for a period of time sufficient to assess program outcomes before the Council considers final inclusion of the new credential program. These visits are usually conducted by team members, accompanied by an ACICS staff member, and are normally two days in length.

### Special

Special visits are conducted when the Council determines that the report of an additional evaluation team is needed in order for a decision to be made regarding the institution's accredited status. These reports address specific areas as identified by the Council and assess the institution's overall compliance with the *Accreditation Criteria*.

### Change of Ownership

A one-day visit is conducted within six months following a change of ownership or control at an institution. The purpose of this visit, usually conducted by an ACICS staff member, is to review institutional changes as a result of the change in ownership or control.

### Unannounced

Unannounced visits are conducted to address specific areas as identified by the Council and to assess the institution's overall compliance with the *Accreditation Criteria*. These visits are usually conducted by an ACICS staff member and are normally one day in length.

# EVALUATION VISIT MEETING ROOM MATERIALS

## Initial, Reevaluation, and Branch Inclusion Visit

*Institutions are requested to place the following materials in the room provided to the evaluation team while at the institution.*

### 1. Current Information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period;
- b. Student enrollment on day(s) of visit by program and by day and evening divisions;
- c. Floor plan of facility;
- d. Staff roster and organization chart;
- e. Course syllabi for all courses;
- f. All admissions tests with answer key and test cut-off scores for each program;
- g. If ability-to-benefit students are admitted, complete documentation evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes, as well as the contract for the independent test administrator;
- h. A copy of the most recently completed Annual Institutional Report and the prior year's ACICS Annual Institutional Report along with the complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone number;
- i. Institutional Effectiveness Plan;
- j. Board of directors and administrative staff meeting minutes;
- k. Faculty meeting minutes;
- l. Documentation of in-service training sessions held and the schedule for upcoming sessions; and
- m. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on-site administrator or self-study coordinator.

### 2. Official Documents

- a. Corporate Charter
- b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure
- c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity;
- d. State license and authorization to award degrees (if applicable);
- e. Most recent state and VA compliance reports;
- f. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation;
- g. Documentation that the institution is in compliance with copyright laws for instructional materials utilized;
- h. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable);
- i. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit; and
- j. Third-party contracts with other educational institutions or contracts such as JTPA.

### 3. Files

- a. Administrative staff personnel files that include updated ACICS data sheets; and
- b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation.

*NOTE: Student files will be selected randomly for review by team members.*

### 4. Inventories

- a. Resource and reference materials; and
- b. Instructional equipment for all programs.

5. Publications

- a. Most recent ACICS self-study;
- b. All current advertising and promotional literature, including scripts and tapes of radio and television ads;
- c. Student, faculty, and staff handbooks (if applicable); and
- d. Current catalog with all addenda.

# EVALUATION VISIT MEETING ROOM MATERIALS

## New Program and Credential Inclusion Visit

*Institutions are requested to place the following materials related to the program of study in the room provided to the evaluation team while at the institution.*

1. Current Information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period;
- b. Student enrollment on day(s) of visit by program and by day and evening divisions;
- c. Floor plan of facility;
- d. Staff roster and organization chart;
- e. Course syllabi for all courses; and
- f. Documentation that the institution is in compliance with copyright laws for instructional materials utilized;
- g. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable);
- h. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit; and
- i. A copy of the most recent Annual Institutional Report and complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone number;
- j. Institutional Effectiveness Plan;
- k. Board of directors and administrative staff meeting minutes;
- l. Faculty meeting minutes; and
- m. Documentation of in-service training sessions held and the schedule for upcoming sessions.

2. Files

- a. Administrative staff personnel files that include updated ACICS data sheets; and
- b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation.

*NOTE: Student files will be selected randomly selected for review by the team.*

3. Inventories

- a. Resource and reference materials; and
- b. Instructional equipment for all programs.

4. Publications

- a. All current advertising and promotional literature, including scripts and tapes of radio and television ads;
- b. Current catalog with all addenda.

## **READINESS VISIT MEETING ROOM MATERIALS**

The following materials shall be prepared and placed in the visiting team's room prior to the team's arrival.

1. Current information
  - a. List of all currently approved programs.
  - b. Staff roster and organization chart.
  - c. Syllabi for all courses taught in the proposed new degree program(s)
  - d. Application for new program(s) offered at a higher credential.
  - e. Transitional Plan.
  
2. Official documents
  - a. State license and/or authorization to award degrees.
  - b. Correspondence with state regulatory agencies and accrediting agencies other than ACICS, if any.
  
3. Files
  - a. Administrative staff files.
  - b. If applicable, faculty files for any instructors who will be teaching in the new degree program.
  
4. Inventories
  - a. Current library resource and reference materials.
  - b. Current instructional equipment.
  
5. Publications
  - a. All current advertising and promotional literature, including radio and television.
  - b. All planned advertising for the new program.
  - c. Current catalog with all addenda.

## A TYPICAL EVALUATION VISIT

*Each evaluation visit is different due to the individual circumstances involved. However, the following activities will be a part of each evaluation visit regardless of purpose.*

### I. Tour Physical Facilities

- A. Classrooms (take an approximate student attendance count)
- B. Lounges (student, faculty, visitors, etc.)
- C. Resource center or library
- D. Administrative and academic offices
- E. Housing, if applicable

### II. Meet with the Campus Administrator

- A. Introduce all team members, giving brief summary of professional experience of each
- B. Obtain overview of institution's history, mission, and objectives of the programs
- C. Obtain analysis of socioeconomic area in which the institution is located
- D. Discuss briefly the planned activities of the day including each team member's role
- E. Discuss any materials not available in the meeting room

### III. Begin Review by Individual Team Members

- A. Appropriate staff are interviewed based on areas assigned in the evaluation report
- B. All team members should interview students
- C. Team members will meet on a periodic basis as directed by the chair to share results of interviews and review of materials

*NOTE: The team chair and staff representative will periodically inform the chief on-site administrator of concerns identified by the team. All team members should communicate concerns to the chair as they are discovered. There are to be no areas of non-compliance identified at the exit conference that the institution was not made aware of prior to the exit.*

### IV. Read Team Report as a Group

- A. Discuss and agree on content of report
- B. Identify areas of noncompliance with the *Accreditation Criteria*
- C. List any recommendations to be included as an addendum to the evaluation report (if applicable)

### V. Conduct Exit Conference with Team and Director of Institution

- A. Team chair thanks school personnel
- B. Team chair summarizes the areas of noncompliance as agreed to by team members
- C. Staff representative explains the next steps in the evaluation process

# GUIDELINES FOR TEAM ACTIVITIES

*This outline is provided for guidance to team members. Please note that not all parts of the outline will be applicable to all institutions. Team members will utilize the sections applicable to their assigned sections of the report.*

*Sections of the outline are compatible with sections of the self-study and Accreditation Criteria. Team members should always request and review documentation to support all statements.*

## INTERVIEWS

### I. Interview Director of the Institution

#### A. Mission

1. What is it
2. How is it achieved
3. Describe Institutional Effectiveness Plan and its relationship to the mission

#### B. Organization, administration, and control

1. Educational and experiential background of director
2. Administrative chain of command
3. Advisory committees or other community input
4. Administrative staff and faculty meetings (how often, topics, etc.)
5. Evaluation of staff and faculty
6. Faculty input into administrative policies
7. In-service training
8. Extracurricular activities
9. Clerical assistance
10. Counseling for students
11. Retention program (if applicable, interview specific staff assigned this function)
12. Other student services
13. Programs of study

### II. Interview Students

*It is recommended that students from each program be interviewed both individually and as a group.*

#### A. Enrollment information

1. How student heard about this institution
2. Why this institution was chosen
3. What admissions procedures were utilized
4. Was a catalog issued to student and does it accurately portray the institution
5. Were administrative policies explained
6. Was an enrollment agreement signed--if yes, did student receive a copy
7. Was there an orientation program

#### B. Educational background

1. Is student a high school graduate
2. Has student had other postsecondary education--if so, what were transfer-of-credit policies and procedures when student enrolled in this institution

#### C. Tuition and financial arrangements

1. Name of program in which student is enrolled, length, and cost
2. How is the tuition paid
3. Awareness of refund policy and terms of policy
4. If the student is receiving financial aid, is the student aware of how the aid is packaged and what the repayment responsibilities are? Does the student know the difference between a grant and a loan? Has the student been counseled about student loan default?

- D. Educational program
  - 1. Program objectives
  - 2. Program requirements for graduation; does student know when s/he will complete program
  - 3. Are students familiar with the sequencing and scheduling of courses
  - 4. Size of largest, smallest, and average class
  - 5. Preparation of instructors
  - 6. Are instructors available for additional help
  - 7. Do students evaluate faculty
  - 8. Is there ample time for practice on equipment (e.g., computer, medical, electronic) and is it in good working order?
  - 9. Are textbooks received in a timely manner
  - 10. Resource center/library
  - 11. Counseling and guidance
  - 12. Is there a feeling of freedom to discuss problems (e.g., academic, financial, personal) with administration and faculty
  - 13. Awareness of school policy regarding academic or attendance problems
- E. Extra-Curricular Activities
  - 1. What does the school offer
  - 2. Do students actively participate in the activities offered
- F. Opinions
  - 1. School and educational program in general (e.g., best features, recommendations for improvement)
  - 2. Faculty as a whole
  - 3. Administration as a whole
  - 4. If choice were to be made again, would student enroll in this institution
  - 5. Would student recommend the institution to a friend or relative

### III. Interview Admissions Director and Representatives

- A. Institution's admission standards
- B. Determination of leads and subsequent procedures
- C. Procedures for admission (testing, orientation, etc.)
- D. Type of student being recruited--recent graduate, adult, veteran, non-high school graduate, contract
- E. Control executed over admission representatives
- F. Responsibility for advertising (check materials published; for more information, refer to Appendix C of the *Accreditation Criteria*)
- G. Evaluation of performance
- H. Understanding of chain of command
- I. Frequency of staff meetings and topics discussed
- J. Testing procedures for ability-to-benefit vs. high school graduates/GED; who administers test
- K. Who is responsible for determining test cut-off scores for admission

### IV. Interview Financial Aid Director and Officers

- A. Describe financial aid programs in which institution participates (Federal and state programs)
- B. Describe institutional grant or loan programs
- C. Describe any scholarship programs offered by the institution (check to see if all the details are accurately described in the catalog and research past recipients)
- D. Ask to see student financial records (e.g., ledger cards) and explanation of accounting methods
- E. Percentage of total enrollment receiving financial aid
- F. How are standards of satisfactory progress monitored
- G. Describe the communication between the education and financial aid departments concerning satisfactory progress
- H. Review standards of satisfactory progress as stated in the catalog
- I. Explanation of refund policy and procedures (check actual withdrawals to be randomly selected by team member)
- J. Describe default management procedures
- K. Education/experience of financial aid director

- L. Evaluation of performance
- M. Involvement in admission process
- N. Understanding of chain of command
- O. Frequency of staff meetings and topics discussed

V. Interview Placement Director

- A. Describe placement activities
  - 1. Review contacts made
  - 2. Number and location of students placed from last graduating class by program (see section on AIR verification)
- B. Placement follow-up studies
- C. Evaluation of performance
- D. Understanding of chain of command
- E. Frequency of staff meetings and topics discussed

VI. Interview Faculty

*Select at least one faculty member from each department. It is recommended that faculty be interviewed individually.*

- A. Educational/experiential background
- B. Faculty Development Plan
  - 1. How is plan developed
  - 2. How is it implemented
  - 3. How is it documented
  - 4. When is it reviewed
- C. Professional organization memberships
  - 1. Amount of participation
  - 2. Does institution contribute towards membership fees?
- D. Faculty meetings
  - 1. How often
  - 2. Topics
- E. In-service training
  - 1. How often
  - 2. Topics
  - 3. Evaluation of presentations
- F. Teaching load
  - 1. Number of clock hours per week in class
  - 2. Average student-teacher ratio
  - 3. Number and identification of subject preparations
- G. Student attendance
  - 1. Number of clock hours per week in class
  - 2. To whom are attendance forms given
  - 3. Administrative policy of excessive absenteeism
- H. Availability for additional academic assistance
- I. Preparation, utilization, and evaluation of course syllabi--are they given to students
- J. Selection of textbooks and supplementary materials

- K. Use of community resources
  - 1. Guest lecturers
  - 2. Field trips
  - 3. Externships/internships
- L. Instructional evaluation
  - 1. Who does them (e.g., director, director of education, students?)
  - 2. How is evaluation performed?
  - 3. Who discusses results?
- M. Use of the resource center/library
- N. Describe best and worst features of working conditions
- O. Recommendations for improvement

## REVIEW AND EVALUATE

### VII. Annual Institutional Report (use most recent AIR)

- A. Verify the Overall Counts  
Verify that the back-up data lists have the same number of names as the number reported on the AIR. The following counts should be verified:
  - 1. Total enrollment must equal question 3 on the AIR.
  - 2. Students enrolled at the beginning of the period must equal question 1.
  - 3. New students during the period must equal question 2a.
  - 4. Re-entries must equal question 2b.
  - 5. Students taking less than a complete program must equal question 5a.
  - 6. Students completing a program must equal question 5b.
  - 7. Students graduating from a program must equal question 5c.
  - 8. Students withdrawing from a program must equal question 5d.
  - 9. Students enrolled on the ending date of the period must equal question 5e.
  - 10. Graduates and completers placed in-field must equal question 10a.
  - 11. Graduates and completers placed in a related field must equal question 10b.
  - 12. Graduates and completers placed out of field must equal question 10c.
  - 13. Graduates and completers not placed or where there is no other documented placement evidence must equal question 10i.
  - 14. Graduates and completers not available for placement (for any reason) must equal the total of questions 10d, 10e, 10f, 10g, and 10h.

If the number of the names on the back-up data matches the figures reported on the AIR, the report should state that the submitted back-up data agrees with the figures reported on the Annual Institutional Report. Back-up data which does not match the number of names listed must be noted in the report. The report must include the number of names listed on the back-up data and the number reported on the AIR.

- B. From the enrollment listing of students select an appropriate sample of files to review:

10% of the total enrollment listed on the AIR  
 Minimum number of files: 20  
 Maximum number of files: 50

- C. Verify Enrollment Data

Sort the selected folders into three groups:

- 1. Students at the Start of the Period
- 2. New Students During the Period
- 3. Re-entries

Alphabetize the files in each group and compare to the appropriate back-up data list. The report must note if there are any discrepancies between the information reported on the back-up data and the information found in the student files. When all files in the sample are reported on the back-up

data accurately and the overall counts for the enrollment section of the AIR match, the report should state that *“Based on a sample of X files, the enrollment information reported on the AIR was verified.”*

D. Verify Retention Data

Collect all of the files from step C and re-sort them into five groups:

1. Enrolled in less than a full program
2. Completed a Program
3. Graduated from a Program
4. Withdrew from a Program
5. Enrolled at the Ending Date

Alphabetize the files in each group and compare to the appropriate back-up data list. The report must note any discrepancy. When all files in the sample are reported on the back-up data accurately and the overall counts for the retention section of the AIR match, the report should state that *“the retention information reported on the AIR was verified”* and include the number of files reviewed. If there are any errors, note the specific errors and their frequency.

E. Verify Placement Data

Take the files from the completer and graduate groups (2 and 3 in D above) and sort these files into five groups:

1. Placed in Field
2. Placed in Related Field
3. Placed Out of Field
4. Not Placed
5. Not Available for Placement

Alphabetize the files in each group and compare to the appropriate back-up data list. The report must note any discrepancy. Call all placed in field and out of field graduates or employers to determine accuracy of placement information. When all files in the sample are reported on the back-up data accurately and the overall counts for the placement section of the AIR match, the report should state that *“the placement information reported on the AIR was verified”* and include the number of graduate files reviewed. If there are any errors, note the specific errors and their frequency.

VIII. Records

A. Student records (current, withdrawn, and graduate)

1. Application for admission and/or enrollment contract
2. Official high school and other postsecondary transcripts or GED scores or attestation form
3. Entrance test(s), if applicable
4. Course completions and grades to date
5. Attendance records
6. Counseling records
7. Financial records
8. Final transcript

- B. Faculty and administrative staff records
    - 1. Job descriptions
    - 2. Official college transcripts
      - a. Look for seal; not stamped "Issued to Student"
      - b. Make sure there is a transcript for each degree listed
      - c. Determine if degree is appropriate; review grades received in related subjects
      - d. If degree is out of field, verify minimum of two years' work experience in fields
    - 3. Application for employment
    - 4. Faculty development plan
    - 5. In-service training
    - 6. Professional growth
    - 7. Employee contracts, if applicable
    - 8. Evaluations
- IX. Classrooms
- A. What teaching methods are used?
  - B. Are teaching methods employed effective and appropriate for the subject matter?
  - C. Is the course being taught as outlined in the syllabus?
  - D. How is the rapport between the instructor and the student?
  - E. Do students participate in class, e.g., questions, note taking, presentations
  - F. How is instructional equipment utilized?
  - G. Are facilities adequate for type of class and number of students?
- X. Instructional Resources
- A. Approximate number and quality of book titles, periodicals, reference materials and their adequacy for the programs offered
  - B. Circulation system, if used
  - C. Evidence of usage by faculty and students
  - D. Accessibility, location, hours (if housed in one central location)
- XI. Instructional Equipment
- A. In working order
  - B. Up to date
  - C. Sufficient quantity for present enrollment
  - D. Applicable to courses offered
  - E. Usage
  - F. Leased or owned; maintenance
  - G. Distributed or centrally located
  - H. Appropriate software licensure, as applicable
- XII. Publications
- A. Review catalog
  - B. Review advertising (e.g., newspaper, T.V. script, radio script)
  - C. Review all school publications for accuracy and appropriateness
- XIII. Educational Facilities
- A. Buildings and grounds
  - B. Classrooms, offices, and lounges
  - C. Furniture and equipment
  - D. Review code compliance documentation (fire, safety, sanitation)
  - E. Examine fire extinguisher inspection notes (check expiration dates), fire exits, and evacuation plan

# EVALUATION REPORT GUIDELINES

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This portion of the publication, also referred to as the Pink book, contains guideline questions to assist evaluators in preparing reports for initial, reevaluation, branch inclusion, distance education, readiness, credential inclusion, and new program visits. Questions also are provided to assess distance education and other forms of nontraditional education.

Please note that all sections correspond directly to the Evaluation Standards listed in Title III of the ACICS *Accreditation Criteria*. The report should be written in narrative format without restating each question.

A recommendation section is included at the end of each report. Accreditation has two fundamental purposes: to assure the quality of the institution and to promote the improvement of the institution. As members of the evaluation team, you have helped the Council and the institution to realize the first of these purposes through your report which analyzes the institution's compliance with the *Accreditation Criteria*.

To assist the institution in achieving the second purpose of accreditation -- that of improvement beyond its compliance with the standards necessary for accreditation -- members of the team are invited and encouraged to use this opportunity to suggest any practices, policies, or procedures which might improve the institution's educational and administrative quality. Your recommendations are for the benefit of the institution and will be shared only with the institution. They will not enter into any considerations of the Council regarding the accreditation status of the institution.

# Initial, Reevaluation, and Branch Inclusion Reports

## PART I - General Information

The chair will summarize general institutional information to be provided as an introduction to the report. This information should be presented in the following format.

### FIRST PAGE

Evaluation Report Type(s) of visit

Name of Institution Visited

Address, City, State, Zip

ACICS ID Code

Name of Main Campus (if different from above)

City, State

ACICS ID Code of Main Campus

Date(s) of Visit

Name, Title, Affiliation, and City/State of Team Members (identify chair and staff member)

### SECOND PAGE

List each program offered by the institution, the total number of contact hours in each program, the total number of credit hours in each program (indicate whether the unit of credit utilized by the institution is quarter credit or semester credit), the academic credential offered upon successful completion of program requirements, the enrollment in each program for both day and evening classes, and the retention and placement rates for each program. See the example provided below.

If a program's retention rate for one year is below 60% or if a program's placement rate for one year is below 65%, type the rate in **bold**.

If there is no enrollment in a program, indicate if the institution is going to discontinue the program or if the institution intends to enroll in the program at a later date. Indicate if the program is a "new" program being reviewed by a subject specialist for the first time. If a new program visit is scheduled at a future date indicate this as "to be reviewed during the XXX travel cycle."



## **PART II - Report Questions**

*These questions should be answered for institutions accredited at all levels. Please review the corresponding sections of the Accreditation Criteria to ensure complete responses. Additionally, evaluators should draw comparisons with the self-study, particularly if differences exist.*

### **1 MISSION**

- 1.1 What is the mission of the institution? Where does it appear in writing?
- 1.2 Does the mission statement indicate the institution's purpose? Does it include supporting objectives? If so, identify the supporting objectives.
- 1.3 How are the objectives devoted substantially to career-related education?
- 1.4 What makes the objectives reasonable for the programs offered and the facilities of the institution?
- 1.5 Describe how the institution implements its mission.
- 1.6 Has the institution developed and implemented an Institutional Effectiveness Plan (IEP)? Does the plan include all of the required elements as outlined in Sections 3-1-110, 3-1-111, 3-1-112, & 3-1-113?
- 1.7 Who are the individuals assigned the responsibilities for implementing and monitoring the IEP?
- 1.8 What has the institution collected to assess the required elements of the IEP; i.e. student retention, student placement, graduate satisfaction, employer satisfaction, and student learning outcomes? How have the data been used to improve educational processes? What process is used to evaluate the IEP? Are baseline rates identified?
- 1.9 What are the institution's annual placement and retention goals? Describe how the activities undertaken to meet the goals enabled the institution to maintain or improve retention and placement outcomes over successive years. Describe the activities in place to assist the institution in meeting these goals.
- 1.10 What makes the IEP appropriate for this institution? If not appropriate, please explain.

### **2 ORGANIZATION**

- 2.1 List the governance, control, and corporate organization of the institution. Are these stated appropriately in the institution's publications?
- 2.2 Do all employees clearly understand their duties and responsibilities and to whom they report? Do employees understand the standards by which the success of their work is measured? How is this information communicated to the employees? Are there administrative evaluations of staff on file?
- 2.3 If applicable, describe the oversight of the institution's activities by the central corporate office.
- 2.4 Describe how the administration provides an appropriate academic environment for the faculty, including the institution's ability to attract and retain instructors.
- 2.5 Describe the procedures in place to hire and orient new faculty to the institution.
- 2.6 What is the institution's policy assuring academic freedom? How has the policy been communicated to the faculty?
- 2.7 Has the institution established appropriate grievance policies and procedures? How are students, faculty, and staff made aware of these procedures?

### **3 ADMINISTRATION**

- 3.1 Who is the institution's chief on-site administrator and how is this person qualified for this position? Has this individual or a self-study coordinator attended an accreditation workshop within 18 months of submitting the self-study?
- 3.2 Who is responsible for the oversight of all academic programs and faculty performance? What are their qualifications for this position?
- 3.3 Does the institution have a current copy of the *Accreditation Criteria* available?
- 3.4 Describe how the administration evaluates and monitors the following activities of the institution: curriculum development, instructional procedures, and student services (e.g., financial, counseling, placement). Include an explanation of the types of records maintained to document these activities.

- 3.5 Does the institution provide well-defined instructional objectives for the faculty? How are they communicated to the faculty?
- 3.6 Does the institution have on file appropriate evidence of degrees for all administrative staff members whose degrees are listed in the catalog? List the names and degrees of the employees for which evidence is not on file.
- 3.7 Are the credentials awarded by the institution consistent with its objectives and accreditation classification and in compliance with applicable state laws?
- 3.8 What is the institution's total enrollment figure for both full- and part-time students? What was the attendance percentage on the day(s) of the visit? How was this determined?
- 3.9 Is the institution's grading system fully explained on the student transcript and is it consistent with the one appearing in the catalog?
- 3.10 Does the institution maintain a current and permanent record (transcript) of each student's academic progress? Are the transcripts maintained by the institution indefinitely?
- 3.11 Describe how records and reports pertaining to students are housed so that they are safe from theft, fire, or other possible loss.

***FOR ALL OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES***

- 3.12 Are instructors teaching general education and other academic courses assigned in keeping with their major and minor academic preparation and related experience? If no, identify the names of each faculty member teaching outside their academic preparation and experience and identify the courses assigned and degrees earned.
- 3.13 Are official transcripts for all degrees of the general education faculty on file? List the names and degrees, including the awarding institution of all general education faculty members for which official transcripts are not on file.
- 3.14 Is there a faculty development plan on file for each general education faculty member that incorporates activities to enhance faculty expertise, including professional growth activities and/or in-service training, as appropriate? List the general education faculty for which a faculty development plan is not on file.
- 3.15 Is there evidence that the plan for each general education faculty member has been implemented and is reviewed annually? List the faculty for which there is no documentation of implementation of the faculty development plan.
- 3.16 In academic associate's degree institutions, are at least one-half of all subjects that are part of each associate's degree taught by faculty members who have graduate degrees, professional degrees (such as J.D. or M.D.), or bachelor's degrees plus professional certification? Describe any variances.
- 3.17 In bachelor's degree institutions, are at least one-half of all lower-division subjects and all upper-division subjects that are part of the bachelor's program taught by faculty members who have graduate degrees, professional degrees (such as J.D. or M.D.) or bachelor's degrees plus professional certification? Describe any variances.

## **4 RELATIONS WITH STUDENTS**

### Admissions and Recruitment

- 4.1 Describe the institution's admissions policy and procedures. Is the admissions policy the same for all programs of study? If differences exist, are these described in the catalog and are they appropriate?
- 4.2 Is the admissions policy in compliance with Council standards, and does it reflect the stated mission of the institution?
- 4.3 What records does the institution maintain that reflect the basis for the admission of each student?
- 4.4 If there are any students admitted under an ability-to-benefit determination, does the institution maintain records of the validated test scores and academic and career advising? Is counseling provided on a periodic basis? How often is counseling provided and is there documentation of this counseling? Is there documentation to evidence the relationship between test cutoff scores and successful academic or employment outcomes? How has the institution used this information?
- 4.5 If applicable, is there evidence of high school graduation or the equivalent on file for all student files reviewed? If not, list the names and social security number of the students for which evidence

- was not available.
- 4.6 Describe the recruitment methods and procedures.
  - 4.7 Are the recruitment methods in compliance with Council standards?
  - 4.8 Describe the institution's policies and procedures for the awarding of transfer credit from other educational institutions. How are students made aware of these policies and procedures?

#### Standards of Satisfactory Academic Progress

- 4.9 Who administers the standards of satisfactory academic progress for the institution?
- 4.10 Does the institution have a written policy of satisfactory academic progress that measures whether students are maintaining satisfactory academic progress in their educational programs? Where are these written standards published?
- 4.11 Is the policy in compliance with the Council's standards as outlined in Appendix D? If not, specify and describe each standard in which the institution's policy is deficient.
- 4.12 What documentation is available at the institution to document compliance with its satisfactory academic progress policy? Are the standards consistently applied to all students? How many student files were reviewed to make the determination?
- 4.13 How does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

#### Financial Relations

- 4.14 If applicable, describe the scholarships offered by the institution.
- 4.15 If applicable, does the catalog contain scholarship and institutional grant and loan information required by Council standards?
- 4.16 Do the financial records of the students clearly show the charges and dates for the posting of tuition, fees, and other charges; the payments and dates of payment; and the balance after each transaction?
- 4.17 Are the tuition, fees, and other charges consistent for all students who enrolled at the same time and in the same programs?
- 4.18 Does the institution have a fair and equitable refund policy applicable to all students?
- 4.19 Does the institution follow its refund policy?
- 4.20 Describe the qualifications of the on-site financial aid officer.
- 4.21 How does the financial aid officer stay current with regulation and policy changes in financial aid? Describe appropriate memberships in professional organizations held by this individual.
- 4.22 If the institution provides discounts for cash received in advance of the normal payment schedule, is this policy provided in writing to all student applicants prior to enrollment? Is the cash discount available to all students at the institution, and does the discount meet Council standards?
- 4.23 How were statements made to students by the school concerning financial aid substantiated and verified? Were they essentially accurate?
- 4.24 What is the institution's cohort default rate for each of the past three years?
- 4.25 Describe the institution's efforts to maintain low default rates.

#### Student Services

- 4.26 Describe the institution's guidance and counseling program (educational, occupational, and personal).
- 4.27 Describe the institution's orientation program for new students.
- 4.28 Describe the institution's retention program.
- 4.29 Was the team able to verify retention data submitted on the most recent Annual Institutional Report (AIR)? What was the verified rate? How many files were reviewed? Based on this sample, was the enrollment and retention information verified? (see "Guidelines for Team Activities" section for instructions).
- 4.30 Describe the placement/employment assistance provided by the institution.
- 4.31 Was the team able to verify placement data submitted on the most recent AIR? What was the verified rate? How many graduates were listed on the AIR? How many graduates and employers were contacted? Based on this sample, was the placement information verified? (see "Guidelines for Team Activities" section for instructions). If the placement rate could not be verified, identify the names of the graduates and/or the employers of graduates contacted and the information provided which caused the placement rate to not be verified.

- 4.32 What is the nature of the institution's extracurricular activities, if any?

## **5 EDUCATIONAL ACTIVITIES (COMPLETE THIS SECTION FOR EACH PROGRAM (OR PROGRAM AREAS) OF STUDY)**

### Program Planning, Development, and Evaluation

- 5.1 Identify each program and the program's enrollment for both full- and part-time students during the day and evening.
- 5.2 What are the objectives of each program? Describe how the educational program(s) are consistent with the institution's mission, objectives, and the needs of its students. Does the catalog accurately describe each program?
- 5.3 Is the curriculum of each program appropriate to meet the educational and placement objectives of the program? If the curriculum is not appropriate, indicate areas in which it is deficient. Cite evidence of a well-organized sequence of appropriate subjects leading to the satisfaction of occupational objectives and/or the acquisition of an academic credential for each program offered.
- 5.4 How does the institution ensure that required courses are available when needed by students in the normal pursuit of their program of study?
- 5.5 Is there a detailed syllabus on file for each course in the catalog? Identify those missing.
- 5.6 Are the prerequisites identified in the catalog and on course syllabi, are they appropriate, and are they followed when scheduling classes?
- 5.7 What are the retention rates of each program as reported on the last two Annual Institutional Reports submitted to Council? What are the placement rates of each program as reported on the last two Annual Institutional Reports submitted to the Council? Was the team able to verify placement data reported on the most recent AIR? How many files were reviewed? How many calls were made to employers and/or graduates? Based on this sample, was each program's placement information verified?
- 5.8 If applicable, describe how the programs provide students the necessary skills to obtain licensure, certification or registration necessary to practice in the specific occupational or professional area. What is the pass rate for the past two years of graduates for those programs requiring licensure, certification, or registration to practice in the occupation?
- 5.9 Who is in charge of the academic portion of the program? What are his/her qualifications, and are they related to the program of study? If not, how are they able to oversee all programs of study?
- 5.10 Which individuals are involved in the formation of policies and the design of educational programs? Describe the system in place to evaluate, revise, and make changes to the curriculum. What evidence is available to document systematic curriculum planning?
- 5.11 What provisions are made for individual differences among students, including advanced standing?
- 5.12 Describe how community resources are used to enrich the educational programs. Please be specific.
- 5.13 If any of the programs include practicum, externship, or internship components, describe the written agreements that outline the arrangements between the institution and the practicum sites, including identification of specific learning objectives, course requirements, and evaluation criteria. Have both the institution and the practicum site signed the agreement outlining the arrangements?
- 5.14 Is the program length appropriate to the subject matter taught and to the objectives of the credential awarded?
- 5.15 If the institution awards credit, is credit appropriately converted in relation to total student contact hours, including the allocation of time among lecture, laboratory, and practicum activities? Are classes appropriately scheduled to ensure they meet for the correct number of contact hours?
- 5.16 Are courses and breaks appropriately scheduled given the students' academic background, the type of coursework involved, and the method of educational delivery?

### ***FOR OCCUPATIONAL ASSOCIATE'S DEGREES***

- 5.17 What is the number of hours required to complete each associate's degree?
- 5.18 What is the number of general education hours required in each associate's degree?
- 5.19 What is the minimum period of time required to earn an associate's degree?
- 5.20 What is the enrollment in the second year and is it sufficient to support regularly scheduled classes and laboratory work?
- 5.21 How does the curriculum quantitatively and qualitatively approximate the standards at other

collegiate institutions offering the same degree?

### ***FOR ACADEMIC ASSOCIATE'S DEGREES***

- 5.22 What is the number of hours required for each associate's degree?
- 5.23 What is the number of hours required in general education for each associate's degree?
- 5.24 What is the number of hours required for the major or area of concentration in each associate's degree? How do the courses in the area of concentration include coursework providing a mastery of the knowledge, methods, and theories pertinent to a particular area of inquiry, discipline, or field?
- 5.25 What is the minimum period of time required to earn an associate's degree?
- 5.26 What is the enrollment in the second year and is it sufficient to support regularly scheduled classes and laboratory work?
- 5.27 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

### ***FOR BACHELOR'S DEGREES***

- 5.28 What is the number of hours required to complete each bachelor's degree?
- 5.29 What is the number of hours required in general education for each bachelor's degree?
- 5.30 What is the number of hours required for the major or area of concentration in each bachelor's degree? How do the courses in the area of concentration include a mastery of the knowledge, methods, and theories pertinent to a particular area of inquiry, discipline, or field?
- 5.31 What is the minimum period of time required to earn a bachelor's degree?
- 5.32 What is the enrollment in the third and fourth years, and what is it sufficient to support regularly scheduled classes and laboratory work?
- 5.33 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

### ***FOR MASTER'S DEGREES***

- 5.34 What is the number of hours required to complete each master's degree?
- 5.35 What is the minimum period of time required to earn a master's degree?
- 5.36 What is the permissible number of transfer credits? What portion of the program's total credit hour requirements may be met with transfer credit?
- 5.37 Describe the composition and responsibilities of the committee that develops, modifies, and maintains the graduate program.
- 5.38 Describe the academic and experiential qualifications of the individual with responsibility for oversight of the graduate program.
- 5.39 Does the program contain the components expected of a graduate-level program?
- 5.40 Describe how the library resources support scholarly research.
- 5.41 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

### ***FOR DOCTORAL DEGREES***

- 5.42 What is the number of hours required to complete the doctoral degree?
- 5.43 Is there a component of the program that includes practical research, a capstone project, or dissertation? Explain.
- 5.44 What is the minimum period of time required to earn a doctorate?
- 5.45 What are the statutes of limitation for program completion and where are these disclosed?
- 5.46 Does the catalog provide a detailed explanation of the required courses as well as a description of the required activities and research elements? Where is this disclosed?
- 5.47 What is the institution's transfer of credit policy for the doctorate degree?
- 5.48 Describe the composition and responsibilities of the committee that develops, modifies, and maintains the doctoral program.
- 5.49 Describe the academic, experiential, and administrative qualifications of the individual with responsibility for oversight of the doctoral program. Is this individual a full-time employee of the institution? Does this individual have staff support? What type of staff support does this individual receive?

- 5.50 Describe the components of the doctoral program.
- 5.51 Who approves, reviews, evaluates, and accesses the student's practical research, capstone project, or dissertation?
- 5.52 Describe the program's comprehensive examination component.
- 5.53 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

***FOR ALL INSTITUTIONS***

Instruction and Faculty

- 5.54 Describe the institution's instructional resources, equipment, and materials available to support the educational program. Are the quantity and type proportionate to the size of the institution and nature of the program? Are the instructional resources, equipment and materials used up to date and current with today's technological expectations?
- 5.55 Describe how the institution is in compliance with federal copyright laws in the use of instructional materials.
- 5.56 Do the instructional components include the selection and use of appropriate learning materials; appropriate modes of instructional delivery; the use of appropriate assessment strategies; and the use of appropriate experiences? Please describe deficiencies.
- 5.57 How are faculty members evaluated and by whom? How frequently are faculty members evaluated? How are the evaluations used?
- 5.58 Is the preparation of the faculty academically and experientially appropriate for the subject matter taught? Identify those faculty whose academic and experiential qualifications are inappropriate.
- 5.59 Are official transcripts for all degrees of the program's faculty on file? List the names and degrees, including the awarding institution of all faculty members for which official transcripts are not on file.
- 5.60 Is there a faculty development plan on file for each faculty member that incorporates activities to enhance faculty expertise, including professional growth activities and/or in-service training, as appropriate? List the faculty for which a faculty development plan is not on file.
- 5.61 Is there evidence that the plan for each faculty member has been implemented and is reviewed annually? List the faculty for which there is no documentation of implementation of the faculty development plan.
- 5.62 What evidence is available to document regularly scheduled faculty meetings with participation by full and part-time faculty members?

***FOR NONDEGREE AND OCCUPATIONAL ASSOCIATE'S DEGREE PROGRAMS AND FACULTY***

- 5.63 Are the faculty members assigned to teach in more than three fields of instruction? If yes, identify the name and teaching assignment of all faculty teaching in more than three fields.
- 5.64 Are the faculty members assigned to teach more than five preparations in different subjects within the same field during an academic term? If yes, identify the name and teaching assignment of all faculty members assigned to teach more than five preparations in different subjects within the same field.
- 5.65 What is the student-teacher ratio? Is the student-teacher ratio reasonable based on the delivery modes and course content?
- 5.66 Describe the teaching loads. Explain what makes them reasonable or unreasonable.
- 5.67 -What evidence is available to document that an adequate core of full- and part-time faculty are employed to ensure sound direction and continuity of development for the program?

***FOR ACADEMIC ASSOCIATE'S DEGREE INSTITUTIONS PROGRAMS AND FACULTY***

- 5.68 Are the faculty members assigned to teach in more than three fields of instruction? If yes, identify the name and teaching assignment of all faculty teaching in more than three fields.
- 5.69 Is the size of the faculty appropriate for the total student enrollment?
- 5.70 Describe what makes the teaching loads reasonable. If not, explain why they are not reasonable.
- 5.71 What evidence is available to document that there is an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs?

### ***FOR BACHELOR'S DEGREE PROGRAMS AND FACULTY***

- 5.72 Are the faculty members assigned to teach in more than three fields of instruction? If yes, identify the name and teaching assignment of all faculty teaching in more than three fields.
- 5.73 Is the size of the faculty appropriate for the total student enrollment?
- 5.74 Describe what makes the teaching loads reasonable. If not, explain why they are not reasonable.
- 5.75 What evidence is available to document that there is an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs?

### ***FOR MASTER'S DEGREE PROGRAMS AND FACULTY***

- 5.76 Describe how the size of the faculty is appropriate for the total student enrollment.
- 5.77 Do all faculty members possess a graduate degree in the field or related field to the courses they are teaching, and do a sufficient number possess a terminal degree? If not, please explain. Does faculty possessing terminal degrees teach at least one-half of the graduate-level courses? Describe any variances.
- 5.78 How does the institution encourage graduate faculty members to engage in scholarly research and professional development activities?
- 5.79 Describe the teaching loads. Explain what makes them reasonable or unreasonable.
- 5.80 What evidence is available to document that there is a core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs?

### ***FOR DOCTORAL DEGREE PROGRAMS AND FACULTY***

- 5.81 What makes the preparation of the faculty academically and experientially appropriate for the subject matter they teach? How does the faculty demonstrate expertise in the field of study taught and possess applicable experience in participating in a doctorate degree program?
- 5.82 How does the institution encourage faculty to engage in practical or scholarly research and to publish in professional journals?
- 5.83 Describe what makes teaching loads reasonable? If not reasonable, explain.
- 5.84 What proportion of the faculty is employed on a full-time basis? How is it sufficient to ensure sound direction and continuity of development for the educational programs?

## **6 EDUCATIONAL FACILITIES**

- 6.1 Are the buildings, classrooms, furniture, grounds, and instructional facilities appropriate for the size and type of institution?
- 6.2 Are the safety provisions and the school plant adequate and in compliance with local, state and federal regulations governing fire, safety, sanitation, and accessibility? What documentation was reviewed to make this determination?
- 6.3 Explain how the institution provides physical facilities and favorable conditions for effective classroom instruction.
- 6.4 Are the equipment, instructional tools and machinery, and furnishings properly maintained?
- 6.5 If applicable, describe any learning sites utilized by the institution?

## **7 PUBLICATIONS**

- 7.1 Does the self-study accurately portray the institution?
- 7.2 Does the institution's catalog appropriately reflect its operation and services? Is the catalog in compliance with Council standards? If not, list the areas where it is not in compliance.
- 7.3 If applicable, how and where does the catalog identify the general education courses, and do these courses meet the Council's requirement for general education courses?
- 7.4 If applicable, how are the courses numbered and identified in the catalog to indicate that advanced work is offered and based upon the appropriate prerequisites? How does the catalog explain the course numbering system?
- 7.5 Is the advertising factual, and does it accurately reflect the programs offered at the institution? Is the advertising in compliance with Council standards? If not, identify the advertising that is not in compliance.

## **8 THE LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS**

### ***FOR NONDEGREE AND OCCUPATIONAL ASSOCIATE'S DEGREE INSTITUTIONS***

- 8.1 Who is assigned to oversee the collection, organization, and accessibility of library resources? If the institution offers occupational associate's degree programs, has the institution designated an individual with the ability to maintain the resources and to assist students and faculty?
- 8.2 Does the institution provide an adequate annual budget for the purchase of books, periodicals, and other materials? What is the amount of this year's allocation?
- 8.3 Are appropriate reference materials and periodicals available?
- 8.4 Is there a current inventory of instructional resources?
- 8.5 Describe how the instructional resources are organized for easy access and usage.
- 8.6 If the institution offers associate's degree programs, what evidence is available to document the use of library materials by the students, including methods used by the faculty to encourage student use?
- 8.7 How are faculty involved in the selection of library resources?
- 8.8 If applicable, describe the on-line collection of reference materials available in the library.

### ***FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREE INSTITUTIONS***

- 8.9 Who is the librarian, and what are the librarian's qualifications?
- 8.10 Who supervises the library when the librarian is not available? Describe their qualifications and training.
- 8.11 What are the hours during which the library is available for student use?
- 8.12 Is the librarian and/or the support staff competent to use and aid in the use of the technologies and resources available in the library? How do the librarian and/or their staff assist students in the use of library resources?
- 8.13 Cite evidence of professional growth on the part of the librarian.
- 8.14 Does the institution provide an adequate annual budget for the purchase of books, periodicals, and other materials? What is the amount of this year's allocation?
- 8.15 Are the quantity and quality of the library holdings appropriate for the type and size of the institution?
- 8.16 How does the library provide study and reading facilities necessary for an effective educational program?
- 8.17 How are the books and periodicals organized for easy access and usage?
- 8.18 What evidence is available to document the use of library materials by the students, including methods used by the faculty to encourage student use?
- 8.19 What system of classification (e.g., Dewey Decimal, Library of Congress) is used to organize the library materials?
- 8.20 Are records of physical and/or online resource circulation, books, periodicals, and inventory accurate and up to date?
- 8.21 If applicable, describe the online collection of reference materials including full-text holdings available in the library. Does the online collection support all of the offerings of the institution?
- 8.22 Does the library collection include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics?
- 8.23 Are the library volumes reasonably up to date?
- 8.24 How are faculty involved in the selection of library resources?

### **PART III - SUMMARY**

Identify areas in which the institution does not meet Council standards. Reference the section number of each criterion and the page of the report on which the issue is discussed.

### **PART IV – RECOMMENDATIONS**

# Distance Education Evaluation Questions

## **PART I - General Information**

The Council has adopted specific criteria language that addresses distance education. Please refer to Appendix H Principles and Guidelines for Nontraditional Education of the ACICS *Accreditation Criteria* when reviewing and assessing distance educational delivery. These are the criteria by which institutions engaging in this teaching methodology are to be evaluated.

**As a part of the evaluation, you will need to go on-line and participate in several of the on-line courses. The institution will provide you with the necessary access codes and passwords to access the online courses prior to the evaluation visit.**

## **PART II - Report Questions**

*The Council adopted specific questions to be addressed on visits reviewing distance education activities. These questions reflect the standards as outlined in Appendix H and are to be used when assessing distance education courses or programs. This section should be included at the end of the evaluation report.*

### **1 INSTITUTIONAL READINESS**

- 1.1 Has the institution appropriately completed all of the ACICS approval requirements? Elaborate with specifics.
- 1.2 What portions of its courses/programs are offered through distance education? List the courses and the method of instructional delivery. What is the enrollment for these courses/programs? Enrollment includes students from all locations
- 1.3 Does the Institutional Effectiveness Plan incorporate distance education activities? Describe the data being collected by the institution to assess student satisfaction and faculty satisfaction with distance education instruction. Has collected data been summarized, analyzed, and used to improve the educational processes? Has the institution collected longitudinal studies to determine the success rate of its online students and their characteristics?
- 1.4 Who oversees the distance education activities at this campus? What are this individual's qualifications? How was this individual oriented to the particular platform being used by the institution? What percentage of time is allocated for teaching, program oversight, faculty oversight, and students?
- 1.5 Who is responsible for course/program evaluation? Has an evaluation plan been formulated? If so, describe the plan.

### **2 ADMISSIONS REQUIREMENTS AND ENROLLMENT**

- 2.1 Do the admissions standards differ for students enrolling in distance education courses as compared to the other institution's program offerings? If so, how? Are the admissions standards clearly stated in the catalog?
- 2.2 Describe the institution's student orientation program for distance education students.
- 2.3 Describe how students apply to take a distance education course/program. What steps does the institution take to ensure that students have the equipment and resources to engage in distance education activities? How are students oriented to the distance education learning process? How does the institution describe the online method of educational delivery to prospective students

2.4 What records are maintained documenting that admissions standards are being followed?

### **3 CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY**

- 3.1 Describe how the distance education course/program was developed?
- 3.2 How does the institution ensure that the course/program is meeting its educational/occupational objectives?
- 3.3 Explain how the educational learning objectives and outcomes are appropriate for the courses.
- 3.4 Describe the delivery method. How does it afford the appropriate time and level of interaction between the faculty and students and among students?
- 3.5 How does the institution ensure that student outcomes in distance education courses/programs are the same as those achieved in a residential setting?
- 3.6 Is there an appropriate and detailed syllabus on file for each distance education course offered?
- 3.7 Are students required to take any distance education courses? If so, which ones? How is this information communicated to the students?
- 3.8 What is the student-teacher ratio? Is it appropriate?
- 3.9 If the institution awards credit, are the lecture, laboratory, and practicum contact hours appropriately allocated and sufficient to support the credits awarded in this form of educational delivery?

### **4 FACULTY AND INSTRUCTIONAL SUPPORT**

- 4.1 Are the faculty members who teach distance education courses academically and experientially qualified? Do these individuals possess the appropriate technical skills?
- 4.2 How are faculty selected to participate in the delivery of distance education?
- 4.3 Describe the training provided to faculty prior to beginning to teach distance education courses.
- 4.4 Describe the faculty orientation program.
- 4.5 For initial online approval, is there a faculty development plan for all faculty members teaching distance education? Is this plan appropriate? Is there documentation to support that this plan has been implemented and is evaluated on an annual basis?
- 4.6 What administrative and technical support is available to the faculty at their home base(s)?
- 4.7 Describe the technical support available to faculty and students.
- 4.8 What platform is used to deliver instruction? How are students and faculty oriented/trained in the use of the platform and how is technical support provided?
- 4.9 Are faculty meetings regularly scheduled? Is there evidence of these meetings? What input have faculty provided that has been incorporated into the improvement of the educational processes?
- 4.10 Describe how students evaluate faculty who teach distance education courses.
- 4.11 What role does the campus administration/director of education serve in the oversight of the faculty who teach online?

### **5 RESOURCES AND EQUIPMENT**

- 5.1 Describe the instructional resources used to deliver this form of instruction. Are the instructional resources sufficient and appropriate to support the course/program?
- 5.2 Are the financial resources appropriate to support this form of educational delivery?
- 5.3 Are library resources available to distance education students? Describe these resources and be specific as to the full-text materials available on-line. If library resources are not available online, what arrangements are made to provide access to library resources?

### **6 STUDENT SERVICES**

- 6.1 Describe the institution's counseling, academic advising, guidance, financial aid, and employment assistance activities. Who has been designated to oversee these services?

## **7 STUDENT EVALUATION AND PROGRAM ASSESSMENT**

- 7.1 Describe the methods used to assess student progress and academic success.
- 7.2 Are student outcomes comparable to those in residential courses?
- 7.3 Describe the assessment of educational outcomes, student retention and placement, and faculty and employer satisfaction.
- 7.4 Has the institution conducted studies comparing the retention rate of students in courses to the retention rate of students taking the same course in a residential setting? What are the results of the studies?

## **8 PUBLICATIONS**

- 8.1 Has the institution fully disclosed its forms of instruction in the catalog, Web site, and, when appropriate, in its advertising and promotional materials? Are the statements of disclosure in compliance with the *Accreditation Criteria*?

## **9 ON-LINE VERIFICATION**

- 9.1 Describe the ease or difficulty experienced in following the instructions provided for getting online and viewing courses.
- 9.2 Describe the course site. How would you describe the effectiveness, support, and direction provided to students through the course site?
- 9.3 Describe the student to student and student to faculty interaction.
- 9.4 Did you communicate (e-mail/telephone/in person) with students taking the on-line course(s)? Summarize comments received.
- 9.5 Did you communicate (e-mail/telephone/in person) with faculty teaching the on-line course(s)? Summarize comments received.
- 9.6 Describe your overall impression of the on-line segment of the course delivery.

## **10 SUMMARY**

- 10.1 What are the institution's future plans with regard to distance education?
- 10.2 Describe your overall impressions of the institution with regard to its distance education delivery system. Include any additional observations and comments not specifically requested in the previous questions.

# New Program Report

Part I should be included in this report only on a new program visit. On a team visit the team chair writes the cover page.

## **PART I - Cover Page**

The team member will summarize general institutional information to be provided as an introduction to the report.

\_\_\_\_\_ Evaluation Report (fill in name of program reviewed)

Credential(s) Awarded

Program Length (in credit and/or clock hours, as applicable)

Name of Institution Visited

Address, City, State, Zip

ACICS ID Code

Name of Main Campus (if different from above)

City, State

ACICS ID Code of Main Campus

Date(s) of Visit

Name, Title, Affiliation, and City/State of Specialist and ACICS Staff Member

## **PART II - Report Questions**

### **1 INTRODUCTION**

- 1.1 How long has the program been in operation? Was this program adapted from an existing program at another campus location prior to being offered at this campus location? Explain the method used by the institution to determine the need for this program of study.
- 1.2 What is the program's enrollment for both full- and part-time students? What is the retention rate of the program since its initiation?

### **2 RELATIONS WITH STUDENTS**

- 2.1 What are the admissions requirements for students in this program? Are they applied consistently to all students within this program? Are the admissions standards clearly stated in the catalog? Are the admissions standards appropriate for this program?
- 2.2 Describe the job search skills training and placement assistance provided to the students by the institution. What is the program's graduate placement rate? Describe the graduate placement results and verify the placement information indicating the number of graduates and employers contacted. Verify the program placement data reported in the institution's most recent Annual Institutional Report, if applicable.

### **3 CURRICULUM**

- 3.1 What are the program objectives? How are they compatible with the overall mission of the institution? Does the catalog accurately describe the program?
- 3.2 Describe how the curriculum is appropriate to meet the educational and placement objectives of the program. If the curriculum is not appropriate, indicate areas in which it is lacking.
- 3.3 Cite evidence of an appropriate sequence of subjects leading to the occupational objective(s) and academic credential? Is there a detailed syllabus on file for each course? How are the prerequisites identified? Are the prerequisites appropriate? Describe how the prerequisites are followed when scheduling classes.
- 3.4 If the program contains a third-party contracting component, please explain.
- 3.5 What community resources are used to develop and enrich the program? If the program contains an extern/internship component, please describe.
- 3.6 If applicable, describe how the programs provide students the necessary skills to obtain licensure, certification or registration necessary to practice in the specific occupational or professional area.

- 3.7 Describe what makes the program lengths appropriate to the subject matter taught and to the objectives of the credential awarded.
- 3.8 If the institution awards credit, is credit appropriately converted in relation to total student contact hours in each class? Does the institution appropriately account for differences between lecture, laboratory, and extern/internship portions of classes in calculating the number of credits awarded?
- 3.9 Describe how courses and breaks are appropriately scheduled given the students' academic background, the type of coursework involved, and the method of educational delivery.

***FOR OCCUPATIONAL ASSOCIATE'S DEGREE INSTITUTIONS***

- 3.10 What is the number of contact hours required to complete each associate's degree?
- 3.11 What is the number of general education hours required in each associate's degree?
- 3.12 What is the minimum period of time required to earn an associate's degree?
- 3.13 What is the enrollment in the second year and what makes it sufficient to support regularly scheduled classes and laboratory work?
- 3.14 How and where does the catalog identify the general education courses, and do these courses meet the Council's requirement for general education courses?
- 3.15 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

***FOR ACADEMIC ASSOCIATE'S DEGREE INSTITUTIONS***

- 3.16 What is the number of hours required for each associate's degree?
- 3.17 What is the number of hours required in general education for each associate's degree?
- 3.18 What is the number of hours required for the major or area of concentration in each associate's degree? How do the courses in the area of concentration include coursework providing a mastery of the knowledge, methods, and theories pertinent to a particular area of inquiry, discipline, or field?
- 3.19 What is the minimum period of time required to earn an associate's degree?
- 3.20 What is the enrollment in the second year and what makes it sufficient to support regularly scheduled classes and laboratory work?
- 3.21 How and where does the catalog identify the general education courses, and do these courses meet the Council's requirement for general education courses?
- 3.22 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

***FOR BACHELOR'S DEGREE INSTITUTIONS***

- 3.23 What is the number of hours required to complete each bachelor's degree?
- 3.24 What is the number of hours required in general education for each bachelor's degree?
- 3.25 What is the number of hours required for the major or area of concentration in each bachelor's degree? How do the courses in the area of concentration include a mastery of the knowledge, methods, and theories pertinent to a particular area of inquiry, discipline, or field?
- 3.26 What is the minimum period of time required to earn a bachelor's degree?
- 3.27 What is the enrollment in the third and fourth years and what makes it sufficient to support regularly scheduled classes and laboratory work?
- 3.28 How and where does the catalog identify the general education courses, and do these courses meet the Council's requirement for general education courses?
- 3.29 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

***FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS***

- 3.30 How are the courses offered numbered and identified to indicate that advanced work is offered and based upon the appropriate prerequisites? Where is the course numbering system explained?

***FOR MASTER'S DEGREE INSTITUTIONS***

- 3.31 What is the number of hours required to complete each master's degree?
- 3.32 What is the minimum period of time required to earn a master's degree?
- 3.33 What is the permissible number of transfer credits? What portion of the program's total credit hour requirements may be met through transfer credit?
- 3.34 Describe the composition and responsibilities of the committee that develops, modifies, and maintains the graduate program.
- 3.35 Describe the academic and experiential qualifications of the individual with responsibility for oversight of the graduate program.
- 3.36 Describe the program components. Does the program contain the components expected of a graduate-level program?
- 3.37 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

#### ***FOR DOCTORAL DEGREE INSTITUTIONS***

- 3.38 Is there a component of the program that includes practical research, a capstone project, or thesis? Explain.
- 3.39 What are the education requirements for earning the doctoral degree?
- 3.35 What is the minimum period of time required to earn a doctorate degree?
- 3.36 What are the statutes of limitations for program completion and where are they disclosed?
- 3.37 Does the catalog provide a detailed explanation of the required courses as well as a description of the required activities and research elements? Where is this disclosed?
- 3.38 What is the institution's transfer of credit policy for the doctorate degree?
- 3.39 Describe the composition and the responsibilities of the committee that develops, modifies, and maintains the doctoral program.
- 3.40 Describe the academic, experiential, and administrative qualifications of the individual with responsibility for oversight of the doctoral program. Is this individual a full-time employee of the institution? Does this individual have staff support? What type of staff support does this individual receive?
- 3.41 Describe the components of the program.
- 3.42 Who approves, reviews, evaluates, and assesses the student's capstone project, practical research, or dissertation?
- 3.43 What evidence is there that the curricular offerings require the appropriate use of research and library resources?
- 3.44 Does the program include a comprehensive examination component? Explain.
- 3.45 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

## **4 FACULTY**

- 4.1 Who is in charge of the academic portion of the program? What are his/her qualifications, and are they related to the program of study?
- 4.2 Do the faculty members who teach in the program have the necessary academic and/or experiential background? Do the faculty members meet all applicable state-mandated qualification requirements, such as minimal credentials and work experience?
- 4.3 Are official transcripts for all degrees of the program's faculty on file? List the names and degrees, including the awarding institution, of all faculty members for which official transcripts are not on file.
- 4.4 Is there a faculty development plan on file for each faculty member teaching in the program that incorporates activities to enhance faculty expertise, including professional growth activities and/or in-service training, as appropriate? List the names of faculty for which a faculty development plan is not on file.
- 4.5 Describe the documentation available to evidence that the faculty development plan for each faculty member has been implemented and reviewed annually? List faculty for which there is no documentation of implementation of the faculty development plan.
- 4.6 What evidence is available to document regularly scheduled faculty meetings (program or full-faculty meetings)?
- 4.7 What is the student-teacher ratio? What makes the student-teacher ratio reasonable based on the delivery modes and course content?
- 4.8 Describe the teaching loads. Explain what makes them reasonable or unreasonable.

#### ***FOR ACADEMIC ASSOCIATE'S DEGREE INSTITUTIONS***

- 4.9 Are at least one-half of all subjects that are part of the associate's degree curriculum taught by faculty members who have graduate degrees, professional degrees (such as J.D. or M.D.), or bachelor's degrees plus professional certification.

#### ***FOR BACHELOR'S DEGREE INSTITUTIONS***

- 4.10 Are at least one-half of all lower-division subjects that are part of each associate's and bachelor's degree curriculum taught by faculty members who have graduate degrees, professional degrees (such as J.D. or M.D.), or bachelor's degrees plus professional certification? Describe any variances.
- 4.11 Are all upper-division subjects that are part of the bachelor's program taught by faculty members who have graduate degrees, professional degrees (such as J.D. or M.D.), or bachelor's degrees plus professional certification. Describe any variances.

#### ***FOR MASTER'S DEGREE INSTITUTIONS***

- 4.12 Do all faculty members possess graduate degrees in the field or related field to the courses they are teaching and do a sufficient number possess a terminal degree? If not, please explain.
- 4.13 Does faculty possessing terminal degrees teach at least one-half of the graduate-level courses? Describe any variances.

#### ***FOR DOCTORAL DEGREE INSTITUTIONS***

- 4.14 Do all faculty possess appropriate graduate and terminal degrees earned at appropriately accredited institutions?
- 4.15 Does the faculty demonstrate expertise in the field of study taught and possess applicable experience in participating in a doctorate degree program?
- 4.16 How does the institution encourage graduate faculty members to engage in scholarly research and professional development activities?
- 4.20 What portion of the faculty are employed on a full-time basis? Explain how this is sufficient to ensure sound direction and continuity of development for the educational programs.

### **5 DELIVERY**

- 5.1 If the program contains a third-party contracting component, please explain.
- 5.2 Describe the instructional methods and explain what makes them suitable for the program level of instruction.
- 5.3 What are the measures used to develop and assess student skills in courses and what makes them suitable to the program of study and to the educational and placement objectives of the program?
- 5.4 Describe the textbooks, reference works, instructional and library facilities, and equipment. Are they adequate and appropriate to support the program and the credential awarded?
- 5.5 Include any additional observations or comments not specifically requested in the previous questions.

### **6 LIBRARY AND INSTRUCTIONAL RESOURCES**

#### ***FOR NONDEGREE AND OCCUPATIONAL ASSOCIATE'S DEGREE INSTITUTIONS***

- 6.1 Who is assigned to oversee the collection, organization, and accessibility of library resources? If the institution offers occupational associate's degree programs, has the institution designated an individual with the ability to maintain the resources and to assist students and faculty?
- 6.2 Does the institution provide an adequate annual budget for the purchase of books, periodicals, and other materials? What is the amount of this year's allocation?
- 6.3 Are appropriate reference materials and periodicals available?
- 6.4 Is there a current inventory of instructional resources?
- 6.5 Describe how the instructional resources are organized for easy access and usage.
- 6.6 If the institution offers associate's degree programs, what evidence is available to document the use of library materials by the students, including methods used by the faculty to encourage student use?
- 6.7 How are faculty involved in the selection of library resources?
- 6.8 If applicable, describe the on-line collection of reference materials available in the library.

#### ***FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREE INSTITUTIONS***

- 6.9 Who is the librarian, and what are the librarian's qualifications?
- 6.10 Who supervises the library when the librarian is not available? Describe their qualifications and training.
- 6.11 What are the hours during which the library is available for student use?
- 6.12 Is the librarian and/or the support staff competent to use and aid in the use of the technologies and resources available in the library? How do the librarian and/or their staff assist students in the use of library resources?
- 6.13 Cite evidence of professional growth on the part of the librarian.
- 6.14 Does the institution provide an adequate annual budget for the purchase of books, periodicals, and other materials? What is the amount of this year's allocation?
- 6.15 Are the quantity and quality of the library holdings appropriate for the type and size of the institution?
- 6.16 How does the library provide study and reading facilities necessary for an effective educational program?
- 6.17 How are the books and periodicals organized for easy access and usage? What system of classification (e.g., Dewey Decimal, Library of Congress) is used to organize the library materials?
- 6.18 What evidence is available to document the use of library materials by the students, including methods used by the faculty to encourage student use?
- 6.19 Are records of physical and/or online resource circulation, books, periodicals, and inventory accurate and up to date?
- 6.20 If applicable, describe the online collection of reference materials including full-text holdings available in the library. Does the online collection support all of the offerings of the institution?
- 6.21 Does the library collection include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics?
- 6.22 Are the library volumes reasonably up to date?
- 6.23 How are faculty involved in the selection of library resources?

## **7 PUBLICATIONS**

- 7.1 Has the institution accurately described the new program in all of its publications?

### ***FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS***

- 7.2 Is the master's or doctorate degree program described in a separate section of the catalog or published in a separate catalog for the master's degree or doctorate degree program? Does the program description include all of the required elements? Explain.

## **8 CONCLUSION**

- 8.1 Summarize the institution's development of the program, including your impressions and any additional information not specifically requested in the questions listed above.
- 8.2 Please provide any additional information that may be helpful to the Council regarding this institution and the new program offered.

## **PART III - SUMMARY**

Identify areas in which the institution does not meet Council standards. Reference the section number of each criterion and the page of the report on which the issue is discussed.

## **PART IV - RECOMMENDATIONS**

# Readiness Report

Part I should be included in this report for a readiness visit only. On a team visit, the cover page is written by the team chair.

## **PART I - Cover Page**

\_\_\_\_\_ Evaluation Report (fill in name of program reviewed)

Credential Awarded

Program Length (in credit hours and/or clock hours)

Name of Institution Visited

Address, City, State, Zip

ACICS ID Code

Name of Main Campus (if different from above)

City, State

ACICS ID Code of Main Campus

Date(s) of Visit

Name, Title, Affiliation, and City/State of Evaluator and ACICS Staff Member

## **PART II - Report Questions**

*These questions should be answered for institutions accredited at all levels. Evaluators also should complete the additional questions related to the new level of credential that are noted.*

### **1 INTRODUCTION**

- 1.1 What is the new degree program to be offered at the institution?
- 1.2 If applicable, was the program adapted from an existing program at another campus location or offered at another credential level at this campus?
- 1.3 Is the institution legally authorized by the appropriate state education agency to confer the new degree?
- 1.4 List the programs of study offered at the institution and the level of each program.
- 1.5 Has the institution provided a transition plan along with its new program application? Does the transition plan identify a proposed budget for the new degree program? If applicable, does the transition plan address availability of appropriate facilities, equipment, and instructional resources for the new degree program?

### **2 MISSION**

- 2.1 What is the mission of the institution? What makes the mission statement appropriate for the type of credential to be offered?
- 2.2 How are the new degree program objectives compatible with the overall mission of the institution and the educational needs and vocational objectives of its students?

### **3 RELATIONS WITH STUDENTS**

- 3.1 What is the projected student enrollment for the new degree program?
- 3.2 Describe the requirements for admission to the proposed program.
- 3.3 What provisions are made for individual differences among students, including advanced standing?

### **4 CURRICULUM**

- 4.1 Who is responsible for overseeing the new degree program? What are his/her academic, experiential, and administrative qualifications for this position? Is this individual a full-time employee of the institution?
- 4.2 Describe the proposed curriculum for the new degree program. How does the curriculum quantitatively and qualitatively approximate the standards for similar programs at other institutions awarding a comparable degree?

### ***FOR OCCUPATIONAL ASSOCIATE'S DEGREE INSTITUTIONS***

- 4.3 What is the number of hours required to complete each associate's degree?
- 4.4 What is the number of general education hours required in each associate's degree?
- 4.5 What is the minimum period of time required to earn an associate's degree?
- 4.6 How and where does the catalog identify the general education courses, and do these courses meet the Council's requirement for general education courses?

### ***FOR ACADEMIC ASSOCIATE'S DEGREE INSTITUTIONS***

- 4.8 What is the number of hours required for each associate's degree?
- 4.9 What is the number of hours required in general education for each associate's degree?
- 4.10 What is the number of hours required for the major or area of concentration in each associate's degree? How do the courses in the area of concentration include a mastery of the knowledge, methods, and theories pertinent to a particular area of inquiry, discipline, or field?
- 4.11 What is the minimum period of time required to earn an associate's degree?
- 4.12 How and where does the catalog identify the general education courses, and do these courses meet the Council's requirement for general education courses?

### ***FOR BACHELOR'S DEGREE INSTITUTIONS***

- 4.14 What is the number of hours required to complete each bachelor's degree?
- 4.15 What is the number of hours required in general education for each bachelor's degree?
- 4.16 What is the number of hours required for the major or area of concentration in each bachelor's degree? How do the courses in the area of concentration include a mastery of the knowledge, methods, and theories pertinent to a particular area of inquiry, discipline, or field?
- 4.17 What is the minimum period of time required to earn a bachelor's degree?
- 4.18 How and where does the catalog identify the general education courses, and do these courses meet the Council's requirement for general education courses?

### ***FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS***

- 4.20 How are the courses numbered and identified in the catalog to indicate that advanced work is offered and based upon the appropriate prerequisites? How does the catalog explain the course numbering system?

### ***FOR MASTER'S DEGREE INSTITUTIONS***

- 4.21 What is the number of hours required to complete each master's degree?
- 4.22 What is the minimum period of time required to earn a master's degree?
- 4.23 What is the permissible number of transfer credits? What portion of the program's total credit hour requirements may be met through transfer credit?
- 4.24 Describe the composition and responsibilities of the committee that develops, modifies, and maintains the graduate program.
- 4.25 Describe the academic and experiential qualifications of the individual with responsibility for oversight of the graduate program.
- 4.26 Describe the program components. Does the program contain the components expected of a graduate-level program?

### ***FOR DOCTORAL DEGREE INSTITUTIONS***

- 4.27 Does the institution's catalog describe the doctoral degree program requirements, admissions procedures, transfer policies, graduation requirements, regulations, and course descriptions?
- 4.28 What are the education requirements for earning the doctoral degree? Do the requirements meet Council standards?
- 4.29 What is the minimum period of time required to earn a doctorate degree?
- 4.30 Where are the time limitations for program completion disclosed?
- 4.31 Does the catalog contain a detailed explanation of the required courses, as well as a description of the required activities including research elements? Where?
- 4.32 What is the institution's transfer of credit policy for the doctoral degree? Does it meet Council standards?

- 4.33 Describe the composition and responsibilities of the committee that develops, modifies, and maintains the doctoral program.
- 4.34 Will the individual responsible for oversight of the doctoral program have staff support?
- 4.35 Who approves, reviews, evaluates, and assesses the student's capstone project or dissertation?
- 4.36 What evidence is there that the program will require the appropriate use of research and library resources?
- 4.37 Does the program require a comprehensive examination? Explain this requirement.

## **5 FACULTY**

- 5.1 What is the institution's plan to provide qualified faculty to teach in the new degree program?

## **6 LIBRARY AND INSTRUCTIONAL RESOURCES**

- 6.1 Does the institution provide an adequate, annual budget for the purchase of books, periodicals, and other materials? What is the amount of this year's allocation?
- 6.2 Describe the planned purchases of appropriate standard reference, research, and information resources to support the new degree program. Describe the current library resources provided by the institution.
- 6.3 What is the institution's plan for providing library and instructional resources to support the new degree program?
- 6.4 Explain how the institution provides study, reading, and information technology resources necessary to make the educational programs effective.
- 6.5 Describe how the books and periodicals are organized for easy access, usage, and preservation.
- 6.6 Describe the records of circulation, books, periodicals, and inventory. Are they accurate and up to date?

### ***FOR OCCUPATIONAL ASSOCIATE'S DEGREE INSTITUTIONS***

- 6.7 Has the institution designated an individual with the ability to maintain the resources and to assist students and faculty?

### ***FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS***

- 6.8 What system of classification (e.g., Dewey Decimal, Library of Congress) is used to organize the library materials?
- 6.9 Has the institution hired a librarian? If so, what are his/her qualifications? If applicable, is the librarian competent to both use and aid in the use of the technologies and resources available in the library?
- 6.10 Has a library budget for the new program been established? Describe how this budget is planned to be used to support the new program.

## **7 SUMMARY**

Based on the findings of the visit, does the institution appear ready to begin offering the new degree program? Please provide any additional information that may be helpful to the Council regarding this institution and the new degree to be offered.

# Credential Inclusion Report

Part I should be included in this report for a credential inclusion visit only. On a team visit, the cover page is written by the team chair.

## **PART I - Cover Page**

\_\_\_\_\_ Evaluation Report (fill in name of program reviewed)

Credential(s) Awarded

Program Length (in credit hours)

Name of Institution Visited

Address, City, State, Zip

ACICS ID Code

Name of Main Campus (if different from above)

City, State

ACICS ID Code of Main Campus

Date(s) of Visit

Name, Title, Affiliation, and City/State of Evaluator and ACICS Staff Member

## **PART II - Report Questions**

*These questions should be answered for institutions accredited at all levels. Evaluators also should complete the additional questions related to the new level of credential that are noted.*

### **1. INTRODUCTION**

- 1.1 How long has the program been in operation?
- 1.2 What is the program's enrollment for both full- and part-time students?
- 1.3 What is the retention rate of the program since its initiation?

### **2. MISSION**

- 2.1 What is the mission of the institution? Is the mission statement appropriate for the type of credential offered?
- 2.2 Describe how the program objectives are compatible with the overall mission of the institution and the educational needs and career objectives of its students?

### **3. RELATIONS WITH STUDENTS**

- 3.1 How does the institution recruit students for the program? Are the recruiting methods appropriate and in compliance with Council standards?
- 3.1 Describe the requirements for admission to the program.
- 3.2 Describe the job placement/employment assistance provided to the students by the institution. What is the program's graduate placement rate? Describe the graduate placement results and verify the placement information indicating the number of graduates and employers contacted. Verify the program placement data reported in the institution's most recent Annual Institutional Report, if applicable.

#### ***FOR MASTER'S DEGREE INSTITUTIONS***

- 3.3 Describe the composition and responsibilities of the committee that develops, modifies, and maintains the graduate program.
- 3.4 What techniques are utilized to evaluate applicants to determine their academic qualifications to benefit from graduate study?
- 3.5 What percentage of the credits required for the master's degree may be transferred from another institution?

### ***FOR DOCTORAL DEGREE INSTITUTIONS***

- 3.6 Describe how the doctoral degree program is professionally oriented and includes: coursework which heightens the level of professional expertise, an understanding of appropriate research methods, and evidence that the coursework enables graduates to perform in the area of study.
- 3.7 What techniques are utilized to evaluate applicants and to determine whether they have the academic qualifications to benefit from doctoral study? Is there a specific enrollment agreement for the doctorate degree program?
- 3.8 What percentage of the credits required for the doctorate degree may be transferred from another institution?

## **4 CURRICULUM**

- 4.1 Who is responsible for overseeing the program? What are his/her qualifications for this position?
- 4.2 How was the program developed? Is there evidence of input from faculty, students, employers, advisory boards, and other interested parties? If so, please describe. If no, please explain.
- 4.3 How does the institution utilize community resources to enrich the program?
- 4.4 Is there a detailed syllabus on file for each course in the program? List missing syllabi.
- 4.5 Cite evidence of a well-organized sequence of subjects leading to the occupational objectives and academic credential? Are course prerequisites clearly described in the catalog?
- 4.6 Is the length of the program appropriate for the subject matter taught and the objectives of the credential awarded?
- 4.7 If the institution awards credit, is credit appropriately converted in relation to total student contact hours, including the allocation of time among lecture, laboratory, and practicum activities?
- 4.8 Are breaks between classes appropriately scheduled given the students' academic background, the coursework involved, and the method of educational delivery?
- 4.9 Does the institution provide well-defined instructional objectives for the faculty? What are the objectives and how are they communicated to the faculty?
- 4.10 Do the instructional components include the selection and use of appropriate learning materials; appropriate modes of instructional delivery; the use of appropriate assessment strategies; and the use of appropriate experiences for the program? Please describe.
- 4.11 If applicable, describe how the program provides students the necessary skills to obtain licensure, certification or registration necessary to practice in the specific occupation or professional area. What is the pass rate of graduates for those programs requiring licensure, certification or registration to practice in the occupation?
- 4.12 How does the curriculum quantitatively and qualitatively approximate the standards for similar programs at other institutions awarding a comparable degree?
- 4.13 How and where does the catalog identify the general education courses for the credential offered, and do these courses meet the Council's requirement for general education courses?
- 4.14 How are the courses numbered and identified in the catalog to indicate that advanced work is offered and based upon the appropriate prerequisites? How does the catalog explain the course numbering system?
- 4.15 What evidence exists to indicate that curricular offerings require appropriate use of library resources?

### ***FOR OCCUPATIONAL ASSOCIATE'S DEGREE INSTITUTIONS***

- 4.16 What is the number of hours required to complete each associate's degree?
- 4.17 What is the number of general education hours required in each associate's degree?
- 4.18 What is the minimum period of time required to earn an associate's degree?
- 4.19 What is the enrollment in the second year, and what makes it sufficient to support regularly scheduled classes and laboratory work?

### ***FOR ACADEMIC ASSOCIATE'S DEGREE INSTITUTIONS***

- 4.20 What is the number of hours required to complete each associate's degree?
- 4.21 What is the number of hours required in general education for each associate's degree?
- 4.22 What is the number of hours required for the major or area of concentration in each associate's degree? How do the courses in the area of concentration include a mastery of the knowledge, methods, and theories pertinent to a particular area of inquiry, discipline, or field?
- 4.23 What is the minimum period of time required to earn an associate's degree?
- 4.24 What is the enrollment in the second year and what makes it sufficient to support regularly scheduled classes and laboratory work?

### ***FOR BACHELOR'S DEGREE INSTITUTIONS***

- 4.25 What is the number of hours required to complete each bachelor's degree?
- 4.26 What is the number of hours required in general education for each bachelor's degree?
- 4.27 What is the number of hours required for the major or area of concentration in each bachelor's degree? How do the courses in the area of concentration include a mastery of the knowledge, methods, and theories pertinent to a particular area of inquiry, discipline, or field?
- 4.28 What is the minimum period of time required to earn a bachelor's degree?
- 4.29 What is the enrollment in the third and fourth years, and what makes it sufficient to support regularly scheduled classes and laboratory work?

***FOR MASTER'S DEGREE INSTITUTIONS***

- 4.30 What is the number of hours required to complete each master's degree?
- 4.31 What is the minimum period of time required to earn a master's degree?
- 4.32 What is the permissible number of transfer credits? What portion of the program's total credit hour requirements may be met through transfer credit?
- 4.33 Describe the composition and responsibilities of the committee that develops, modifies, and maintains the graduate program.
- 4.34 Describe the academic and experiential qualifications of the individual with responsibility for oversight of the graduate program.
- 4.35 Does the program contain the components expected of a graduate-level program?
- 4.36 Describe the component of the program that includes practical research, a capstone project, or thesis.

***FOR DOCTORAL DEGREE INSTITUTIONS***

- 4.37 How many hours of coursework are required for the doctoral degree?
- 4.38 What is the minimum period of time required to earn a doctorate degree?
- 4.39 Where in the catalog and the enrollment agreement are the statutes of limitations for program completion clearly disclosed?
- 4.40 Where in the catalog is a detailed explanation of the required courses as well as a description of the required activities and research elements provided?
- 4.41 What is the institutions transfer of credit policy for the doctorate degree?
- 4.42 Describe the composition and the responsibilities of the committee that develops, modifies, and maintains the doctoral program.
- 4.43 Describe the academic, experiential, and administrative qualifications of the individual with responsibility for oversight of the doctoral program. Is this individual a full-time employee of the institution? Describe staff support for this individual.
- 4.44 Does the program contain the components expected of a doctoral program? Describe the components of the program.
- 4.45 Who approves reviews, evaluates, and assesses the student's capstone project or dissertation?
- 4.46 What evidence is there that the curricular offerings require the appropriate use of research and library resources?
- 4.47 Does the program include a comprehensive examination component? Explain.

**5 FACULTY**

- 5.1 Are official transcripts on file for all degrees held by all faculty members who teach in the degree program? List faculty members for whom official transcripts are not on file, including the degree and the awarding institution.
- 5.3 What makes the academic and experiential preparation of the faculty appropriate for the subject matter taught at the degree level?
- 5.4 Describe what makes the size of the faculty appropriate for the total student enrollment?
- 5.5 What evidence is available to document that there is an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs?
- 5.6 Is there a faculty development plan on file for each faculty member teaching in the program that incorporates activities to enhance faculty expertise, including professional growth activities and/or in-service training, as appropriate? List the names of faculty for which a faculty development plan is not on file.
- 5.7 Describe the documentation that the faculty development plan for each faculty member has been implemented and reviewed annually. List faculty for which there is no documentation of implementation of the faculty development plan.

***FOR OCCUPATIONAL ASSOCIATE'S DEGREE INSTITUTIONS***

- 5.8 Describe the teaching loads. Explain what makes the reasonable or unreasonable.

***FOR ACADEMIC ASSOCIATE'S DEGREE INSTITUTIONS***

- 5.9 Are at least one-half of all subjects that are part of the associate's degree curriculum taught by faculty members who have graduate degrees, professional degrees (such as J.D. or M.D.), or bachelor's degrees plus professional certification?
- 5.10 Describe what makes teaching loads reasonable. If not reasonable, explain why they are not reasonable.

***FOR BACHELOR'S DEGREE INSTITUTIONS***

- 5.12 Are at least one-half of all lower-division subjects that are part of each associate's and bachelor's degree curriculum taught by faculty members who have graduate degrees, professional degrees (such as J.D. or M.D.), or bachelor's degrees plus professional certification? Describe any variances.
- 5.13 Are all upper-division subjects that are part of the bachelor's program taught by faculty members who have graduate degrees, professional degrees (such as J.D. or M.D.), or bachelor's degrees plus professional certification. Describe any variances.
- 5.14 Describe what makes teaching loads reasonable. If not reasonable, explain why they are not reasonable.

***FOR MASTER'S DEGREE INSTITUTIONS***

- 5.15 Do all faculty members possess a graduate degree in the field or related field to the courses they are teaching, and do a sufficient number possess a terminal degree? If not, please explain. Does faculty possessing terminal degrees teach at least one-half of the graduate-level courses? Describe any variances.
- 5.16 Are all faculty members who hold advanced degrees teaching in an area related to that advanced degree? Describe any variances.
- 5.17 Describe what makes teaching loads reasonable. If not reasonable, explain why they are not reasonable.

***FOR DOCTORAL DEGREE INSTITUTIONS***

- 5.19 What makes the preparation of the faculty academically and experientially appropriate for the subject matter they teach? How does the faculty demonstrate expertise in the field of study taught and applicable experience in participating in a doctorate degree program?
- 5.20 How does the institution encourage faculty to engage in practical or scholarly research and to publish in professional journals?
- 5.21 What proportion of the faculty is employed on a full-time basis? How is it sufficient to ensure sound direction and continuity of development for the educational programs?
- 5.22 Describe what makes teaching loads reasonable. If not reasonable, explain why they are not reasonable.

**6 LIBRARY AND INSTRUCTIONAL RESOURCES**

- 6.1 Does the institution provide an adequate, annual budget for the purchase of books, periodicals, and other materials? What is the amount of this year's allocation?
- 6.2 Describe the standard reference materials and periodicals available. Are they appropriate to the curriculum?
- 6.3 Are the library volumes up to date?
- 6.4 Describe the types of additional teaching and learning materials, and equipment provided for the program. What makes them appropriate for the programs offered?
- 6.5 Describe faculty input into decisions regarding library acquisitions.
- 6.6 How does the library provide study and reading facilities necessary for an effective educational program?
- 6.7 How are the books and periodicals organized for easy access and usage?
- 6.8 What evidence is available to document the use of library materials by the students, including methods used by the faculty to encourage student use?
- 6.9 Describe the records of circulation, books, periodicals, and inventory. What documentation was available to indicate that they are accurate and up to date?
- 6.10 If applicable, describe the on-line collection of reference materials available in the library.
- 6.11 If on-line resources are utilized, what is the number of terminals provided for student use? Is the number of terminals provided adequate given the size of the student body?

***FOR OCCUPATIONAL ASSOCIATE'S DEGREE INSTITUTIONS***

- 6.12 Has the institution designated an individual with the ability to maintain the resources and to assist students and faculty?

***FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS***

- 6.13 What system of classification (e.g., Dewey Decimal, Library of Congress) is used to organize the library materials?
- 6.14 Who is the librarian and what are his/her qualifications?
- 6.15 Is the librarian competent to use and aid in the use of the technologies and resources available in the library? How does the librarian assist students in the use of library resources?
- 6.16 Cite evidence of professional growth on the part of the librarian.

***FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS***

- 6.17 Describe the bibliographic and monographic references, major professional journals and reference services, research and methodology materials, and, as appropriate, information technologies to support the graduate and/or doctoral programs.

**7 PUBLICATIONS**

- 7.1 Has the institution accurately described the degree program in all of its publications?

***FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS***

- 7.2 Is the master's and/or doctoral degree program(s) **described** in a separate section of the catalog or published in a separate catalog for the master's degree and/or doctoral degree program(s)? Does the program description include all of the required elements?

**8 CONCLUSION**

- 8.1 Summarize the institution's development of the program, including your impressions and any additional information not specifically requested in the questions listed above.
- 8.2 Please provide any additional information that may be helpful to the Council regarding this institution and the new degree offered.

**PART III - SUMMARY**

Identify areas in which the institution does not meet Council standards. Reference the section number of each criterion and the page of the report on which the issue is discussed.

**PART IV – RECOMMENDATIONS**