



## Findings Direction Sheet

### General Formatting for Findings:

**(Section x-x-xxx):** Statement of area requiring an explanatory response. Details on area requiring an explanatory response which are based on observations, document review, and interviews. Details on any attempts the institution has made to rectify the issue.

*Note: Please write your finding with enough detail to ensure that the institution and a third-party reviewer can make a clear determination as to the information that must be provided to remediate the area.*

### Specific Examples of Findings Writing and Formatting:

**(Section 3-1-511):** (Open finding with a summary statement of area requiring an explanatory response; use the criteria to craft the language) The program administrator does not have sufficient time and resources to administer the CREDENTIAL LEVEL program in NAME OF PROGRAM. A review of MR./MS./DR. NAME OF PROGRAM ADMINISTRATOR'S signed data sheet and the class schedule indicates that XX percent of his time is allocated to instruction and XX percent to the administration of the program. MR./MS./DR. NAME OF PROGRAM ADMINISTRATOR is currently teaching LIST ALL COURSE NUMBERS AND TITLES, totaling XX hours of instruction per week. (Reference any other pertinent details, including but not limited to, the program administrator's job description, the hours per week the program administrator spends on campus, feedback from interviews with faculty and students, information found in faculty meeting minutes about the program, and any deficiency in instructional resources or any other area caused by the lack of program administration).

Example:

**(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. Smith'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. Smith 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. Smith'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 also indicated that they are unaware of the administrator of the program and if a faculty member cannot answer their specific concern, they are left without a resolution. The administration noted that a communication will be provided to all students in the program informing them of Mr. Smith's appointment as the program administrator; however, no documentation was presented to the team.

**(Section 3-1-513(a) and Glossary):** (Open finding with a summary statement of area requiring an explanatory response; use the criteria to craft the language) There is not a detailed syllabus on file for each course in the curriculum that has all of the required elements outlined in the Glossary of the *Accreditation Criteria*. The team's review of course syllabi found that syllabi for the CREDENTIAL LEVEL program in NAME OF PROGRAM courses do not contain the

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following required elements, LIST ALL MISSING ELEMENTS. (If necessary, list details about individual syllabi that are missing required elements.) Additionally, the COURSE NUMBER, COURSE NAME syllabus does not reference the LIST ALL MISSING ELEMENTS.

Example:

**(Section 3-1-513(a) and Glossary):** There is not a detailed syllabus on file for each course in the curriculum that has all of the required elements outlined in the Glossary of the *Accreditation Criteria*. The team's review of course syllabi found that syllabi for the certificate program in accounting and bookkeeping courses do not contain a course number, date of last revision, or topical outline. Additionally, the ACT 101, Principles of Accounting, course syllabus lists the textbook as "Accounting Principles" without references to the publisher, author, or edition. Furthermore, the syllabi for the ACT 102, Excel; ACT 104, Quickbooks; ACT 105, Peachtree; and ACT 202, Advanced Excel courses do not have any reference to the textbooks used in the course.

**(Appendix H, Admissions Requirements and Enrollment):** (Open finding with a summary statement of area requiring an explanatory response; use the criteria to craft the language). The campus does not make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program. (Note what specific documentation was reviewed and any detail revealed through interviews with students, faculty, and administrators).

Example:

**(Appendix H, Admissions Requirements and Enrollment):** The campus does not make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program. The team found through an interview with an online admissions representative that it is mentioned during the enrollment process, but that there is no formal acknowledgement in writing signed by the student that states how the student's identity will be verified. This was confirmed through review of the enrollment agreements of online students and in interviews with these students.

**(Section 3-1-542):** (Open finding with a summary statement of area requiring an explanatory response; use the criteria to craft the language) The team found that official transcripts for credentials listed in the catalog were not on file for all instructors. The team found the following credentials missing:

- CREDENTIAL LEVEL degree in PROGRAM from NAME OF INSTITUTION for MR./MS./DR. NAME OF INSTRUCTOR;
- CREDENTIAL LEVEL degree in PROGRAM from NAME OF INSTITUTION for MR./MS./DR. NAME OF INSTRUCTOR;

Example:

**(Section 3-1-542):** The team found that official transcripts for credentials listed in the catalog were not on file for all instructors. The team found the following credentials missing for the following instructors:

- Ms. Joan Smith - bachelor's degree in business from Sky College
- Ms. Jane Jones - bachelor's degree in accounting from Sky College; and a master's degree in business administration from Cloud University