REPORT WRITING GUIDELINES 2015

FORMATTING

- Single space text lines
- Double space between paragraphs
- Justify left margins
- Use Times New Roman, 12 point font
- Use only one space after a period
- Write text immediately below question (no space)

If *No* for any item, insert the section number in parentheses and explain:
(Section 3-1-531 (a)): The instructional equipment available to students is not appropriate to adequately support the nature of the program. The students in the diploma program in Computer Technology need current hardware and software to be successful in the field. The campus is still using Microsoft 97 when the textbooks reference Windows XP. Students have expressed concerns about the inconsistency of learning materials; specifically, in regards to being tested on software that is outofdate according to their textbooks.

Describe the community resources utilized to enrich the program.
The program has strong community support, as witnessed by contracts for clinical placements with 16 institutions and 59 clinical slots available for assignment. Guest speakers such as the medical director and ventilator graphics specialist are also utilized. Dr. Kathy Rye, a Commission on Accreditation for Respiratory Care (CoARC) board member, has been invited to speak on clinical preceptor training about effective feedback. A total of 45 respiratory therapists attended this workshop and obtained 7.5 free CEUs. The program is also involved with the American Lung Association "Fight for Air Walk" to be held May 21, 2011. This will be their third year participating. In the future, Spencerian College will be involved with other community outreach programs including Healthy Hoops and Ashma Camp.

FINDINGS

The purpose of the visit is to confirm the information submitted in the school's application or self-study. Nothing should "seem" or "appear" to be anything, especially in a finding.

- The section number should be written as follows, in **BOLD:**
  (Section 3-1-511):
  (Section 3-1-111 (a – e)):
  (Section 3-1-513 (b)):

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- The first sentence should be a statement of the area requiring an explanatory response followed by a clear and detailed description of the issue.

  (Section 3-1-511): The program administrator does not have sufficient time and resources to administer the diploma program in medical office assistant. A review of Mr. Pulaski's signed data sheet and the class schedule indicates that 90 percent of his time is allocated to instruction and 10 percent to the administration of the program. Mr. Pulaski is currently teaching MED 110, Basic Medical Procedures; MED, 115 Medical Equipment; MED 220, Advanced Medical Procedures; and MED 230, Advanced Patient Care, totaling 25 hours of instruction per week. Mr. Pulaski's signed job description did not have any reference to administrative duties when the team arrived on-site; however, the job description has been amended and re-signed to include some administrative duties. In addition, students indicated that they were unaware of the administrator of the program and if a faculty member cannot answer their specific concern, they were left without a resolution. The administration noted that a communication will be provided to all students in the program informing them of Mr. Pulaski's appointment as the program administrator; however, no documentation was presented to the team. As a result, the program does not have the needed community involvement, instructional resources, or the focus on faculty development and student achievement that would help ensure its success.

- For missing evaluations/credentials, be certain to include the institution, and type of degree.

  (Section 3-1-541): Foreign transcripts have not been translated into English and evaluated by a member of NACES or AICE for the following faculty members: Dr. Jamal Avid, bachelor's degree in Biology from the University of Punjab, India, and Ms. Caitlin Richards, master's degree in education administration from the Cambridge University, England.

- Missing faculty development plans, evidence of implementation or missing professional growth activities should be so stated in the finding:

  Evidence of implementation and missing plans
  (Section 3-1-543): Faculty development plans lack documentation of implementation for the following faculty members: Mr. Jonathan Letand, Ms. Patricia Given, and Dr. Steven Adler. These faculty members have signed plans on file with sufficient development activities; however, there is no documentation that activities that have already taken place were in fact completed by these individuals. In addition, faculty development plans, in their entirety, are missing for the following faculty members: Ms. Lindsey White, Mr. Ian Jackson, and Ms. Melonie Harris.

  Missing professional growth activities
  (Section 3-1-543): Faculty development plans for all faculty members lack the inclusion of professional growth activities. While all plans had evidence of in-service training as sponsored by the institution, individualized professional growth activities, as defined in the Glossary section of the *Accreditation Criteria*, were not documented.

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COMPLETE SENTENCES

Complete sentences must be used in all instances throughout the team report. Exceptions include placement call verification statements for more than one program on a single program report (see page 7).

E-MAIL ADDRESS FOR ON-SITE DIRECTOR/CAMPUS

Two e-mail addresses must be included on the report cover page: the on-site administrator along with their name and title; and the campus. The staff coordinator will provide the second address to the chair, which should be verified on-site. Please see example below:

ITT TECHNICAL INSTITUTE
14955 Sprague Road
Strongsville, OH 44136
ACICS ID Code: 00016075

Ms. Sara Finland, Director (SFinland@itt-tech.edu)
Regulatory083@itt-tech.edu
Main Campus
ITT Technical Institute
Indianapolis, IN
ACICS ID Code: 00016040

ACRONYMS

- The entire name should be spelled out the first time and the acronym thereafter:
  The Campus Accountability Report (CAR)… The CAR…

- Licensure, certification, registration title, and professional organizations should be capitalized if they are followed by the acronym:
  Ms. Laurine Jude is a Registered Cardiovascular Sonographer (RCS) as well as a Registered Nurse (RN).

  The program director, Mr. Smith, is a certified medical assistant and has been in the field for more than 15 years.

CAPITALIZATION

- "Council" and the Accreditation Criteria are always capitalized and Accreditation Criteria *italicized*:
  The Council believes that a basic mathematics class is a general education course. This is explained in the glossary definition of "general education" in the *Accreditation Criteria*.

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- Capitalize other educational institutions and proper names of schools:
  Ms. Christine Horter received her bachelor's degree from Central Michigan University.

- Capitalize fields of study in the languages:
  Mr. Ellis Ramsey received his bachelor's degree in English from the University of Central Florida.

- Lowercase degrees (including the field of study, except those in the languages) in running text and whenever they are used generically, including within the narrative of the report.
  Ms. Ange Singer was appointed lead instructor of the criminal justice program on November 11, 2013. Ms. Singer holds a master's degree in criminal justice from Chicago State University and bachelor's degrees in political science and English from Illinois State University.

- Capitalize the name of a degree anywhere it is used as a title rather than a description. This includes the titles listed on the first page or reports and the title section of full-team program reports.
  9. PROGRAM EVALUATION
     Diploma in Information Technology Specialist

     Occupational Associate's degree in Information Technology

     Bachelor's degree in Information Technology and Cybersecurity

  How many calls to employers or graduates were attempted?
  Diploma in Medical Assistant: 22
  Academic Associate's degree in Medical Administrative Assistant: 12
  Academic Associate's degree in Medical Insurance Billing and Coding: 10

- Job titles should not be capitalized:
  The management team meets on a weekly basis to evaluate and monitor the activities of the institution. In attendance at these weekly meetings are the dean of education, director of admissions, director of financial aid, registrar, director of career services, and the business manager. The campus director is in charge of the meetings.

PREFIXES

- Always use appropriate prefixes, Ms., Mrs., Mr., Dr., or Chef, before the name of individuals mentioned in the team report. Never use first names only.
  Ms. Barbara Adams is the librarian. Ms. Adams holds a master's degree in library science from Boston College.

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HYPHENATION

The following words should be hyphenated:

- On-site (if used as an adjective)
- E-mail

LIST VERSUS PARAGRAPH

- Short, simple lists can be run in, especially if the introduction and the items form a complete grammatical sentence. Lists that require typographic prominence, that are relatively long or complex, or that contain items of several levels should be set vertically.

- If numerals or letters are used to mark the divisions in a run-in list, enclose them in parentheses. If the introductory material forms a grammatically complete sentence, a colon should precede the first parenthesis. The items are separated by commas unless any of the items requires internal commas, in which case all the items will usually need to be separated by semicolons.

Run-In List

The campus is implementing the following strategies to improve placement: (1) adding more members to the advisory board, (2) surveying current placement companies, (3) hiring a career services director, and (4) creating more externships for the business curriculum.

To meet its retention goal of 75 percent, the institution is focusing on activities that will assist in increasing its graduation rate. Activities include using college work study students as tutors, strengthening the counseling office, and enabling a Head Start program to continue.

Vertical List

Several other resources are being used to promote student success:

- general education labs, available to students seven days a week, are being used to tutor students who are having difficulties;
- group library assignments are being used to enhance critical thinking, research, and interpersonal skills;
- student surveys are providing data to analyze student needs; and
- students are being recognized for making the dean's list, outstanding attendance and other performance achievements.

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NUMBERS

- Single numbers from zero through nine are spelled out. Numbers appearing at the beginning of a sentence are spelled out; however, it is preferred that you avoid starting a sentence with a number.

  Students are required to successfully complete two of three modules.

  Twenty members of the faculty were in attendance at the faculty meeting scheduled to discuss the results of the graduate and employer surveys.
  Alternatively, this sentence can be written:
  Of the 40 faculty on staff, 20 members were in attendance at the faculty meeting scheduled to discuss the results of the graduate and employer surveys.

- Percentages are expressed in numerals. The word percent is used in nontechnical contexts.
  To meet its retention goal of 75 percent, the institution is focusing on activities that will assist in increasing its graduation rate.

- If one number in a sentence must use numerals (number 10 and over) then use them for all numbers in the same category.
  There are 12 part-time faculty members, 8 of which have been with the institution for over 15 years.

DEGREES

- When referring to degrees offered by the school under review, degree levels should be written in accordance with ACICS degree level designation and approved program name. This may not be the same name listed in the catalog. Write degree levels in the following manner: nondegree credentials, occupational associate's degree, academic associate's degree, bachelor's degree, master's degree, and doctoral degree.

  The following number of calls was made to employers for the following programs:
  ~~Associate of Applied Science degree in Business Administration in Accounting 1~~
  ~~Bachelor of Science degree in Business Administration in Accounting 2~~

  Academic Associate's degree in Business Administration in Accounting - 1
  Bachelor's degree in Business Administration in Accounting - 2

- When describing credentials earned by faculty and staff, degree levels should be written in the following manner: associate's degree, bachelor's degree; master's degree; juris doctorate; and doctoral degree.

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- The following widely familiar abbreviations are acceptable to use in lieu of spelling out the degree to describe degrees earned by faculty and staff. (Please note that Chicago omits periods in abbreviations of academic degrees)

    - BFA bachelor of fine arts
    - JD juris doctorate
    - MBA master of business administration
    - MD medicinae doctor (doctor of medicine)
    - MFA master of fine arts
    - Ph.D. philosophiae doctor (doctor of philosophy)
    - RN registered nurse
    - LPN licensed practical nurse

    …who holds associate's and bachelor's degrees in computer science from Ball State University and a master's degree in psychology from Nova University

    …Dr. Willard holds a JD from the California Law School, an MBA from American University, and a bachelor's degree in communications studies from the University of Virginia.

    …the librarian, Ms. Tania Jay, holds a master's degree in library science from the University of Notre Dame.

"INSTITUTION" AND "CAMPUS"

The *institution* refers to the main and all its branch campus locations while the *campus* refers specifically to the main or the additional locations:

The institution utilizes the CampusVue system to manage its registration processes, but the Fayetteville campus has been slow in completing the transition to this system. Hence, there were multiple instances of prerequisites not being followed.

CAR PLACEMENT VERIFICATION

- When one program is being evaluated, use the following format:
  How many calls to employers or graduates were attempted?
  There were number 15 calls made to employers.

  How many calls to employers or graduates were successful?
  There were 10 successful calls.

  How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
  There were 10 calls that confirmed the employment of the graduates as reported on the 2011 CAR.

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- When more than one program is being evaluated in a report, use the following format :
  How many calls to employers or graduates were attempted?
  The following number of calls was made to employers for the following programs:
  Academic Associate's degree in Business Administration in Accounting - 1
  Bachelor's degree in Business Administration in Accounting - 2
  Academic Associate's degree in Business Administration Office System - 2
  Bachelor's degree in Business Administration Office System - 3

  How many calls to employers or graduates were successful?
  The following number of calls, by program, was successful:
  Academic Associate's degree in Business Administration in Accounting - 1
  Bachelor's degree in Business Administration in Accounting - 2
  Academic Associate's degree in Business Administration Office System - 2
  Bachelor's degree in Business Administration Office System - 3

  How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
  All of the calls where contact was made confirmed the employment of the graduates as reported on the 2010 CAR.

TO REPEAT OR NOT TO REPEAT

- Repeat the narrative that provides a description of the qualifications of individuals that have been previously provided. The repeated section can be a summary and should reference the first writing.

  1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
  The campus director, Ms. Marines Lopez, is responsible for the implementation of the CEP. Ms. Lopez has been in her current position for four months. Prior to coming to John Dewey College, she served as the dean of academic and student affairs at the Puerto Rico School of Fine Arts. Ms. Lopez is a doctoral candidate at the University of Puerto Rico, holds a master's degree in education administration and supervision, and a bachelor's degree in secondary education both from Pontifical Catholic University in Ponce, Puerto Rico. Ms. Lopez is assisted by a CEP committee composed of the associate campus director, the evening academic director, the undergraduate program coordinator, the admissions coordinator, and the registrar.

  3.03 Who is the on-site administrator, and what are this person's qualifications?
  As previously noted, Ms. Marines Lopez is the campus director of the institution. Prior to coming to John Dewey College, she served as the dean of academic and student affairs at the Puerto Rico School of Fine Arts. Ms Lopez is a doctoral candidate at the University of Puerto Rico, has a master in education administration and supervision, and a bachelor's degree in secondary education, both from Pontifical Catholic University.

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When the same area of noncompliance is identified in two different questions within the report, reflect the area of noncompliance in each question of the report with the appropriate section number for that report.

Example:

6.4 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?

- Equipment. ☒ Yes ☐ No
- Instructional tools. ☐ Yes ☒ No
- Machinery. ☒ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:
(Section 3-1-601): The instructional tools are not appropriate to support some of the programs. As is outlined in the computer technology section of the report, the computer hardware used in the program is not current and hence not appropriate to support the program offering.

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

(a) Facilities. ☒ Yes ☐ No
(b) Instructional equipment. ☐ Yes ☒ No
(c) Resources. ☒ Yes ☐ No
(d) Personnel. ☒ Yes ☐ No

If *No* for any item, insert the section number in parentheses and explain:
(Section 3-1-531(a)): The instructional equipment available to students is not appropriate to adequately support the nature of the program. The students in the diploma program in computer technology need current hardware and software to be successful in the field. The campus is still using Microsoft 97 when the textbooks reference Windows XP. Students have expressed concerns about the inconsistency of learning materials; specifically, in regards to being tested on software that is out of date according to their textbooks.

SUMMARY

1	**Section 3-1-531(a) and 3-1-601**	Instructional tools are not appropriate in the diploma program in Computer Technology (pages 8 and 27).

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COMMENTS

- Comments specific to a question should be included directly below the question and not at the end of the report. The chair will remove the "If *No*…" statement from the report under such circumstances. Comments specific to a question should appear only in situations where additional explanation is necessary:

  7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
  ☒ Yes ☐ No

  If *No*, insert the section number in parentheses and explain:
  The campus uses an electronic catalog and provides a hard copy to students upon request.

- Comments that are "general" in nature would be appropriate at the end of the report:

  GENERAL COMMENTS:
  The team wishes to commend this campus on its incredibly positive staff, clean and inviting work environment, and dedication and investment into their students.

- Commendations and general comments will be left at the end of each section.

DESCRIPTION OF QUALIFICATIONS

- State the name of the program administrator at the beginning of the narrative.
- Do not include the date or year when credentials were received.
- Combine credential information if received from the same institution.
- When city and state of awarding institution is included, be sure to make it a complete sentence.

  Example:
  Ms. Susie Sunshine is the director and chief on-site administrator at the campus. She holds a bachelor's degree in business administration from Wonderful University in San Francisco, California; a master's degree in education administration from Even Better University in Los Angeles, California; and a master's degree in business administration from the Best University. Ms. Sunshine attended an Accreditation Workshop in November 2003.

COURSE LISTINGS

When listing course codes, write the course code, followed by the course title

The general education course BIO132, Anatomy and Physiology, has three separate sections.

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RECOMMENDATION PAGE

- This page will be a compilation of recommendations from the entire team on a separate sheet as the last page of the report.

- Use full and complete sentences for recommendations and ensure that the recommendation is clear and understandable to an outside reader.

RECOMMENDATION(S)

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

Relations with Students:
The team offers the following recommendations:

- develop a bulletin board specifically for career services placements. This would serve as a motivating factor on the campus. Highlighting "congratulations" to students placed would be a great way to spotlight student success; and

- when establishing procedures and preparing for future ACICS visits, follow the report templates on the ACICS website as each person prepares his or her department for those evaluations. When an institution already runs this efficiently, it is difficult to make any recommendations for improvement, but this one should serve them well.

Educational Facilities:
The team suggests that better signage be used to indicate the entrance to the campus. While the entrance can be seen from close up, it is not clearly visible from a distance; and while its address is 215 Peachtree Street, the entrance is not on Peachtree Street. In fact, 215 Peachtree Street is a locked door.

STUDENT/TEACHER RATIO

The student/teacher ratio is only required for non-degree and occupational associate's degree programs.

- For a single program:

  The student/teacher ratio is 16:1.

- For one program that is part of a multiple program evaluation (report includes non-degree and degree programs), the program name must be specified:

  The student/teacher ratio in the certificate in child care program is 5:1.

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- For programs with laboratory components, distinction is important since there are industry standards managing lab sizes:

  In the theory courses, the student/teacher ratio is 21:1; while in the laboratory courses, the ratio is 10:1.

- For multiple programs:

  The student/teacher ratio is 12:1 in the diploma program in medical office assistant and 15:1 in the diploma program in medical billing and coding.

CAMPUS POSSESIVE

Campuses'=Plural possessive
The campuses' programmatic accreditation is in good standing for all three locations.

Campus's=singular possessive
The team was provided documentation for guest speakers, a part of the campus's ongoing Professional Connection Lunch Speaker Series. (this example is referencing a single campus)

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