

The CAR Webinar will begin momentarily.

Have questions? Submit them using the dialogue box below. If we don't get to your question during the Q&A portion, we'll reach out to you via email.

We'll keep the dialogue going on Twitter using the hashtag #ACICSaccredits. Follow us on Twitter @ACICSaccredits.





ACCREDITING COUNCIL FOR
INDEPENDENT COLLEGES AND SCHOOLS

CAR Webinar

August 21, 2013

Campus Accountability Report Webinar

An Overview of Changes to the 2013

Campus Accountability Report



Today's Presenters

- **Thomas Wickenden, Ph.D.**, Executive Vice President
- **Terron King, M.S.**, Manager, Policy & Institutional Review
- **Emily Jacobs**, Research Coordinator



Outline

- **Welcome**
- **Topic I: *New Campus and Program Standards***
- **Topic II: *Mitigating Circumstances for Student Achievement***
- **Topic III: *Placement Definitions***



Q&A

- The slide presentation will be made available on the ACICS website post-webinar.
- *Q&A will take place at the end of the presentation, with enough time allotted for a large volume of questions.*
- *Please reference Topic 1,2 or 3 when asking a question so we are able to better organize the response process.*



Welcome

Thomas Wickenden, Ph.D.
Executive Vice President of Policy
and Accountability Systems
ACICS



Welcome

- This year the Campus Accountability Report (CAR) contains several significant changes.
- This webinar will cover and answer questions about most of them – A new initiative for ACICS!
- Next week we will be launching the 2013 CAR, with
 - Guidelines and Instructions for the 2013 CAR
 - Updated Student Achievement Standards web page
 - Updated Back-up Data Spreadsheet
- Initial and Accreditation Renewal workshops will include some of this material.





ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

Available at www.ACICS.org

To view CAR related
information:

> Accreditation

>> CAR Report

To view Student Achievement
Standards

> Accreditation

>> Student Achievement

The screenshot shows the ACICS website homepage. At the top, there is a search bar and links for 'Create an Account', 'Login', and 'Sitemap'. The main header features the ACICS logo and the full name of the organization. Below the header is a navigation menu with links for Home, About Us, Accreditation, Council Actions, Students, Evaluators, Events/Workshops, and News. The main content area is divided into several sections: a large image of a man looking at a laptop, a sidebar menu with links like 'Accreditation Process', 'Becoming Accredited', and 'CAR Report', and a main content area with three columns. The first column is 'About ACICS', the second is 'ACICS Resources' with links to 'ACICS Directory of Institutions' and 'History of Accreditation', and the third is 'News and Alerts' with recent news items.



TOPIC I: New Campus and Program Standards

PROGRAM REPORTS:

- Programs are listed in alpha order, by name
- Program measurement information is auto populated. So review and update your program information now
- For help logging into the ACICS member portal, please email [eBiz@acics.org](mailto:EBiz@acics.org).
 - If a program has changed, submit evidence of approval to PAR@acics.org, or
 - submit the appropriate application to revise the program as needed from WWW.ACICS.org
- **DON'T WAIT TO REVIEW YOUR APPROVED PROGRAM INFORMATION! DO IT NOW!**



TOPIC I: New Campus and Program Standards

STUDENT ACHIEVEMENT STANDARDS				
To Be Implemented Based on the 2013 Campus Accountability Report				
Campus Level Standards				
	Retention		Placement	
Benchmark	70%		70%	
Compliance	60%		60%	
Program Level Standards				
	Retention		Placement	Licensure^{1,2}
	<i>Tier 1 - Program Length ≤1 year</i>	<i>Tier 2 - Program Length >1 year</i>		
Benchmark	70%	65%	70%	70%
Compliance	60%	60%	60%	60%

1. Where licensure required for employment. 2. Must also meet any agency standard.



TOPIC I: New Campus and Program Standards

Benchmark Standards –A campus whose rates fall below the Benchmarks must develop and submit a Campus Improvement Plan and fulfill certain reporting & other requirements, although applications for new programs may be submitted without requesting a waiver. A program whose rates fall below the Benchmark standard must develop and implement a Program Improvement Plan.



TOPIC I: New Campus and Program Standards

Compliance Standards –A campus whose rates fall below the Compliance Standard must come into compliance within established timeframes or its grant of accreditation may be withdrawn. A program whose rates fall below the Compliance Standard must come into compliance within established timeframes or approval for inclusion of the program within the campus’s grant of accreditation may be withdrawn. A campus whose retention or placement rate falls below the Compliance Standard must seek prior approval (designated a waiver) in order to apply for approval of a new program.



TOPIC I: New Campus and Program Standards

Data on Licensure is collected and evaluated separately from Data on Retention and Placement

Retention and Placement Rates – based on

- 2013 Campus Accountability Report (CAR)
- due November 1, 2013

Licensure Pass Rates – based on

- 2013 CAR Addendum
- due March 1, 2014



TOPIC I: New Campus and Program Standards

Program Graduation Rate Information

Data still required only of programs \leq 1 year in length.

Changes to Backup Data Spreadsheet are minor, but include:

1. Addition of 2013 **Year of Entry** to each student's record (spreadsheet row). Maintain 2011 and 2012. Important so that calculation of rates can be automated.
2. Updating of **New Enrollment** data for each Year of Entry for students in each program. Important so that calculation of comprehensive graduation rates can eliminate the effect of annual changes in enrollment. (See Guidelines)
3. **New requirement** to provide **backup documentation of program norms** of completers, grads and withdrawals. Use of spreadsheet is recommended – or worksheet.



Step 1. Enter **Report Year of Entry** for all enrolled students in each program. *Report Year of Entry is the second half of each reporting period, i.e., students entering from July 1 2012 through June 30 2013 have a 2013 Year of Entry.*

PROGRAM DATA SHEET*							
PROGRAM DATA*							
*NOTE: Calculated program totals below for input (
CAR QUESTION #			1	2a	2b	2c	3a
PROGRAM TOTAL*			14	6	1	1	22
STUDENT	Report Year of Entry	Program	Beginng Enrllmnt	New Starts	Re-entries	Transfers in	TOTAL Enrllmnt
Example -- Beginning	2011	Business	1	0	0	0	1
Example -- Beginning	2011	Business	1	0	0	0	1
Example -- Re-entry	2013	Business	0	0	1	0	1
Example -- New Start	2013	Business	0	1	0	0	1
Example -- New Start	2013	Business	0	1	0	0	1
Example -- Transfer In	2013	Business	0	0	0	1	1



Step 2. Enter **New Enrollments** for past years (2012 and 2011).

Step 2a. Use “New Enrollments Minus Transfers Out” from the 2012 Backup Data Spreadsheet.

Step 3. Compute and document Program Norms and use to normalize Completers, Grads & Withdrawals.

2013 NEW ENROLLMENTS AND PROGRAM NORMS									
PROGRAM/REPORT YEAR	2013	2012	2011	2010	2009	2008	2007	0	Total 2013 Transfers Out
New Enrollments*	8	4	96	0	0	0	0	0	
Transfer Outs in 2013	1	1	1	0	0	0	0	0	CORRECT
NE Minus Transfers Out	7	3	95	0	0	0	0	0	
Program Norms	14.29	33.33	1.05	0	0	0	0	0	

2012 NEW ENROLLMENTS AND PROGRAM NORMS

PROGRAM/REPORT YEAR	2012	2011	2010	2009	2008	2007	2006	2005	Total Transfers Out in 2012
New Enrollments*	5	97	0	0	0	0	0	0	
Transfer Outs	1	1	0	0	0	0	0	0	2
New Enrollments Minus Transfers Out	4	96	0	0	0	0	0	0	
Program Norms	25.00	1.04	0	0	0	0	0	0	



Step 2b. If you didn't use the ACICS spreadsheet or calculate New Enrollments yourself last year, use the worksheet in the "New Enrollments and Program Norms" Tab.

- i) Enter New Starts, Re-entries & Transfers In from 2012 and 2011 back-up data.
- ii) Enter Transfers out for 2012 or 2012 and 2011 by a) using the ACICS Backup Sheet, or b) copying the SUMIF formulas in the ACICS Backup sheet, or c) sorting each back-up sheet by Year of Entry and totaling Transfers Out.

WORKSHEET FOR CALCULATING NEW ENROLLMENTS						
To calculate New Enrollments updated through 2012						
for entry into the ACICS 2013 Back-up Data Spreadsheet						
Year of Entry:			2012	2011	2010	2009
New Enrollments updated through 2012 =			4	96	0	0
for entry into spreadsheet cells BA8 and BB8						
PROGRAM:						
New Starts			5	70		
Re-entries			1	20		
Transfers In			0	10		
New Enrollments		0	6	100	0	0
Transfers out in						
	Year + 0		2	3		
	Year + 1		0	1		
	Year + 2		0	0		



Step 4. If the program is one academic year or less in length, please enter the resulting data for **Normed Completers, Normed Grads and Normed Withdrawals** in the Graduation Information section of the CAR. The resulting CGRs will tell you what percent of all program leavers graduated or completed. The program rates will roll up to a campus rate (for one-year programs only). Check CAR Guidelines for more information on the CGR.

GRADUATION DATA*				
2a	3a	5a	7a	7b
48.67	76.19	85.16	36.28%	59.45%
Normed Completers	Normed Grads	Normed Withdrawals	Graduates only Rate	Graduates & Completers Rate

***NOTE:** Questions 2a, 3a & 5a need to be entered into the CAR for Level 1 programs (Certificate or Diploma programs of 1 year or less in length). The two rates will also be calculated in the CAR. Degree programs will be entered in subsequent years. Since New Enrollments are not required for more than the last two years, this normed graduation data will be incorrect for programs longer than one year and should be ignored.



Topic II: Mitigating Circumstances for Student Achievement

GENERAL PROCEDURES

- 1. Retention Standards apply only if enrollment => 10**
- 2. Placement Standards apply only if Graduates and Completers => 10**
- 3. 2012 Standards and timeframes continue to apply even if 2013 enrollment or graduates and completers drop below 10.**
- 4. Waivers may be requested only from application of Compliance Standards (not Benchmarks)**
- 5. Waivers must be requested at both the program and campus levels if both are below compliance**



Topic II: Mitigating Circumstances for Student Achievement

1. Waiver From Retention Based On Demographic Traits

A program or campus may request a waiver from the Retention Compliance Standard if it can document that at least three of the traits below are demonstrated by at least 50% of total student enrollment:

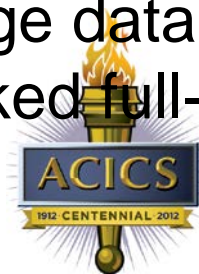
- a. Delayed enrollment after high school graduation (at least 25)
- b. Lacking a high school diploma (admission with GED or ATB)
- c. Enrolling on a part-time basis
- d. Financially independent
- e. Working full-time (at least 35 hours) while enrolled
- f. Having dependents (usually children younger than 19)
- g. Being a single parent.



Topic II: Mitigating Circumstances for Student Achievement

Acceptable Documentation of Demographic Traits

- Traits may be recorded or demonstrated at any point during reporting period, e.g., age = > 25.
- Traits may be documented through existing administrative data or through student surveys.
- Financial data such as working full-time, financial independence, having dependents, or being a single parent) may be documented through surrogate or proxy measures derived from the student's ISIR (13/14 or 12/13, using federal definitions). For example, wage data may be used to determine students who have worked full-time while enrolled.



Topic II: Mitigating Circumstances for Student Achievement

2. Waiver From Retention Based On Re-enrollment

A waiver from the Retention Compliance Standard may be requested for any campus or program which can demonstrate that the students who withdrew during the reporting period ending June 30 and returned to the campus or program on or before November 1, would have raised the retention rate above the compliance standard if they had not been counted as withdrawals.



Topic II: Mitigating Circumstances for Student Achievement

3. Waiver From Placement Based On Time

A waiver from the Placement Compliance Standard may be requested for any campus or program which can demonstrate that 30% or more of its graduates reported in the CAR had less than six months between the date of their graduation or the receipt of a license required for employment and the reporting date for placements of November 1 (i.e., graduation/completion or licensure date was after May 1st.)



Topic II: Mitigating Circumstances for Student Achievement

4. Waiver From Retention/Placement Based On Averages

A waiver from the Retention, Placement, or Licensure Pass Rate Compliance Standard may be requested for any campus or program which can demonstrate that the three-year average, weighted for enrollment, of the retention or placement rate is above the corresponding compliance standard (60%).



Topic II: Mitigating Circumstances for Student Achievement

5. Waiver from Retention/Placement Based On Specialized Programmatic Accreditation

A waiver from the Retention or Placement Compliance Standard may be requested for any program which can demonstrate that (1) it is separately accredited by a specialized, programmatic accreditor recognized by the U.S. Department of Education, (2) that the accreditor has its own standard for retention (or completion or graduation), placement (or employment), and (3) that the program is in compliance with this standard.



Topic II: Mitigating Circumstances for Student Achievement

6. Waiver Based On Other Mitigating Circumstances

A waiver from the Retention or Placement Compliance Standard may be requested by any campus or program which can demonstrate that some other circumstance over which the campus or program has no control has brought the respective student achievement rate below the ACICS compliance standard.



Topic II: Mitigating Circumstances for Student Achievement

Additional Requirements

When submitting a request for a waiver by entering data on one of these items into the Campus Accountability Report (CAR), the respondent is also asked to upload:

1. Documentation for the data entered into the CAR
2. A program or campus improvement plan designed to address the mitigating circumstance



Topic II: Mitigating Circumstances for Student Achievement

Additional Requirements

When submitting a request for a particular waiver for a subsequent year (not applicable this year) the respondent is also asked to:

1. Demonstrate continuous improvement in retention or placement, and
2. Demonstrate that the institution is making a sufficient investment of resources to address the circumstance



Topic II: Mitigating Circumstances for Student Achievement

Starting Next Year (2014 CAR): Sufficiency of Service

A campus submitting the same mitigating circumstance for more than one year must demonstrate that its operating budget ratios (as reported in the Annual Financial Report (AFR)) fall within one standard deviation of the average (mean) value of these ratios for other ACICS-accredited institutions in the same range of educational revenues.

- a. Instructional salaries
- b. Instructional expenses
- c. Student recruitment
- d. Depreciation of equipment
- e. Occupancy expense
- f. Administrative expense
- g. Student personnel services



Topic III: Placement Definitions

ACICS DEFINITION OF PLACEMENT

- Published as proposed in September 2012
- Published as final and effective in January 2013 for the 2013 CAR due by November 1 2013
- New questions have been added to the CAR for this year however, **they are optional.**
- These definitions will be part of an independent Placement Verification Program that will be tested in 2014 and implemented by 2015.
- The new definition broadens the concept of placement while making the basis for the definition much more specific.



Topic III: Placement Definitions

1. Relation of a Job to the Program of Study

The position is either:

- **Included on the list of job titles published by the institution for which the program prepares students –** This disclosure is required of Title IV institutions by USDOE. It may include up to 10 titles. The titles are official occupations from the Standard Occupational Classification (SOC) system developed by the Bureau of Labor Statistics and linked to the program identified in the Classification of Instructional Programs through the Department of Education's CIP-to-SOC crosswalk], or...



Topic III: Placement Definitions

- **It requires the use of the skills learned in the student's program as a predominant component of the job** – These skills are described in the institution's catalog or program description and in the employer's job description or advertisement, or in a student interview, or...
- **The student attests to the benefit of the training received as a catalyst in obtaining or maintaining the position** –These benefits include obtaining a new position, or maintaining a current position by improving job skills or by meeting requirements for a promotion or for professional development, as indicated on a signed attestation form.



Topic III: Placement Definitions

The questions on the 2013 CAR will include the following:

11. Up to the date this report was submitted, how many of the students who completed or graduated were:

11a Placed in their field of study or in a related field

- i. Based upon job titles included in the list of job titles published by the institution for which the program prepares students?
- ii. Based upon the required use of skills learned in the student's program as a predominant component of the job?
- iii. Based upon student attestations to the benefit of the training received from the program in obtaining a new position
- iv. Based upon student attestations to the benefit of the training received from the program in maintaining a current position?



Topic III: Placement Definitions

These questions will be implemented as follows:

11a Placed in their field of study or in a related field – This question must be answered. It is the basis for calculating the placement rate. However, the breakout questions are optional until July 1, 2014, when they must be tracked for reporting in the 2015 CAR.

- i. Based upon job titles included in the list of job titles published by the institution for which the program prepares students?
- ii. Based upon the required use of skills learned in the student's program as a predominant component of the job?
- iii. Based upon student attestations to the benefit of the training received from the program in obtaining a new position
- iv. Based upon student attestations to the benefit of the training received from the program in maintaining a current position?



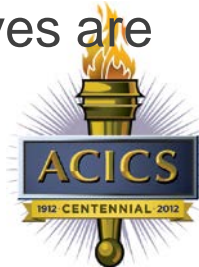
Topic III: Placement Definitions

The definition addresses several other issues, including:

2. **Length of Employment:** For graduates placed in traditional jobs, the intention is that employment will be continuing and/or sustainable.

3. **Non-Traditional Employment:** Nontraditional employment includes self-employment, contract work, temporary employment, temporary employment agency work and international students in paid practical training.

Documentation for self-employment, contract work, temporary employment and temporary employment agency work may include business licenses, lists of clients or contracts, statements or attestations from graduates that such work meets their employment goals or was disclosed as employment for which the program prepares students. Business cards and stationary by themselves are not sufficient documentation.



Topic III: Placement Definitions

4. **Payment:** Acceptable placements must involve paid employment. Internships or volunteer work are not acceptable, but international students in paid practical training are acceptable as placement.

5. Evidence of placement requirements:

New Placement: If a placement involves a new job or promotion to a new position, evidence of the placement in the form of statements made or signed by employers or graduates is required.

Possible Promotion: If the graduate is already employed in a field and completes a program because the credential is required for possible future promotion, documentation should include an attestation by the graduate or a copy of the company policy regarding the credential.



Topic III: Placement Definitions

6. Other Professional Development

If graduates are already employed in a field and complete a program to improve their job skills, documentation should include an attestation of this goal by the graduate or a copy of the company policy regarding professional development requirements for maintaining a job, for a change or potential change in job duties, compensation, or title, and/or for professional enhancement.



Topic III: Placement Definitions

7. Waivers for Grads/Completers “not available for placement”

Current requirements would be retained for documentation that graduates are unavailable for placement due to (1) pregnancy, death or other health-related situations, (2) continuing education, (3) active military service, (4) visa restrictions for international students, (5) enrolled in a stand-alone ESL program, or (6) incarceration.



Other Information

Questions?

Comments?

Please type in any questions or comments
you might have!

